Degree competences to which the subject contributes

Specific:
3. CE-2. Solve problems in Mathematics, through basic calculation skills, taking in account tools availability and the constraints of time and resources.
4. CE-4. Have the ability to use computational tools as an aid to mathematical processes.
5. Ability to solve problems from academic, technical, financial and social fields through mathematical methods.

General:
1. CB-4. Have the ability to communicate their conclusions, and the knowledge and rationale underpinning these to specialist and non-specialist audiences clearly and unambiguously.
2. To have developed those learning skills necessary to undertake further interdisciplinary studies with a high degree of autonomy in scientific disciplines in which Mathematics have a significant role.
6. CG-1. Show knowledge and proficiency in the use of mathematical language.
7. CG-2. Construct rigorous proofs of some classical theorems in a variety of fields of Mathematics.
8. CG-3. Have the ability to define new mathematical objects in terms of others already know and ability to use these objects in different contexts.
9. CG-4. Translate into mathematical terms problems stated in non-mathematical language, and take advantage of this translation to solve them.
10. CG-6 Detect deficiencies in their own knowledge and pass them through critical reflection and choice of the best action to extend this knowledge.

Transversal:
11. EFFICIENT ORAL AND WRITTEN COMMUNICATION. Communicating verbally and in writing about learning outcomes, thought-building and decision-making. Taking part in debates about issues related to the own field of specialization.
12. SELF-DIRECTED LEARNING. Detecting gaps in one's knowledge and overcoming them through critical self-appraisal. Choosing the best path for broadening one's knowledge.

Teaching methodology

(Section not available)
Learning objectives of the subject

(Section not available)

<table>
<thead>
<tr>
<th>Study load</th>
<th>Hours large group:</th>
<th>30h</th>
<th>20.00%</th>
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<tbody>
<tr>
<td></td>
<td>Hours medium group:</td>
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<td>0.00%</td>
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<tr>
<td></td>
<td>Hours small group:</td>
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</tr>
<tr>
<td></td>
<td>Guided activities:</td>
<td>0h</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td>Self study:</td>
<td>90h</td>
<td>60.00%</td>
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1. Introduction: The Hilbert program for the foundations of mathematics

<table>
<thead>
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<th>Learning time: 1h</th>
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<tbody>
<tr>
<td>Theory classes: 1h</td>
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2. Background: The transformation of mathematics in the 19th century

<table>
<thead>
<tr>
<th>Learning time: 21h</th>
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<tbody>
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<td>Theory classes: 11h</td>
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<tr>
<td>Guided activities: 3h</td>
</tr>
<tr>
<td>Self study: 7h</td>
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</table>

Description:
A. Mathematical objects.

B. The evolution of the method.
- Introduction: certainty of mathematical knowledge, the use of the axioms and language. The axiomatic method: from Greek deductive mathematics to Hilbert's conception. The emergence of symbolic logic: from syllogistics to the symbolic calculi of the end of 19th century.

3. Hilbert's program: context and development

<table>
<thead>
<tr>
<th>Learning time: 70h</th>
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<tr>
<td>Theory classes: 25h</td>
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<td>Guided activities: 10h</td>
</tr>
<tr>
<td>Self study: 35h</td>
</tr>
</tbody>
</table>

Description:
A. Formulation: 1900-1921

B. Contributions: 1921-1936
- The completeness of logic: Gödel's theorem, compactness and Skolem's paradox. The decision problem: Notion of algorithm and the indecidability of first order logic. The incompleteness phenomenon and the necessity of a reformulation of Hilbert's program. Proofs of consistency: The extension of finitary methods and Gentzen's consistency proof for arithmetic.
The course grade (N) is obtained from:
* Delivery of exercises during the course (P) (they consist in a written brief discussion of a theme proposed by the teacher or in solving a problem), and
* A final exam (F).
Then, \( N = 0.4P + 0.6F \).

### Bibliography

#### Basic:


#### Complementary: