

## Fall 2015 Bibliography

### **The following books are ones I read on my own:**

Albom, Mitch. *Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson*.

New York: Doubleday, 1997. Print.

This has been one of the most impactful books I have ever read. Based on a true story, Mitch Albom, a sportswriter who is running with his busy life, finds out that his former teacher, Morrie Schwarz, is suffering from ALS. By visiting him every Tuesday, the teacher and student reflect and work on their last thesis together—on the meaning of life. The lessons learned through this succinct book are thoroughly applicable to any individual's life. After reading this, several questions popped up in my mind, which caused me to stop for a moment and reflect on what truly is important in my life.

Yousafzai, Malala, and Christina Lamb. *I am Malala: The Girl Who Stood Up for Education*

*And Was Shot by the Taliban*. Little, Brown, and Company, 2013. Print.

I read this past summer but reflected upon it all through this fall semester. This story is told by the point of view of Malala, a young girl in Pakistan who fought for her education. Through the influence of her father, himself a renowned teacher, Malala stretch boundaries to learn and help others achieve the same. I could relate to this book because of two different ways. One, I was born and raised in India, which has a vastly different atmosphere than in Pakistan, but I felt I could relate more to her than others can while reading this book. Secondly, as a student, I felt grateful for the wonderful education and teachers I have received both in my early education in India, and through my later education in the United States. This caused me to think, "If someone with almost no facility and support and can fight for education, why do we students, blessed with education, just take it for granted?"

### **The following are some of the influential textbooks I needed for classes here at TU:**

Sibley, Thomas Q. *The Foundations of Mathematics*. Hoboken, NJ: John Wiley & Sons. 2007. Print.

We used this book for our Intro to Advanced Mathematics class. This has been a highly essential class for my mathematics major. This course was basically the introduction to proofs and several branches of mathematics. In addition, there were several quotes and philosophy of life intertwined with mathematics that made it interesting.

Meyer, Carl D. *Matrix Analysis and Applied Linear Algebra*. Society for Industrial and Applied Mathematics. Philadelphia, PA. 2000. Print.

This has been probably the most introspective mathematics course I have taken yet. Linear algebra applies everything we have learned ever and combines it in subject. I used to ask, “I know what I am doing, but I have no idea why.” Linear algebra connects all the dots and explains why. Furthermore, it takes everything we have learned, which was up till now only till the third dimension, and extends it to multiple dimensions, which is mind-boggling.

**The following books and films are some of the pieces of literature read or movies watched in my English 1033 class:**

Shakespeare, William. *Much Ado About Nothing*. Valentine Simmes, 1600. *Shakespeare Online*. Web. 30 August 2015-4 September 2015.

*Much Ado About Nothing*. Dir. Kenneth Branagh. Perf. Kenneth Branagh, Emma Thompson, Robert Sean Leonard, Denzel Washington, Keenu Reeves, Michael Keaton and Kate Beckinsale. BBC Films, 1995. Film.

Wilde, Oscar, and Samuel Lyndon Gladden. *The Importance of Being Earnest: A Trivial Comedy for Serious People*. Peterborough, Ont.: Broadview Press, 2010.

Beckett, Samuel. *Waiting for Godot*. New York: Grove Press, 1954. Print.

Stoppard, Tom. *Rosencrantz and Guildenstern*. New York: Grove Press, 1967. Print.

White, Michael, Graham Chapman, John Cleese, Eric Idle, Terry Gilliam, Terry Jones, Michael Palin, John Goldstone, Mark Forstater, Connie Booth, Carol Cleveland, Neil Innes, Bee Duffell, John Young, Rita Davies, and Terry Bedford. *Monty Python and the Holy Grail*. , 2001.

Coen, Joel, Ethan Coen, George Clooney, John Turturro, Tim B. Nelson, Charles Durning, John Goodman, Michael Badalucco, Holly Hunter, Stephen Root, Chris T. King, Roger A. Deakins, Roderick Jaynes, Tricia Cooke, T-Bone Burnett, and Homer. *O Brother, Where Art Thou?* Burbank, CA: Touchstone Home Video, 2001.

I grouped all of these together for a specific reason. The theme for our English class this semester was comedy. All of these provided a different genre of comedy, and it made me realize the breadth and importance of comedy. Irrespective of the time period, sub-genre, and place of origin, mostly all comedy has an underlying message, whether that is William Shakespeare or even George Clooney.

**The following are some of the orchestra pieces I played with the TU orchestra:**

*The Hebrides (Fingal's Cave)* by Felix Mendelssohn Bartholdy, *Sospiri: Adagio for String Orchestra* by Edward Elgar, *Symphony No. 2* by Peter Ilitch Tchaikowsky, *Rienzi* by Richard Wagner, *Slavonic Dances Op. 46, No. 8* by Antonin Dvorak, *Hansel and Gretell* by Engelert Humperdinck, *Pomp and Circumstance* by Edward Elgar, *America the Beautiful*, *Marche Academique* by Joseph Rivers

I was not initially planning to join the orchestra, but joining it has been a wonderful experience, since we got to play some pieces by some renowned composers like Tchaikowsky, Mendelssohn, Elgar, and Dvorak. Furthermore, playing original pieces by Professor Rivers himself and other students was a great experience as well.

**The following are some of the most meaningful and memorable movies and TV show that I watched:**

*The Theory of Everything* (2014), *Tuesdays with Morrie* (1999), *Bajrangi Bhaijaan* (2015), *Zindagi Gulzar Hain* (2012-13)

As a math major, Stephen Hawking's genius explored in *The Theory of Everything* intrigued me. It reinvigorated my interest in physics, and I have even begun to think about minoring in it. *Bajrangi Bhaijaan* is a Bollywood movie about the journey of a normal Indian citizen fighting through odds to travel across borders to safely return an innocent lost Pakistani girl to her parents. Amidst political strains between the two countries, it is stories like these that bring the two nations together. In addition, the Pakistani TV show, *Zindagi Gulzar Hain* (translated as *Life is a Rose Garden*) explores the stereotypical societal and education structure and problems of Pakistan. It brings out several themes on the important things in life as well as the importance of education, which made me connect it with *Tuesdays with Morrie* and *I am Malala*.

**The following are the books we read for Honors:**

Homer, *The Iliad*, tr. S. Lombardo (Hackett) Homer, *The Odyssey*, tr. S. Lombardo (Hackett) Aeschylus, *Prometheus Bound*, tr. D.H. Roberts (Hackett) Aeschylus, *Oresteia*, tr. P. Meineck (Hackett) Sophocles, *Theban Plays*, tr. P. Meineck and P. Woodruff (Hackett) Euripides, *Electra*, *Phoenician Women*, *Bacchae*, *Iphigenia at Aulis*, tr. C.E. Luschnig and P. Woodruff (Hackett) Aristophanes, *Birds*, *Lysistrata*, *Women at the Thesmophoria* tr. J. Henderson (Harvard) Plato, *Apology*, tr. Benjamin Jowettj, Gorgias, *Encomium to Helen*, Herodotus, *The Histories* Plato, *Gorgias*, tr. W. Hamilton and C. Emlyn-Jones (Penguin)

Instead of choosing a couple of great pieces of literature from this Honors Greek course, I grouped all of them together. The reason for that is the influence of all of these books. I am usually not an avid reader, especially literature. I like reading biographies and non-fiction, but not necessarily pieces of literature. Therefore, the combination of all of these increased the breadth of my reading comprehension, especially *The Iliad*. It was a learning curve, since it

initially took a lot of time to read and analyze. My analysis skills became better as the semester progressed. My favorite part of the semester was the *Histories* by Herodotus and *Gorgias* by Plato. These two intrigued me the most because of its structure. I like facts more than fantasy, and that is why I enjoyed Herodotus' detailed accounts. Furthermore, I liked Socratic arguments in *Gorgias* and *Apology*. The way he went about in his argument seemed more like a mathematical proof than a persuasive dialogue. These were my most favorite parts of the semester, although I still enjoyed the discussion that went through while comparing Euripides, Aeschylus, and Sophocles, and Homer. For example, the different ways women were portrayed and political systems were described fascinated me. Overall, this is what I have been reading and thinking over the semester.