

## History of Mathematics

Code: 106082  
ECTS Credits: 6

Degree	Type	Year	Semester
2500149 Mathematics	OT	4	0
2504235 Science, Technology and Humanities	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

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### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

### Prerequisites

There are none.

### Objectives and Contextualisation

The subject deals with the past and present of Mathematics with 4 aims:

1. The discipline. To describe the main changes in the structure, methods and concepts of Mathematics.
2. The mathematicians. To identify the practioners of Mathematics and those who have supported it, taking into account the gender perspective.
3. The social and cultural relations. To analyze the relations between mathematics, society and culture.
4. The sources. To recognize the historical sources of Mathematics and the methodological problems they pose.

The subject also has the general aim of improving the student's capacity to advance and contrast arguments.

### Competences

#### Mathematics

- Actively demonstrate high concern for quality when defending or presenting the conclusions of ones work.
- Assimilate the definition of new mathematical objects, relate them with other contents and deduce their properties.
- Distinguish, when faced with a problem or situation, what is substantial from what is purely chance or circumstantial.
- Effectively use bibliographies and electronic resources to obtain information.
- Generate innovative and competitive proposals for research and professional activities.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Actively demonstrate high concern for quality when defending or presenting the conclusions of ones work.
2. Critically follow the arguments exposed by others.
3. Devise mathematical strategies and objectives when faced with new problems or challenges from different fields of mathematics or from science and society in general.
4. Effectively use bibliographies and electronic resources to obtain information.
5. Explain and analyze the deontological code of the profession.
6. Recognize the relationships between mathematics, philosophy and culture throughout history.
7. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
8. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
9. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
10. To place chronologically and thematically the main concepts and practices that led to the crisis of the foundations at the beginning of the 20th century.
11. Visibility of the contributions of women in mathematics through the study of historical or current cases.

## Content

The contents are arranged in two parts. The first one deals with the rise of classical mathematics, from Antiquity through to the Enlightenment; the second deals with the development of contemporary mathematics.

### Part 1

- 1 Introduction: mathematics and history
- 2 The origins of mathematics as a practice
- 3 The birth of mathematics as a science
- 4 The cultural journey of ancient mathematics
- 5 From calculus to the culmination of a classical science

### Part 2

- 6 The rise of mathematics as a profession
- 7 Development and crisis of a modern discipline
8. The foundations of mathematics
- 9 Themes of contemporary mathematics
- 10 Mathematics, gender and society in the XX century

## Methodology

Theoretical lectures: Presentation of each theme (aims, contents, related texts). The presentation will be available at the Aula Moodle.

Practical lectures: Analysis and discussion of the theme's readings, available at the Aula Moodle.

Personal work: Guided reading of texts, study, elaboration of essays and essay review.

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical lectures	14	0.56	1, 5, 9, 8, 7, 6, 2, 10, 11
Seminars	5	0.2	1, 9, 8, 7, 2, 4
Theoretical lectures	30	1.2	5, 6, 2, 10, 11
Type: Autonomous			
Personal work	52	2.08	1, 5, 9, 7, 6, 10, 4, 11
Preparation of essays and essay review	46.5	1.86	9, 8, 7, 2, 4

## Assessment

Exam part 1. The exam will be based on the questions proposed in the Campus virtual and will refer to the texts and images discussed. The student will have to identify and explain the historical significance of some of these texts or images.

Essays. For each topic, we will raise questions related to the readings proposed in the Moodle classroom. The student will write an essay of up to 500 words on any of these questions, and submit it through the Aula Moodle. The readings will be discussed in the classroom.

Essay review part 2. consists of an essay review of a text about the history of contemporary mathematics. The essay will be 1200 words long and should clearly outline the main ideas of the chosen text and its significance for the history of mathematics. The Moodle Classroom proposes the texts that can be the subject of the review.

There will be a reevaluation exam, with a total maximum weight of 60%. To be reevaluated, you must have been evaluated in a set of activities whose weight equals to a minimum of two thirds of the total grade of the subject. The student will be deemed NOT AVALUABLE if he has not participated in all the assessment activities.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay review part 2	30	0	0	1, 5, 9, 7, 6, 10, 4, 11
Essays	40	0	0	1, 3, 5, 9, 8, 7, 6, 2, 10, 4, 11
Part 1 exam	30	2.5	0.1	5, 7, 6, 10, 11
Reevaluation exam	60	0	0	5, 9, 8, 7, 6, 10, 11

## Bibliography

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## Software

No specific software is required.