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October 4, 2018

Dear Admissions Committee:

This letter is in support of the application of **Insert Name Here**. I was the instructor for Math 100A/B/C at UCSD during the 2017–2018 academic year, in which **Here** was enrolled.

Let me begin by providing some context about these courses. The UCSD Department of Mathematics offers two distinct upper-division sequences in abstract algebra, 100ABC (Abstract Algebra; three quarters) and 103AB (Modern Algebra; two quarters). Between these, the 100 sequence is more focused on theory and is intended for students considering further study in mathematics or a nearby field, while the 103 series is more focused on examples and applicable results. Math majors can use either 100A/B or 103A/B (plus a supplemental linear algebra course) to fulfill graduation requirements; 100C is generally limited to students with a serious interest in the topic.

This dichotomy is borne out by final enrollment numbers (excluding extension students, and students who withdrew before the end of week 9). For the 2017–2018 academic year, Math 100A had lectures of 49 and 49 students; Math 100B had 54 students; and Math 100C had 22 students. By contrast, Math 103A had lectures of 129, 141, 61, 61, 60, and (in summer session) 102 students; and Math 103B lectures of 88, 118, 130, 55, and (in summer session) 63 students.

I taught Math 100A/B/C using Artin's *Algebra*, which is used consistently at MIT and sometimes at Harvard, but is otherwise typically considered too sophisticated for a general-purpose algebra course. Since Math 100 is *de facto* an honors sequence, I decided it would be a reasonable experiment to try using Artin's text for these courses; it was indeed challenging for the students, but seemed to have served its desired purpose admirably.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Kiran S. Kedlaya". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kiran S. Kedlaya  
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