

BO1 History of Mathematics
Lecture XVI
Concluding miscellany

MT 2020 Week 8

Summary

- ▶ The exam (briefly)
- ▶ Points to ponder
- ▶ Hilary Term reading course

Typical exam questions

Typical exam questions

Q. Comment on the context, content and significance of the following extract:

Something historical and mathematical

Typical exam questions

Q. Comment on the context, content and significance of the following extract:

Something historical and mathematical

(Choose, for example, any quotation that has appeared in the lectures, or been referenced on the sheets.)

Typical exam questions

Q. Comment on the context, content and significance of the following extract:

Something historical and mathematical

(Choose, for example, any quotation that has appeared in the lectures, or been referenced on the sheets.)

Q. Discuss, with reference to specific examples, how concept X (or terminology Y, or notation Z, ...) has developed between 1600 and 1900.

Typical exam questions

Q. Comment on the context, content and significance of the following extract:

Something historical and mathematical

(Choose, for example, any quotation that has appeared in the lectures, or been referenced on the sheets.)

Q. Discuss, with reference to specific examples, how concept X (or terminology Y, or notation Z, ...) has developed between 1600 and 1900.

Q. Discuss with reference to specific examples, how attitudes towards X have changed between 1600 and 1900.

Typical exam questions

Q. Comment on the context, content and significance of the following extract:

Something historical and mathematical

(Choose, for example, any quotation that has appeared in the lectures, or been referenced on the sheets.)

Q. Discuss, with reference to specific examples, how concept X (or terminology Y, or notation Z, ...) has developed between 1600 and 1900.

Q. Discuss with reference to specific examples, how attitudes towards X have changed between 1600 and 1900.

Q. Discuss the significance of text X.

Typical exam questions

Q. Comment on the context, content and significance of the following extract:

Something historical and mathematical

(Choose, for example, any quotation that has appeared in the lectures, or been referenced on the sheets.)

Q. Discuss, with reference to specific examples, how concept X (or terminology Y, or notation Z, ...) has developed between 1600 and 1900.

Q. Discuss with reference to specific examples, how attitudes towards X have changed between 1600 and 1900.

Q. Discuss the significance of text X.

Q. Describe some aspects of the work of major figure X.

Points to ponder (1)

What is the history of mathematics?

What does it mean to study the history of mathematics?

What is mathematics?

Points to ponder (2)

What do you think the words 'mathematics' and 'mathematician' have meant throughout this course?

Have they had the same meanings throughout?

More generally, have they had the same meanings throughout history?

Points to ponder (3)

If we choose to understand the word 'mathematics' differently, how does this change our view of the history of mathematics?

How could a revised definition of 'mathematics' change the selection of people and cultures who appear in the story?

What does the study of the history of mathematics have to tell us about the way in which we approach mathematics nowadays?

HT reading course: content

The meaning of the word ‘analysis’

HT reading course: content

The meaning of the word 'analysis'

The writings of three authors in particular will be considered:

- ▶ William Oughtred;

HT reading course: content

The meaning of the word 'analysis'

The writings of three authors in particular will be considered:

- ▶ William Oughtred;
- ▶ Isaac Newton;

HT reading course: content

The meaning of the word 'analysis'

The writings of three authors in particular will be considered:

- ▶ William Oughtred;
- ▶ Isaac Newton;
- ▶ Leonhard Euler.

HT reading course: content

The meaning of the word 'analysis'

The writings of three authors in particular will be considered:

- ▶ William Oughtred;
- ▶ Isaac Newton;
- ▶ Leonhard Euler.

As during the lecture course, the emphasis will be on the use of **original sources**.

HT reading course: content

The meaning of the word 'analysis'

The writings of three authors in particular will be considered:

- ▶ William Oughtred;
- ▶ Isaac Newton;
- ▶ Leonhard Euler.

As during the lecture course, the emphasis will be on the use of **original sources**. You will therefore read selections from the work of Oughtred, Newton, and Euler

HT reading course: content

The meaning of the word 'analysis'

The writings of three authors in particular will be considered:

- ▶ William Oughtred;
- ▶ Isaac Newton;
- ▶ Leonhard Euler.

As during the lecture course, the emphasis will be on the use of **original sources**. You will therefore read selections from the work of Oughtred, Newton, and Euler — plus other relevant materials that may arise.

HT reading course: arrangements

Seminars: weekly classes of an hour and a half each, almost certainly online

HT reading course: arrangements

Seminars: weekly classes of an hour and a half each, almost certainly online

Essays: up to 2,000 words to be submitted in advance for discussion in the seminars in weeks 3, 5 and 7

HT reading course: arrangements

Seminars: weekly classes of an hour and a half each, almost certainly online

Essays: up to 2,000 words to be submitted in advance for discussion in the seminars in weeks 3, 5 and 7

Assessment: extended essay (3,000 words), details of which will be announced on Monday of week 7. To be submitted by 12 noon on Monday of week 10.

HT reading course: vacation work

Vacation reading for discussion in first-week seminar in HT will appear on the course webpage before the end of MT.

The British Society for the History of Mathematics:

www.bshm.ac.uk

BSHM undergraduate essay prize

<http://www.bshm.ac.uk/undergraduate-essay-prize>

See you next term...

