

what math comes after calculus

what math comes after calculus is a question that many students and mathematics enthusiasts ponder as they advance through their studies. After mastering calculus, a world of advanced mathematical concepts opens up, each building upon the principles learned in calculus. This article will explore the various branches of mathematics that typically follow calculus, including differential equations, linear algebra, real analysis, and more. We'll also discuss their applications in different fields such as engineering, physics, and economics, providing a comprehensive overview to guide learners in their mathematical journey.

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Understanding Advanced Mathematics

Advanced mathematics encompasses a variety of topics that extend the concepts learned in calculus. It is essential for students pursuing careers in science, technology, engineering, and mathematics (STEM). Understanding these subjects not only deepens one's mathematical knowledge but also enhances critical thinking and problem-solving skills. The key areas of study that follow calculus typically include differential equations, linear algebra, real analysis, complex analysis, and abstract algebra. Each of these topics has unique concepts, techniques, and applications that are vital for advanced study.

Differential Equations

Differential equations are a fundamental area of study following calculus, focusing on equations that involve derivatives. They describe how quantities change over time and are essential in a variety of fields, including physics, engineering, and biology. There are two main types of differential equations: ordinary differential equations (ODEs) and partial differential equations (PDEs).

Ordinary Differential Equations (ODEs)

ODEs involve functions of a single variable and their derivatives. They are classified into several types, including linear and nonlinear ODEs. Solutions to these equations often require specific techniques such as separation of variables, integrating factors, and numerical methods. Understanding ODEs is crucial for modeling real-world phenomena, such as population dynamics or mechanical systems.

Partial Differential Equations (PDEs)

PDEs involve functions of multiple variables and their derivatives. They are more complex than ODEs and are used to model various physical systems, including heat conduction, fluid dynamics, and wave propagation. Solving PDEs typically requires advanced methods such as Fourier transforms or the method of characteristics.

Linear Algebra

Linear algebra is another critical area of mathematics that follows calculus. It focuses on vector spaces and linear mappings between them. The subject's core concepts include vectors, matrices, determinants, eigenvalues, and eigenvectors. Linear algebra is fundamental in many applications, such as computer graphics, data science, and machine learning.

Key Concepts in Linear Algebra

- **Vectors:** Objects that have both magnitude and direction, essential in representing quantities in physics and engineering.
- **Matrices:** Rectangular arrays of numbers that represent linear transformations and can be used to solve systems of linear equations.
- **Determinants:** A scalar value that can be computed from a square matrix, providing insights into the properties of the matrix.

- **Eigenvalues and Eigenvectors:** Important in understanding matrix transformations and stability analysis in various systems.

Real Analysis

Real analysis delves into the properties and behaviors of real numbers, sequences, and functions. This area of mathematics provides a rigorous foundation for calculus and explores concepts such as limits, continuity, differentiation, and integration in a more abstract and theoretical framework.

Importance of Real Analysis

Understanding real analysis is essential for advanced studies in mathematics and its applications. It helps students develop a deeper comprehension of the principles that underlie calculus, preparing them for more complex topics in mathematics and related fields. Real analysis also plays a crucial role in proofs and theoretical work, making it a cornerstone of higher mathematics.

Complex Analysis

Complex analysis is the study of functions that operate on complex numbers. It extends the concepts of calculus and real analysis into the complex plane and introduces new tools and techniques, such as contour integration and residue theory. This branch of mathematics is vital in various applications, including engineering, fluid dynamics, and quantum physics.

Applications of Complex Analysis

Complex analysis is not just a theoretical subject; it has numerous practical applications. For example, it is used to solve problems in electrical engineering and physics where wave behavior needs to be analyzed. The techniques developed in complex analysis can simplify many real-world problems, making it an invaluable area of study for students and professionals alike.

Abstract Algebra

Abstract algebra is another advanced mathematical topic that typically follows calculus. It studies algebraic structures such as groups, rings, and fields. These structures are fundamental for understanding various mathematical concepts and their applications in areas like cryptography,

coding theory, and number theory.

Core Concepts in Abstract Algebra

- **Groups:** Sets equipped with an operation that satisfies certain properties, essential for understanding symmetry and structure in mathematics.
- **Rings:** Sets that combine both addition and multiplication operations, leading to insights in number theory and algebraic geometry.
- **Fields:** Sets where division is possible, crucial for many areas of mathematics and its applications, including algebraic equations.

Applications of Advanced Mathematics

The advanced mathematical concepts learned after calculus have vast applications across various fields. These applications highlight the importance of these subjects in solving real-world problems and advancing technology.

Applications in Engineering

In engineering, differential equations model systems' behavior, while linear algebra is used for circuit analysis and structural analysis. Real analysis and complex analysis are essential for signal processing and control systems.

Applications in Physics

Physics relies heavily on advanced mathematics for modeling physical phenomena. Differential equations are used in mechanics and thermodynamics, while real and complex analysis are essential for quantum mechanics and electromagnetism.

Applications in Economics

In economics, mathematical models using calculus, linear algebra, and differential equations help analyze market trends, optimize resources, and understand economic dynamics. Understanding these mathematical tools is crucial for anyone pursuing a career in economics or finance.

Conclusion

After mastering calculus, students have the opportunity to explore a variety of advanced mathematical topics that deepen their understanding and enhance their problem-solving skills. Whether it is differential equations, linear algebra, real analysis, complex analysis, or abstract algebra, each area plays a critical role in various applications across multiple disciplines. Embracing these subjects not only prepares students for higher-level mathematics but also equips them with the analytical tools needed to tackle complex challenges in their future careers.

Q: What math comes after calculus?

A: After calculus, students typically study advanced topics such as differential equations, linear algebra, real analysis, complex analysis, and abstract algebra, which build upon the foundational concepts learned in calculus.

Q: Why is differential equations important after calculus?

A: Differential equations are crucial because they model how quantities change over time, making them essential in fields like physics, engineering, and biology for understanding dynamic systems.

Q: How does linear algebra relate to calculus?

A: Linear algebra provides tools for dealing with vector spaces and linear transformations, which are often used in multivariable calculus and applied mathematics, making it a logical next step after calculus.

Q: What is the significance of real analysis?

A: Real analysis offers a rigorous foundation for calculus, allowing students to understand the underlying principles of limits, continuity, and integration, which are essential for advanced mathematical study.

Q: In what fields is complex analysis applied?

A: Complex analysis is applied in various fields, including engineering, physics, and applied mathematics, particularly in areas involving wave behavior and fluid dynamics.

Q: What are some applications of abstract algebra?

A: Abstract algebra has applications in cryptography, coding theory, and number theory, providing tools that are essential for modern computer science and security systems.

Q: How does advanced mathematics benefit my career?

A: Advanced mathematics develops critical thinking, problem-solving skills, and analytical abilities that are highly valued in careers in science, engineering, technology, finance, and academic research.

Q: Is it necessary to study all branches of advanced mathematics?

A: While it is not necessary to study all branches, a solid understanding of several areas can provide a well-rounded mathematical foundation, benefiting various academic and professional pursuits.

Q: Can I self-study advanced mathematics after calculus?

A: Yes, many resources are available for self-study, including textbooks, online courses, and lecture notes, making it possible for motivated learners to explore advanced mathematics independently.

Q: What resources should I use to study advanced mathematics?

A: Useful resources include university-level textbooks, online platforms like Coursera or Khan Academy, and academic lectures available on YouTube, which provide valuable insights into advanced mathematical concepts.

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what math comes after calculus: *Mathematics for Engineers and Scientists* Vinh Phu Nguyen,

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what math comes after calculus: The Mathematical Education of Teachers II Conference Board of the Mathematical Sciences, 2012 This report is a resource for those who teach mathematics and statistics to PreK-12 mathematics teachers, both future teachers and those who already teach in our nation's schools. The report makes recommendations for the mathematics that teachers should know and how they should come to know that mathematics. It urges greater involvement of mathematicians and statisticians in teacher education so that the nation's mathematics teachers have the knowledge, skills, and dispositions needed to provide students with a mathematics education that ensures high school graduates are college- and career-ready as envisioned by the Common Core State Standards. This report draws on the experience and knowledge of the past decade to: Update the 2001 Mathematical Education of Teachers report's recommendations for the mathematical preparation of teachers at all grade levels: elementary, middle, and high school. Address the professional development of teachers of mathematics. Discuss the mathematical knowledge needed by teachers at different grade levels and by others who teach mathematics such as elementary mathematics specialists, special education teachers, and early childhood educators. Each of the MET II writers is a mathematician, statistician, or mathematics educator with substantial expertise and experience in mathematics education. Among them are principal investigators for Math Science Partnerships as well as past presidents and chairs of the American Statistical Association, Association of Mathematics Teacher Educators, Association of State Supervisors of Mathematics, Conference Board of the Mathematical Sciences, and National Council of Teachers of Mathematics. The audience for this report includes all who teach mathematics to teachers--mathematicians, statisticians, and mathematics educators--and all who are responsible for the mathematical education of teachers--department chairs, educational administrators, and policy-makers at the national, state, school-district, and collegiate levels.

what math comes after calculus: Calculus For Dummies Mark Ryan, 2016-05-18 Slay the calculus monster with this user-friendly guide Calculus For Dummies, 2nd Edition makes calculus manageable—even if you're one of the many students who sweat at the thought of it. By breaking

down differentiation and integration into digestible concepts, this guide helps you build a stronger foundation with a solid understanding of the big ideas at work. This user-friendly math book leads you step-by-step through each concept, operation, and solution, explaining the how and why in plain English instead of math-speak. Through relevant instruction and practical examples, you'll soon learn that real-life calculus isn't nearly the monster it's made out to be. Calculus is a required course for many college majors, and for students without a strong math foundation, it can be a real barrier to graduation. Breaking that barrier down means recognizing calculus for what it is—simply a tool for studying the ways in which variables interact. It's the logical extension of the algebra, geometry, and trigonometry you've already taken, and *Calculus For Dummies, 2nd Edition* proves that if you can master those classes, you can tackle calculus and win. Includes foundations in algebra, trigonometry, and pre-calculus concepts Explores sequences, series, and graphing common functions Instructs you how to approximate area with integration Features things to remember, things to forget, and things you can't get away with Stop fearing calculus, and learn to embrace the challenge. With this comprehensive study guide, you'll gain the skills and confidence that make all the difference. *Calculus For Dummies, 2nd Edition* provides a roadmap for success, and the backup you need to get there.

what math comes after calculus: New Directions in Two-Year College Mathematics

Donald J. Albers, Stephen B. Rodi, Ann E. Watkins, 2012-12-06 by Donald J. Albers ix

INTRODUCTION In July of 1984 the first national conference on mathematics education in two-year colleges was held at Menlo College. The conference was funded by the Alfred P. Sloan Foundation. Two-year colleges account for more than one-third of all undergraduate enrollments in mathematics, and more than one-half of all college freshmen are enrolled in two-year colleges. These two facts alone suggest the importance of mathematics education in two-year colleges, particularly to secondary schools, four-year colleges, and universities. For a variety of reasons, four-year colleges and universities are relatively unaware of two-year colleges. Arthur Cohen, who was a participant at the New Directions conference warns: Four-year colleges and universities ignore two-year colleges at their own peril. Ross Taylor, another conference participant, encouraged two-year college faculty to be ever mindful of their main source of students--secondary schools- and to work hard to strengthen their ties with them. There are many other reasons why it was important to examine two-year college mathematics from a national perspective: 1. Over the last quarter century, no other sector of higher education has grown so rapidly as have two-year colleges. Their enrollments tripled in the 60's, doubled in the 70's, and continue to increase rapidly in the 80's. x 2. Twenty-five years ago, two-year colleges accounted for only one-seventh of all undergraduate mathematics enrollments; today the fraction is more than one-third.

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what math comes after calculus: X Marks the Spot

Richard Garfinkle, David Garfinkle, 2021-02-05 **X Marks the Spot** is written from the point of view of the users of mathematics. Since the beginning, mathematical concepts and techniques (such as arithmetic and geometry) were created as tools with a particular purpose like counting sheep and measuring land areas. Understanding those purposes leads to a greater understanding of why mathematics developed as it did. Later mathematical concepts came from a process of abstracting and generalizing earlier mathematics. This process of abstraction is very powerful, but often comes at the price of intuition and understanding. This book strives to give a guided tour of the development of various branches of mathematics (and what they're used for) that will give the reader this intuitive understanding. Features Treats mathematical techniques as tools, and areas of mathematics as the result of abstracting and generalizing earlier mathematical tools Written in a relaxed conversational and occasionally humorous style making it easy to follow even when discussing esoterica. Unravels how mathematicians think, demystifying math and connecting it to the ways non-mathematicians think and connecting math to people's lives Discusses how math education can be improved in order to prevent future generations from being turned off by math.

what math comes after calculus: Foundations for the Future in Mathematics Education

Richard A. Lesh, Eric Hamilton, James J. Kaput, 2020-10-07 The central question addressed in *Foundations for the Future in Mathematics Education* is this: What kind of understandings and abilities should be emphasized to decrease mismatches between the narrow band of mathematical understandings and abilities that are emphasized in mathematics classrooms and tests, and those that are needed for success beyond school in the 21st century? This is an urgent question. In fields ranging from aeronautical engineering to agriculture, and from biotechnologies to business administration, outside advisors to future-oriented university programs increasingly emphasize the fact that, beyond school, the nature of problem-solving activities has changed dramatically during the past twenty years, as powerful tools for computation, conceptualization, and communication have led to fundamental changes in the levels and types of mathematical understandings and abilities that are needed for success in such fields. For K-12 students and teachers, questions about the changing nature of mathematics (and mathematical thinking beyond school) might be rephrased to ask: If the goal is to create a mathematics curriculum that will be adequate to prepare students for informed citizenship—as well as preparing them for career opportunities in learning organizations, in knowledge economies, in an age of increasing globalization—how should traditional conceptions of the 3Rs be extended or reconceived? Overall, this book suggests that it is not enough to simply make incremental changes in the existing curriculum whose traditions developed out of the needs of industrial societies. The authors, beyond simply stating conclusions from their research, use results from it to describe promising directions for a research agenda related to this question. The volume is organized in three sections: *Part I focuses on naturalistic observations aimed at clarifying what kind of “mathematical thinking” people really do when they are engaged in “real life” problem solving or decision making situations beyond school. *Part II shifts attention toward changes that have occurred in kinds of elementary-but-powerful mathematical concepts, topics, and tools that have evolved recently—and that could replace past notions of “basics” by providing new foundations for the future. This section also initiates discussions about what it means to “understand” the preceding ideas and abilities. *Part III extends these discussions about meaning and understanding—and emphasizes teaching experiments aimed at investigating how instructional activities can be designed to facilitate the development of the preceding ideas and abilities. *Foundations for the Future in Mathematics Education* is an essential reference for researchers, curriculum developers, assessment experts, and teacher educators across the fields of mathematics and science education.

what math comes after calculus: The Complete Idiot's Guide to Understanding Einstein Gary Moring, 1999-11-01 You're no idiot of course. You know that Albert Einstein came up with the famous $E=mc^2$ equation and that his hair looked like it had survived a nuclear test blast. But when it comes to understanding his theories and how they changed the world--well, you're no Einstein. Don't go nuclear yet! *The Complete Idiots Guide to Understanding Einstein* shows how relatively easy--and fun--it can be to learn and appreciate the world of physics and Einsteins brilliant accomplishments.

what math comes after calculus: *Math Wars* Carmen Latterell, 2004-12-30 This book is written for parents and other interested parties so that they can understand the great debate taking place in many states in this country about how to teach basic math. The debate centers around the standards written by the National Council of Teachers of Mathematics (NCTM), which call for a radically different approach to mathematics education. Because the issues are so heated between the NCTM-oriented curricula and traditional curricula (the curricula that NCTM-oriented replaced), the term Math Wars was coined to describe them. Parents are concerned about their children's math learning. Teachers are concerned about math teaching. When parents see what children are bringing home under the new curriculum, it is clear that their children are not working on the same mathematics that parents remember from the time when they were in school. But, the problem goes beyond grades K-12. Post-secondary mathematics courses are the fear of many students. The standards created by the NCTM do not necessarily prepare students for success, either on SATs or in college. Besides lack of knowledge about mathematics education, many parents have an additional

problem in that they feel they lack knowledge in mathematics itself. This is very intimidating; thus it is difficult for parents to do anything about the confusing state of mathematics education. This book provides some answers.

what math comes after calculus: Logical Foundations of Mathematics and Computational Complexity Pavel Pudlák, 2013-04-22 The two main themes of this book, logic and complexity, are both essential for understanding the main problems about the foundations of mathematics. Logical Foundations of Mathematics and Computational Complexity covers a broad spectrum of results in logic and set theory that are relevant to the foundations, as well as the results in computational complexity and the interdisciplinary area of proof complexity. The author presents his ideas on how these areas are connected, what are the most fundamental problems and how they should be approached. In particular, he argues that complexity is as important for foundations as are the more traditional concepts of computability and provability. Emphasis is on explaining the essence of concepts and the ideas of proofs, rather than presenting precise formal statements and full proofs. Each section starts with concepts and results easily explained, and gradually proceeds to more difficult ones. The notes after each section present some formal definitions, theorems and proofs. Logical Foundations of Mathematics and Computational Complexity is aimed at graduate students of all fields of mathematics who are interested in logic, complexity and foundations. It will also be of interest for both physicists and philosophers who are curious to learn the basics of logic and complexity theory.

what math comes after calculus: Proceedings of the Fourth International Congress on Mathematical Education M. Zweng, Green, Kilpatrick, Pollack, Suydam, 2012-12-06 Henry O. Pollak Chairman of the International Program Committee Bell Laboratories Murray Hill, New Jersey, USA The Fourth International Congress on Mathematics Education was held in Berkeley, California, USA, August 10-16, 1980. Previous Congresses were held in Lyons in 1969, Exeter in 1972, and Karlsruhe in 1976. Attendance at Berkeley was about 1800 full and 500 associate members from about 90 countries; at least half of these come from outside of North America. About 450 persons participated in the program either as speakers or as presiders; approximately 40 percent of these came from the U.S. or Canada. There were four plenary addresses; they were delivered by Hans Freudenthal on major problems of mathematics education, Hermina Sinclair on the relationship between the learning of language and of mathematics, Seymour Papert on the computer as carrier of mathematical culture, and Hua Loo-Keng on popularising and applying mathematical methods. George Polya was the honorary president of the Congress; illness prevented his planned attendance but he sent a brief presentation entitled, Mathematics Improves the Mind. There was a full program of speakers, panelists, debates, miniconferences, and meetings of working and study groups. In addition, 18 major projects from around the world were invited to make presentations, and various groups representing special areas of concern had the opportunity to meet and to plan their future activities.

what math comes after calculus: Calculus Renewal Susan L. Ganter, 2013-06-29 Calculus Reform. Or, as many would prefer, calculus renewal. These are terms that, for better or worse, have become a part of the vocabulary in mathematics departments across the country. The movement to change the nature of the calculus course at the undergraduate and secondary levels has sparked discussion and controversy in ways as diverse as the actual changes. Such interactions range from coffee pot conversations to university curriculum committee agendas to special sessions on calculus renewal at regional and national conferences. But what is the significance of these activities? Where have we been and where are we going with calculus and, more importantly, the entire scope of undergraduate mathematics education? In April 1996, I received a fellowship from the American Educational Research Association (AERA) and the National Science Foundation (NSF). This fellowship afforded me the opportunity to work in residence at NSF on a number of evaluation projects, including the national impact of the calculus reform movement since 1988. That project resulted in countless communications with the mathematics community and others about the status of calculus as a course in isolation and as a significant player in the overall undergraduate

mathematics and science experience for students (and faculty). While at NSF (and through a second NSF grant received while at the American Association for Higher Education), I also was part of an evaluation project for the Institution-wide Reform (IR) program.

what math comes after calculus: How to Teach Mathematics, Second Edition Steven George Krantz, 1999 This expanded edition of the original bestseller, *How to Teach Mathematics*, offers hands-on guidance for teaching mathematics in the modern classroom setting. Twelve appendices have been added that are written by experts who have a wide range of opinions and viewpoints on the major teaching issues. Eschewing generalities, the award-winning author and teacher, Steven Krantz, addresses issues such as preparation, presentation, discipline, and grading. He also emphasizes specifics--from how to deal with students who beg for extra points on an exam to mastering blackboard technique to how to use applications effectively. No other contemporary book addresses the principles of good teaching in such a comprehensive and cogent manner. The broad appeal of this text makes it accessible to areas other than mathematics. The principles presented can apply to a variety of disciplines--from music to English to business. Lively and humorous, yet serious and sensible, this volume offers readers incisive information and practical applications.

what math comes after calculus: New Horizons in Mathematics and Science Education , 2001

what math comes after calculus: A Mathematician's Angle on School Math Keith Devlin, 2025-05-21 First published in January 1996, *Devlin's Angle* is a popular online monthly feature on the MAA Math Values website. In this book, Keith Devlin has celebrated the first quarter century of the MAA's web presence by curating a collection of 46 of the 288 posts from that period, chosen for their relevance to K-12 mathematics teaching. The posts are organized into nine themed chapters, each beginning with its own introduction regarding the history and nature of the posts presented. Topics covered include the teaching of multiplication, teaching for conceptual understanding, and a discussion of mathematical creativity. The book closes with a final chapter touching on teaching at the college level. Due to the nature of mathematics, many of the columns contain observations that remain relevant in the present day. Devlin's lively, conversational style is encapsulated in this informative and thought-provoking collection. It will appeal to mathematics teachers at all levels, as well as anyone interested in mathematics education at the K-12 level.

what math comes after calculus: A Century of Mathematical Meetings Bettye Anne Case, 1996 This book features contributions by and about some of the luminaries of American mathematics. Included here are essays based on presentations made during the symposium Celebration of 100 Years of Annual Meetings, held at the AMS meeting in Cincinnati in January 1994. In addition, a number of contributions were solicited after the symposium. The papers in this collection form a vibrant collage of mathematical personalities - a collage that makes being a member of the community of mathematicians rich and rewarding. This book weaves a tapestry of mathematical life in the United States, with emphasis on the past seventy years. Photographs, old and recent, further decorate that tapestry. This volume complements three earlier AMS volumes of collected papers about mathematics in America: *A Century of Mathematics in America*, Parts I, II, and III. There are many stories to be told about the making of mathematics and the personalities of those who meet to share it. This collection offers a celebration in words and pictures of a century of American mathematical life.

what math comes after calculus: Testimonios: Stories of Latinx and Hispanic Mathematicians Pamela E. Harris, 2021-08-16 *Testimonios* brings together first-person narratives from the vibrant, diverse, and complex Latinx and Hispanic mathematical community. Starting with childhood and family, the authors recount their own individual stories, highlighting their upbringing, education, and career paths. Their particular stories, told in their own voices, from their own perspectives, give visibility to some of the experiences of Latinx/Hispanic mathematicians. *Testimonios* seeks to inspire the next generation of Latinx and Hispanic mathematicians by featuring the stories of people like them, holding a mirror up to our own community. It also aims to provide a window for mathematicians (and aspiring mathematicians) from all ethnicities, with the hope of inspiring a better understanding of the diversity of the mathematical community.

what math comes after calculus: Sets, Functions, and Logic Keith Devlin, 2018-10-03 Keith Devlin. You know him. You've read his columns in MAA Online, you've heard him on the radio, and you've seen his popular mathematics books. In between all those activities and his own research, he's been hard at work revising Sets, Functions and Logic, his standard-setting text that has smoothed the road to pure mathematics for legions of undergraduate students. Now in its third edition, Devlin has fully reworked the book to reflect a new generation. The narrative is more lively and less textbook-like. Remarks and asides link the topics presented to the real world of students' experience. The chapter on complex numbers and the discussion of formal symbolic logic are gone in favor of more exercises, and a new introductory chapter on the nature of mathematics--one that motivates readers and sets the stage for the challenges that lie ahead. Students crossing the bridge from calculus to higher mathematics need and deserve all the help they can get. Sets, Functions, and Logic, Third Edition is an affordable little book that all of your transition-course students not only can afford, but will actually read...and enjoy...and learn from. About the Author Dr. Keith Devlin is Executive Director of Stanford University's Center for the Study of Language and Information and a Consulting Professor of Mathematics at Stanford. He has written 23 books, one interactive book on CD-ROM, and over 70 published research articles. He is a Fellow of the American Association for the Advancement of Science, a World Economic Forum Fellow, and a former member of the Mathematical Sciences Education Board of the National Academy of Sciences. Dr. Devlin is also one of the world's leading popularizers of mathematics. Known as The Math Guy on NPR's Weekend Edition, he is a frequent contributor to other local and national radio and TV shows in the US and Britain, writes a monthly column for the Web journal MAA Online, and regularly writes on mathematics and computers for the British newspaper The Guardian.

what math comes after calculus: Burn Math Class Jason Wilkes, 2016-03-22 A manifesto for a mathematical revolution Forget everything you've been taught about math. In Burn Math Class, Jason Wilkes takes the traditional approach to how we learn math -- with its unwelcoming textbooks, unexplained rules, and authoritarian assertions--and sets it on fire. Focusing on how mathematics is created rather than on mathematical facts, Wilkes teaches the subject in a way that requires no memorization and no prior knowledge beyond addition and multiplication. From these simple foundations, Burn Math Class shows how mathematics can be (re)invented from scratch without preexisting textbooks and courses. We can discover math on our own through experimentation and failure, without appealing to any outside authority. When math is created free from arcane notations and pretentious jargon that hide the simplicity of mathematical concepts, it can be understood organically -- and it becomes fun! Following this unconventional approach, Burn Math Class leads the reader from the basics of elementary arithmetic to various advanced topics, such as time-dilation in special relativity, Taylor series, and calculus in infinite-dimensional spaces. Along the way, Wilkes argues that orthodox mathematics education has been teaching the subject backward: calculus belongs before many of its so-called prerequisites, and those prerequisites cannot be fully understood without calculus. Like the smartest, craziest teacher you've ever had, Wilkes guides you on an adventure in mathematical creation that will radically change the way you think about math. Revealing the beauty and simplicity of this timeless subject, Burn Math Class turns everything that seems difficult about mathematics upside down and sideways until you understand just how easy math can be.

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