

**History of Mathematics**

Code: 106082  
ECTS Credits: 6

Degree	Type	Year	Semester
2500149 Mathematics	OT	4	2
2504235 Science, Technology and Humanities	OT	4	2

## Contact

Name: Francesc Xavier Roque Rodriguez

Email: xavier.roque@uab.cat

## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Sergi Grau Torras

## 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 one's 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.
- Identify the essential ideas of the demonstrations of certain basic theorems and know how to adapt them to obtain other results.
- 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 one's 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. Differentiate the different stages of formation of the main areas of mathematics (algebra, arithmetic, analysis, geometry, etc.) and know how to discuss the relevance of this grouping.
5. Effectively use bibliographies and electronic resources to obtain information.
6. Explain and analyze the deontological code of the profession.
7. Read advanced mathematics textbooks in English.
8. Recognize the relationships between mathematics, philosophy and culture throughout history.
9. 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.
10. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
11. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
12. 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.
13. Understand the essence of an informative but specialised conference on mathematics.
14. 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.

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, 6, 11, 10, 9, 8, 2, 12, 14
Seminars	5	0.2	1, 11, 10, 9, 2, 5
Theoretical lectures	30	1.2	6, 8, 2, 12, 14
Type: Autonomous			
Personal work	52	2.08	1, 6, 11, 9, 8, 12, 5, 14
Preparation of essays and essay review	46.5	1.86	11, 10, 9, 2, 5

## 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. Students will submit six short essays, dealing with questions related to the readings proposed in the Moodle classroom. Essays will contain up to 600 words on any of these questions, and will be submitted 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 between 1500 and 3000 words long (depending on whether it is an individual or a two-person essay), 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.

One-off assessment. The student who has taken up the One-off Assessment mode will do a final test that will consist of an exam on Part 1 and the submission of the 6 essays and the review of Part 2, with the same weight as in continuous evaluation. This test will be held on the same day, time and place as the tests for the second part of the continuous evaluation mode.

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, 6, 11, 9, 8, 12, 5, 14
Essays	40	0	0	1, 3, 13, 6, 7, 11, 10, 9, 8, 2, 12, 5, 14
Part 1 exam	30	2.5	0.1	4, 6, 9, 8, 12, 14

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## **Software**

No specific software is required.