

University of California at San Diego – Department of Physics – Prof. John McGreevy
The Renormalization Group (Physics 217) – Fall 2018

ADMINISTRATIVE INFORMATION

Office Hours: Please see the course webpage for office hour times.

Use of the Web:

The course web page is

<http://physics.ucsd.edu/~mcgreevy/f18/>.

Problem sets, solutions, lecture notes, handouts, announcements, *etc* will be distributed via this page. You should check it regularly.

Texts:

I do not plan to follow any textbook very closely. My posted lecture notes will be the main text. I recommend the following for supplementary reading (some of which are available electronically through the library):

Lectures on Phase Transitions and the Renormalization Group by Nigel Goldenfeld. I love this book. I actually might follow large chunks of it.

Introduction to Renormalization Group Methods in Physics by R. J. Creswick, H. A. Farach, C. P. Poole. This book has lots of fun real-space RG examples, from a variety of sources. I plan to follow some of it.

Scaling and Renormalization in Statistical Physics, by John Cardy.

Statistical Physics of Fields by Mehran Kardar.

Introduction to Statistical Field Theory by Eduard Brézin.

Renormalization Group Methods, a guide for beginners by W. D. McComb. The author is a fluids person.

Statistical Field Theory by Georgio Parisi.

Modern Theory of Critical Phenomena by S. K. Ma.

Field Theory, the Renormalization Group, and Critical Phenomena by D. Amit.

Statistical Field Theory by David Tong.

Grading:

Grades will be determined based on problem sets and class participation.

Problem sets:

Problem sets are a very important part of this course. Sitting down yourself and trying to reason your way through a problem not only helps you learn the material deeply, but also develops analytical tools fundamental to a successful career in science. I recognize that students also learn a great deal from talking to and working with each other. I therefore encourage each student to make his/her own attempt on every problem and then, having done so, to discuss the problems with one another and collaborate on understanding them more fully. Such collaboration adds most to the understanding of those participants who have done the most by themselves first. The solutions you write up after any discussion and then submit must reflect your own work. They must not be transcriptions or reproductions of other people's work.

In doing the problems, you should feel free to use whatever computational software (*e.g.* *Mathematica*) you find useful; please make a note in your write-up when you do so.

Problem sets will be posted on the course web page

<http://physics.ucsd.edu/~mcgreevy/f18/hw.html> .

They will generally be due at the beginning of lecture. I will endeavor to post solutions on the web page later that day. A subset of the problems will be graded; which subset will not be announced in advance.

It may be possible to find on the internet solutions to problems similar to the ones assigned in this class. The use of such solutions will only impede the development of your understanding of physics. It is completely antithetical to the purpose of our endeavor here. I strongly urge you to avoid this temptation. It is very easy to fool yourself into thinking you are learning in this way.

You are responsible for making sure that you understand how to solve all the homework problems, including the ones which were not graded. Read the posted solutions and compare them to yours!

Miscellaneous unsolicited advice about how to do well in this class:

Come to lecture! I will post my lecture notes, but they are intended as a supplement to what is presented in lecture, not a substitute.

Keep up with the material. Review the lecture notes from previous lectures before the next one. The structure of this course is a bit of an experiment, and I am relying on all of you to follow its twists and turns. I will post the relevant reading assignments in advance; read ahead.

Start the homework problems as early as possible. Give yourself some time to think about them, and keep them in mind when you are reading and in lecture.

Ask lots of questions: in lecture, in office hours. The fact that you can ask questions is the point of having classes and not just letting everyone learn on their own.