1. Record Nr. UNINA9910480073903321

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Titolo	Geometry of Surfaces [[electronic resource] /] / by John Stillwell
Pubbl/distr/stampa	New York, NY : , : Springer New York : , : Imprint : Springer, , 1992
ISBN	1-4612-0929-3
Edizione	[1st ed. 1992.]
Descrizione fisica	1 online resource (XI, 236 p.)
Collana	Universitext, , 0172-5939
Disciplina	516.3/62
Soggetti	Geometry
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"With 165 Figures."
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. The Euclidean Plane -- 1.1 Approaches to Euclidean Geometry -- 1.2 Isometries -- 1.3 Rotations and Reflections -- 1.4 The Three Reflections Theorem -- 1.5 Orientation-Reversing Isometries -- 1.6 Distinctive Features of Euclidean Geometry -- 1.7 Discussion -- 2. Euclidean Surfaces -- 2.1 Euclid on Manifolds -- 2.2 The Cylinder -- 2.3 The Twisted Cylinder -- 2.4 The Torus and the Klein Bottle -- 2.5 Quotient Surfaces -- 2.6 A Nondiscontinuous Group -- 2.7 Euclidean Surfaces -- 2.8 Covering a Surface by the Plane -- 2.9 The Covering Isometry Group -- 2.10 Discussion -- 3. The Sphere -- 3.1 The Sphere S2 in ?3 -- 3.2 Rotations -- 3.3 Stereographic Projection -- 3.4 Inversion and the Complex Coordinate on the Sphere -- 3.5 Reflections and Rotations as Complex Functions -- 3.6 The Antipodal Map and the Elliptic Plane -- 3.7 Remarks on Groups, Spheres and Projective Spaces -- 3.8 The Area of a Triangle -- 3.9 The Regular Polyhedra -- 3.10 Discussion -- 4. The Hyperbolic Plane -- 4.1 Negative Curvature and the Half-Plane -- 4.2 The Half-Plane Model and the Conformai Disc Model -- 4.3 The Three Reflections Theorem -- 4.4 Isometries as Complex Functions -- 4.5 Geometric Description of Isometries -- 4.6 Classification of Isometries -- 4.7 The Area of a Triangle -- 4.8 The Projective Disc Model -- 4.9 Hyperbolic Space -- 4.10 Discussion -- 5. Hyperbolic Surfaces -- 5.1 Hyperbolic Surfaces and the Killing-Hopf Theorem -- 5.2 The Pseudosphere -- 5.3 The Punctured Sphere -- 5.4 Dense Lines on the Punctured Sphere -- 5.5 General Construction of Hyperbolic Surfaces from Polygons -- 5.6 Geometric Realization of Compact Surfaces -- 5.7 Completeness of Compact Geometric Surfaces

-- 5.8 Compact Hyperbolic Surfaces -- 5.9 Discussion -- 6. Paths and Geodesies -- 6.1 Topological Classification of Surfaces -- 6.2 Geometric Classification of Surfaces -- 6.3 Paths and Homotopy -- 6.4 Lifting Paths and Lifting Homotopies -- 6.5 The Fundamental Group -- 6.6 Generators and Relations for the Fundamental Group -- 6.7 Fundamental Group and Genus -- 6.8 Closed Geodesic Paths -- 6.9 Classification of Closed Geodesic Paths -- 6.10 Discussion -- 7. Planar and Spherical Tessellations -- 7.1 Symmetric Tessellations -- 7.2 Conditions for a Polygon to Be a Fundamental Region -- 7.3 The Triangle Tessellations -- 7.4 Poincaré's Theorem for Compact Polygons -- 7.5 Discussion -- 8. Tessellations of Compact Surfaces -- 8.1 Orbifolds and Desingularizations -- 8.2 Prom Desingularization to Symmetric Tessellation -- 8.3 Desingularizations as (Branched) Coverings -- 8.4 Some Methods of Desingularization -- 8.5 Reduction to a Permutation Problem -- 8.6 Solution of the Permutation Problem -- 8.7 Discussion -- References.

Sommario/riassunto

Geometry used to be the basis of a mathematical education; today it is not even a standard undergraduate topic. Much as I deplore this situation, I welcome the opportunity to make a fresh start. Classical geometry is no longer an adequate basis for mathematics or physics-both of which are becoming increasingly geometric-and geometry can no longer be divorced from algebra, topology, and analysis. Students need a geometry of greater scope, and the fact that there is no room for geometry in the curriculum un- til the third or fourth year at least allows us to assume some mathematical background. What geometry should be taught? I believe that the geometry of surfaces of constant curvature is an ideal choice, for the following reasons: 1. It is basically simple and traditional. We are not forgetting euclidean geometry but extending it enough to be interesting and useful. The extensions offer the simplest possible introduction to fundamentals of modem geometry: curvature, group actions, and covering spaces. 2. The prerequisites are modest and standard. A little linear algebra (mostly 2 x 2 matrices), calculus as far as hyperbolic functions, ba- sic group theory (subgroups and cosets), and basic topology (open, closed, and compact sets).

2. Record Nr. UNINA9910460289903321

Autore	Bell Ann V. <1980->
Titolo	Misconception : social class and infertility in America / / Ann V. Bell
Pubbl/distr/stampa	New Brunswick, New Jersey : , : Rutgers University Press, , 2014 ©2014
ISBN	0-8135-6481-6
Descrizione fisica	1 online resource (180 p.)
Collana	Families in Focus
Disciplina	618.1/7806
Soggetti	Infertility, Female - United States Fertility, Human - United States Poor women - United States Social classes - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- Contents -- Acknowledgments -- Introduction: Conceiving Infertility -- 1. "That's What I'M Supposed To Be": Why Women Want To Mother -- 2. "I'M Good At The Job": How Women Achieve "Good" Motherhood -- 3. "Getting Pregnant's A Piece Of Cake": Trying To Mother -- 4. "Socioeconomically It Would Be Much More Difficult": The Lived Experience Of Infertility -- 5. "Whatever Gets Me To The End Point": Resolving Infertility -- 6. "So What Can You Do?": Coping With Infertility -- Conclusion: (Re)Conceiving Infertility -- Appendix: Methodology -- Notes -- References -- Index -- About The Author
Sommario/riassunto	Despite the fact that, statistically, women of low socioeconomic status (SES) experience greater difficulty conceiving children, infertility is generally understood to be a wealthy, white woman's issue. In Misconception, Ann V. Bell overturns such historically ingrained notions of infertility by examining the experiences of poor women and women of color. These women, so the stereotype would have it, are simply too fertile. The fertility of affluent and of poor women is perceived differently, and these perceptions have political and social consequences, as social policies have entrenched these ideas

throughout U.S. history. Through fifty-eight in-depth interviews with women of both high and low SES, Bell begins to break down the stereotypes of infertility and show how such depictions consequently shape women's infertility experiences. Prior studies have relied solely on participants recruited from medical clinics-a sampling process that inherently skews the participant base toward wealthier white women with health insurance. In comparing class experiences, Misconception goes beyond examining medical experiences of infertility to expose the often overlooked economic and classist underpinnings of reproduction, family, motherhood, and health in contemporary America. Watch a video with Ann V. Bell: Watch video now. (http://www.youtube.com/watch?v=qz7qiPyuyiM).