

## Serge Lang Undergraduate Ysis

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The present book is meant as a text for a course on complex analysis at the advanced undergraduate level, or first-year graduate level. Somewhat more material has been included than can be covered at leisure in one term, to give opportunities for the instructor to exercise his taste, and lead the course in whatever direction strikes his fancy at the time. A large number of routine exercises are included for the more standard portions, and a few harder exercises of striking theoretical interest are also included, but may be omitted in courses addressed to less advanced students. In some sense, I think the classical German prewar texts were the best (Hurwitz-Courant, Knopp, Bieberbach, etc. ) and I would recom mend to anyone to look through them. More recent texts have empha sized connections with real analysis, which is important, but at the cost of exhibiting succinctly and clearly what is peculiar about complex anal ysis: the power series expansion, the uniqueness of analytic continuation, and the calculus of residues. The systematic elementary development of formal and convergent power series was standard fare in the German texts, but only Cartan, in the more recent books, includes this material, which I think is quite essential, e. g. , for differential equations. I have written a short text, exhibiting these features, making it applicable to a wide variety of tastes. The book essentially decomposes into two parts.

This book is meant as a text for a first-year graduate course in analysis. In a sense, it covers the same topics as elementary calculus but treats them in a manner suitable for people who will be using it in further mathematical investigations. The organization avoids long chains of logical interdependence, so that chapters are mostly independent. This allows a course to omit material from some chapters without compromising the exposition of material from later chapters.

This book introduces the student to numerous modern applications of mathematics in technology. The authors write with clarity and present the mathematics in a clear and straightforward way making it an interesting and easy book to read. Numerous exercises at the end of every section provide practice and reinforce the material in the chapter. An engaging quality of this book is that the authors also present the mathematical material in a historical context and not just the practical one. Mathematics and Technology is intended for undergraduate students in mathematics, instructors and high school teachers. Additionally, its lack of calculus centricty as well as a clear indication of the more difficult topics and relatively advanced references make it suitable for any curious individual with a decent command of high school math.

Praise for How I Became a Quant "Led by two top-notch quants, Richard R. Lindsey and Barry Schachter, How I Became a Quant details the quirky world of quantitative analysis through stories told by some of today's most successful quants. For anyone who might have thought otherwise, there are engaging personalities behind all that number crunching!" --Ira Kawaller, Kawaller & Co. and the Kawaller Fund "A fun and fascinating read. This book tells the story of how academics, physicists, mathematicians, and other scientists became professional investors managing billions." --David A. Krell, President and CEO, International Securities Exchange "How I Became a Quant should be must reading for all students with a quantitative aptitude. It provides fascinating examples of the dynamic career opportunities potentially open to anyone with the skills and passion for quantitative analysis." --Roy D. Henrickson, Chief Investment Officer, Advanced Portfolio Management "Quants"--those who design and implement mathematical models for the pricing of derivatives, assessment of risk, or prediction of market movements--are the backbone of today's investment industry. As the greater volatility of current financial markets has driven investors to seek shelter from increasing uncertainty, the quant revolution has given people the opportunity to avoid unwanted financial risk by literally trading it away, or more specifically, paying someone else to take on the unwanted risk. How I Became a Quant reveals the faces behind the quant revolution, offering you?the?chance to learn firsthand what it's like to be a?quant today. In this fascinating collection of Wall Street war stories, more than two dozen quants detail their roots, roles, and contributions, explaining what they do and how they do it, as well as outlining the sometimes unexpected paths they have followed from the halls of academia to the front lines of an investment revolution.

Gives concrete examples of how to justify the validity of every single digit of a numerical answer.

This textbook offers a unique introduction to classical Galois theory through many concrete examples and exercises of varying difficulty (including computer-assisted exercises). In addition to covering standard material, the book explores topics related to classical problems such as Galois' theorem on solvable groups of polynomial equations of prime degrees, Nagell's proof of non-solvability by radicals of quintic equations, Tschirnhausen's transformations, lunes of Hippocrates, and Galois' resolvents. Topics related to open conjectures are also discussed, including exercises related to the inverse Galois problem and cyclotomic fields. The author presents proofs of theorems, historical comments and useful references alongside the exercises, providing readers with a well-rounded introduction to the subject and a gateway to further reading. A valuable reference and a rich source of exercises with sample solutions, this book will be useful to both students and lecturers. Its original concept makes it particularly suitable for self-study.

This text explores the many transformations that the mathematical proof has undergone from its inception to its versatile, present-day use, considering the advent of high-speed computing machines. Though there are many truths to be discovered in this book, by the end it is clear that there is no formalized approach or standard method of discovery to date. Most of the proofs are discussed in detail with figures and equations accompanying them, allowing both the professional mathematician and those less familiar with mathematics to derive the same joy from reading this book.

Many universities around the world are actively engaged in the process of the internationalization of their higher education systems, trying to become more competitive in all possible respects, especially in the areas of research and teaching. Language, naturally, plays a central role in this process, but this is not always explicitly recognized as such. As a result, key sociolinguistic challenges emerge for both individuals and groups of people. Most prominently, the question of whether English constitutes an opportunity or a threat to other national languages in academic domains is a controversial one and remains unresolved. The analysis featured in this book aims at addressing this question by looking at language policy developments in the context of Estonian higher education. Adopting a discourse approach, the book emphasises the centrality of language not only as a site of struggle, but as a tool and a resource that agents in a give field utilize to orient themselves in certain positions. The book will be of interest to language policy scholars, linguistic anthropologists, and critical sociolinguists. Education scholars interested in discourse studies will also find it useful.

Among the traditional purposes of such an introductory course is the training of a student in the conventions of pure mathematics: acquiring a feeling for what is considered a proof, and supplying literate written arguments to support mathematical propositions. To this extent, more than one proof is included for a theorem - where this is considered beneficial - so as to stimulate the students' reasoning for alternate approaches and ideas. The second half of this book, and consequently the second semester, covers differentiation and integration, as well as the connection between these concepts, as displayed in the general theorem of Stokes. Also included are some beautiful applications of this theory, such as Brouwer's fixed point theorem, and the Dirichlet principle for harmonic functions. Throughout, reference is made to earlier sections, so as to reinforce the main ideas by repetition. Unique in its applications to some topics not usually covered at this level.

This book constitutes the proceedings of the 13th European Conference on Technology Enhanced Learning, EC-TEL 2018, held in Leeds, UK, in September 2018. The 42 full and short papers, 7 demo papers, and 23 poster papers presented in this volume were carefully reviewed and selected from 142 submissions. This year, the European Conference on Technology-Enhanced Learning (EC-TEL) will engage researchers, practitioners, educational developers, entrepreneurs and policy makers in a joint discussion on how to put science, technology and practice at the service of learning to embrace these challenges on the topic: Lifelong technology enhanced learning: Dealing with the complexity of 21st century challenges. /div Chapter "" is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.

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