Mathematical Sciences Information Session

Department of Mathematical Sciences Claremont McKenna College

August 30, 2013

◆□▶ ◆□▶ ◆臣▶ ◆臣▶ □臣 | のへで

Math Information Session - Introduction

Welcome to CMC Mathematical Sciences!

Today we will:



◆□▶ ◆□▶ ◆臣▶ ◆臣▶ □臣 | のへで

Today we will:

Introduce ourselves

◆□▶ ◆□▶ ◆三▶ ◆三▶ 三三 のへぐ

Today we will:

- Introduce ourselves
- Tell you about our courses and programs

Today we will:

- Introduce ourselves
- Tell you about our courses and programs
- Discuss some of the math-related resources and research opportunities available to CMC students

▲ロト ▲帰ト ▲ヨト ▲ヨト - ヨー の々ぐ

Today we will:

- Introduce ourselves
- Tell you about our courses and programs
- Discuss some of the math-related resources and research opportunities available to CMC students

▲ロト ▲帰ト ▲ヨト ▲ヨト - ヨー の々ぐ

Answer your questions

Math Information Session - Introduction



• Asuman Aksoy, *functional analysis*, teaching MATH 60 and MATH 137

◆□▶ ◆□▶ ◆臣▶ ◆臣▶ 臣 のへぐ

- Asuman Aksoy, *functional analysis*, teaching MATH 60 and MATH 137
- Gerald Bradley, matrix theory and math education, teaching MATH 30 and MATH 111

< □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > <

- Asuman Aksoy, *functional analysis*, teaching MATH 60 and MATH 137
- Gerald Bradley, *matrix theory and math education*, teaching MATH 30 and MATH 111
- Guangliang Chen, *harmonic analysis and statistics*, teaching MATH 31 and MATH 52

< □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > <

- Asuman Aksoy, *functional analysis*, teaching MATH 60 and MATH 137
- Gerald Bradley, *matrix theory and math education*, teaching MATH 30 and MATH 111
- Guangliang Chen, *harmonic analysis and statistics*, teaching MATH 31 and MATH 52
- Lenny Fukshansky, number theory and discrete geometry, teaching MATH 32H and MATH 149

▲ロト ▲帰ト ▲ヨト ▲ヨト - ヨー の々ぐ

- Asuman Aksoy, *functional analysis*, teaching MATH 60 and MATH 137
- Gerald Bradley, *matrix theory and math education*, teaching MATH 30 and MATH 111
- Guangliang Chen, *harmonic analysis and statistics*, teaching MATH 31 and MATH 52
- Lenny Fukshansky, number theory and discrete geometry, teaching MATH 32H and MATH 149
- Mark Huber, applied mathematics and statistics, teaching MATH 109 and MATH 156

▲ロト ▲帰ト ▲ヨト ▲ヨト - ヨー の々ぐ

- Asuman Aksoy, *functional analysis*, teaching MATH 60 and MATH 137
- Gerald Bradley, matrix theory and math education, teaching MATH 30 and MATH 111
- Guangliang Chen, *harmonic analysis and statistics*, teaching MATH 31 and MATH 52
- Lenny Fukshansky, number theory and discrete geometry, teaching MATH 32H and MATH 149
- Mark Huber, applied mathematics and statistics, teaching MATH 109 and MATH 156

< □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > <

• Chiu-Yen Kao, applied mathematics, on sabbatical

- Asuman Aksoy, *functional analysis*, teaching MATH 60 and MATH 137
- Gerald Bradley, matrix theory and math education, teaching MATH 30 and MATH 111
- Guangliang Chen, *harmonic analysis and statistics*, teaching MATH 31 and MATH 52
- Lenny Fukshansky, number theory and discrete geometry, teaching MATH 32H and MATH 149
- Mark Huber, applied mathematics and statistics, teaching MATH 109 and MATH 156
- Chiu-Yen Kao, applied mathematics, on sabbatical
- **David Krumm**, *number theory and arithmetic geometry*, teaching MATH 30

Math Information Session - Introduction

Who we are:

• Art Lee, computer science, teaching CSCI 51 and CSCI 62

◆□▶ ◆□▶ ◆臣▶ ◆臣▶ 臣 のへぐ

Math Information Session - Introduction

Who we are:

• Art Lee, computer science, teaching CSCI 51 and CSCI 62

◆□▶ ◆□▶ ◆三▶ ◆三▶ 三三 のへぐ

• **Deanna Needell**, *applied mathematics and statistics*, teaching MATH 151 and MATH 168

- Art Lee, computer science, teaching CSCI 51 and CSCI 62
- **Deanna Needell**, *applied mathematics and statistics*, teaching MATH 151 and MATH 168
- Sam Nelson, *algebraic topology and knot theory*, teaching MATH 32, MATH 55, and MATH 144

▲ロト ▲帰ト ▲ヨト ▲ヨト - ヨ - の々ぐ

- Art Lee, computer science, teaching CSCI 51 and CSCI 62
- **Deanna Needell**, *applied mathematics and statistics*, teaching MATH 151 and MATH 168
- Sam Nelson, *algebraic topology and knot theory*, teaching MATH 32, MATH 55, and MATH 144

• Mike O'Neill, analysis, teaching MATH 31

- Art Lee, computer science, teaching CSCI 51 and CSCI 62
- **Deanna Needell**, *applied mathematics and statistics*, teaching MATH 151 and MATH 168
- Sam Nelson, *algebraic topology and knot theory*, teaching MATH 32, MATH 55, and MATH 144

- Mike O'Neill, analysis, teaching MATH 31
- John Sun, computer science, teaching CSCI 62

- Art Lee, computer science, teaching CSCI 51 and CSCI 62
- Deanna Needell, applied mathematics and statistics, teaching MATH 151 and MATH 168
- Sam Nelson, *algebraic topology and knot theory*, teaching MATH 32, MATH 55, and MATH 144

- Mike O'Neill, analysis, teaching MATH 31
- John Sun, computer science, teaching CSCI 62
- Randy Swift, probability, teaching MATH 31

- Art Lee, computer science, teaching CSCI 51 and CSCI 62
- Deanna Needell, applied mathematics and statistics, teaching MATH 151 and MATH 168
- Sam Nelson, *algebraic topology and knot theory*, teaching MATH 32, MATH 55, and MATH 144
- Mike O'Neill, analysis, teaching MATH 31
- John Sun, computer science, teaching CSCI 62
- Randy Swift, probability, teaching MATH 31
- **Robert Valenza**, *philosophy of mathematics*, teaching MATH 30

< □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > <

Math GE and applied math at CMC

Mark Huber Department of Mathematical Sciences Claremont McKenna College

August 30, 2013

◆□▶ ◆□▶ ◆三▶ ◆三▶ 三三 のへぐ

Everyone at CMC takes at least one math course

From the catalog: General Education Requirement Any CMC mathematics or computer science course

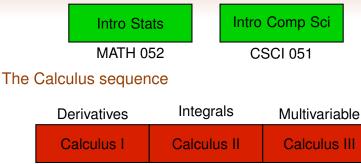
Translation

You don't have to take Calculus to satisfy the requirement.

Any course at CMC designated MATH or CSCI.

So what should you take?

Introductory courses in the mathematical sciences



MATH 030 MATH 031 MATH 032

Courses not offered this year (might offer in future)



What is Applied Mathematics?

Applied Mathematics

Using mathematical tools to solve practical problems.

Science

Business



Industry



Folks who should take Calc I, II, or III

- Know that you are going to be taking Multivariable Calculus
- Planning to be a physics or math major
- Know that you want to take advanced probability/statistics
- If you want to be a quant someday

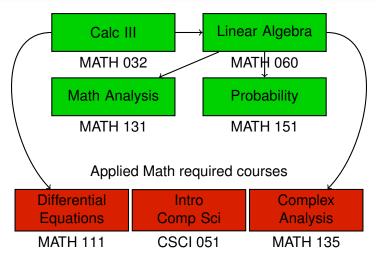
Moving ahead!

Past experience counts

- No course credit for AP Calculus...
- ...but does allow you to move ahead in sequence
- Rougly speaking
 - 4 or 5 on AB Calculus Exam = skip Calculus I
 - 4 or 5 on BC Calculus Exam = skip Calculus II
 - Programming experience = skip Intro to CS
- Talk to us! We want you to be in the right course!
- Advantage of CMC: you get one-on-one time with profs No matter your experience, still have to take a math course at CMC

Applied math courses at CMC

All math majors take the four core courses



With four more elective courses...

Applied Math Electives

Linear Algebra (Math 60) Prerequisite:



Probability (Math 151) Prerequisite:



Linear Algebra and Differential Equations Prerequisite:



Variety is the spice of life

- Need at least one discrete (red) and continuous (green)
- Most upper level CS courses also qualify
- Can sub in one pure math course

Someone who decided they liked probability...

Calculus I (MATH 030) Calculus II (MATH 031) Calculus III (MATH 032) Linear Algebra (MATH 060) Math Analysis I (MATH 131) Probability (MATH 151)

Fundamentals of Comp. Sci (CSCI 052) Differential Equations (MATH 111) Complex Analysis (MATH 135)

Someone who decided they liked probability... Calculus I (MATH 030) Calculus II (MATH 031) Calculus III (MATH 032) Linear Algebra (MATH 060) Math Analysis I (MATH 131) Probability (MATH 151)

Fundamentals of Comp. Sci (CSCI 052) Differential Equations (MATH 111) Complex Analysis (MATH 135)

Someone who decided they liked probability... Calculus I (MATH 030) Calculus II (MATH 031) Calculus III (MATH 032) Linear Algebra (MATH 060) Math Analysis I (MATH 131) Probability (MATH 151)

Fundamentals of Comp. Sci (CSCI 052) Differential Equations (MATH 111) Complex Analysis (MATH 135)

Someone who decided they liked probability... Calculus I (MATH 030) Calculus II (MATH 031) Calculus III (MATH 032) Linear Algebra (MATH 060) Math Analysis I (MATH 131) Probability (MATH 151) Fundamentals of Comp. Sci (CSCI 052) Differential Equations (MATH 111) Complex Analysis (MATH 135)

Emphasis on differential equations: Calculus III (MATH 032) Linear Algebra (MATH 060) Math Analysis I (MATH 131) Probability (MATH 151)

Intro to Comp. Sci (CSCI 051) Differential Equations (MATH 111) Complex Analysis (MATH 135) Partial Differential Equations (MATH 182) Scientific Computing (MATH 164 HM) Monte Carlo Methods (MATH 153) Fourier Analysis (MATH 139)

Another typical major in applied math track

Emphasis on differential equations: Calculus III (MATH 032) Linear Algebra (MATH 060) Math Analysis I (MATH 131) Probability (MATH 151) Intro to Comp. Sci (CSCI 051) Differential Equations (MATH 111) Complex Analysis (MATH 135)

Partial Differential Equations (MATH 182) Scientific Computing (MATH 164 HM) Monte Carlo Methods (MATH 153) Fourier Analysis (MATH 139)

Another typical major in applied math track

Emphasis on differential equations: Calculus III (MATH 032) Linear Algebra (MATH 060) Math Analysis I (MATH 131) Probability (MATH 151) Intro to Comp. Sci (CSCI 051) Differential Equations (MATH 111) Complex Analysis (MATH 135) Partial Differential Equations (MATH 182) Scientific Computing (MATH 164 HM) Monte Carlo Methods (MATH 153) Fourier Analysis (MATH 139)

Pure math at CMC

Lenny Fukshansky Department of Mathematical Sciences Claremont McKenna College

August 30, 2013

◆□▶ ◆□▶ ◆臣▶ ◆臣▶ □臣 | のへで

What is pure mathematics?

What is pure mathematics?

Pure or **theoretical** mathematics studies abstract mathematical structures and relations among them. Historically, the numerous fundamental applications of mathematics to science, technology, economics, and social sciences resulted from the advancement of pure math.

What is pure mathematics?

◆□▶ ◆□▶ ◆臣▶ ◆臣▶ 臣 のへぐ

The major branches of pure math include:

The major branches of pure math include:

• Abstract Algebra investigates structure and properties of sets of objects (groups, rings, fields, vector spaces, modules) under binary operations, such as addition and multiplication.

The major branches of pure math include:

- Abstract Algebra investigates structure and properties of sets of objects (groups, rings, fields, vector spaces, modules) under binary operations, such as addition and multiplication.
- **Analysis** studies the theories of differentiation, integration and measure, limits, infinite series, and analytic functions on sets of real and complex numbers.

The major branches of pure math include:

- Abstract Algebra investigates structure and properties of sets of objects (groups, rings, fields, vector spaces, modules) under binary operations, such as addition and multiplication.
- **Analysis** studies the theories of differentiation, integration and measure, limits, infinite series, and analytic functions on sets of real and complex numbers.
- **Geometry** is concerned with questions of shape, size, relative position of figures, and the properties of space.

The major branches of pure math include:

- Abstract Algebra investigates structure and properties of sets of objects (groups, rings, fields, vector spaces, modules) under binary operations, such as addition and multiplication.
- **Analysis** studies the theories of differentiation, integration and measure, limits, infinite series, and analytic functions on sets of real and complex numbers.
- **Geometry** is concerned with questions of shape, size, relative position of figures, and the properties of space.
- Number Theory studies the properties of numbers in general, and integers in particular, as well as the wider classes of problems that arise from their study.

The major branches of pure math include:

- Abstract Algebra investigates structure and properties of sets of objects (groups, rings, fields, vector spaces, modules) under binary operations, such as addition and multiplication.
- **Analysis** studies the theories of differentiation, integration and measure, limits, infinite series, and analytic functions on sets of real and complex numbers.
- **Geometry** is concerned with questions of shape, size, relative position of figures, and the properties of space.
- Number Theory studies the properties of numbers in general, and integers in particular, as well as the wider classes of problems that arise from their study.
- **Topology** investigates properties of geometric objects that are preserved under continuous deformations, such as stretching without tearing or gluing.

Why study pure math?

Why study pure math?

• Math is beautiful!!!



Why study pure math?

- Math is beautiful!!!
- Pure math develops ones analytical thinking and logical reasoning abilities like no other subject!

◆□▶ ◆□▶ ◆臣▶ ◆臣▶ □臣 | のへで

Why study pure math?

- Math is beautiful!!!
- Pure math develops ones analytical thinking and logical reasoning abilities like no other subject!
- Education in pure mathematics serves as fundamental grounding for a number of careers in science, engineering, finance, and law.

◆□▶ ◆□▶ ◆三▶ ◆三▶ 三三 のへぐ

Why study pure math?

- Math is beautiful!!!
- Pure math develops ones analytical thinking and logical reasoning abilities like no other subject!
- Education in pure mathematics serves as fundamental grounding for a number of careers in science, engineering, finance, and law.
- According to the Department of Education studies, the number of math courses a person takes in college is the single best predictor of their lifetime earnings.

Why study pure math at CMC?

Why study pure math at CMC?

• CMC has one of the strongest math departments among all liberal arts colleges in the country.

◆□▶ ◆□▶ ◆臣▶ ◆臣▶ □臣 | のへで

Why study pure math at CMC?

- CMC has one of the strongest math departments among all liberal arts colleges in the country.
- We have an extensive number of offerings in mathematics, including many special and advanced topics courses in a wide variety of mathematical disciplines.

◆□▶ ◆□▶ ◆三▶ ◆三▶ 三三 のへぐ

Why study pure math at CMC?

- CMC has one of the strongest math departments among all liberal arts colleges in the country.
- We have an extensive number of offerings in mathematics, including many special and advanced topics courses in a wide variety of mathematical disciplines.

< □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > <

• We offer many exciting opportunities for undergraduate research in mathematics.

Typical pure math major at CMC

Typical pure math major at CMC

< □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > <

The core courses

MATH 30, 31, 32 - Calculus sequence

MATH 60 – Linear Algebra

MATH 131 – Real Analysis I

MATH 135 – Complex Analysis

MATH 140 - Modern Geometry

MATH 151 - Probability

MATH 171 – Abstract Algebra I

Typical pure math major at CMC

▲ロト ▲帰ト ▲ヨト ▲ヨト - ヨー の々ぐ

The core courses

MATH 30, 31, 32 – Calculus sequence MATH 60 – Linear Algebra MATH 131 – Real Analysis I MATH 135 – Complex Analysis MATH 140 – Modern Geometry MATH 151 – Probability MATH 171 – Abstract Algebra I The elective courses (choose 4) Analysis: MATH 130 - 139 Geometry/Topology: MATH 140 - 149 Probability/Statistics: MATH 150 - 159 Algebra/Number Theory: MATH 170 - 179

Math resources at CMC and in the 5-C

• CMC math department operates a **tutoring center** with tutoring help available Sunday through Thursday from 8:00 to 10:00 pm in Adams 209.

- CMC math department operates a **tutoring center** with tutoring help available Sunday through Thursday from 8:00 to 10:00 pm in Adams 209.
- The math departments of the Claremont Colleges are united under the auspices of the **Claremont Center for Mathematical Sciences** (CCMS), which offers a wide range of mathematical programs and communication / collaboration opportunities for students and faculty.

- CMC math department operates a **tutoring center** with tutoring help available Sunday through Thursday from 8:00 to 10:00 pm in Adams 209.
- The math departments of the Claremont Colleges are united under the auspices of the **Claremont Center for Mathematical Sciences** (CCMS), which offers a wide range of mathematical programs and communication / collaboration opportunities for students and faculty.
- CCMS operates an active weekly **colloquium** and **seminars** series, which present a great variety of mathematical talks.

- CMC math department operates a **tutoring center** with tutoring help available Sunday through Thursday from 8:00 to 10:00 pm in Adams 209.
- The math departments of the Claremont Colleges are united under the auspices of the **Claremont Center for Mathematical Sciences** (CCMS), which offers a wide range of mathematical programs and communication / collaboration opportunities for students and faculty.
- CCMS operates an active weekly **colloquium** and **seminars** series, which present a great variety of mathematical talks.
- The 5-C **main library** has one of the most extensive mathematics collections in Southern California.

Computer Science at CMC

Art Lee Department of Mathematical Sciences Claremont McKenna College

August 30, 2013

◆□ > ◆□ > ◆臣 > ◆臣 > ─ 臣 ─ のへ⊙

General Education Requirements: Mathematics or Compute Science

- Catalog: "Any CMC mathematics or computer science course"
- CS courses available for freshmen:
 - CSCI 51 Introduction to Computer Science
 - CSCI 62 Data Structures and Advanced Programming (if you have already taken a 51-equivalent)
 - CSCI 52 Fundamentals of Computer Science (if you have already taken a 51equivalent)

CS Programs at the Colleges: All Available to CMC students

• Computer Science Sequence at CMC

- Requires five CS courses and Discrete Mathematics
- Seamless transition to a full major at Pomona or HMC
- Full Major in Computer Science
 - Through Pomona or HMC

CS Courses At the Colleges

- CS 51, 52, and 62 at CMC or Pomona are equivalent to CS 5, 60, and 70 at Mudd (stay with one sequence though!)
- After completing either of the above 3-course sequences, you may continue with the upper division CS courses at any of the Claremont Colleges

A Typical CS Sequence at CMC

• Required:

- CS 51 Introduction to Computer Science
- CS 62 Data Structures and Advanced Programming
- Math 55 Discrete Mathematics (or CS 55 at Pomona)
- Electives (? wish list ?)
 - CS 105 Computer Systems
 - CS 140 Algorithms
 - CS 133 Database Systems
 - (Or almost any three of the very many upper-level CS courses at the 5-C)

A Typical CS Major at Pomona

- Required:
 - CS 51 Introduction to Computer Science
 - CS 62 Data Structures and Advanced Programming
 - CS 52 Fundamentals of Computer Science
 - Math 55 Discrete Mathematics (or CS 55 at Pomona)
 - CS 81 Computability and Logic (? May be eliminated soon ?)
 - CS 105 Computer Systems
 - CS 131 Programming Languages
 - CS 140 Algorithms
- Electives
 - 3 upper-level CS courses
 - Senior Project (or Senior Thesis) (1- or 2-semesters)
 - Senior Seminar
 - CS Colloquium

A Typical CS Major at Mudd

- Required:
 - CS 51, CS 62, and CS 52 at CMC/Pomona (or CS 5, CS 60, and CS 70 at Mudd)
 - Math 55 Discrete Mathematics (or CS 55 at Pomona)
 - CS 81 Computability and Logic (??? May be eliminated soon ???)
 - CS 105 Computer Systems
 - CS 121 Software Development
 - CS 131 Programming Languages
 - CS 140 Algorithms
- Electives
 - 9 units of upper-level CS courses (roughly 3 courses)
 - Clinic (2 semesters)
 - CS Colloquium

CS Research Opportunities

- Many REU (Research Experience for Undergrads) opportunities all over the country including the local ones at Claremont (during summer)
- Senior thesis possibly combined with summer research (talk to the CS faculty at CMC, Pomona, and Mudd)
- Sometimes done in the form of an independent study
- Good way to find out if you might be interested in grad school or not

Life after CMC

• Grad school in CS (even with just a CS sequence)

• Industry

- Join one of many companies such as Google, Apple, Microsoft, Facebook, Atlassian, etc. etc. etc.
- Join a start-up or a midsize company
- Start your own start-up

Claremont Computer Club

• CMC students meet on Friday afternoons to exchange computing tips and learn from each either

• Contact me for the exact info

A Piece of Advice

- If you think there is a chance that you might be interested in CS, take a CS course (e.g., CS 51) early in your college life
- Often students take one (usually CS 51) in their senior year and say: "I should've taken this three years ago."
- If you don't like it after that one course, heck, you will have learned your share of computer science that you should anyway!

For Further Information

• Contact:

Prof. Art Lee 216 Adams Hall alee@cmc.edu 909-607-0410

• Visit the CS Sequence Website: http://www.cmc.edu/math/CS/

Math undergraduate research at CMC

Sam Nelson Department of Mathematical Sciences Claremont McKenna College

August 30, 2013

◆□ > ◆□ > ◆臣 > ◆臣 > ─ 臣 ─ のへ⊙

Mathematics is a very active discipline, with thousands of papers containing new theorems and results published every year. Research in pure and applied mathematics involves

- 4 同 1 - 4 日 1 - 4 日 1

1

Mathematics is a very active discipline, with thousands of papers containing new theorems and results published every year. Research in pure and applied mathematics involves

• proving new theorems

- 4 同下 - 4 三下 - 4 三下

1

Mathematics is a very active discipline, with thousands of papers containing new theorems and results published every year. Research in pure and applied mathematics involves

- proving new theorems
- solving previously unsolved problems

200

・ 同下 ・ ヨト ・ ヨト

Mathematics is a very active discipline, with thousands of papers containing new theorems and results published every year. Research in pure and applied mathematics involves

- proving new theorems
- solving previously unsolved problems
- creating and analyzing new mathematical tools and models to better understand and predict phenomena

San

- 4 同下 - 4 三下 - 4 三下

CMC Mathematicians are very active researchers, with publications numbering in the hundreds and more always in the works. Opportunities for CMC students to work collaboratively with faculty in mathematical research include

CMC Mathematicians are very active researchers, with publications numbering in the hundreds and more always in the works. Opportunities for CMC students to work collaboratively with faculty in mathematical research include

• Summer research opportunities at CMC

(同) (王) (王)

CMC Mathematicians are very active researchers, with publications numbering in the hundreds and more always in the works. Opportunities for CMC students to work collaboratively with faculty in mathematical research include

- Summer research opportunities at CMC
- Senior Thesis projects

CMC Mathematicians are very active researchers, with publications numbering in the hundreds and more always in the works. Opportunities for CMC students to work collaboratively with faculty in mathematical research include

- Summer research opportunities at CMC
- Senior Thesis projects
- Research for course credit

Undergraduate research in mathematics at CMC has many benefits, which can include

Image: Image:

I = I = I

1

Undergraduate research in mathematics at CMC has many benefits, which can include

• Contributing to overall human knowledge, the thrill of discovery

(日) (四) (日) (日) (日) (日)

Undergraduate research in mathematics at CMC has many benefits, which can include

- Contributing to overall human knowledge, the thrill of discovery
- Your name associated with new mathematics for posterity

1

Undergraduate research in mathematics at CMC has many benefits, which can include

- Contributing to overall human knowledge, the thrill of discovery
- Your name associated with new mathematics for posterity
- Summer pay, course credit

Undergraduate research in mathematics at CMC has many benefits, which can include

- Contributing to overall human knowledge, the thrill of discovery
- Your name associated with new mathematics for posterity
- Summer pay, course credit
- Opportunities to speak at conferences

(王國) (王) (王) (王)

Undergraduate research in mathematics at CMC has many benefits, which can include

- Contributing to overall human knowledge, the thrill of discovery
- Your name associated with new mathematics for posterity
- Summer pay, course credit
- Opportunities to speak at conferences
- Advantages when applying for graduate school and jobs

Conclusion

In conclusion...



You can find much more information about our department, our courses, programs, major options, and research opportunities on our webpage:

http://math.cmc.edu

◆□▶ ◆□▶ ◆臣▶ ◆臣▶ 臣 の�?

You can find much more information about our department, our courses, programs, major options, and research opportunities on our webpage:

http://math.cmc.edu

Please pick up a booklet of placement tests on your way out – these tests are for your benefit only to help you assess your preparation for Calculus I (MATH 30), Calculus II (MATH 31), or Calculus III (MATH 32).

Welcome to CMC!!!



Good luck with your studies!