Syllabus

MATH 103A
Complex Analysis
Spring 2022 • TuTh: 3:20 – 4:55 PM

Instructor: Deewang Bhamidipati
(Please address me by my first name, pronounced as *thee-waang* (or see NameCoach on Canvas). Pronouns: he/him/his.)

Office: McHenry 4142

Office Hours: Wednesdays 1:30 - 3:00 PM (in-person) and Fridays 1:30 - 2:30 PM (remote)
(This is when you come and talk to me if you have any questions, or otherwise.)

Teaching Assistant: Ryan Pugh

TA's Office Hours (Remote): Mondays 11:45 - 12:45 PM and Thursdays 10:30 - 11:30 AM

Discussion Sections: (Sections will begin on/after April 4th. in **McHenry 1247**)

Sections	Days	Time
01A	Mondays	3:20 PM – 4:25 PM
01B	Wednesdays	11:40 AM – 12:45 PM

You are required to enrol in and attend one of the sections. You must enrol in the section you will attend via `https://my.ucsc.edu` → *Enrollment* → *Enrollment: Edit a Class*.

In-person Instruction: As you all know, this class will be in-person. So we should respect each other's necessity for COVID precautions as some people in our community remain particularly vulnerable to or apprehensive about COVID transmission. ***The wearing of masks is highly encouraged***, I myself will be wearing one in class. No one can ask you your vaccination status but please self-isolate if you're, by any chance, tested positive. In that case, certain steps will be taken to accommodate your learning.

Canvas: I will be using Canvas primarily as a course repository. It will also be a place where you will receive course announcements, access homework etc.
(Log in at `https://canvas.ucsc.edu` using your CruzID and Gold password.)

Ed Discussion: We will be using Ed Discussion as a discussion forum for anything and everything course related. It will be checked frequently and unresolved questions will be answered. You're highly encouraged to collaborate with each other and answer each other's questions; engaging in such discussions amongst yourselves is an incredibly invaluable part of succeeding in this course. You can access it by navigating to it from the Canvas menu on the left on our Canvas course page.

Gradescope: Any assessment (see below) that needs to be turned in will have to be uploaded to Gradescope; links and more details will be available on Canvas.

Learning Outcomes:

- You will be able to write clearly, concisely, and precisely; this is a writing-intensive course.

- You will develop your problem-solving skills.
- You will understand the structure and importance of theorems, proofs and counterexamples.
- You will be able to understand the logic and methods behind major proofs in Complex Analysis.

References: Lectures will be self-contained, they will largely be based on the following books. You are **not** expected to buy copies of these books.

- ▷ *Complex Variables and Applications* by James Ward Brown, Ruel V. Churchill.
- ▷ *Complex Analysis* by Joseph Bak, Donald J. Newman (available digitally HERE for free!).
- ▷ *A First Course in Complex Analysis (Version 1.54)* by Matthias Beck, Gerald Marchesi, Dennis Pixton, Lucas Sabalka (available digitally HERE for free!).
- ▷ *A First Course in Complex Analysis with Applications* by Dennis G. Zill, Patrick D. Shanahan (available digitally HERE for free!).
- ▷ *Complex Analysis* by Elias M. Stein, Rami Shakarchi.

Assessment Distribution:

- HOMEWORKS (60%)

  There will be weekly problem sets, a total of 8, they will be weighted as in the second row. Also indicated are the weeks they are due in, the lectures they cover, and the acceptable formats. A random subset of the assigned problems in the Homeworks will be graded for credit.

HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7	HW 8
4%	5%	6%	7%	8%	9%	10%	11%
Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
1 – 2	3 – 4	5 – 6	7 – 8	9 – 10	11 – 12	13 – 14	15 – 16
Written	Written	Written	Written	LaTeX	LaTeX	LaTeX	LaTeX

  You are expected to turn in your HWs using LaTeX (see below). I will accept (scanned) written work for the first four HWs, but only TeX-ed HWs will be accepted starting HW 5.

- SECTION QUIZZES (10%)

  There will be quizzes during your sections, 8 in total (Weeks 2 – 9). The lowest score will be dropped. You TA will give you more details during your first section in Week 2.

- IN-CLASS QUIZZES (10%)

  There will be a very short quiz each week in-class, you will almost always be asked to work out a small example of something that would have just been introduced in class alongwith an example that was worked out by me. There will be no make-ups for these quizzes.

- FINAL PROBLEM SET (20%)

  There will be a final problem set. Roughly, 13% of the test will cover Lectures 17 – 19, while the remaining 7% will address material from previous lectures. You will have a week to attempt this problem set. More details will be available on Canvas.

- EXTRA CREDIT (10%)

  You can earn upto 10% of extra credit by completing surveys on Canvas, extra credit problems, participation on Ed Discussion, and class participation.

Grading Scale: Passing grade is **C** or above.

A+	$\geqslant 95\%$	**B+**	80 – 84%	**C+**	65 – 69%	**D**	40 – 54%
A	85 – 94%	**B**	70 – 79%	**C**	55 – 64%	**F**	$< 40\%$

LaTeX: LaTeX (LAH-tekh or LAY-tekh) is the preferred choice among mathematicians for creating mathematical documents. You will need to learn basic LaTeX for and during this course. This will likely be done by looking at the `.tex` (tekh, the LaTeX file extension) files that I provide you, mimicking the LaTeX in them, and heading to **TeX Stack Exchange** for anything that is not included in them. Most of you will be able to pick up the basics very easily. You can start this journey by using **Papeeria** or **Overleaf**, both online LaTeX editors. **Please contact me if this is not a viable option for you for any reason**, and, of course, if you need help getting started.

Guidelines:

- HOMEWORKS (AND FINAL PROBLEM SET)
  - ▷ Please turn in the homework on the due date.
  - ▷ Discuss the homework with your peers on Ed Discussion. (I insist on this.)
  - ▷ Pay close attention to the presentation and clarity of your reasoning in your answers.
  - ▷ Cite resources you have used while solving the homework.
  - ▷ Name your peers with whom you have discussed the homework.
- COMMUNICATION
  - ▷ Please contact me primarily via Canvas, especially if the topic is of a sensitive or personal nature.
  - ▷ If your question is math-related, please ask it on Ed Discussion directly or anonymously..
  - ▷ Please make sure you give me as much information as you possibly can about the subject you intend to discuss when you contact me.
  - ▷ You are more than welcome to contact me at any time, you will get a response from me promptly between 8 AM - 7 PM, Monday to Saturday.
  - ▷ You can send me an email (at bdeewang@ucsc.edu) if, and only if, your attempts at contacting me on Canvas have yielded no response from me.
  - ▷ **Never hesitate to reach out, I always want to hear from you.**

practice, discuss, ask

practice problems

discuss problems with your peers

ask me questions; more importantly: ask ***follow-up*** questions

SUBSEQUENT ADDENDUMS, IF ANY, TO ABOVE WILL BE MADE VIA CANVAS.
I RESERVE THE RIGHT TO CHANGE ANY PARTICULAR OF THE SYLLABUS ABOVE.
(ANY CHANGES WILL BE TO YOUR ADVANTAGE, AND YOU WILL BE INFORMED OF THEM PROMPTLY VIA CANVAS.)

Land Acknowledgement: The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.

DRC (Remote) Accommodations: The Disability Resources Center (DRC) reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment; you can also visit their website at `http://drc.ucsc.edu`.

CAPS (Counseling and Psychological Services): This is a stressful time, so if you are in distress, managing heightened stress and anxiety, or want to get more support and a counselor's perspective on something you're going through, CAPS provides a variety of services for your needs, please visit their website for more information `https://caps.ucsc.edu`.

Title IX: The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at `titleix.ucsc.edu`.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our online reporting link. For more information please visit the Title IX Operations under Covid-19 page.

Report an Incident of Hate or Bias: UC Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the Hate/Bias Reporting Form.

Religious Accommodations: UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the Dean of Students office.

Small Group Tutoring: Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course, please visit their website for more information `https://lss.ucsc.edu`.

Academic Integrity: Academic integrity is the cornerstone of a university education. Academic dishonesty diminishesvthe university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.