

Active Applied Discrete Structures

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May 22, 2020

Edition: version 0.1

Website: discretemath.org

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Preface

Introduction. *Active Applied Discrete Structures* is designed for use in a flipped class using *Applied Discrete Structures*. Each chapter, designed for a 75 minute class period. There are two parts that correspond with a two semester sequence, *Part 1 - Fundamentals*, and *Part 2 - Structures*.

Usage. The class format that is presumed is for the instructor to assign students to read materials that will be covered in class n in time to submit a short assignment by the beginning of class $n - 1$. Then at the time of class n , they work on more challenging problems in groups of 4-6 students.

A tricky thing about this format is getting started. On class 1 of the first semester, no prior reading can be expected. The binary representation of positive integers is discussed. This is mostly done through group work. The assumption is that since most students in the class are computer science majors, they have some familiarity with the topic and can help other students with the problems. Class 2 is also a bit of a rush. I ask student do do reading for that class and get responses back to me a couple of days before the second class. They are also asked to prepare for Class 3 and get responses to me by Class 2. Fortunately, the material in Chapter 1 isn't too difficult. The rest of the semester proceeds as described above. In the second semester, the first class is taken up by reviewing the most important concepts from the first semester through sequence of problems. Another quick turn-around in the reading for Class 2 is needed to get into the flow. After that the second semester proceeds the same as the first.

Contents of the Chapters. Each chapter has two or three sections. Each chapter except the first has a reading section that contains instructions to student prior the class period. Generally, this is to read one or more sections of the text, respond to a "Response Question" and do a few basic problems associated with the reading. The Response Questions tend to be more tangential to the content and often connect the mathematics to computer science.

The second section is always a series of problems to be worked on during the class. For students' convenience, some chapters have a third section, usually containing a short excerpt from *Applied Discrete Structures*.

The Problems. The problems and ideas that make up this work come from several sources. Many of the problems are taken directly from *Applied Discrete Structures*, mostly even numbered problems for which no solutions are published. In some cases, the problem are slightly altered. I've also mined problems from other sources. Some were clearly in the "public domain" in that they have appeared in several places over many years. In those cases, I haven't identified the source. There have been a few problems or ideas that

seemed somewhat more novel, and I've noted their source. Books by Bogart ([1]) and Levin ([3]) are among these sources.

I've attempted to mix relatively easy problems with some more challenging ones for in-class work, while keeping the number of problems doable for most of the students.

Status. As of the spring of 2020, *Part 1 - Fundamentals*, contains 24 chapters class-tested in the first semester course at UMass Lowell. This covers the first eight chapters of *Applied Discrete Structures*. *Part 2 - Structures* will contain another 24 chapters for use in a second semester course.

The main web page for Applied Discrete Structures is <http://discretemath.org>

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Part I

Fundamentals

Chapter 1

Binary Representation of Positive Integers

1.1 Reading Assignment

Since this is the first class meeting, there is no prior reading. Half of the class is devoted to explaining the way the class will be run. Then we will explore the binary representation of positive integers, which is in Section 1.4 of Applied Discrete Structures. A sheet with the base 10 numbers 1 through 64 and their corresponding binary representations is passed out. Students are asked to identify patterns.

1.2 In-class Exercises

Work on these in class

1.2.1 Exercises

1. Spend a few minutes looking at the tables in [Section 1.3](#) and make a few observations.
2. What base 10 number is equal to 101000010_2 ?
3. What is the base 2 representation of 911?
4. An even number is an (integer) multiple of 2. For example, 12 is even because $12 = 6 \cdot 2$ but 13 is not even since $12 = \frac{13}{2} \cdot 2$. How can you quickly tell whether a number represented in base 10 is even? How can you quickly tell whether a number represented in base 2 is even?
5. How can you quickly tell whether a number represented in base 10 is a multiple of 5? Can you quickly tell whether a number represented in base 2 is a multiple of 5?
6. How can you quickly tell whether a number represented in base 10 is a multiple of 8? Can you quickly tell whether a number represented in base 2 is a multiple of 8?
7. How can you quickly tell whether a number represented in base 10 is a multiple of 9? Can you quickly tell whether a number represented in base 2 is a multiple of 9?

1.3 Binary Conversion Tables

Look for patterns in these two tables. The second gives the binary form of integers padded with 0's so as to contain exactly 4 bits.

Base 10	Base 2	Base 10	Base 2
1	1_2	33	100001_2
2	10_2	34	100010_2
3	11_2	35	100011_2
4	100_2	36	100100_2
5	101_2	37	100101_2
6	110_2	38	100110_2
7	111_2	39	100111_2
8	1000_2	40	101000_2
9	1001_2	41	101001_2
10	1010_2	42	101010_2
11	1011_2	43	101011_2
12	1100_2	44	101100_2
13	1101_2	45	101101_2
14	1110_2	46	101110_2
15	1111_2	47	101111_2
16	10000_2	48	110000_2
17	10001_2	49	110001_2
18	10010_2	50	110010_2
19	10011_2	51	110011_2
20	10100_2	52	110100_2
21	10101_2	53	110101_2
22	10110_2	54	110110_2
23	10111_2	55	110111_2
24	11000_2	56	111000_2
25	11001_2	57	111001_2
26	11010_2	58	111010_2
27	11011_2	59	111011_2
28	11100_2	60	111100_2
29	11101_2	61	111101_2
30	11110_2	62	111110_2
31	11111_2	63	111111_2
32	100000_2	64	1000000_2

n	padded binary n
0	0000
1	0001
2	0010
3	0011
4	0100
5	0101
6	0110
7	0111
8	1000
9	1001
10	1010
11	1011
12	1100
13	1101
14	1110
15	1111

Chapter 2

Sets and Operations on them

2.1 Reading Assignment

Before class, read Sections 1.1 and 1.2 of *Applied Discrete Structures*.

Question 2.1.1 Response Question. How are the set operations union and intersection similar to the operations addition and multiplication on numbers, and how are they different? \square

2.1.1 Exercises

Also, turn in solutions to these exercises.

1. List all elements of the following sets:
 - (a) $\{\frac{1}{n} \mid n \in \{3, 4, 5, 6\}\}$
 - (b) $\{x \in \mathbb{Z} \mid x = x + 1\}$
 - (c) $\{n^2 \mid n = -2, -1, 0, 1, 2\}$
 - (d) $\{n \in \mathbb{P} \mid n \text{ is a factor of } 24\}$
2. Let $A = \{0, 2, 3\}$, $B = \{2, 3\}$, $C = \{1, 5, 9\}$, $D = \{3, 2\}$, and $E = \{2, 3, 2\}$. Assume that the universal set is $U = \{0, 1, 2, \dots, 9\}$. Determine which of the following are true. Give reasons for your decisions.
 - (a) $A = B$
 - (b) $B = C$
 - (c) $B = D$
 - (d) $E = D$
 - (e) $A \cap B = B \cap A$
 - (f) $A \cup B = B \cup A$
 - (g) $A - B = B - A$
 - (h) $A \oplus B = B \oplus A$

2.2 In-Class Exercises

2.2.1 Exercises

1. Use set-builder notation to describe the following sets of positive in-

tegers:

- (a) $\{1, 2, 3, 4, 5, 6, 7\}$
- (b) $\{1, 10, 100, 1000, 10000, 100000\}$
- 2. Let $U = \{1, 2, 3, \dots, 9\}$. Find an example to illustrate that there are sets A and B such that $A - B \neq B - A$
- 3. Suppose that U is an infinite universal set, and A and B are infinite subsets of U . Answer the following questions with a brief explanation.
 - (a) Must A^c be finite?
 - (b) Must $A \cup B$ be infinite?
 - (c) Must $A \cap B$ be infinite?
- 4. Find two sets A and B for which $|A| = 5$, $|B| = 6$, and $|A \cup B| = 9$. What is $|A \cap B|$?
- 5. For any sets A and B , define $A \times B = \{(a, b) \mid a \in A \text{ and } b \in B\}$ and $AB = \{ab \mid a \in A \text{ and } b \in B\}$. If $A = \{1, 2\}$ and $B = \{2, 3, 4\}$, what is $|A \times B|$? What is $|AB|$?
- 6. A common data structure for a software implementation of sets is a “bitmap.” The way it works is if you want to work with subsets of a universe, U , with cardinality n you first establish an ordering of U when u_k is the k th element. A set A is then represented by a string of n bits $b_1b_2 \dots b_n$ when b_k is 1 if $u_k \in A$ and is 0 otherwise. In the following questions, assume $U = \{1, 2, 3, 4, 5\}$ with the ordering as listed.
 - (a) What are the bit strings for the empty set and for U ?
 - (b) What are the bit strings for $A = \{1, 2, 3\}$ and $B = \{1, 3, 5\}$?
 - (c) What are the general rules for determining the the bit strings for $A \cap B$ and $A \cup B$? What their bit strings in this particular case?

Chapter 3

Sets, Sums & Products

3.1 Reading Assignment

Read Sections 1.3 and 1.5 of *Applied Discrete Structures*.

Question 3.1.1 Response Question. If A is a finite set, why is the number of elements in the power set of A a power of 2? \square

Also, turn in solutions to these exercises:

3.1.1 Exercises

1. Let $B = \{0, 1\}$. List elements of $\mathcal{P}(B)$, $B \times B$ and $B \times B \times B$.
2. Calculate $\sum_{k=1}^3 (2k - 1)$, $\sum_{k=1}^4 (2k - 1)$, and $\sum_{k=1}^5 (2k - 1)$. Do you see a pattern?

3.2 In-Class Exercises

1. Let $X = \{n \in \mathbb{N} \mid 10 \leq n < 20\}$. Find examples of sets with the properties below and very briefly explain why your examples work.
 - (a) A set $A \subseteq \mathbb{N}$ with $|A| = 10$ such that $X - A = \{10, 12, 14\}$.
 - (b) A set $B \in \mathcal{P}(X)$ with $|B| = 5$.
 - (c) A set $C \subseteq \mathcal{P}(X)$ with $|C| = 5$.
 - (d) A set $D \subseteq X \times X$ with $|D| = 5$.
 - (e) A set $E \subseteq X$ such that $|E| \in E$.
2. (From [3]) Explain why there is no set A which satisfies $A = \{2, |A|\}$
3. Use summation or product notation to rewrite the following.
 - (a) $1 + \frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \cdots + \frac{1}{50}$
 - (b) $1 + 5 + 9 + 13 + \cdots + 421$
 - (c) $\frac{1}{2} \cdot \frac{3}{4} \cdot \frac{5}{6} \cdot \cdots \cdot \frac{99}{100}$
4. Are there sets A and B such that $|A| = |B|$, $|A \cup B| = 10$, and $|A \cap B| = 5$? Explain.

5. (from [3]) Consider the universe of positive integers greater than or equal to 2. Let A_2 be the set of all multiples of 2 except for 2. Let A_3 be the set of all multiples of 3 except for 3. And so on, so that A_n is the set of all multiple of n except for n , for any $n \geq 2$. Describe (in words) the set $(A_2 \cup A_3 \cup A_4 \cup \dots)^c$.

Chapter 4

Counting: Product Rule and Permutations

4.1 Reading Assignment

Read Sections 2.1 and 2.2 of *Applied Discrete Structures*

Question 4.1.1 Response Question. Suppose A and B are finite sets. Explain how the cardinality the Cartesian product $A \times B$ can be determined using the Rule of Products. \square

Also, turn in solutions to these exercises:

4.1.1 Exercises

1. A builder of modular homes would like to impress his potential customers with the variety of styles of his houses. For each house there are blueprints for three different living rooms, four different bedroom configurations, and two different garage styles. In addition, the outside can be finished in cedar shingles or brick. How many different houses can be designed from these plans?
2. How many ways can the letters in the word DRACUT be arranged? They don't have to form a real word.

4.2 In-Class Exercises

4.2.1 Exercises

1. How many of the integers from 100 to 999 have the property that the sum of their digits is even? For example, 561 would be counted, but 214 would not be counted.
2. How many positive integers divide evenly into $67,500 = 2^2 3^3 5^4$?
3. The manager of a baseball team has decide on the batting order of his team. He has selected the nine batters already.
 - (a) How many ways could he select a batting order?

- (b) He decides that the catcher must bat before the shortstop? How many ways can he select a batting order now?
 - (c) In addition to the restriction about the catcher and shortstop, suppose he decides that the pitcher must bat immediately after the first baseman. How many ways can the manager select a batting order now?
4. How many ways can the letters in the word APPLE be arranged?

Chapter 5

Partitions and Combinations

5.1 Reading Assignment

Read Sections 2.3 and 2.4 of Applied Discrete Structures.

Question 5.1.1 Response Question. In mathematics, the word partition is used in two contexts. One is for partitions of sets, as described in Section 2.3. The other is for partitions of a positive integer. An example of a partition of 5 is $3 + 1 + 1$, a sum of positive integers equal to 5. It is customary to write the terms of the sum in non-increasing order since $1 + 3 + 1$ is considered the same partition of 5. The other partitions of 5 are 5, $4 + 1$, $3 + 2$, $2 + 2 + 1$, $2 + 1 + 1 + 1$, and $1 + 1 + 1 + 1 + 1$. How might a listing of all partitions of an integer like 5 help in listing all partitions of a set with that many elements? \square

Exercises to do and turn in:

5.1.1 Exercises

1. Which of the following collections of subsets of the plane, \mathbb{R}^2 , are partitions?
 - (a) $\{(x, y) \mid x + y = c\} \mid c \in \mathbb{R}\}$
 - (b) The set of all circles in \mathbb{R}^2
 - (c) The set of all circles in \mathbb{R}^2 centered at the origin together with the set $\{(0, 0)\}$
 - (d) $\{(x, y)\} \mid (x, y) \in \mathbb{R}^2\}$
2. The congressional committees on mathematics and computer science are made up of five representatives each, and a congressional rule is that the two committees must be disjoint. If there are 385 members of congress, how many ways could the committees be selected?

5.2 In-Class Exercises

5.2.1 Exercises

1.
 - (a) A group of 30 students were surveyed and it was found that 18 of them took Calculus and 12 took Physics. If all students took at least one course, how many took both Calculus and Physics? Illustrate using a Venn diagram.
 - (b) What is the answer to the question in part (a) if five students did not take either of the two courses? Illustrate using a Venn diagram.
2. How many different partitions are there of the set $\{1, 2, 3, 4, 5\}$
3. How many ways can you arrange the letters in the word BOOK-KEEPER?
4. Explain in words why the following equalities are true based on number of subsets, and then verify the equalities using the formula for binomial coefficients.
 - (a) $\binom{n}{1} = n$
 - (b) $\binom{n}{k} = \binom{n}{n-k}$, $0 \leq k \leq n$
5. The image below shows a 6 by 6 grid and an example of a **lattice path** that could be taken from $(0,0)$ to $(6,6)$, which is a path taken by traveling along grid lines going only to the right and up. How many different lattice paths are there of this type? Generalize to the case of lattice paths from $(0,0)$ to (m,n) for any nonnegative integers m and n .
6. How many of the lattice paths from $(0,0)$ to $(6,6)$ pass through $(2,3)$ as the one in [Figure 1](#) does?

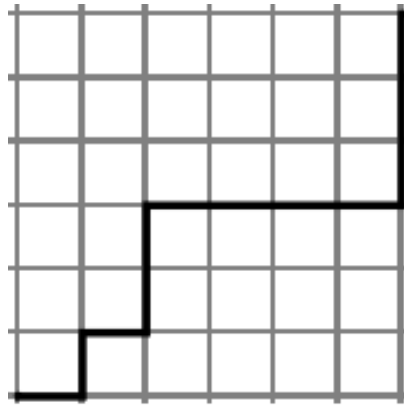


Figure 5.2.1 A lattice path

7. Consider the set of lattice paths from $(0,0)$ to $(8,8)$. You should know one quick formula for the cardinality of that set. However, counting a different way can lead to an interesting identity involving binomial coefficients. Notice that any path goes through exactly one of the points $(0,8), (1,7), (2,6), \dots, (8,0)$. Count the number of lattice paths that go through each of those 9 points - leave the expression in

terms of binomial coefficients. Even more interesting is what you get if generalize to a destination of (n, n) , $n \geq 1$.

5.3 Some Lattices

Here are a couple of lattices for you to doodle with.

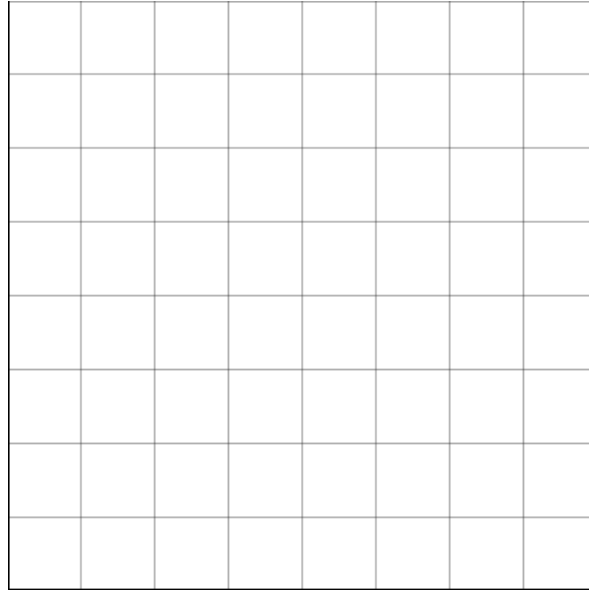


Figure 5.3.1

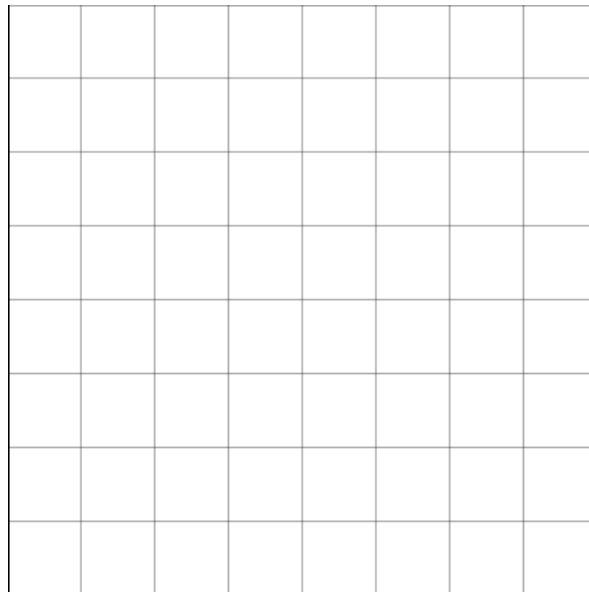


Figure 5.3.2

Chapter 6

Logic: Propositions and Truth Tables

6.1 Reading Assignment

Read sections 3.1 and 3.2 of Applied Discrete Structures.

Question 6.1.1 Response Question. Suppose you were given a proposition generated by 100 propositional variables and you are asked whether there is at least one assignment of truth values that you could assign to these variables to make the proposition true. Why is constructing a truth table not practical. If you decided to examine all possible assignments of truth values and your computer could check one million cases per second, approximately how long would it take to check all cases? \square

Also, turn in solutions to these exercises:

6.1.1 Exercises

1. For each of the following propositions, identify simple propositions, express the compound proposition in symbolic form, and determine whether it is true or false:
 - (a) The world is flat or zero is an even integer.
 - (b) If 432,802 is a multiple of 4, then 432,802 is even.
 - (c) 5 is a prime number and 6 is not divisible by 4.
 - (d) $3 \in \mathbb{Z}$ and $3 \in \mathbb{Q}$.
 - (e) $2/3 \in \mathbb{Z}$ and $2/3 \in \mathbb{Q}$.
 - (f) The sum of two even integers is even and the sum of two odd integers is odd.
2. Construct the truth tables of:
 - (a) $\neg(p \wedge q)$
 - (b) $(p \wedge q) \wedge r$

6.2 In-Class Exercises

6.2.1 Exercises

1. Reword the following statements into “If...then” statements.
 - (a) No resident of Chelmsford likes hot peppers.
 - (b) For $3+7=10$, it is necessary that cows fly.
 - (c) For $3+7=10$, it is sufficient that cows fly.
 - (d) Lowell is the oldest city in Massachusetts unless mermaids exist.
 - (e) I carry an umbrella when it rains.
2. Construct the truth table for $(p \vee q) \wedge (p \vee \neg q)$. Notice anything about the result?
3. Consider the statement “If Boris visits Hampton Beach, then he eats fried clams.”
 - (a) Write the converse of the statement.
 - (b) Write the contrapositive of the statement.
 - (c) Is it possible for the contrapositive to be false? If it was, what would that tell you?
 - (d) Suppose the original statement is true, and that Boris eats fried clams. Can you conclude anything (about his travels)?
 - (e) Suppose the original statement is true, and that Boris does not eat fried clams. Can you conclude anything (about his travels)?
4. Consider the statement, “If a number is triangular or square, then it is not prime”
 - (a) Make a truth table for the statement $(T \vee S) \rightarrow \neg P$.
 - (b) If you believed the statement was false, what properties would a counterexample need to possess? Explain by referencing your truth table.
 - (c) If the statement were true, what could you conclude about the number 5657, which is definitely prime? Again, explain using the truth table.

Chapter 7

Equivalence, Implication, and Laws of Logic

7.1 Reading Assignment

Read sections 3.3 and 3.4 of Applied Discrete Structures.

Question 7.1.1 Response Question. Explain why every proposition implies a tautology. \square

Also, turn in solutions to these exercises:

7.1.1 Exercises

1.
 - (a) Construct the truth table for $x = (p \wedge \neg q) \vee (r \wedge p)$.
 - (b) Find an example other than x itself of a proposition generated by p , q , and r that is equivalent to x .
 - (c) Find an example of a proposition that is not equivalent to x or a contradiction that implies x .
 - (d) Find an example of a proposition that is not equivalent to x or a tautology that is implied by x .
2. Show that the common fallacy $(p \rightarrow q) \wedge \neg p \Rightarrow \neg q$ is not a law of logic.

7.2 In-Class Exercises

7.2.1 Exercises

1. Find a proposition that is equivalent to $p \vee q$ and uses only conjunction and negation.

2. Frankie Fib was telling you what he consumed yesterday afternoon. He tells you, “I had either popcorn or raisins. Also, if I had cucumber sandwiches, then I had soda. But I didn’t drink soda or tea.” Of course you know that Frankie is the worlds worst liar, and everything he says is false. What did Frankie have to eat and drink?
3. Construct the truth table for $(p \rightarrow q) \wedge (q \rightarrow r) \wedge (r \rightarrow p)$. Notice anything about the result?
4. The significance of the Sheffer Stroke is that it is a “universal” operation in that all other logical operations can be built from it.
 - (a) Prove that $p|q$ is equivalent to $\neg(p \wedge q)$.
 - (b) Prove that $\neg p \Leftrightarrow p|p$.
 - (c) Build \wedge using only the Sheffer Stroke.
 - (d) Build \vee using only the Sheffer Stroke.

7.3 The Sheffer Stroke

Another logical operation is the Sheffer Stroke, which is the subject of one of the exercises.

Table 7.3.1 Truth Table for the Sheffer Stroke

p	q	$p q$
0	0	1
0	1	1
1	0	1
1	1	0

Chapter 8

Structured Proofs

8.1 Reading Assignment

Read section 3.5 of Applied Discrete Structures.

Question 8.1.1 Response Question. A proposition, P , generated by a set of propositional variables is said to be satisfiable if there is at least one way to assign truth values to all of the variables so that P is true. Explain why P is satisfiable as long as $\neg P$ is not a tautology. \square

Also, turn in solutions to these exercises.

8.1.1 Exercises

1. Put the following into symbolic form and check its validity: If I am a good person, nothing bad will happen to me. Nothing happened to me. Therefore, I am a good person.
2. Give a direct or indirect proof of:

$$p \rightarrow q, \neg r \rightarrow \neg q, \neg r \Rightarrow \neg p$$

8.2 In-Class Exercises

8.2.1 Exercises

1. Prove either directly or indirectly:

$$a \vee b, c \wedge d, a \rightarrow \neg c \Rightarrow b$$

2. In these two Lewis Carroll puzzles, you are given premises and are expected to form your own conclusion. In each of them, convert the premises to symbolic form, draw a conclusion, and then translate back to English.
 - (a)
 - No bald creature needs a hairbrush.
 - No lizards have hair.
 - (b)
 - Promise breakers are untrustworthy.

- Wine drinkers are very communicative.
 - A man who keeps his promises is honest.
 - No teetotalers are pawnbrokers.
 - One can always trust a very communicative person.
3. There are $n + 1$, $n \geq 1$ people who want to go to a concert. All have different ages. You have three tickets: a back-stage pass and two regular (but distinguishable) tickets. Here are the rules for passing out the tickets:
- The backstage pass must go to the oldest person who gets a ticket.
 - The person who gets the backstage pass can't get either of the other two tickets, but the two regular tickets can both go to the same person.

How many ways can you give away the tickets? There are two ways to count. Find both and equate them.

8.3 Basic Logical Inferences

From section 3.4 of Applied Discrete Structures:

Table 8.3.1 Basic Logical Laws - Common Implications and Equivalences

Detachment (AKA Modus Ponens)	$(p \rightarrow q) \wedge p \Rightarrow q$
Indirect Reasoning (AKA Modus Tollens)	$(p \rightarrow q) \wedge \neg q \Rightarrow \neg p$
Disjunctive Addition	$p \Rightarrow (p \vee q)$
Conjunctive Simplification	$(p \wedge q) \Rightarrow p$ and $(p \wedge q) \Rightarrow q$
Disjunctive Simplification	$(p \vee q) \wedge \neg p \Rightarrow q$ and $(p \vee q) \wedge \neg q \Rightarrow p$
Chain Rule	$(p \rightarrow q) \wedge (q \rightarrow r) \Rightarrow (p \rightarrow r)$
Conditional Equivalence	$p \rightarrow q \Leftrightarrow \neg p \vee q$
Biconditional Equivalences	$(p \leftrightarrow q) \Leftrightarrow (p \rightarrow q) \wedge (q \rightarrow p) \Leftrightarrow (p \wedge q) \vee (\neg p \wedge \neg q)$
Contrapositive	$(p \rightarrow q) \Leftrightarrow (\neg q \rightarrow \neg p)$

Chapter 9

Mathematical Induction

9.1 Reading Assignment

Read Sections 3.6 and 3.7 of *Applied Discrete Structures*. It is only necessary to read 3.6 through Example 3.6.7.

Question 9.1.1 Response Question. You don't need induction to prove that the sum of the first n Positive integers equals $\frac{n(n+1)}{2}$. Google "Gauss sum of consecutive integers" and read about how you can do it even more simply. Explain what you read. \square

Also, turn in solutions to these exercises.

9.1.1 Exercises

1. Simplify the expressions
 - (a) $(\sum_{k=1}^{n+1} k^2) - (\sum_{k=1}^n k^2)$
 - (b) $\sum_{k=1}^n (\frac{1}{k} - \frac{1}{k+1})$
 - (c) $\frac{(n+2)!}{n!}$
2. Prove that for $n \geq 0$, $\sum_{k=0}^n 2^k = 2^{n+1} - 1$.

9.2 In-Class Exercises

9.2.1 Exercises

1. Prove that for $n \geq 1$,
$$\frac{1}{1 \cdot 2} + \frac{1}{2 \cdot 3} + \cdots + \frac{1}{n(n+1)} = \frac{n}{n+1}.$$
2. Prove that it is possible to make up any postage of 28 cents or more using only five-cent and eight-cent stamps.
3. Suppose that a particular real number x has the property that $x + \frac{1}{x}$ is an integer. Prove that $x^n + \frac{1}{x^n}$ is an integer for all natural numbers

n .

Chapter 10

Quantifiers and Proof Review

10.1 Reading Assignment

Read Sections 3.8 and 3.9 of *Applied Discrete Structures*

Question 10.1.1 Response Question. In reviewing a certain local coffee roaster, a writer stated "...but all of its coffee is not fair trade." The writer was rebutting a claim by the roaster that "All of our coffee is fair trade." Explain why the reviewer's statement was incorrect. \square

Also, turn in solutions to these exercises:

10.1.1 Exercises

1. Let $M(x)$ be " x is a mammal," let $A(x)$ be " x is an animal," and let $W(x)$ be " x is warm-blooded."
 - (a) Translate into a formula: Every mammal is warm-blooded.
 - (b) Translate into English: $(\exists x)(A(x) \wedge (\neg M(x)))$.
2. Write out a complete proof that if n is an integer, n^2 is even if and only if n is even.

10.2 In-Class Exercises

10.2.1 Exercises

1. Translate the following statement over the positive integers into symbols. Use $E(x)$ for " x is even" and $O(x)$ for " x is odd" in the first three parts.
 - (a) No number is both even and odd.
 - (b) One more than any even number is an odd number.
 - (c) There is prime number that is even.
 - (d) Between any two numbers there is a third number.

- (e) There is no number between a number and one more than that number.
- 2. Use quantifiers to state that for every positive integer, there is a larger positive integer.
- 3. One of the following is true and the other is false. Identify the true one says and explain why the other one is false.

$$(\exists b)_{\mathbb{Z}}((\forall a)_{\mathbb{Z}}(a + b = 0))$$

$$(\forall a)_{\mathbb{Z}}((\exists b)_{\mathbb{Z}}(a + b = 0))$$

- 4. Prove that the sum of of an odd integer and and even integer is odd.
- 5. Prove that if you divide 4 into a perfect square, $1, 4, 9, 16, \dots$, the remainder will be either 0 or 1.
- 6. Prove that the cube root of 2 is an irrational number.

Chapter 11

Set Theory Logic

11.1 Reading Assignment

Read Sections 4.1 and 4.2 of *Applied Discrete Structures*

Question 11.1.1 Response Question. Compare the Laws of Set Theory in Section 4.2 of Applied Discrete Structures with the Basic Laws of Logic in Section 3.5 of Applied Discrete Structures. Focus on any two different laws of set theory that you choose and discuss how they are similar to two logic laws. \square

Also, turn in solutions to these exercises:

11.1.1 Exercises

1. Write the converse of the following true statements and prove or disprove them.
 - (a) Let A , B , and C be sets. If $A \subseteq B$ and $B \subseteq C$, then $A \subseteq C$.
 - (b) Let A , B , and C be sets. If $(A \subseteq B \text{ and } A \subseteq C)$ then $A \subseteq B \cap C$.
 - (c) Let A , B , and C be sets with $C \neq \emptyset$. If $A \subseteq B$ then $A \times C \subseteq B \times C$.
2.
 - (a) Prove the Identity Law for sets with a membership table.
 - (b) Prove the Involution Law for sets using basic definitions.

11.2 In-Class Exercises

11.2.1 Exercises

1. What can one say about the sets A and B if we know the following? Back up your answers with proofs.
 - (a) $A \cup B = A$
 - (b) $A \cap B = A$

- (c) $A - B = A$
- (d) $A \cap B = B \cap A$
- (e) $A - B = B - A$

2.

- (a) Given the following sets of integers, A, B, C , find the set of elements that belong to exactly one of the three sets.

$$A = \{2, 6, 10, 14, 18\}$$

$$B = \{2, 3, 5, 7, 11, 13, 17, 19\}$$

$$C = \{3, 6, 9, 12, 15, 18\}$$

- (b) Prove that for any three sets, A, B, C ,

$$(A \cup B \cup C) \cap ((A^c \cap B^c) \cup (A^c \cap C^c) \cup (B^c \cap C^c))$$

is the set of all elements that belong to exactly one of the three sets. Verify this fact first with the example in the previous part, where you assume that the universe is $\{1, 2, 3, \dots, 18, 19\}$.

- (c) Find a similar expression for the set of elements that belong to exactly one of any four sets A, B, C, D .
3. Recall that the power set of any set A is the set of all subsets of A and is denoted $\mathcal{P}(A)$. Which of the following are true?

$$\mathcal{P}(A \cap B) = \mathcal{P}(A) \cap \mathcal{P}(B)$$

$$\mathcal{P}(A \cup B) = \mathcal{P}(A) \cup \mathcal{P}(B)$$

If either is not true, can you replace the equals sign with \subseteq or \supseteq to get a true statement?

11.3 The Basic Laws of Set Theory

Table 11.3.1 Basic Laws of Set Theory

Commutative Laws	
(1) $A \cup B = B \cup A$	(1') $A \cap B = B \cap A$
Associative Laws	
(2) $A \cup (B \cup C) = (A \cup B) \cup C$	(2') $A \cap (B \cap C) = (A \cap B) \cap C$
Distributive Laws	
(3) $A \cap (B \cup C) = (A \cap B) \cup (A \cap C)$	(3') $A \cup (B \cap C) = (A \cup B) \cap (A \cup C)$
Identity Laws	
(4) $A \cup \emptyset = \emptyset \cup A = A$	(4') $A \cap U = U \cap A = A$
Complement Laws	
(5) $A \cup A^c = U$	(5') $A \cap A^c = \emptyset$
Idempotent Laws	
(6) $A \cup A = A$	(6') $A \cap A = A$
Null Laws	
(7) $A \cup U = U$	(7') $A \cap \emptyset = \emptyset$
Absorption Laws	
(8) $A \cup (A \cap B) = A$	(8') $A \cap (A \cup B) = A$
DeMorgan's Laws	
(9) $(A \cup B)^c = A^c \cap B^c$	(9') $(A \cap B)^c = A^c \cup B^c$
Involution Law	
(10) $(A^c)^c = A$	

Chapter 12

Minsets and Duality

12.1 Reading Assignment

Read Sections 4.3 and 4.4 of *Applied Discrete Structures*.

Question 12.1.1 Response Question. To what extent is there any duality in arithmetic of numbers with addition and multiplication? How does it break down where it doesn't in set theory? \square

Also, turn in solutions to these exercises:

12.1.1 Exercises

1. Consider the subsets $A = \{1, 3, 5\}$, $B = \{2, 3, 4\}$, where $U = \{1, 2, 3, 4, 5\}$. List the nonempty minsets generated by A and B .
2. What is the dual of $A \cap (B \cap (A \cap B)^c) = \emptyset$?

12.2 In-Class Exercises

12.2.1 Exercises

1. A common way to denote a particular minset generated by a collection of subsets is as follows. If there are k subsets, B_1, B_2, \dots, B_k , and $b = b_1 b_2 \dots b_k$ is any string of k bits, then

$$M_b = M_{b_1 b_2 \dots b_k} = D_1 \cap D_2 \cap \dots \cap D_k,$$

where D_i is either B_i or B_i^c . If $b_i = 1$ then $D_i = B_i$ and if $b_i = 0$ then $D_i = B_i^c$. For example, if $k = 4$, $M_{0110} = B_1^c \cap B_2 \cap B_3 \cap B_4^c$.

- (a) Suppose $U = \{1, 2, 3, 4, 5\}$, $k = 2$, $B_1 = \{1, 2\}$, and $B_2 = \{2, 3, 4\}$. List the nonempty minsets generated by B_1 and B_2 using " M_b " notation. Notice that they form a partition of U .
- (b) How does this notation make help us see how many distinct nonempty minsets there could be that are generated by k subsets of a universe.

2.

- (a) Partition $\{1, 2, \dots, 8\}$ into the nonempty minsets generated by $B_1 = \{1, 2\}$, $B_2 = \{1, 3, 5, 8\}$, and $B_3 = \{2, 3, 4, 6\}$.
- (b) How many different subsets of $\{1, 2, \dots, 8\}$ can you create using B_1, B_2 , and B_3 with the standard set operations?
- (c) Do there exist subsets C_1, C_2, C_3 with which you can generate every subset of $\{1, 2, \dots, 8\}$? If so, can you find such a collection of subsets? If not, why? You might find the Venn diagram below useful for thinking about this problem.

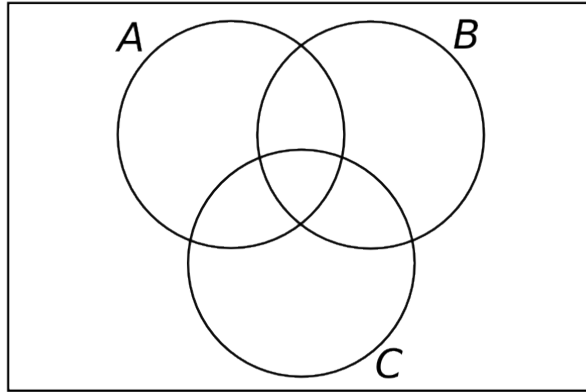


Figure 12.2.1 A three set Venn diagram

- 3. What is the dual of a minset? These sets are called “maxsets” Find the maxsets generated by the two sets in part (a) of the first problem. Why do you suppose they are called maxsets?
- 4. The descriptions of duality in Section 4.4 is not complete. If you expand expressions involving subsets, such as the expression $A \cap B \subseteq A$, which is a true statement in set theory. What should be the dual? How should we treat the subset symbol?

Chapter 13

13.1 Reading Assignment

Read Sections 5.1 and 5.2 of Applied Discrete Structures.

Question 13.1.1 Response Question. Let $A = \begin{pmatrix} 2 & 0 \\ 0 & -1 \end{pmatrix}$. Select any 2 by 2 matrix with nonzero entries and call it B . Compute the products AB and BA . What effect does A have on B in each case? \square

Also, turn in solutions to these exercises:

13.1.1 Exercises

1. Let $A = \begin{pmatrix} 1 & -1 \\ 2 & 3 \end{pmatrix}$ and $B = \begin{pmatrix} 0 & 1 \\ 3 & -5 \end{pmatrix}$
 - (a) Compute AB and BA .
 - (b) Compute $A + B$ and $B + A$.
2. For the given matrices A find A^{-1} if it exists and verify that $AA^{-1} = A^{-1}A = I$. If A^{-1} does not exist explain why.
 - (a) $A = \begin{pmatrix} 2 & -1 \\ -1 & 2 \end{pmatrix}$
 - (b) $A = \begin{pmatrix} 2 & 1 \\ 4 & 2 \end{pmatrix}$

There is a short video on matrix multiplication at <https://youtu.be/zt-IU1lXFzs>

13.2 In-Class Exercises

13.2.1 Exercises

1. Let $A = \begin{pmatrix} 1 & a \\ 0 & 1 \end{pmatrix}$ and $B = \begin{pmatrix} 1 & b \\ 0 & 1 \end{pmatrix}$. Compute the product AB .

Based on this result, what is A^{-1} .

2. If A is a an $m \times n$ matrix, we define the transpose of A to be the $n \times m$ matrix whose rows are the columns of A . For example, the transpose of

$$\begin{pmatrix} 1 & 2 & 3 \\ 4 & 5 & 6 \end{pmatrix} \text{ is } \begin{pmatrix} 1 & 4 \\ 2 & 5 \\ 3 & 6 \end{pmatrix}.$$

The notation A^t is used for the transpose of A .

- (a) If A is an $m \times n$ matrix, are the products AA^t and A^tA defined? What are the orders of the products that are defined?
- (b) Given the following matrix, what useful information might you get from the products AA^t or A^tA ?

$$A = \begin{pmatrix} 16 & 11 & 4 & 3 & 15 \\ 16 & 17 & 13 & 12 & 6 \end{pmatrix}$$

3. Prove by induction that for $n \geq 1$, $\begin{pmatrix} a & 0 \\ 0 & b \end{pmatrix}^n = \begin{pmatrix} a^n & 0 \\ 0 & b^n \end{pmatrix}$.
4. In this exercise, we propose to show how matrix multiplication is a natural operation. Suppose a bakery produces bread, cakes and pies every weekday, Monday through Friday. Based on past sales history, the bakery produces various numbers of each product each day, summarized in the 5×3 matrix D . It should be noted that the order could be described as “number of days by number of products.” For example, on Wednesday (the third day) the number of cakes (second product in our list) that are produced is $d_{3,2} = 4$.

$$D = \begin{pmatrix} 25 & 5 & 5 \\ 14 & 5 & 8 \\ 20 & 4 & 15 \\ 18 & 5 & 7 \\ 35 & 10 & 9 \end{pmatrix}$$

The main ingredients of these products are flour, sugar and eggs. We assume that other ingredients are always in ample supply, but we need to be sure to have the three main ones available. For each of the three products, The amount of each ingredient that is needed is summarized in the 3×3 , or “number of products by number of ingredients” matrix P . For example, to bake a cake (second product) we need $P_{2,1} = 1.5$ cups of flour (first ingredient). Regarding units: flour and sugar are given in cups per unit of each product, while eggs are given in individual eggs per unit of each product.

$$P = \begin{pmatrix} 2 & 0.5 & 0 \\ 1.5 & 1 & 2 \\ 1 & 1 & 1 \end{pmatrix}$$

These amounts are “made up”, so don’t used them to do your own baking!

- (a) How many cups of flour will the bakery need every Monday? Pay close attention to how you compute your answer and the units of each number.

- (b) How many eggs will the bakery need every Wednesday?
- (c) Compute the matrix product DP . What do you notice?
- (d) Suppose the costs of ingredients are \$0.12 for a cup of flour, \$0.15 for a cup of sugar and \$0.19 for one egg. How can this information be put into a matrix that can meaningfully be multiplied by one of the other matrices in this problem?

Chapter 14

Matrix Laws and Oddities

14.1 Reading Assignment

Read Sections 5.3 and 5.4 of *Applied Discrete Structures*

Question 14.1.1 Response Question. Compare Matrix Law (15), The Inverse of Product Rule, with the fact that although you put your socks on before your shoes, you take your shoes off before taking off your socks. \square

Also, turn in solutions to these exercises:

14.1.1 Exercises

1. Let $A = \begin{pmatrix} 0 & 1 & 0 & 0 \\ 0 & 0 & 1 & 0 \\ 0 & 0 & 0 & 1 \\ 1 & 0 & 0 & 0 \end{pmatrix}$. Compute A^2 , A^3 , A^4 , and A^{-1} .
2. Find at least three 2×2 matrices, A , such that $A^2 = A$.

14.2 In-Class Exercises

14.2.1 Exercises

1. Let A and B be $n \times n$ matrices of real numbers. Is $A^2 - B^2 = (A - B)(A + B)$? Explain.
2. Write each of the following systems in the form $AX = B$, and then solve the systems using matrices.
(a) $\begin{cases} 4x_1 - 6x_2 = 20 \\ 3x_1 + 5x_2 = -6 \end{cases}$ (b) $\begin{cases} 5x_1 - 1x_2 = 11 \\ -16x_1 + 5x_2 = 12 \end{cases}$
3. Suppose that A, P , and B are all $m \times m$ matrices, $m \geq 2$, and $A = P^{-1}BP$. Prove that $A^n = P^{-1}B^nP$ for all $n \geq 1$.
4. Let $M_{n \times n}(\mathbb{R})$ be the set of real $n \times n$ matrices. Let $P \subseteq M_{n \times n}(\mathbb{R})$ be the subset of matrices defined by $A \in P$ if and only if $A^2 = A$. Let

$Q \subseteq P$ be defined by $A \in Q$ if and only if $\det A \neq 0$.

- (a) Determine the cardinality of Q .
- (b) Consider the special case $n = 2$ and prove that a sufficient condition for $A \in P \subseteq M_{2 \times 2}(\mathbb{R})$ is that A has a zero determinant (i.e., A is singular) and $\text{tr}(A) = 1$ where $\text{tr}(A) = a_{11} + a_{22}$ is the sum of the main diagonal elements of A .
- (c) Is the condition of part b a necessary condition?

Chapter 15

Relations

15.1 Reading Assignment

Read Sections 6.1 and 6.2 of *Applied Discrete Structures*

Question 15.1.1 Response Question. Although any subset of a cartesian product of a set with itself can be a relation on that set, in the long run we are most concerned with a few important ones. Three examples of very important relations are

- Less than or equal to, \leq , on the integers,
- Set containment, \subseteq , on the power set of a set,
- Logical implication, \Rightarrow , on any set of propositions.

Discuss any similarities you see between these three relations. \square

Also, turn in solutions to these exercises:

15.1.1 Exercises

1. Consider the two relations on people: M , where aMb if a 's mother is b ; and S , where aSb if a and b are siblings. Describe, in words, the two relations MS and SM .
2. Let $A = \{1, 2, 3, 4, 6, 12\}$. Draw a digraph for the relation “divides” on A .

15.2 In-Class Exercises

15.2.1 Exercises

1. Let S be the set of “spaces” in the floor of your classroom. Draw a digraph of the relation c , where s_1cs_2 if and only if s_1 is connected to s_2 with at least one doorway.

2. Given s and t , relations on \mathbb{Z} , $s = \{(1, n) : n \in \mathbb{Z}\}$ and $t = \{(n, 1) : n \in \mathbb{Z}\}$, what are st and ts ? Hint: Even when a relation involves infinite sets, you can often get insights into them by drawing partial graphs.
3. Let A be the set of strings of 0's and 1's of length 3 or less.
 - (a) Define the relation of w on A by xwy if x has the same number of 1's as y . For example, $01w100$, but $01w101$ is false. Draw a digraph for this relation.
 - (b) Do the same for the relation p defined by xpy if x is a prefix of y . For example, $10p101$, but $01p101$ is false.
4. Consider logical implication, \Rightarrow , on the set of propositions $\{0, 1, p, q, p \vee q, p \wedge q, p \wedge p\}$. Draw a digraph of this relation.

Chapter 16

Properties of Relations

16.1 Reading Assignment

Read Section 6.3 of *Applied Discrete Structures*

Question 16.1.1 Response Question. Recall that in geometry, two triangles are similar if and only if their corresponding angles have the same measure. What kind of relation is this on the set of all triangles on the plane? \square

Also, turn in solutions to these exercises:

- Prove that congruence modulo m is a transitive relation on the set of integers. Do this by assuming that $a \equiv_m b$ and $b \equiv_m c$, and applying the definition for \equiv_m to conclude that $a \equiv_m c$
- Draw the ordering diagram for the relation “divides” on the divisors of $40 = 2^3 \cdot 5$.

16.2 In-Class Exercises

1. Let $A = \{a, b, c, d\}$. Draw the graphs of relations on A where:
 - (a) The first relation is reflexive, symmetric, but not transitive.
 - (b) The second relation is transitive, but not symmetric and not reflexive.
 - (c) The third relation is both an equivalence relation and a partial ordering.
2. Let $A = \{0, 1, 2, 3\}$ and let

$$r = \{(0, 0), (1, 1), (2, 2), (3, 3), (1, 2), (2, 1), (3, 0), (0, 3)\}$$

- (a) Verify that r is an equivalence relation on A .
- (b) Let $a \in A$ and define $c(a) = \{b \in A \mid arb\}$. $c(a)$ is called the **equivalence class of a under r** . Find $c(a)$ for each element $a \in A$.
- (c) Show that $\{c(a) \mid a \in A\}$ forms a partition of A for this set A .
- (d) Let r be an equivalence relation on an arbitrary set A . Prove that the set of all equivalence classes under r constitutes a partition of A .

3. Describe the equivalence classes under the relation congruence modulo 10 on the integers.
4. Let A be the set of strings of 0's and 1's of length 3 or less; and let B be the set of strings of 0's and 1's of length 3. What properties do the following relations have?
 - (a) Define the relation of w on A by xwy if x has the same number of 1's as y . For example, $01w100$, but $01w101$ is false.
 - (b) Define the relation d on B defined by xdy if x differs from y in exactly one position. For example, $100d101$, but $100d111$ is false.
 - (c) Define the relation c defined on A by xcy if x is contained within y . For example, $10c101$, but $11c101$ is false.

For any of these relations that are partial orderings, draw the Hasse diagram for that relation. For any of them that is an equivalence relation, identify the equivalence classes.

16.3 Congruence Modulo n

This is a fundamental relation on the set of integers.

Definition 16.3.1 Congruence Modulo m . Let m be a positive integer, $m \geq 2$. We define **congruence modulo m** to be the relation \equiv_m defined on the integers by

$$a \equiv_m b \Leftrightarrow m \mid (a - b)$$

◇

Chapter 17

Relation Matrices and Closure

17.1 Reading Assignment

Read Sections 6.4 and 6.5 of *Applied Discrete Structures*

Question 17.1.1 Response Question. Let p be the relation on people where xpy if y is either x 's mother or father. What is $\{z \mid xp^+z\}$, where p^+ is the transitive closure of p . \square

Also, turn in solutions to this exercise:

Consider the relation, s , defined by the graph in [Figure 17.1.2](#).

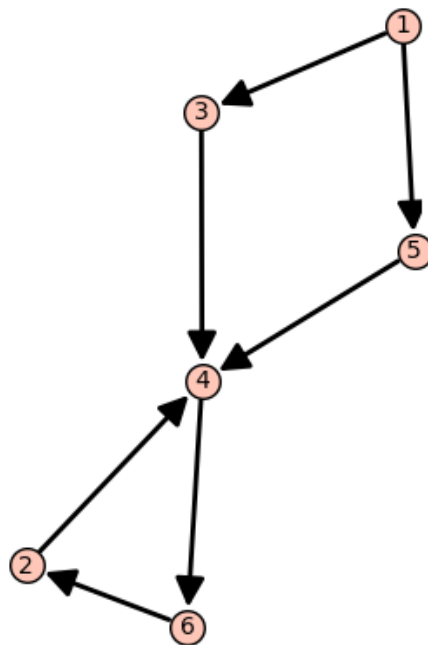


Figure 17.1.2 Digraph of s

- Determine the adjacency matrix of s .
- Use the matrix you have constructed, find the matrix of s^2 using matrix multiplication.

- (c) Draw the graph of defined by the matrix product and verify that it is the graph of s^2 .
- (d) Determine the matrix of the transitive closure of s .

17.2 In-Class Exercises

1. Let D be the set of weekdays, Monday through Friday, let W be a set of employees $\{1, 2, 3\}$ of a tutoring center, and let V be a set of computer languages for which tutoring is offered, $\{A(PL), B(asic), C(++), J(ava), L(isp), P(ython)\}$. We define s (schedule) from D into W by dsw if w is scheduled to work on day d . We also define r from W into V by wrl if w can tutor students in language l . If s and r are defined by matrices

$$S = \begin{matrix} & & 1 & 2 & 3 \\ \begin{matrix} M \\ T \\ W \\ R \\ F \end{matrix} & \begin{pmatrix} 1 & 0 & 1 \\ 0 & 1 & 1 \\ 1 & 0 & 1 \\ 0 & 1 & 0 \\ 1 & 1 & 0 \end{pmatrix} \end{matrix} \quad \text{and} \quad R = \begin{matrix} & A & B & C & J & L & P \\ \begin{matrix} 1 \\ 2 \\ 3 \end{matrix} & \begin{pmatrix} 0 & 1 & 1 & 0 & 0 & 1 \\ 1 & 1 & 0 & 1 & 0 & 1 \\ 0 & 1 & 0 & 0 & 1 & 1 \end{pmatrix} \end{matrix}$$

- (a) compute SR using Boolean arithmetic and give an interpretation of the relation it defines, and
- (b) compute SR using regular arithmetic and give an interpretation of what the result describes.
2. Let $A = \{a, b, c, d\}$. Let r be the relation on A with adjacency matrix
- $$\begin{matrix} & a & b & c & d \\ \begin{matrix} a \\ b \\ c \\ d \end{matrix} & \begin{pmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 0 \\ 1 & 1 & 1 & 0 \\ 0 & 1 & 0 & 1 \end{pmatrix} \end{matrix}$$
- (a) Explain why r is a partial ordering on A .
- (b) Draw its Hasse diagram.
3. What common relations on \mathbb{Z} are the transitive closures of the following relations?
- (a) aSb if and only if $a + 1 = b$.
- (b) aRb if and only if $|a - b| = 2$.
4. (a) Prove that if r is a transitive relation on a set A , then $r^2 \subseteq r$.
- (b) Find an example of a transitive relation for which $r^2 \neq r$.

Chapter 18

Functions and Their Properties

18.1 Reading Assignment

Read Sections 7.1 and 7.2 of *Applied Discrete Structures*

Question 18.1.1 Response Question. In programming, a *function* is a named section of a program that performs a specific task and returns a value. How does this compare with the definition of a function in mathematics? \square

Also, turn in solutions to these exercises:

1. At the end of the semester a teacher assigns letter grades to each of her 45 students. Is this a function? If so, what sets make up the domain and codomain, and is the function injective, surjective, bijective, or neither?
2. Let A be a set and let S be any subset of A . Let $\chi_S : A \rightarrow \{0, 1\}$ be defined by

$$\chi_S(x) = \begin{cases} 1 & \text{if } x \in S \\ 0 & \text{if } x \notin S \end{cases}$$

The function χ_S is called the **characteristic function** of S .

Suppose $A = \{a, b, c\}$.

- (a) If $S = \{a, b\}$, list the elements of χ_S .
- (b) What are χ_\emptyset and χ_A ?

18.2 In-Class Exercises

1. Define functions on the positive integers, \mathbb{P} , if they exist, that have the properties specified below.
 - (a) A function that is one-to-one and onto.
 - (b) A function that is neither one-to-one nor onto.
 - (c) A function that is one-to-one but not onto.
 - (d) A function that is onto but not one-to-one.

2. Prove that in a room with n people, $n \geq 2$, at least two people know exactly the same number of people. Assume knowing is a symmetric relation: If Paul knows Pat, then Pat knows Paul.
3. Infinite Acres Spa and Math Camp has an infinite number of single occupancy rooms, numbered with each positive integer. You are the night manager. The spa is fully booked for the weekend and all rooms are occupied. A bus arrives late Friday night. You find that the manager has booked an additional infinite busload of customers, with confirmation codes numbered $1, 2, 3, \dots$. Can you accomodate the new arrivals?
4. Prove that the set of finite strings of 0's and 1's is countable.

Chapter 19

Function Composition

19.1 Reading Assignment

Read Section 7.3 of *Applied Discrete Structures*

Question 19.1.1 Response Question. Google “linux piping” and describe how this technique is related to function composition. \square

Also, turn in solutions to these exercises:

1. Define s , u , and d , all functions on the integers, by $s(n) = n^2$, $u(n) = n + 1$, and $d(n) = n - 1$. Determine:
 - (a) $u \circ s \circ d$
 - (b) $s \circ u \circ d$
 - (c) $d \circ s \circ u$

Describe each function with a formula.

2.
 - Does $f : \mathbb{Z} \rightarrow \mathbb{Z}$ defined by $f(x) = 2x + 1$ have an inverse? If it does, what is it? If it doesn't, why?
 - Does $g : \mathbb{R} \rightarrow \mathbb{R}$ defined by $g(x) = 2x + 1$ have an inverse? If it does, what is it? If it doesn't, why?

19.2 In-Class Exercises

1. Let $A = \{1, 2, 3\}$. Define $f : A \rightarrow A$ by $f(1) = 2$, $f(2) = 3$, and $f(3) = 1$. Find f^2 , f^3 , f^4 and f^{-1} . Describe each of these functions as being equal to a previous one, or in the same manner as f has been described.
2. Prove that if a function has an inverse, that inverse must be unique.
3. Let f and g be functions whose inverses exist. Prove that $(f \circ g)^{-1} = g^{-1} \circ f^{-1}$.
4.
 - (a) Our definition of cardinality states that two sets, A and B , have the same cardinality if there exists a bijection between the two sets. Why does it not matter whether the bijection is from A into B or B into A ?
 - (b) Prove that “has the same cardinality as” is an equivalence relation on sets.

Chapter 20

Recursion and Sequences

20.1 Reading Assignment

Read Sections 8.1 and 8.2 of *Applied Discrete Structures*

Question 20.1.1 Response Question. Recursion is used in both mathematics and computer programming. Most programming languages allow recursion and they use something called a *stack* to allow a function to “call” itself, such as in the python definition for the [Binary Search Algorithm](#). Google “what is a stack” and briefly describe, in your own words, what you’ve learned. \square

Also, turn in solutions to these exercises:

- Consider a sequence of strings, $L(n)$ defined recursively by $L(n) = L(n - 2) + L(n - 2) + L(n - 1)$ with $L(0) = "1"$ and $L(1) = "0"$. Here, the plus sign is taken as concatenation of strings. Determine $L(4)$.
- Consider sequence Q defined by $Q(k) = 2k + 9$, $k \geq 1$. Complete the table below and determine a recurrence relation that describes Q .

k	$Q(k)$	$Q(k) - Q(k - 1)$
2		
3		
4		
5		
6		
7		

20.2 In-Class Exercises

1. What is computed by the following function on the natural numbers?

$$f(n) = \begin{cases} 2f(n - 1) + 1 & n > 0 \\ 1 & n = 0 \end{cases}$$

2. Describe what the following function, f , does on the positive integers.

$$f(n) = \begin{cases} n & n \text{ odd} \\ 3 \cdot f(n/2) & n \text{ even} \end{cases}$$

3. I'm thinking of a number between 1 and 25. If I know you will use the binary search algorithm to guess my number and I want you to use as many guesses as possible, what are the best numbers for me to think about?
4. The length of a string is the number of characters in the string. Let $v(n)$ be the length of $L(n)$, which was defined in the the homework problems. Find a recursive description of $v(n)$.
5. *Fun Question.* This last question comes from the BBC quiz show "Round Britain". I expect that you would need to Google some of these references. If Barker and Corbett encountered, sequentially, Kieslowski's colours, Blyton's adventurers, Tarantino's undesirables and Thurber's timepieces, how many pilots would they meet next? The answer will appear at the end of the next chapter.

20.3 Binary Search Algorithm

Here is a python version of the binary search algorithm.

```
def BinarySearch(r,j,k,C):
    found = False
    if j <= k:
        mid = floor((j + k)/2)
        print('probing at position '+str(mid))
        if r[mid] == C:
            location = mid
            found = True
            print('found in position '+str(location))
            return location
        else:
            if r[mid] > C:
                BinarySearch(r,j, mid - 1,C)
            else:
                BinarySearch(r,mid + 1,k,C)
    else:
        print('not found')
        return False
```

The output from an example of a search for the number 30 in a list of 28 numbers follows. It should be noted that in python indices start at 0, so we initially look for 30 in the entries indexed from 0 to 29. Also, probing position 13 means looking at the 14th entry in the list.

```
s=[1,9,13,16,30,31,32,33,36,37,38,45,49,50,52,61,63,64,69,77,79,80,81,83,86,90,93,96]
BinarySearch(s,0,len(s)-1,30)
```

Output:

```
probing at position 13
probing at position 6
probing at position 2
probing at position 4
found in position 4
```

Chapter 21

Solving Linear Recurrence Relations I

21.1 Reading Assignment

Read the first three subsections of Section 8.3 of *Applied Discrete Structures*. This will take you up to, but not including the section titled “Solution of Nonhomogeneous Finite Order Linear Relations”.

Question 21.1.1 Response Question. One of the main reasons why recurrence relations are part of this course is that the time and/or memory needs of a computer algorithm are often measured by first identifying a recurrence relation. Once solved, many sorting algorithm are found to take a time that is proportional to n^2 to sort n items. If you are using an algorithm of this type, and it takes three minutes to sort a file with 10 million items, how long would you expect the algorithm to take to sort 20 million items? \square

Also, turn in solutions to these exercises:

- Find a closed form expression that for the sequence $S(n)$ if $S(0) = 4$ and $S(n) = 3 \cdot S(n-1)$ if $n > 0$.
- Find a closed form expression that for the sequence $T(n)$ if $T(0) = 1$, $T(1) = 5$ and $T(n) - 3 \cdot T(n-1) - 4 \cdot T(n-2) = 0$ if $n > 2$.

21.2 In-Class Exercises

1. Find a closed form expression that for the sequence $V(n)$ if $V(0) = 2$, $V(1) = 3$ and $V(n) = \frac{1}{2} \cdot V(n-1) + \frac{1}{2} \cdot V(n-2)$ if $n > 2$.
2. Find a closed form expression that for the sequence $Q(n)$ if $Q(0) = 3$, $Q(1) = 0$ and $Q(n) = 6 \cdot Q(n-1) - 9 \cdot Q(n-2)$ if $n > 2$.
3. The recurrence relation $R(n) = R(n-1) + 2^n$, $n \geq 1$ is non-homogeneous. This is the subject of the next class, but it can be turned into a second order homogeneous recurrence relation. This can be done by replacing n with $n-1$ in the recurrence relation and multiplying that equation by 2. You can then eliminate the 2^n term. Find the general solution to the resulting second order recurrence relation.

4. The [Fibonacci Sequence](#) is a second order homogeneous linear recurrence relation. It's characteristic roots are no so nice and clean as some of the examples we've seen, but developing a closed form solution is made easier by the fact that if α and β are its two characteristic roots, then $\alpha + \beta = 1$ and $\alpha \cdot \beta = -1$. Verify this and then solve for a closed form expression for F_k .

21.3 Fibonacci Sequence

The Fibonacci Sequence is the sequence F defined by

$$F_0 = 1, F_1 = 1 \text{ and}$$

$$F_k = F_{k-2} + F_{k-1} \text{ for } k \geq 2$$

Answer to the last in-class question in the previous chapter: These clues give you numbers in ascending order: The TWO Ronnies, the THREE colours trilogy, the Famous FIVE, the Hateful EIGHT, Thurber's THIRTEEN clocks. This is a Fibonacci sequence, in which each number is the sum of the previous two. The next number in the sequence (and the answer to the question) must therefore be 21 - as in the rock band, 21 Pilots. This was a question posed at the end of Programme 7 of the 2020 Round Britain Quiz.

Chapter 22

Solving Linear Recurrence Relations II

22.1 Reading Assignment

Read the remainder of Section 8.3 starting with Subsection 8.3.4: “Solution of Nonhomogeneous Finite Order Linear Relations”.

Question 22.1.1 Response Question. An algorithm that sorts files in “ $n \log n$ -time” is normally considered better than one that sorts in “ n^2 -time”. However, that’s not always the case for smaller files. The time it takes to sort n items using Algorithms A and B take $1200 \cdot n \log_2 n$ nanoseconds and $5n^2$ nanoseconds, respectively. How large must a file be to make Algorithm A the preferred one? \square

Also, turn in solutions to these exercises:

- Find a closed form solution to $S(k) - 2S(k-1) = 5^k$, with $S(0) = 3$
- What form would a particular solution to $T(n) - 5 \cdot T(n-1) + 6 \cdot T(n-2) = 7 \cdot 3^n$ take? Find just a particular solution at this time.

22.2 In-Class Exercises

1. Suppose that a computer algorithm takes no time to sort a list with one item, but if it is given a list with n items, $n \geq 2$, then it takes $T(n) = T(n-1) + 3 \cdot n$ nanoseconds. Find a closed form expression for $T(n)$
2. Find a closed form solution to $S(k) - 5S(k-1) + 6S(k-2) = 2$, with $S(0) = -1$, and $S(1) = 0$.
3. Find a closed form solution to $S(k) - 5S(k-1) + 6S(k-2) = 7 \cdot 3^k$, with $S(0) = 1$, and $S(1) = 3$.
4. If you were to deposit a certain amount of money at the end of each year for a number of years, this sequence of payments would be called an *annuity*. With an annual interest rate of 5 percent, how much would you need to deposit into an annuity to have a value of one million dollars after 18 years?

22.3 Interest

Interest is earned on investments by adding to the invested amount, called the *principle*. An interest rate is a percentage of the principle that is earned. For example if you invest \$2,000 in an investment that earns 3 percent, your interest in one year would be $\$2,000 \cdot 0.03 = \60 . This is added to principle. The new principle is normally computed in one step by multiplying by 1.03.

$$\$2,000 + \$2,000 \cdot 0.03 = \$2,000 \cdot 1.03 = \$2,060.$$

Chapter 23

Some Common Recurrence Relations

23.1 Reading Assignment

Read Section 8.4 of *Applied Discrete Structures*.

Question 23.1.1 Response Question. In this section we study algorithms for searching and sorting. If you have data that isn't sorted, then the binary search algorithm can't be implemented and you must do a sequential search. In a sequential search you look at each item in a list until you find what you're looking for, or you reach the end of the list. What is the average number of items you will examine in a successful, and in an unsuccessful search of a list with n items? \square

Also, turn in solutions to these exercises:

- Prove that if $n \geq 0$, $\lfloor n/2 \rfloor + \lceil n/2 \rceil = n$.
- One derangement of $\{1, 2, 3, 4\}$ is 2143. List all others.

23.2 In-Class Exercises

1. The *selection sort* algorithm on a list of n proceeds first by finding the largest item in the list and placing it last, exchanging it with the n -th item, if necessary. Then a selection sort of the first $n - 1$ items is conducted. Let $C(n)$ be the number of comparisons needed to complete a selection sort of n items. Find a recurrence relation and initial condition for C and solve it.
2. Suppose $n \geq 2$ and $1 \leq k \leq n$. How many permutations of $\{1, 2, \dots, n\}$, have the property that k is a fixed point? The set of all such permutations is called U_k in the next problem.
3. Count the number of derangements of $\{1, 2, 3, 4\}$ using [inclusion-exclusion](#). Do this by counting the non-derangements in the union $U_1 \cup U_2 \cup U_3 \cup U_4$, where U_k is the set of permutations for which k is fixed. You can subtract that result from $4!$. Generalize to an arbitrary value of n .
4. Among all continuous functions on the interval $[0, 1]$, how many are derangements in that they have no fixed points?

23.3 Inclusion-Exclusion

Here are the two and three set Inclusion-Exclusion Laws. You'll need to generalize to four sets and later to n sets in [3](#), but all of the sets are similar so it isn't as complicated as you might think.

Theorem 23.3.1 Laws of Inclusion-Exclusion. *Given finite sets A_1, A_2, A_3 , then*

(a) *The Two Set Inclusion-Exclusion Law:*

$$|A_1 \cup A_2| = |A_1| + |A_2| - |A_1 \cap A_2|$$

(b) *The Three Set Inclusion-Exclusion Law:*

$$\begin{aligned} |A_1 \cup A_2 \cup A_3| &= |A_1| + |A_2| + |A_3| \\ &\quad - (|A_1 \cap A_2| + |A_1 \cap A_3| + |A_2 \cap A_3|) \\ &\quad + |A_1 \cap A_2 \cap A_3| \end{aligned}$$

Chapter 24

Generating Functions

24.1 Reading Assignment

Read the first two subsections of Section 8.5 of *Applied Discrete Structures*.

Question 24.1.1 Response Question. (idea taken from [1]) Suppose we treat addition as logical *or* and multiplication as logical *and*. Furthermore, suppose that B stands for banana. Then to say you could have as many as two bananas, we could write $B^0 + B^1 + B^2 = 1 + B + B^2$. Suppose that in addition you could have up to three apples (use A for apples) and zero or one pears (use P for pears). What algebraic expression represents all your choices in selecting fruits? Identify the part of this expression where you select exactly two pieces of fruit. \square

Also, turn in solutions to these exercises:

- What sequence has as its generating function $\frac{1}{3-2x}$?
- How are the generating functions of the sequences $S(n) = n^2$ and $T(n) = (n+1)^2$ related?

24.2 In-Class Exercises

1. Let

$$d(n) = \begin{cases} 1 & \text{if } 1 \leq n \leq 6 \\ 0 & \text{if } n = 0 \text{ or } n > 6 \end{cases}.$$

What sequence has as its generating function $G(d; z)^2$? How is that sequence related to what you get when you roll two dice and add the top faces?

2. Earlier, we proved that with supplies of five and eight cent stamps, we could make any postage amount of 28 cents or more. Here, we will look at what smaller amounts can and can't be made. Let $F(z) = \sum_{n=0}^{\infty} (z^5)^n$ and $E(z) = \sum_{n=0}^{\infty} (z^8)^n$. Every combination of stamps corresponds with the product of one term from $F(z)$ with one term from $E(z)$. For example, the product $(z^5)^2 \cdot (z^8)^1 = z^{18}$ corresponds with combining two five cent stamps and one eight cent stamp. Compute the first few terms of $F(z) \cdot E(z)$ to get all terms with degree less than 28. The terms that are missing (have a coefficient of zero) are the ones that correspond with amounts that can't be created. In general, the coefficient of z^n in the

product will be the number of ways that n cents can be made. Do a similar calculation to identify the amounts that cannot be created with 7 and 9 cent stamps.

3. How many ways can you give someone fifty cents using any number of nickels, dimes, and quarters?

Part II

Structures

Chapter 25

Start of Second Semester, Review

In the first class of the second semester, some time will be taken to review the course format and syllabus. In the remaining time, work on problems that review some of the fundamental concepts from the first semester.

25.1 In-Class Exercises

1. Prove that if f and g are bijections on a set X , then $g \circ f$ is also a bijection on X .
2. Partition the set $X = \{k \in \mathbb{Z} \mid -10 \leq k \leq 10\}$ into equivalence classes according to the relation congruence modulo 4, \equiv_4 .
3. Is the following logical argument valid?

Peacham is either in Vermont or New Hampshire. If Peacham is in Vermont, then Peacham is in New England. If Peacham is in New Hampshire, then Peacham is in New England. Therefore, Peacham is in New England.

4. Prove, by mathematical induction, that $F_0 + F_1 + F_2 + \cdots + F_n = F_{n+2} - 1$, where F_n is the n th Fibonacci number ($F_0 = 1$, $F_1 = 1$ and $F_n = F_{n-1} + F_{n-2}$ for $n \geq 2$).
5. Prove that if n is an integer and you divide n^2 by 5, then the remainder is always 0, 1, or 4.
6. Prove that the square root of 5 is an irrational number.

25.2 Handouts

None

References

- [1] Bogart, Kenneth P., *Combinatorics Through Guided Discovery*, <http://bogart.openmathbooks.org>
- [2] Doerr, A, and K. Levasseur, *Applied Discrete Structures*, <http://discretemath.org>
- [3] Levin, Oscar, *Discrete Mathematics: An Open Introduction*, <http://discrete.openmathbooks.org>,
A one semester open source text with some nice features
- [4] David Pengelley, *From Lecture to Active Learning: Rewards for All, and Is It Really So Difficult?*, The College Math Journal, January 2020, **51** no. 1, 13–24, doi.org/10.1080/07468342.2020.1680228
The idea of teaching in an active learning environment had been on my radar for a while and I'd experimented with some aspects of the format. This article was the final impetus for launching this project.

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