McMaster University

Mathematics and Statistics

$$\int_M d\omega = \int_{\partial M} \omega$$

Mathematics 3A03
Real Analysis I

Instructor: David Earn

Lecture 6
Sequences
Friday 13 September 2019

Poll

- Go to https://www.childsmath.ca/childsa/forms/main_login.php
- Click on Math 3A03
- Click on Take Class Poll
- Fill in poll **Lecture 6: Sequence convergence**
- $\boxed{\texttt{Submit}}$.

Announcements

- Assignment 1 is due via crowdmark 5 minutes before class on Monday.
- Consider writing the Putnam competition.

Sequences

- A ***sequence*** is a list that goes on forever.
- There is a beginning (a "first term") but no end, *e.g.*,

$$\frac{1}{1},\ \frac{1}{2},\ \frac{1}{3},\ \frac{1}{4},\ \ldots,\ \frac{1}{n},\ \ldots$$

- We use the natural numbers $\mathbb{N}$ to label the terms of a sequence:

$$a_1,\ a_2,\ a_3,\ \ldots,\ a_n,\ \ldots$$

Formal definition of a sequence

Definition (Sequence of Real Numbers)

A ***sequence of real numbers*** is a function

$$f : \mathbb{N} \to \mathbb{R}\,.$$

A lot of different notation is common for sequences:

$f(1),\ f(2),\ f(3),\ \ldots$	$\{f(n)\}_{n=1}^{\infty}$
$f_1,\ f_2,\ f_3,\ \ldots$	$\{f(n)\}$
$\{f(n) : n = 1, 2, 3, \ldots\}$	$\{f_n\}_{n=1}^{\infty}$
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Specifying sequences

There are two main ways to specify a sequence:

1. Direct formula.

Specify $f(n)$ for each $n \in \mathbb{N}$. $\square$

Example (arithmetic progression with common difference d)

Sequence is:

$$c,\ c+d,\ c+2d,\ c+3d,\ \ldots$$

$$\therefore\ f(n) = c + (n-1)d, \qquad n \in \mathbb{N}$$

$$\text{i.e.,}\quad x_n = c + (n-1)d, \qquad n = 1, 2, 3, \ldots$$

Specifying sequences

2. Recursive formula.

Specify first term and function $f(x)$ to ***iterate***. □

i.e., Given x_1 and $f(x)$, we have $x_n = f(x_{n-1})$ for all $n > 1$.

$$x_2 = f(x_1), \quad x_3 = f(f(x_1)), \quad x_4 = f(f(f(x_1))), \quad \ldots$$

Example (arithmetic progression with common difference d)

$$x_1 = c, \quad f(x) = x + d$$

$$\therefore \ x_n = x_{n-1} + d, \qquad n = 2, 3, 4, \ldots$$

Note: f is the most typical function name for both the direct and recursive specifications. The correct interpretation of f should be clear from context.

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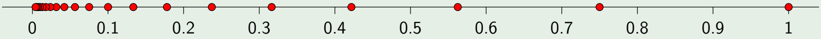
Number line representation of $\{x_n\}$ with $c = 1$ and $r = \frac{3}{4}$:



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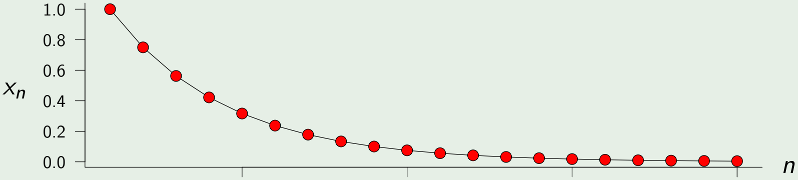

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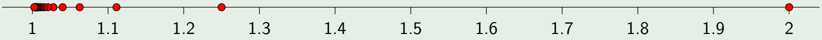

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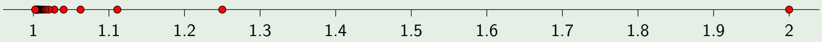

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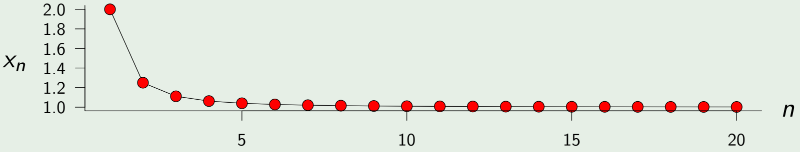

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A sequence $\{s_n\}$ ***converges to*** L if, given any $\varepsilon > 0$ there is some integer N such that

$$\text{if } n \geq N \qquad \text{then} \qquad |s_n - L| < \varepsilon\,.$$

In this case, we write $\lim_{n\to\infty} s_n = L$ or $s_n \to L$ as $n \to \infty$ and we say that L is the ***limit*** of the sequence $\{s_n\}$.

Note: To use this definition to prove that the limit of a sequence is L, we start by imagining that we are given some error tolerance $\varepsilon > 0$. Then we have to find a suitable N, which will depend on ε. This means that *the N that we find will be a function of ε*.

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Remark (Sequences in spaces other than $\mathbb{R}$)

The formal definition of a limit of a sequence works in any space where we have a notion of distance if we replace $|s_n - L|$ with $d(s_n, L)$.

Convergence of sequences

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Use the formal definition of a limit of a sequence to prove that

$$\frac{n^2+1}{n^2} \to 1 \quad \text{as} \quad n \to \infty\,.$$

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McMaster University

Mathematics and Statistics

$$\int_M d\omega = \int_{\partial M} \omega$$

Mathematics 3A03
Real Analysis I

Instructor: David Earn

Lecture 7
Sequences II
Tuesday 17 September 2019

Poll

- Go to https://www.childsmath.ca/childsa/forms/main_login.php
- Click on Math 3A03
- Click on Take Class Poll
- Fill in poll **Lecture 7: Sequence divergence**
- Submit.

Announcements

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- **Note as stated on course info sheet:** *Only a selection of problems on each assignment will be marked; your grade on each assignment will be based only on the problems selected for marking. Problems to be marked will be selected after the due date.*

Announcements continued. . .

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- Remember that solutions to assignments and tests from previous years are available on the course web site. Take advantage of these problems and solutions. They provide many useful examples that should help you prepare for tests and the final exam. (However, note that while most of the content of the course is the same this year, there are some differences.)

Uniqueness of limits

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Theorem (Uniqueness of limits)

If $\lim_{n\to\infty} s_n = L_1$ *and* $\lim_{n\to\infty} s_n = L_2$ *then* $L_1 = L_2$.

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So, we are justified in referring to "the" limit of a convergent sequence.

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- The n that exists will, in general, depend on L, ε and N.
- This is the meaning of not converging to any limit, but it does not tell us anything about what happens to the sequence $\{s_n\}$ as $n \to \infty$.

Divergence to $\pm\infty$

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Definition (Divergence to $-\infty$)

The sequence $\{s_n\}$ of real numbers ***diverges to*** $-\infty$ if, for every real number M there is an integer N such that

$$n \ge N \quad \Longrightarrow \quad s_n \le M\,.$$

Divergence to ∞

Example

Use the formal definition to prove that

$$\left\{\frac{n^3-1}{n+1}\right\} \quad \text{diverges to } \infty\,.$$

(solution on board)

Divergence to ∞

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Use the formal definition to prove that

$$\left\{ \frac{n^3 - 1}{n + 1} \right\} \quad \text{diverges to } \infty\,.$$

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Approach: Find a lower bound for the sequence that is a simple function of n and show that that can be made bigger than any given M.

Divergence to ∞

Example (from previous slide)

Use the formal definition to prove that $\left\{ \dfrac{n^3 - 1}{n+1} \right\}$ diverges to ∞.

Clean proof.

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$$\forall n \in \mathbb{N}, \quad n-1 =$$

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Divergence to ∞

Example (from previous slide)

Use the formal definition to prove that $\left\{\dfrac{n^3-1}{n+1}\right\}$ diverges to ∞.

Clean proof.

Given $M \in \mathbb{R}^{>0}$, let $N = \lceil M \rceil + 1$. Then $N - 1 = \lceil M \rceil \geq M$.
$\therefore\ \forall n \geq N,\ n - 1 \geq M$. Now observe that

$$\forall n \in \mathbb{N}, \quad n - 1 = \frac{(n-1)(n+1)}{n+1} = \frac{n^2-1}{n+1} \leq \frac{n^3-1}{n+1}\,.$$

$\therefore\ \forall n \geq N$ we have

$$\frac{n^3-1}{n+1} \geq M\,,$$

as required. $\square$

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Note: We can start from any integer, not necessarily $k = 1$.

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Proof? Find a counterexample, *e.g.*, $\{(-1)^n\}$.

Mathematics
and Statistics

$$\int_M d\omega = \int_{\partial M} \omega$$

Mathematics 3A03
Real Analysis I

Instructor: David Earn

Lecture 8
Sequences III
Thursday 19 September 2019

What we've done so far on sequences

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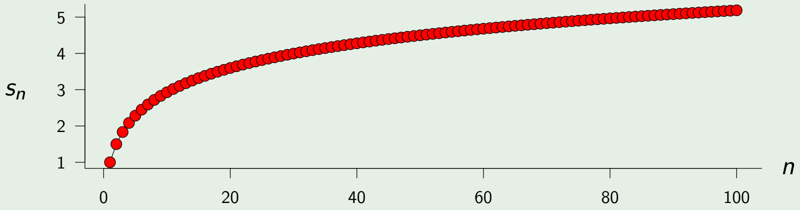

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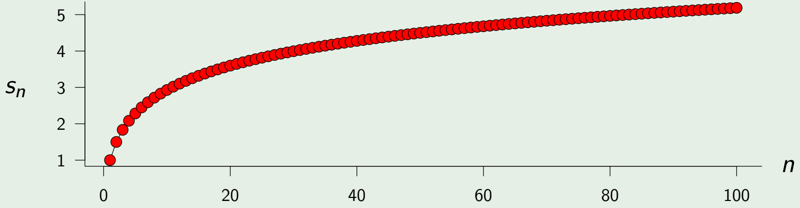

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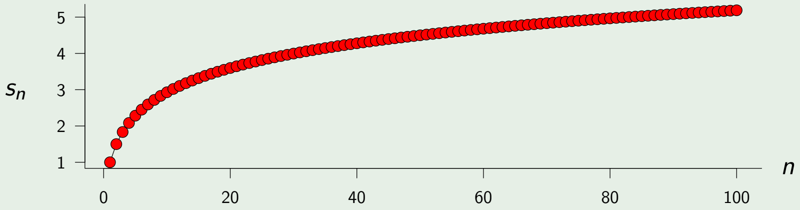

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$\square$

Poll

- Go to https://www.childsmath.ca/childsa/forms/main_login.php
- Click on Math 3A03
- Click on Take Class Poll
- Fill in poll **Lecture 8: Harmonic series of primes**
- Submit.

Algebra of limits

Theorem (Algebraic operations on limits)

Suppose $\{s_n\}$ *and* $\{t_n\}$ *are convergent sequences and* $C \in \mathbb{R}$.

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5. *if* $t_n \neq 0$ *for all* n *and* $\lim_{n\to\infty} t_n \neq 0$ *then*
$$\lim_{n\to\infty} \left(\frac{s_n}{t_n}\right) = \frac{\lim_{n\to\infty} s_n}{\lim_{n\to\infty} t_n} .$$

(solution on board)

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Since $t_n \to T$, $\exists N_1 \in \mathbb{N}$ such that $\forall n \geq N_1$, $|t_n - T| < \dfrac{|T|}{2}$,

i.e., $-\dfrac{|T|}{2} < t_n - T < \dfrac{|T|}{2}$, i.e., $T - \dfrac{|T|}{2} < t_n < T + \dfrac{|T|}{2}$.

If $T > 0$ this says

$$0 < \frac{T}{2} < t_n < \frac{3T}{2},$$

whereas if $T < 0$ it says

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In either case, $\forall n \geq N_1$, we have $0 < \dfrac{|T|}{2} < |t_n|$.

Order properties of limits (§2.8)

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Theorem (Limits retain order)

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If $\{s_n\}$ and $\{t_n\}$ are convergent sequences then

$$s_n \le t_n \quad \forall n \in \mathbb{N} \qquad \Longrightarrow \qquad \lim_{n\to\infty} s_n \le \lim_{n\to\infty} t_n \,.$$

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If $\{s_n\}$ *is a convergent sequence then*

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$\{s_n\}$ and $\{t_n\}$ are both bounded since they both converge. $\{x_n\}$ is therefore bounded (by the lower bound of $\{s_n\}$ and the upper bound of $\{t_n\}$). $\{x_n\}$ therefore converges, say $x_n \to X$. Hence, by order retension, $L \le X \le L \implies X = L$. $\square$

(solution on board)