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$$u(x) = a \sin(x - p) + b \cos(x - p)$$

where a and b are determined uniquely by the boundary conditions. This a very rapidly oscillating function over the entire interval. To apply per- turbation methods

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we set $u = 0$ to get the outer solution $u(x) = 0$. This constant solution cannot be matched to rapid oscillations.

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 $\frac{dy}{dx} = 2Ae^{2x} = 2y$: X A solution given by a particular set of values of the parameters is called a particular solution or particular integral of the given differential equation.
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SOLUTION HOMEWORK 3 SOLUTIONS Assigned 9/4, due 9/11 in class. Problem 1. Show that given a term order $<$ and an ideal $I \subseteq k[x_1, \dots, x_n]$, $\langle(I)$ is an ideal. Solution 1. It follows directly from the definition since in $\langle(I) = \langle \{f_i : f_i \in I\} \rangle$. That is, it is the ideal generated from the leading terms of elements in I .

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Solution objective was to closely integrate mathematical and physical reasoning, and in the process enable students to obtain a qualitative understanding of the world we live in. FOAM was soon taken over by a young faculty member, Lee Segel. About this time a similar course, Introduction to Applied Mathematics, was introduced by

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Chia-Chiao Lin at the Massachusetts Institute of Technology. Together Lin and Segel, with help from Handelman, produced one of the landmark textbooks in applied mathematics, *Mathematics Applied to - terministic Problems in the Natural Sciences*. This was originally published in 1974, and republished in

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1988 by the Society for Industrial and Applied Mathematics, in their Classics Series. This textbook comes from the author teaching FOAM over the last few years. In this sense, it is an updated version of the Lin and Segel textbook.

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Solution book is based on notes for a course which I gave several times at Brown University. The target of the course was juniors and seniors majoring in applied mathematics, engineering and other sciences. My basic goal in the course was to teach standard methods, or what I regard as a basic "bag of tricks". In my opinion the material

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two very simple but central ideas. Above all, this course is intended as being one which gives the student a "can-do" frame of mind about mathematics. Students should be given confidence in using mathematics and not be made fearful of it. I have, therefore, forgone the theorem-proof format for a more informal style.

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