




# Set Theory

Part 1

1




# What is a Set?

Organizing Information

2

## What is a Set?

- A **set** is an **unordered** collection of “objects”
- The collection objects are also called “members” or “elements”
- One of the most fundamental structures in mathematics




Spring 2020 Sacramento State - Cook - CSc 28 3

3

## Set Notation

- We typically denote a set name using capital letter
- Members are separated with commas and encapsulated within curly brackets



Spring 2020 Sacramento State - Cook - CSc 28 4

4

## Standard Sets

Letter	Name	Members
<b>Z</b>	Integers	..., -2, -1, 0, 1, 2, 3, ...
<b>N</b>	Natural Numbers	1, 2, 3, 4, ...
<b>Q</b>	Rational Numbers	$a/b$ where both $a$ and $b$ are integers and $b$ is not 0

Spring 2020 Sacramento State - Cook - CSc 28 5

5

## Standard Sets

Letter	Name	Members
<b>R</b>	Real Numbers	All non-imaginary numbers. e.g. 1, 2.5, 3.1415....
<b>U</b>	Universal Set	All values of potential interest (U depends on context)

Spring 2020 Sacramento State - Cook - CSc 28 6

6

## Set Notation: Membership

- Set notation uses a special symbol to denote if an object is a member of a set
- Below, the set  $V$  contains vegetables

`potato ∈ V`

Spring 2020

Sacramento State - Cook - CSc 28

7

7

## Set Notation: Membership

- This is read as "potato is an **element** of  $V$ "
- ...or "potato is a **member** of  $V$ "

`potato ∈ V`

Spring 2020

Sacramento State - Cook - CSc 28

8

8

## Set Notation: Not a Member

- There is another special symbol that denotes an object is **not** a member of a set
- In the example below, the set  $F$  contains fluffy animals

`lizard ∉ F`

Spring 2020

Sacramento State - Cook - CSc 28

9

9

## Multiple members can be listed

- Multiple elements can be listed
- The expression below states that both **potato** and **carrot** are in the set  $V$ .

`potato, carrot ∈ V`

Spring 2020

Sacramento State - Cook - CSc 28

10

10



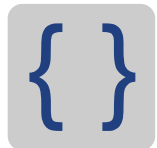
## Defining Sets

How to specify items

11

## Defining Sets

- Sets can be defined a number of different ways
- Each competing notation has advantages & disadvantages – depending on what you are defining



Spring 2020

Sacramento State - Cook - CSc 28

12

12

## Set Notation: Explicit

- We can *explicitly* define this by listing each element
- For example, we can define a set *S* for members of the Three Stooges

```
S = {moe, larry, curly, shemp}
```

Spring 2020

Sacramento State - Cook - CSc 28

13

13

## Set Notation: Pattern

- We can also specify a set by using a *pattern*.
- In the example below we are define a set of integers between 0 and 9.

```
A = {0, 1, 2, ... 9}
```

Spring 2020

Sacramento State - Cook - CSc 28

14

14

## Set Builder Notation

- A set can also be defined using *set builder notation*
- Consists of a variable name, a pipe symbol, and an true/false expression



Spring 2020

Sacramento State - Cook - CSc 28

15

15

## By Characteristic

- The most basic form consists of a variable and an true/false statement
- In this example, everything that satisfies "x is an even integer" will be the set

```
{x | x is a even integer}
```

Spring 2020

Sacramento State - Cook - CSc 28

16

16

## By Characteristic Examples

Expression	Result
{ x   x is an integer }	{ ..., -1, 0, 1, 2, 3, ... }
{ x   x is an even integer }	{ ..., -2, 0, 2, 4, 6, ... }
{ x   x is odd natural number }	{ 1, 3, 5, 7, 9, ... }

Spring 2020

Sacramento State - Cook - CSc 28

17

17

## Shorthand Notation

- Definitions can also be restricted by another set
- There are two different notations that *mean the same thing*

```
{x ∈ S | true/false expression on x}  
  
{x | x ∈ S and true/false expression on x}
```

Spring 2020

Sacramento State - Cook - CSc 28

18

18

## Characteristic Example

- Remember,  $\mathbb{Z}$  is the set of all integers
- It reads: "All  $x$  where  $x$  is in  $\mathbb{Z}$  and  $x$  is even"

$A = \{x \mid x \in \mathbb{Z} \text{ and } x \text{ is even}\}$

Spring 2020

Sacramento State - Cook - CSci 28

19

19

## By Characteristic Examples

Expression	Result
$\{x \in \mathbb{Z} \mid 0 < x < 5\}$	$\{1, 2, 3, 4\}$
$\{x \mid x \in \mathbb{N} \text{ and } x < 7\}$	$\{1, 2, 3, 4, 5, 6\}$

Spring 2020

Sacramento State - Cook - CSci 28

20

20

## Characteristic with Structure

- The left-hand-side (before the pipe) doesn't have to be a simple variable name
- It can also be any mathematical expression

$\{f(x) \mid \text{true/false expression using } x\}$

$\{y \mid y = f(x) \text{ and true/false using } x\}$

Spring 2020

Sacramento State - Cook - CSci 28

21

21

## Let's Try One...

- The second part of the notation must always be a true/false expression
- So, how do we create a set that contains:

<input type="radio"/>	
<input type="radio"/>	$\{2, 4, 6, 8, 10, \dots\}$
<input type="radio"/>	

Spring 2020

Sacramento State - Cook - CSci 28

22

22

## Let's Try One...

First approach:

$A = \{x \mid x \in \mathbb{N} \text{ and } x \text{ is even}\}$

Second approach:

$A = \{2x \mid x \in \mathbb{N}\}$

Spring 2020

Sacramento State - Cook - CSci 28

23

23

## How Does It Evaluate?

- Basically, when you look at something like:  $\{2x \mid x \in \mathbb{N}\}$ , you should do the following
- Steps:
  - Identify which variables make the right-hand-side true
  - Plug them into the left-hand-side. These are the values in the set.

Spring 2020

Sacramento State - Cook - CSci 28

24

24

## More Examples

Expression	Result
$\{ 2x + 1 \mid x \in \mathbb{Z} \}$	$\{ \dots, -3, -1, 1, 3, 5, \dots \}$
$\{ x \in \mathbb{Z} \mid \text{sqrt}(x) \in \mathbb{Z} \}$	$\{ 0, 1, 4, 9, 16, 25, \dots \}$

Spring 2020

Sacramento State - Cook - CSc 28

25

25

## Empty Set

- An *empty set* contains no elements
- Can be represented with two curly-brackets (nothing in between)
- There is also a special symbol for empty sets

$A = \{ \}$

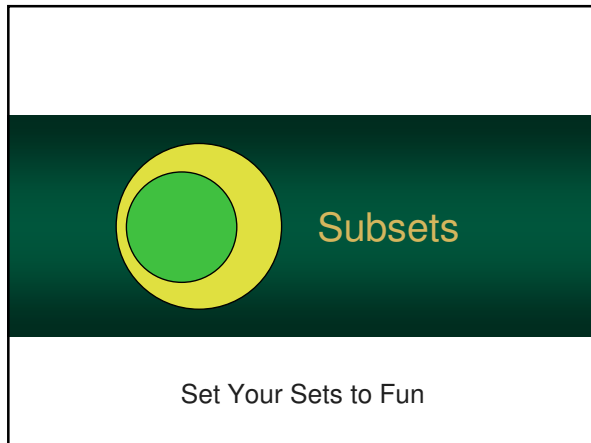
$A = \emptyset$

Spring 2020

Sacramento State - Cook - CSc 28

26

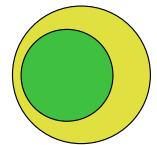
26



27

## Subsets

- Commonly, sets are compared to one another using set relationship operators
- Basically, set are defined on elements which they may have in common



Spring 2020

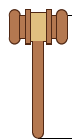
Sacramento State - Cook - CSc 28

28

28

## Subsets

- Set  $A$  is considered a subset of set  $B$  if all the members of  $A$  are also members of  $B$
- The subset operator is similar looking to the member operator



$A \subseteq B$  if and only if:  
for all  $x \in A$  there is  $x \in B$

Spring 2020

Sacramento State - Cook - CSc 28

29

29

## Subsets

- In the example below, the set  $\{1, 4\}$  is a subset of the set  $\{1, 3, 4, 5\}$
- Note that the reverse is not true.

$\{ 1, 4 \} \subseteq \{ 1, 3, 4, 5 \}$

Spring 2020

Sacramento State - Cook - CSc 28

30

30

## Subsets

- To denote a set is not a subset, we use the subset operator and add a slash
- Below, the set  $\{3, 5\}$  is not a subset of  $\{3, 7\}$  because  $\{3, 7\}$  does not contain 5.

$$\{3, 5\} \not\subseteq \{3, 7\}$$

Spring 2020

Sacramento State - Cook - CSc 28

31

31

## Null is Always a Subset

- A null set contains no elements
- Hence, the null set is always a subset

$$\emptyset \subseteq \{2, 3\}$$

$$\{\} \subseteq \{2, 3\}$$

Spring 2020

Sacramento State - Cook - CSc 28

32

32

## Proper Subsets

- Set  $A$  is a proper subset of  $B$  if  $A$  is a subset of  $B$ , but not equal to  $B$
- Note: the notation lacks the underline – it is consistent with other operators like  $<$  and  $\leq$

$$\{3, 5\} \subset \{3, 5, 7\}$$

$$\{1, 2\} \not\subset \{1, 2\}$$

Spring 2020

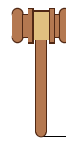
Sacramento State - Cook - CSc 28

33

33

## Equality

- Sets  $A$  and  $B$  are considered equal if-and-only-if... each contain the same elements
- ... remember, duplicates don't count



$A = B$  if and only if:

all  $x \in A$  there is  $x \in B$  and

all  $y \in B$  there is  $y \in A$

Spring 2020

Sacramento State - Cook - CSc 28

34

34

## Equality

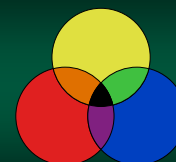
- So, are  $\{1, 2, 3\}$  and  $\{2, 1, 3\}$  equal?
- How about  $\{1, 1, 2, 3, 3\}$  and  $\{3, 2, 1\}$ ?
- Answer is **yes!**
  - order does not matter in a set
  - multiple occurrences does not change if an element is a member

Spring 2020

Sacramento State - Cook - CSc 28

35

35



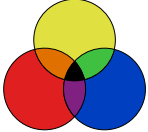
Venn  
Diagrams

Graphically Representing Sets

36

## Venn Diagrams

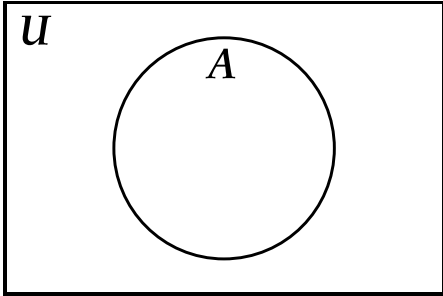
- Sets can also be abstractly representing graphically using Venn Diagrams
- Each set is represented by circle
- Overlaps between each set can show logical relations with set members



Spring 2020 Sacramento State - Cook - CSc 28 37

37

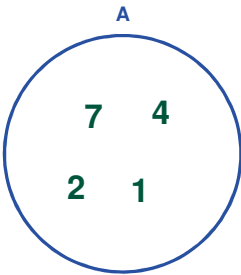
## Basic Venn Diagram



Spring 2020 Sacramento State - Cook - CSc 28 38

38

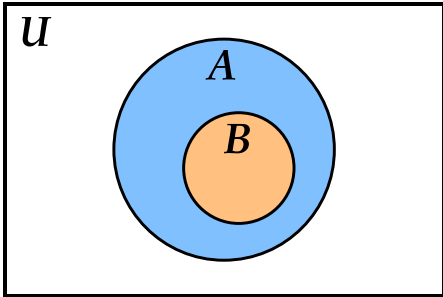
## Example: $A = \{2, 7, 1, 4\}$



Spring 2020 Sacramento State - Cook - CSc 28 39

39

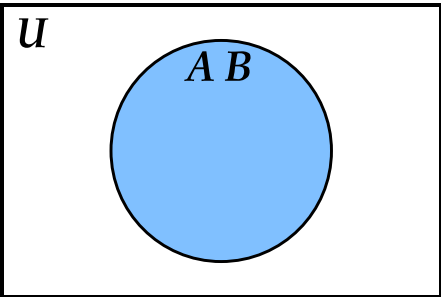
## Subset Venn Diagram



Spring 2020 Sacramento State - Cook - CSc 28 40

40

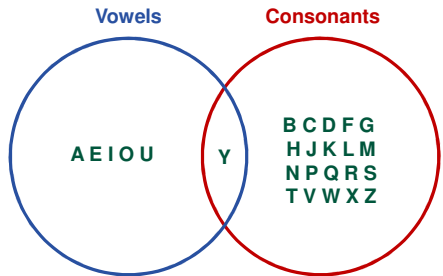
## Equality



Spring 2020 Sacramento State - Cook - CSc 28 41

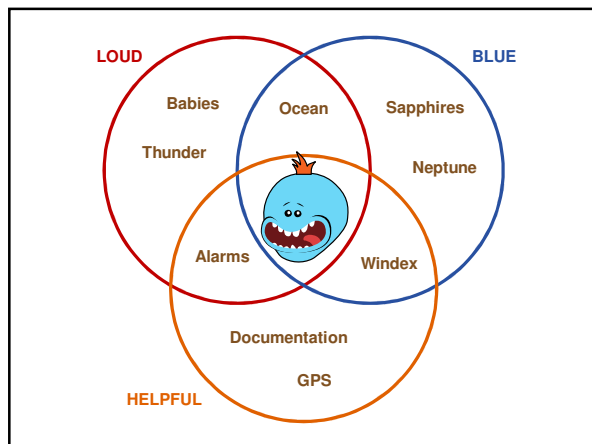
41

## Example: Letters in English




Spring 2020 Sacramento State - Cook - CSc 28 42

42



43




## Tuples

Order is Important

44

## Tuples & Sets

- To denote sets, we delimit the list of members with curly brackets
- For example, the prime numbers between 1 and 10 is {2, 3, 5, 7}
- Order does not matter, so {2, 3, 5, 7} = {7, 5, 3, 2}

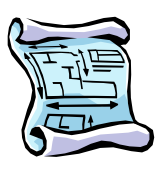


Spring 2020 Sacramento State - Cook - CSci 28 45

45

## Tuples

- However, in many cases the *order is important*
- These are called *n-tuples* where "n" is the number of elements
- 2-tuples are also called *ordered pairs*



Spring 2020 Sacramento State - Cook - CSci 28 46

46

## Tuple Notation

- To denote a tuple – we delimit the elements by either parenthesis, angle brackets or square brackets
- Curly-brackets are never used to avoid obvious confusion

( 1, 2, 3 )

< 1, 2, 3 >

[ 1, 2, 3 ]

Spring 2020 Sacramento State - Cook - CSci 28 47

47

## Tuple Examples

- Order is important, so any element out of position will cause inequality

( 1, 2, 3 ) ≠ ( 3, 2, 1 )

Spring 2020 Sacramento State - Cook - CSci 28 48

48



## Tuple Examples

- Logic generally applies to algorithms since, in procedural programming, order is important
- The following is a tuple of events in California History

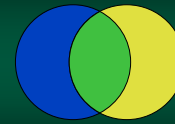
( Sutter's Fort Built, Bear Flag Revolt, Gold Rush, California Joins Union )

Spring 2020

Sacramento State - Cook - CSc 28

49

49



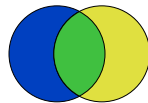
## Set Operators

Defining Sets Using Sets

50

## Operations on Sets

- New sets can be made from old sets using set operators.
- Just like new numbers can be created from old numbers:  
 $1 + 2 = 3$
- So, for the rest of this section, let  $U$  be the universe, and let  $A$  and  $B$  be sets



Spring 2020

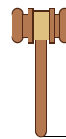
Sacramento State - Cook - CSc 28

51

51

## Union

- A union of two sets combines all members of each set into a new one
- So, the result is two merged sets



$$A \cup B = \{ x \mid x \in A \text{ or } x \in B \}$$

Spring 2020

Sacramento State - Cook - CSc 28

52

52

## Union

- The symbol  $\cup$  looks like  $U$ 
  - which is also used for the "universe set"
  - be careful not to confuse the two



$$A \cup B = \{ x \mid x \in A \text{ or } x \in B \}$$

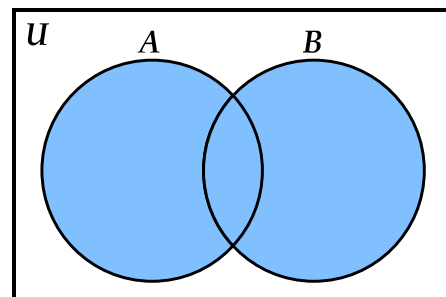
Spring 2020

Sacramento State - Cook - CSc 28

53

53

## $A \cup B$



Spring 2020

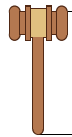
Sacramento State - Cook - CSc 28

54

54

## Intersection

- The intersection of two sets contains only those elements that are found in both sets
- So, the result is where the two sets overlap



$$A \cap B = \{ x \mid x \in A \text{ and } x \in B \}$$

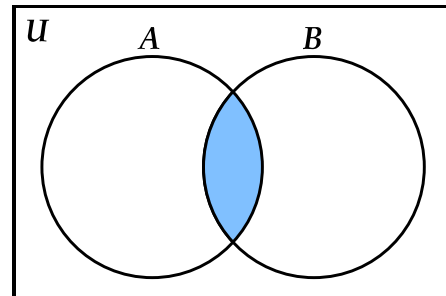
Spring 2020

Sacramento State - Cook - CSci 28

55

55

## $A \cap B$



Spring 2020

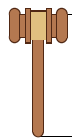
Sacramento State - Cook - CSci 28

56

56

## Difference

- *Difference* excludes all items found in one set from another
- Also known as the *relative complement*



$$A \setminus B = \{ x \mid x \in A \text{ and } x \notin B \}$$

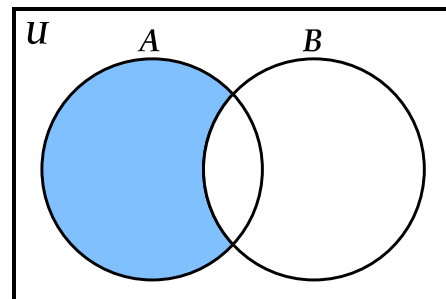
Spring 2020

Sacramento State - Cook - CSci 28

57

57

## $A \setminus B$



Spring 2020

Sacramento State - Cook - CSci 28

58

58

## Difference – So Many Notations

- Difference can be written  $A \setminus B$  or  $A - B$  (*even though it is not the same as subtraction*)
- Both notations are valid, but some mathematicians prefer one over another

$$\begin{array}{l} \mathbf{A} - \mathbf{B} \\ \mathbf{A} \setminus \mathbf{B} \end{array}$$

Spring 2020

Sacramento State - Cook - CSci 28

59

59

## Symmetric Difference

- The *Symmetric Difference* is all the items that are in either of two sets, but not both
- It can be defined two different ways



$$\begin{aligned} A \oplus B &= (A \cup B) \setminus (A \cap B) \\ &= (A \setminus B) \cup (B \setminus A) \end{aligned}$$

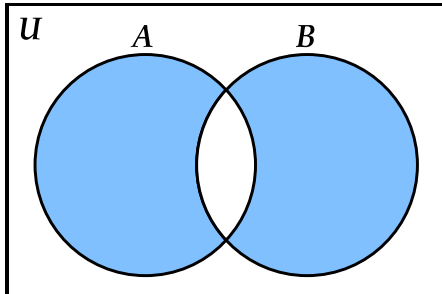
Spring 2020

Sacramento State - Cook - CSci 28

60

60

## $A \oplus B$



Spring 2020

Sacramento State - Cook - CSc 28

61

61

## Let's Draw Some...

Let's try it

- So,  $A \oplus B$  has two definitions
- Let's test if both definitions create the same result

$$(A \cup B) \setminus (A \cap B)$$

$$(A \setminus B) \cup (B \setminus A)$$

Spring 2020

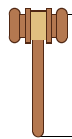
Sacramento State - Cook - CSc 28

62

62

## Complement

- The *complement* of a set  $A$ , is all elements in the Universe, not in  $A$
- Remember: what elements are in the Universe depends on the sets



$$A' = \{x \mid x \notin A\}$$

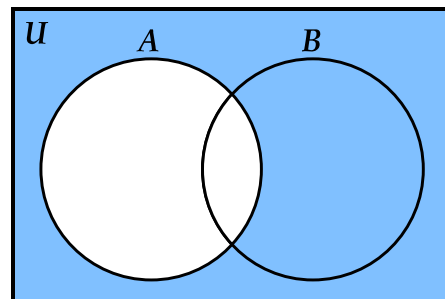
Spring 2020

Sacramento State - Cook - CSc 28

63

63

## $A'$



Spring 2020

Sacramento State - Cook - CSc 28

64

64

## Different Notations Used

- Single postfix apostrophe
- An "over bar" (which is underlining on top)
- Superscript "c" for complement

$$A' \equiv \overline{A} \equiv A^c$$

Spring 2020

Sacramento State - Cook - CSc 28

65

65

## Complement Example

- If set  $A$  is a subset of a set  $B$ , then the complement of  $A$  is all elements not in  $A$  but still in  $B$
- Look at the following:

$$A \subset B$$

$$A = \{1, 2, 3\}$$

$$B = \{1, 2, \dots, 10\}$$

Spring 2020

Sacramento State - Cook - CSc 28

66

66

## Complement Example

- Set **A** is a subset of a set **B**
- Therefore its "universe" is defined as the set of **B**

Therefore...

$$A' = \{4, 5, 6, 7, 8, 9, 10\}$$

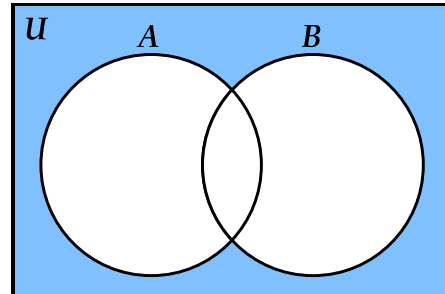
Spring 2020

Sacramento State - Cook - CSc 28

67

67

## $(A \cup B)'$



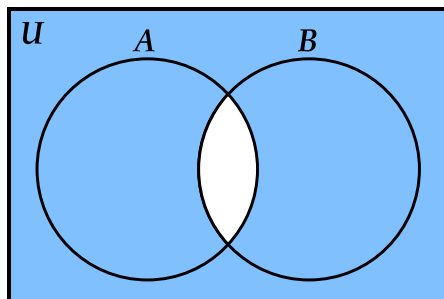
Spring 2020

Sacramento State - Cook - CSc 28

68

68

## $(A \cap B)'$



Spring 2020

Sacramento State - Cook - CSc 28

69

69

## Let's Draw Some...

- Let's draw some Venn Diagrams using a several sets
- Using set operators we can highlight any area we want



Spring 2020

Sacramento State - Cook - CSc 28

70

70

## Let's Draw Some



$$U = \{a, b, c, d, e, f\}$$

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

$$B = \{b, c, d, e\}$$

Spring 2020

Sacramento State - Cook - CSc 28

71

71

## Let's Draw Some

Two sets:

In **A** but not in **B**:  $\{a\}$

In **B** but not in **A**:  $\{d, e\}$

In both **A** and **B**:  $\{b, c\}$

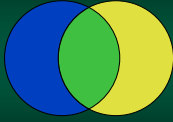
In neither **A** nor **B**:  $\{f\}$

Spring 2020

Sacramento State - Cook - CSc 28

72

72



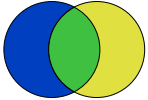
## Set Algebra

Just a preview...

73

## Set Algebra

- Sets share the same principles as basic math
- You can visually treat the union as an  $+$  and the intersection as a  $+$
- You can then factor out sets

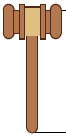


Spring 2020 Sacramento State - Cook - CSc 28 74

74

## Commutative Law

- Both  $\cap$  and  $\cup$  are commutative
- This means the left-hand and right-hand operands can be switched



$$A \cap B \equiv B \cap A$$

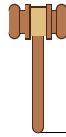
$$A \cup B \equiv B \cup A$$

Spring 2020 Sacramento State - Cook - CSc 28 75

75

## Idempotent Law

- When a set is combined with itself, it is equivalent to just the statement (no duplicate)
- This applies to both  $\cap$  and  $\cup$



$$A \cap A \equiv A$$

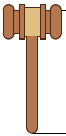
$$A \cup A \equiv A$$

Spring 2020 Sacramento State - Cook - CSc 28 76

76

## Involution Law

- One of the most basic equivalences in logic is the *double negation*
- It is fairly obvious, so not more needs to be said



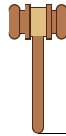
$$(A')' \equiv A$$

Spring 2020 Sacramento State - Cook - CSc 28 77

77

## Complement Law

- When a set is used with its complement it will result in either the universe or the empty set



$$A \cap A' \equiv \emptyset$$

$$A \cup A' \equiv U$$

Spring 2020 Sacramento State - Cook - CSc 28 78

78

## Complement Law

- Complement Law also can be applied to the Universal Set and Empty Set
- The results should be fairly obvious

$$\begin{aligned}\emptyset' &\equiv U \\ U' &\equiv \emptyset\end{aligned}$$

Spring 2020

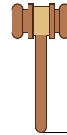
Sacramento State - Cook - CSc 28

79

79

## Identity Law

- Some operands will have no effect on the truth table of a statement
- In this case, the statement can be simplified



$$\begin{aligned}A \cap U &\equiv A \\ A \cup \emptyset &\equiv A\end{aligned}$$

Spring 2020

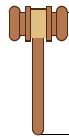
Sacramento State - Cook - CSc 28

80

80

## Domination Law

- This might look similar to the identity law, but look very careful at which operator is being used
- These will result in either the universe or the empty set



$$\begin{aligned}A \cup U &\equiv U \\ A \cap \emptyset &\equiv \emptyset\end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

81

81

## Associative Law

- Some operators in math are *associative*
- For example:  $(a + b) + c = a + (b + c)$
- Same applies to  $\cap$  and  $\cup$



$$\begin{aligned}A \cap (B \cap C) &\equiv (A \cap B) \cap C \\ A \cup (B \cup C) &\equiv (A \cup B) \cup C\end{aligned}$$

Spring 2020

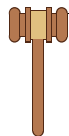
Sacramento State - Cook - CSc 28

82

82

## Distributive Law

- Math has operators that are *distributive*
- For example:  $a * (b + c) = (a * b) + (a * c)$
- Works for both  $\cap$  and  $\cup$



$$\begin{aligned}A \cap (B \cup C) &\equiv (A \cap B) \cup (A \cap C) \\ A \cup (B \cap C) &\equiv (A \cup B) \cap (A \cup C)\end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

83

83

## Another Look

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

$$\rightarrow (A * B) + (A * C) = A * (B + C)$$

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

Spring 2020

Sacramento State - Cook - CSc 28

84

84

## DeMorgan's Law

- *DeMorgan's Law* states important rule for logical equivalency
- These are used to convert  $\cap$  to  $\cup$  and vice-versa



Spring 2020

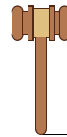
Sacramento State - Cook - CSc 28

85

85

## DeMorgan's Law

- So, it states you can change the operator from  $\cap$  to  $\cup$  or vice-versa
- If you negate both operands



$$(A \cap B)' \equiv A' \cup B'$$

$$(A \cup B)' \equiv A' \cap B'$$

Spring 2020

Sacramento State - Cook - CSc 28

86

86

## Analyzing DeMorgan's Law

- Let's draw some Venn Diagrams and analyze if DeMorgan's Law works
- First, let's look the logic of what an expression says



Spring 2020

Sacramento State - Cook - CSc 28

87

87

## Let's Draw These...



Let's see if the following are the same:

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

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

Spring 2020

Sacramento State - Cook - CSc 28

88

88

## Algebra: Example 1

$$(A \cup B)' \cap B$$

$$A' \cap B' \cap B$$

After using DeMorgan's Law

$$A' \cap \emptyset =$$

After using Complement Law

$$\emptyset$$

After using Domination Law

Spring 2020

Sacramento State - Cook - CSc 28

89

89

## Algebra: Example 2

$$(A \cap B) \cup (A' \cap B)$$

$$(A \cup A') \cap B$$

After using Distributive Law

$$U \cap B$$

After using Complement Law

$$B$$


After using Identify Law

Spring 2020

Sacramento State - Cook - CSc 28

90

90



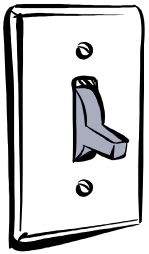
## DUALS

Don't "Flip" Out

91

## DUALS

- The dual of a theorem is created by:
  - flip all  $\cup$  and  $\emptyset$
  - flip all  $\cup$  and  $\cap$
- Important property:  
*if an expression is an identity then its dual is an identity*



Spring 2020 Sacramento State - Cook - CSc 28 92

92

## Example Duals

- The two expressions (identities) below are duals of each other
- Both expressions are true, but let's test

- $A = (\cup \cap A) \cup (A \cap B)$
- $A = (\emptyset \cup A) \cap (A \cup B)$

Spring 2020 Sacramento State - Cook - CSc 28 93

93

## Example: Expression 1

$$\begin{aligned}
 A &= (\cup \cap A) \cup (A \cap B) \\
 &= A \cap (\cup \cup B) && \text{Distributive} \\
 &= A \cap \cup && \text{Domination} \\
 &= A && \text{Identity}
 \end{aligned}$$

Spring 2020 Sacramento State - Cook - CSc 28 94

94

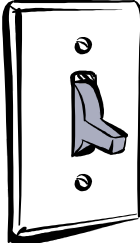
## Example: Expression 2

$$\begin{aligned}
 A &= (\emptyset \cup A) \cap (A \cup B) \\
 &= A \cup (\emptyset \cap B) && \text{Distributive} \\
 &= A \cup \emptyset && \text{Domination} \\
 &= A && \text{Identity}
 \end{aligned}$$

Spring 2020 Sacramento State - Cook - CSc 28 95

95

## DUALS



- Also note that the proof (i.e. the reduction) of the expressions was identical
- The number of steps (as well as each law) was the same

Spring 2020 Sacramento State - Cook - CSc 28 96

96

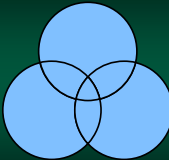




## Set Attributes

Part 2

1



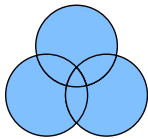
## Fundamental Products

How Many Subsets Are There?

2

## Fundamental Products

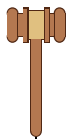
- *Fundamental Product* is an intersection of each set (or its complement)
- They reveal all the base subsets of interest
- ...since, each fundamental product is unique



Spring 2020 Sacramento State - Cook - CSc 28 3

3

## Fundamental Products



For each set  $S_{1..n}$  in the universe, each product,  $P$ , is defined:

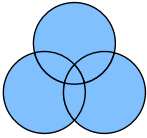
$$P = A_1 \cap A_2 \cap A_3 \cap A_3 \cap \dots \cap A_n$$

where  $A_i$  is the set  $S_i$  or  $S'_i$

Spring 2020 Sacramento State - Cook - CSc 28 4

4

## Some Attributes



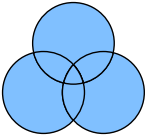
- There are few properties that can be observed from fundamental products
- These will be important in other areas of discrete mathematics

Spring 2020 Sacramento State - Cook - CSc 28 5

5

## Three Major Attributes

1. There are  $m = 2^n$  such fundamental products
2. Any two such fundamental products are disjoint
3. The universal set  $U$  is the union of all fundamental products



Spring 2020 Sacramento State - Cook - CSc 28 6

6

## #1. Number of Products

- Number of fundamental products  $m$  grows exponentially in relation to the number of sets  $n$
- Observe: this is beginning to look "binary"

$$m = 2^n$$

Spring 2020

Sacramento State - Cook - CSc 28

7

7

## With 1 Set

- For a Universe with a single set,  $A$ , it results in  $2^1$  products
- Namely  $A$  and  $A'$

$$P_1 = A$$

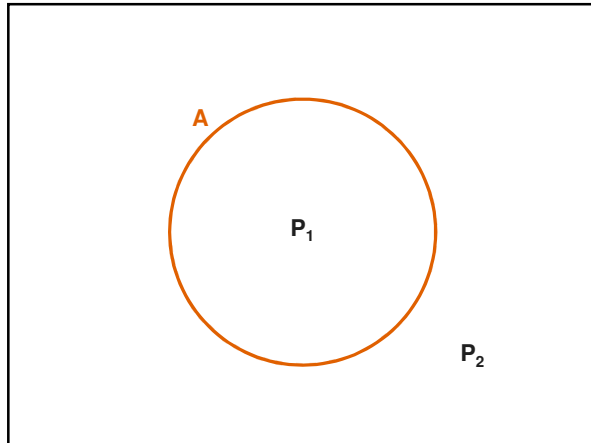
$$P_2 = A'$$

Spring 2020

Sacramento State - Cook - CSc 28

8

8



9

## With 2 Sets

- With two sets,  $A$  and  $B$ , there are a total of  $2^2 = 4$  products

$$P_1 = A \cap B$$

$$P_2 = A \cap B'$$

$$P_3 = A' \cap B$$

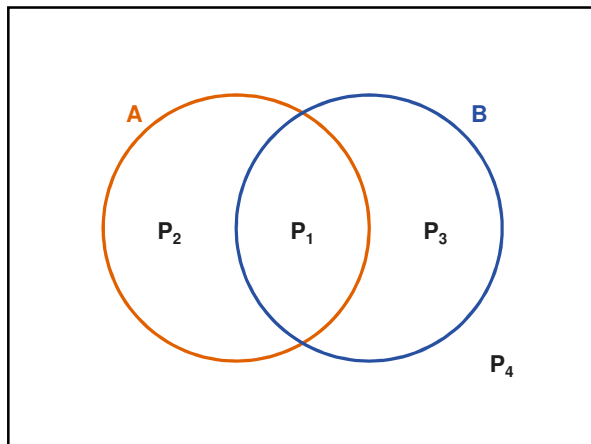
$$P_4 = A' \cap B'$$

Spring 2020

Sacramento State - Cook - CSc 28

10

10



11

## With 3 Sets: $2^3 = 8$

$$P_1 = A \cap B \cap C$$

$$P_2 = A \cap B \cap C'$$

$$P_3 = A \cap B' \cap C$$

$$P_4 = A \cap B' \cap C'$$

$$P_5 = A' \cap B \cap C$$

$$P_6 = A' \cap B \cap C'$$

$$P_7 = A' \cap B' \cap C$$

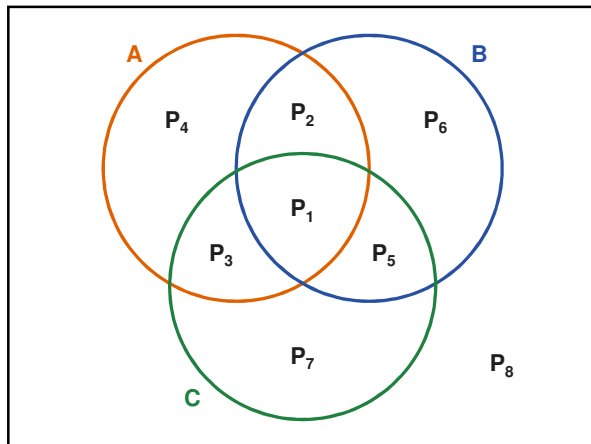
$$P_8 = A' \cap B' \cap C'$$

Spring 2020

Sacramento State - Cook - CSc 28

12

12



13

## #2. All Products are Disjoint

- Any two different fundamental products are disjoint
- Which means, they have no elements in common

$$P_i \cap P_j = \emptyset \text{ when } i \neq j$$

Spring 2020

Sacramento State - Cook - CSc 28

14

14

## #2. All Products are Disjoint



- We can use set algebra to show *fundamental products* can be unioned into the original sets

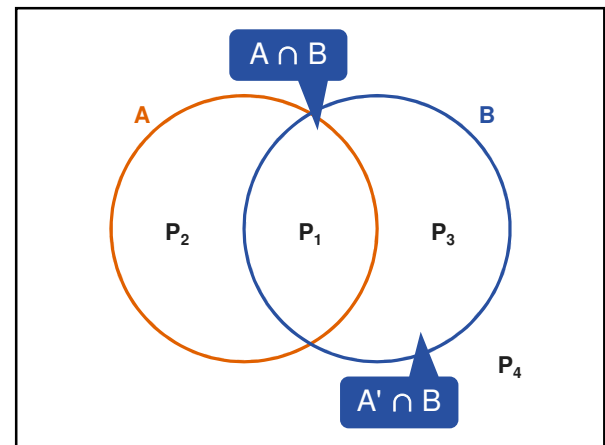
$$P_i \cap P_j = \emptyset \text{ when } i \neq j$$

Spring 2020

Sacramento State - Cook - CSc 28

15

15



16

## #3. Union of all products is U

- The union of all fundamental products is the universe set U
- This should be fairly obvious from what we observed

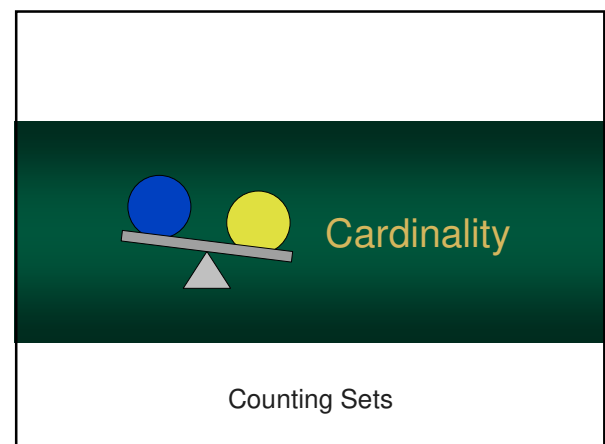
$$U = P_1 \cup P_2 \cup P_3 \cup P_3 \cup \dots \cup P_n$$

Spring 2020

Sacramento State - Cook - CSc 28

17

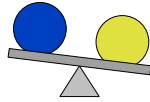
17



18

## Cardinality of a Set

- The *cardinality* of a set is the number of *distinct* elements
- This information is used in counting – the classification of the set's contents



Spring 2020

Sacramento State - Cook - CSIS 28

19

19

## Different Notations Used

- There are two different notations used
- The most common is the  $|$  pipe delimiters
- Alternatively, the "n" function is used

$$|A| \equiv n(A)$$

Spring 2020

Sacramento State - Cook - CSIS 28

20

20

## Examples

$$A = \{1, 3, 5, 7\}$$

$$|A| = 4$$

Spring 2020

Sacramento State - Cook - CSIS 28

21

21

## Examples

Duplicates don't count

$$B = \{1, 2, 3, 3, 3, 4\}$$

$$|B| = 4$$

Spring 2020

Sacramento State - Cook - CSIS 28

22

22

## Counting

- If the set contains a finite number of elements, it is said to be *countable* – i.e. the cardinality is knowable
- If the set is infinitely large, *but* the elements can be uniquely identified, then it is *countably infinite*
- Otherwise it is said to be *uncountable*

Spring 2020

Sacramento State - Cook - CSIS 28

23

23

## Countable Examples

Set	Result
$\{x \mid x \in \mathbb{N} \text{ and } x \leq 100\}$	Countable
$\{2x \mid x \in \mathbb{N}\}$	Countably Infinite
$\{x \mid x \in \mathbb{R} \text{ and } 0 < x < 1\}$	Uncountable

Spring 2020

Sacramento State - Cook - CSIS 28

24

24



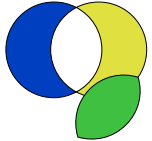
## Inclusion-Exclusion

Counting by Subtracting!

25

## Inclusion-Exclusion

- Sets can overlap – and can contain the same elements
- So, when counting items in sets, you must be careful not to count an item twice
- Inclusion-exclusion* principle, can get the correct count



Spring 2020 Sacramento State - Cook - CSci 28 26

26

## Reasoning with Venn Diagrams

Say 100 people receive a questionnaire with two questions:

- Do you watch The Orville
- Do you watch Rick & Morty?

60 said 'yes' to The Orville.  
35 said 'yes' to **both**.  
How many people watch Rick & Morty?

Spring 2020 Sacramento State - Cook - CSci 28 27

27

## Disjoint Set Cardinality

- If sets **A** and **B** are disjoint then they have no elements in common
- Cardinality of the union is the sum of the cardinality of both **A** and **B**

$$|A \cup B| = |A| + |B|$$

Spring 2020 Sacramento State - Cook - CSci 28 28

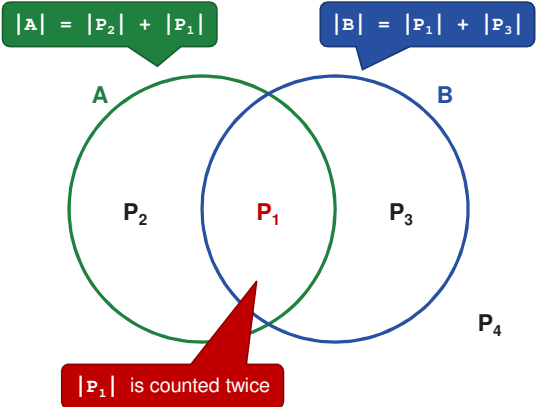
28

## Set Exclusion

- If sets **A** and **B** overlap they have elements in common
- We cannot simply add  $|A| + |B|$
- Why?  $|A| + |B|$  counts the intersection twice!

Spring 2020 Sacramento State - Cook - CSci 28 29

29



$|A| = |P_2| + |P_1|$

$|B| = |P_1| + |P_3|$

$|P_1|$  is counted twice

Spring 2020 Sacramento State - Cook - CSci 28 30

30

## Set Exclusion

- So, we need to remove the duplicate count
- The cardinality of the union is the sum of **A** and **B** excluding the intersection

$$|A \cup B| = |A| + |B| - |A \cap B|$$

Spring 2020

Sacramento State - Cook - CSc 28

31

31

## Set Exclusion

- Note: this is the same equation for disjoint sets
- If disjoint, the intersection is  $\emptyset$
- So, this formula works in all cases

$$|A \cup B| = |A| + |B| - |A \cap B|$$

Spring 2020

Sacramento State - Cook - CSc 28

32

32

## Revisit that Question

Say 100 people receive a questionnaire with two questions:

1. Do you watch The Orville
2. Do you watch Rick & Morty?

60 said 'yes' to The Orville.

35 said 'yes' to **both**.

How many people watch Rick & Morty?

Spring 2020

Sacramento State - Cook - CSc 28

33

33

## Using the Formula...

- Union of **The Orville (T)** and **Rick & Morty (R)** contains 100
- The Orville set contains 60
- The intersection contains 35

$$|T \cup R| = |T| + |R| - |T \cap R|$$

Spring 2020

Sacramento State - Cook - CSc 28

34

34

## Using the Formula...

- Union of **The Orville (T)** and **Rick & Morty (R)** contains 100
- The Orville set contains 60
- The intersection contains 35

$$100 = 60 + |R| - 35$$

Spring 2020

Sacramento State - Cook - CSc 28

35

35

## Using the Formula...

- Union of **The Orville (T)** and **Rick & Morty (R)** contains 100
- The Orville set contains 60
- The intersection contains 35

$$\begin{aligned} |R| &= 100 - 60 + 35 \\ &= 75 \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

36

36




## Power Series

All the combinations

37

## Power Series

- A *power set* of a set  $S$  is a set of all the subsets of  $S$
- This also, obviously, contains the null set
- The notation for the power set  $S$  is  $P(S)$



Spring 2020 Sacramento State - Cook - CSIS 28 38

38

## Power Set Example

$$G = \{a, b\}$$

$$P(G) = \{ \emptyset, \{a\}, \{b\}, \{a,b\} \}$$

Spring 2020 Sacramento State - Cook - CSIS 28 39

39

## Power Set Example 2

$$H = \{a, b, c\}$$

$$P(H) = \{ \emptyset, \{a\}, \{b\}, \{c\}, \{a,b\}, \{a,c\}, \{b,c\}, \{a,b,c\} \}$$

Spring 2020 Sacramento State - Cook - CSIS 28 40

40

## Power Set Example 3


$$I = \{a, b, c, d\}$$

$$P(I) = \{ \emptyset, \{a\}, \{b\}, \{c\}, \{d\}, \{a,b\}, \{a,c\}, \{a,d\}, \{b,c\}, \{b,d\}, \{c,d\}, \{a,b,c\}, \{a,b,d\}, \{b,c,d\}, \{a,c,d\}, \{a,b,c,d\} \}$$

Spring 2020 Sacramento State - Cook - CSIS 28 41

41

## Cardinality of Power Sets



- What is the cardinality of power sets?
- Is it possible to determine  $|P(S)|$  if we know  $|S|$ ?
- This will be important later...

Spring 2020 Sacramento State - Cook - CSIS 28 42

42

## Let's Look at the Examples

$$G = \{a, b\}$$

$$P(G) = \{ \emptyset, \{a\}, \{b\}, \{a,b\} \}$$

$$|G| = 2$$

$$|P(G)| = 4$$

Spring 2020

Sacramento State - Cook - CSc 28

43

43

## Power Set Example 2

$$H = \{a, b, c\}$$

$$P(H) = \{ \emptyset, \{a\}, \{b\}, \{c\}, \{a,b\}, \{a,c\}, \{b,c\}, \{a,b,c\} \}$$

$$|H| = 3$$

$$|P(H)| = 8$$

Spring 2020

Sacramento State - Cook - CSc 28

44

44

## Power Set Example 3

$$I = \{a, b, c, d\}$$

$$P(I) = \{ \emptyset, \{a\}, \{b\}, \{c\}, \{d\}, \{a,b\}, \{a,c\}, \{a,d\}, \{b,c\}, \{b,d\}, \{c,d\}, \{a,b,c\}, \{a,b,d\}, \{b,c,d\}, \{a,c,d\}, \{a,b,c,d\} \}$$

$$|I| = 4$$

$$|P(I)| = 16$$

Spring 2020

Sacramento State - Cook - CSc 28

45

45

## Cardinality of Power Set

- The cardinality of a power set is  $2^n$  where  $n$  is the cardinality of the original set
- This is used in statistics... covered later

$$|P(S)| = 2^{|S|}$$

Spring 2020

Sacramento State - Cook - CSc 28

46

46

## Partitions

Cutting a Set Into Pieces

## Partitions

- A *partition* of a set  $A$  is a collection of non-empty disjoint sets whose union is  $A$
- So, it is like the set  $A$  was "chopped", cleanly, into subsets

Spring 2020

Sacramento State - Cook - CSc 28

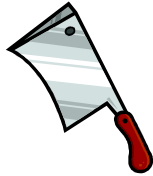
48

48



## Requirements

- Each subset **must** be mutually exclusive
- ... unless they are identical  
*(because duplicates don't count in sets)*



Spring 2020

Sacramento State - Cook - CSc 28

49

49

## Partition Example

- The following is a valid partition of the set  $\{1, 2, 3, \dots 9\}$

$\{ \{1\}, \{2, 3, 5, 7\}, \{4, 6\}, \{8, 9\} \}$

Spring 2020

Sacramento State - Cook - CSc 28

50

50

## Partition Example

- The following is a partition of  $N$ .

$N = \{ \{1\}, \{2, 3\}, \{4, 5, 6\}, \dots \}$

Spring 2020

Sacramento State - Cook - CSc 28

51

51

## Partition Examples

For the set  $\{1, 2, 3, 4\}$ ...


Set	Partition?
$\{ \{1\}, \{2\}, \{3\}, \{4\} \}$	<b>Yes</b>
$\{ \{1, 2\}, \{1, 2\}, \{3, 4\} \}$	<b>Yes.</b> {1,2} is duplicate
$\{ \{1, 2, 3\}, \{2, 4\} \}$	<b>No.</b>

Spring 2020

Sacramento State - Cook - CSc 28

52


52



# Set Theory in Computer Science

Part 3

1




# Binary Numbers

Bit of This and a Bit of That

2

## What is a Number?

- We use the Hindu-Arabic Number System
  - positional grouping system
  - each position is a power of 10
- Binary numbers
  - based on the same system
  - powers of **2** rather than 10
  - each digit is in the set  $\{0, 1\}$



Spring 2020 Sacramento State - Cook - CSs 28 3

3

## Base 10 Number

The number **1783** is ...

$10^4$	$10^3$	$10^2$	$10^1$	$10^0$
10000	1000	100	10	1
<b>0</b>	<b>1</b>	<b>7</b>	<b>8</b>	<b>3</b>

$1000 + 700 + 80 + 3 = 1783$

Spring 2020 Sacramento State - Cook - CSs 35 4

4

## Binary Number Example

The number **0100 1010** is ...

$2^7$	$2^6$	$2^5$	$2^4$	$2^3$	$2^2$	$2^1$	$2^0$
128	64	32	16	8	4	2	1
<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>

$64 + 8 + 2 = 74$

Spring 2020 Sacramento State - Cook - CSs 35 5

5

## Binary Number Example

The number **1101 1011** is ...

$2^7$	$2^6$	$2^5$	$2^4$	$2^3$	$2^2$	$2^1$	$2^0$
128	64	32	16	8	4	2	1
<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>

$128 + 64 + 16 + 8 + 2 + 1 = 219$

Spring 2020 Sacramento State - Cook - CSs 35 6

6

## Numbers are Tuples

- In Hindu-Arabic system, the order of the symbols is important – **so they are tuples**
- e.g.  $123 \neq 321$
- Other number styles use sets – i.e. the ancient Egyptian system



Spring 2020

Sacramento State - Cook - CSc 28

7

7

## Looking at Numbers

- Numbers are tuples  $1947 \neq 1974$
- Members of the decimal number are also members of the set  $\{0, 1, 2, \dots, 9\}$

$1947 \rightarrow (1, 9, 4, 7)$

Spring 2020

Sacramento State - Cook - CSc 28

8

8

## Looking at Binary Numbers

- Binary numbers are tuples  $10010100 \neq 11100000$
- Members of the binary number are also members of the set  $\{0, 1\}$

$10100111 \rightarrow (1, 0, 1, 0, 0, 1, 1, 1)$

Spring 2020

Sacramento State - Cook - CSc 28

9

9

## Looking at Binary Numbers

- So, for a binary number  $B$ , all  $x \in B$  holds the following:  $x \in \{0, 1\}$

$10100111 \rightarrow (1, 0, 1, 0, 0, 1, 1, 1)$

Spring 2020

Sacramento State - Cook - CSc 28

10

10

## So....

$\{1776, 1846, 1947\} \rightarrow$   
 $\{ (1, 7, 7, 6), (1, 8, 4, 6), (1, 9, 4, 7) \}$

Spring 2020

Sacramento State - Cook - CSc 28

11

11

## Let's Make a Set-Based System

- We are mostly used to tuple-based number systems
- But, for most of history, people used sets
- Let's create one

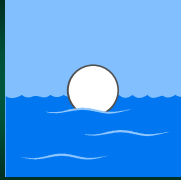


Spring 2020

Sacramento State - Cook - CSc 28

12

12



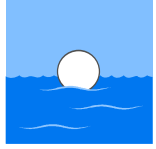
## Floating Point Numbers

Real numbers are *real* complex

13

## Floating Point Numbers


- Often, programs need to perform mathematics on *real* numbers
- Floating point numbers* are used to represent quantities that cannot be represented by integers



Spring 2020 Sacramento State - Cook - CSc 28 14

14

## Why use them?



- Regular binary numbers can only store whole positive and negative values
- Many numbers outside the range representable within the system's bit width (too large/small)

Spring 2020 Sacramento State - Cook - CSc 28 15

15

## IEEE 754

- Practically modern computers use the *IEEE 754 Standard* to store floating-point numbers
- Represent by a mantissa and an exponent
  - similar to scientific notation
  - the value of a number is:  $\text{mantissa} \times 2^{\text{exponent}}$
  - uses signed magnitude

Spring 2020 Sacramento State - Cook - CSc 28 16

16

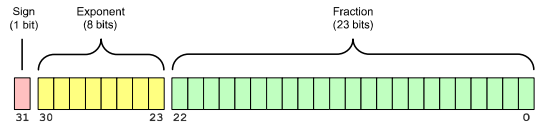
## IEEE 754

- Comes in three forms:
  - single-precision: 32-bit
  - double-precision: 64-bit
  - quad-precision: 128-bit
- Also supports special values:
  - negative and positive *infinity*
  - and "not a number" for errors (e.g. 1/0)

Spring 2020 Sacramento State - Cook - CSc 28 17

17

## IEEE 754 Single Precision (32 bit)



Spring 2020 Sacramento State - Cook - CSc 28 18

18

## Fractional Field

- The fraction field number that represents part of the mantissa
- If a number is in proper scientific notation...
  - it always has a single digit before the decimal place
  - for decimal numbers, this is 1..9 (never zero)
  - for base-2 numbers, it is always 1

Spring 2020 Sacramento State - Cook - CSc 28 19

19

## Fractional Field

- So, do we need to store the leading 1? It will always be a 1
- The fraction field, therefore...
  - only represents the fractional portion of a binary number
  - the integer portion is assumed to be 1
  - this increases the number of significant digits that can be represented (by not wasting a bit)

Spring 2020 Sacramento State - Cook - CSc 28 20

20

## Exponent Field

- The exponent field supports negative and positive values but does not use sign-magnitude or 2's complement
- Uses a "biased" integer representation
  - fixed value is added to the exponent before storing it
  - when interpreting the stored data, this fixed value is then subtracted

Spring 2020 Sacramento State - Cook - CSc 28 21

21

## Exponent Field

- Bias is different depending on precision
  - single precision: 127
  - double precision: 1023
  - quad precision: 16383
- For example, for single precision...
  - exponent of 12 stored as  $(+12 + 127) \rightarrow 139$
  - exponent of -56 stored as  $(-56 + 127) \rightarrow 71$

Spring 2020 Sacramento State - Cook - CSc 28 22

22

## Interpretation: Normal Case

- Exponent Field: not all 0's or all 1's
- Fraction Field: Any

$$\pm (1.\text{fraction}) \times 2^{(\text{exponent} - \text{bias})}$$

Spring 2020 Sacramento State - Cook - CSc 28 23

23

## Interpretation: Zero

- Exponent Field: all 0's
- Fraction Field: all 0's

0

Spring 2020 Sacramento State - Cook - CSc 28 24

24

## Interpretation: Tiny Numbers

- Exponent Field: all 0's
- Fraction Field: Any

$$\pm (0.\textit{fraction}) \times 2^{(1 - \textit{bias})}$$

Spring 2020

Sacramento State - Cook - CSc 28

25

25

## Interpretation: Infinity

- Exponent Field: **All** 1's
- Fraction Field: 0

$$\pm \textit{infinity}$$

Spring 2020

Sacramento State - Cook - CSc 28

26

26

## Interpretation: Invalid Numbers

- Exponent Field: **All** 1's
- Fraction Field: Not 0

*Not a number (NaN)*

Spring 2020

Sacramento State - Cook - CSc 28

27

27

## Interpretation: Invalid Numbers

*NaN* → 1 / 0

*Naan* → 

Spring 2020

Sacramento State - Cook - CSc 28

28

28

## More Single-Precision Examples

Zero:

0 00000000 000000000000000000000000

Positive Infinity:

0 11111111 000000000000000000000000

Negative Infinity:

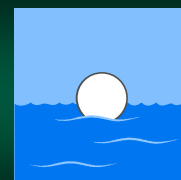
1 11111111 000000000000000000000000

Spring 2020

Sacramento State - Cook - CSc 28

29

29



Let's Encode  
Some  
Numbers!

This is actually fun!

30

## Something Else About Numbers...

The number **36.74** is ...

$10^2$	$10^1$	$10^0$	$10^{-1}$	$10^{-2}$
100	10	1	1/10	1/100
<b>0</b>	<b>3</b>	<b>6</b>	<b>7</b>	<b>4</b>

$$= (3 \times 10) + (6 \times 1) + 7/10 + 4/100$$

Spring 2020

Sacramento State - Cook - CSc 28

31

31

## Binary Fractions!

The number **101.011** is ...

$2^4$	$2^3$	$2^2$	$2^1$	$2^0$	$2^{-1}$	$2^{-2}$	$2^{-3}$
16	8	4	2	1	1/2	1/4	1/8
<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>

$$= 4 + 1 + 1/4 + 1/8 = 5.375$$

Spring 2020

Sacramento State - Cook - CSc 28

32

32

## Let's Encode 14.25 (32 bit)

- First, we need to convert 14.25 to its binary equivalent
- So, we need to calculate the integer part and fraction part of the number
- Everything after the decimal is a fraction
  - 0.25 is actually 25 / 100
  - we need to find the base 2 equivalent (1/4)

Spring 2020

Sacramento State - Cook - CSc 28

33

33

## Step 1: Convert to binary

$$14 \rightarrow 1110$$

$$0.25 \rightarrow 1/4 \rightarrow 0.01$$

binary 01 / 100

Hence:

$$14.25 \rightarrow 1110.01$$

Spring 2020

Sacramento State - Cook - CSc 28

34

34

## Step 2: Scientific Notation

- IEEE stores the data in scientific notation
- So we move the "binary point" over

$$1110.01 \rightarrow 1.11001 \times 2^3$$

Spring 2020

Sacramento State - Cook - CSc 28

35

35

## Step 2: Scientific Notation

- In binary scientific notation, the leading digit is always going to be 1
- Why store it? IEEE doesn't.
- Only data after the point is encoded

$$1.11001 \times 2^3 \rightarrow (1 + .11001) \times 2^3$$

Fraction

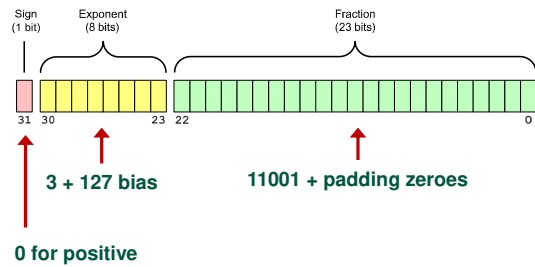
Spring 2020

Sacramento State - Cook - CSc 28

36

36

### Step 3: Encode



Spring 2020

Sacramento State - Cook - CSc 28

37

37

### Result: 14.25 (32 bit)

- The following is the encoded version of 14.25
- The rules are similar for double-precision

```
0 10000010 11001000000000000000000
```

Spring 2020

Sacramento State - Cook - CSc 28

38

38

### Result: 14.25 (32 bit)

- We can also convert this into bytes
- Note: the floating point fields don't really "fit" cleanly into actual bytes

```
01000001 01100100 00000000 00000000
  41      64      00      00
```

Spring 2020

Sacramento State - Cook - CSc 28

39

39

### Example 2: Encode 13.75 (32 bit)

- First, we need to convert 13.75 to its binary equivalent
- So, we need to calculate the integer part and fraction part of the number
- Everything after the decimal is a fraction
  - 0.75 is actually 75 / 100
  - we need to find the base 2 equivalent (3/4)

Spring 2020

Sacramento State - Cook - CSc 28

40

40

### Step 1: Convert to binary

```
13 → 1101
0.75 → 3/4 → 0.11
Hence :
13.75 → 1101.11
```

binary 11 / 100

Spring 2020

Sacramento State - Cook - CSc 28

41

41

### Step 2: Scientific Notation

- IEEE stores the data in scientific notation
- So we move the "binary point" over

```
1101.11 → 1.10111 × 23
```

Spring 2020

Sacramento State - Cook - CSc 28

42

42



## Step 2: Scientific Notation

- In binary scientific notation, the leading digit is always going to be 1
- Why store it? IEEE doesn't.
- Only data after the point is encoded

$$1.10111 \times 2^3 \rightarrow (1 + \text{Fraction}) \times 2^3$$

Fraction

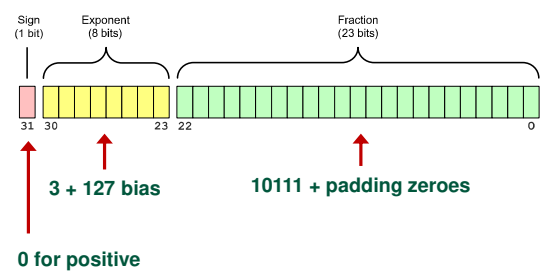
Spring 2020

Sacramento State - Cook - CSc 28

43

43

## Step 3: Encode



Spring 2020

Sacramento State - Cook - CSc 28

44

44

## Result: 13.75 (32 bit)

- The following is the encoded version of 13.75
- The rules are similar for double-precision

0 10000010 101110000000000000000000

Spring 2020

Sacramento State - Cook - CSc 28

45

45

## Result: 13.75 (32 bit)

- We can also convert this into bytes
- Note: the floating point fields don't really "fit" cleanly into actual bytes

01000001 01011100 00000000 00000000

41 5C 00 00

Spring 2020

Sacramento State - Cook - CSc 28

46

46



## Tuples and Floats

Its all set theory, folks!

47

## Floats Are Tuples

- Just like regular binary numbers, floating-point numbers of tuples
- They consist of three fields making them 3-tuples

(sign, exponent, fraction)

Spring 2020

Sacramento State - Cook - CSc 28

48

48

## Encoding of 14.25

- Sign is a 1-tuple
- Exponent is a 8-tuple
- Fraction is a 23-tuple

0 10000010 110010000000000000000000

Spring 2020

Sacramento State - Cook - CSc 28

49

51

## Set Notation of 14.25

( (0),  
 (1, 0, 0, 0, 0, 0, 1, 0),  
 (1, 1, 0, 0, 1, 0, 0, 0,  
 0, 0, 0, 0, 0, 0, 0, 0,  
 0, 0, 0, 0, 0, 0, 0, 0) )

Spring 2020

Sacramento State - Cook - CSc 28

50

52

## Bit Vectors

Sets and Bits

## Bit Vectors

- A *bit vector* is a way to store countable sets using bits
- Also known as a *bit array*, *bit set*, and *bit map*
- Compact format that can perform a set operations with a single operation (*fast!*)

Spring 2020

Sacramento State - Cook - CSc 28

52

53

## Bit Vectors

- Each object in the universe is given a single bit in the bit array
- If the  $x \in A$ , then the bit is 1, otherwise 0
- Order is important, so this is a tuple approach

Spring 2020

Sacramento State - Cook - CSc 28

53

54

## Example 1

- $U = \{ \text{fry, bender, farnsworth, leela, zoidberg} \}$
- $A = \{ \text{fry, bender, leela} \}$

U = 11111  
 A = 11010

Spring 2020

Sacramento State - Cook - CSc 28

54

54

## Example 2

- $U = \{2, 3, 5, 7, 11, 13, 17, 19\}$
- $A = \{3, 5, 11, 19\}$

$U = 11111111$   
 $A = 01101001$

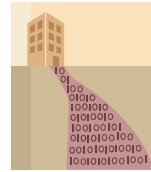
Spring 2020

Sacramento State - Cook - CSc 28

55

55

## Why this is useful



- Computers can easily perform **and** & **or** operations on bytes (or multiple bytes)
- This means set operations can be performed amazingly fast

Spring 2020

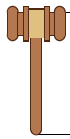
Sacramento State - Cook - CSc 28

56

56

## Let's look at the definitions again...

- The definitions of union and intersection are nearly identical
- The relationship between the elements is defined using an **and** or **or**



$A \cup B = \{x \mid x \in A \text{ or } x \in B\}$   
 $A \cap B = \{x \mid x \in A \text{ and } x \in B\}$

Spring 2020

Sacramento State - Cook - CSc 28

57

57

## Let's look at the definitions again...

- We can apply a **bit-wise-and** & a **bit-wise-or** to our bit array
- It will apply the operation to each of the bits in matching columns



$A \cup B = \{x \mid x \in A \text{ or } x \in B\}$   
 $A \cap B = \{x \mid x \in A \text{ and } x \in B\}$

Spring 2020

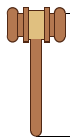
Sacramento State - Cook - CSc 28

58

58

## Let's look at the definitions again...

- So, each bit in **A** will be compared to its matching bit in **B**
- Bit match can do sets!



$A \cup B = \{x \mid x \in A \text{ or } x \in B\}$   
 $A \cap B = \{x \mid x \in A \text{ and } x \in B\}$

Spring 2020

Sacramento State - Cook - CSc 28

59

59

## Example: Union (using or)

$U = \{a, b, c, d, e, f, g\}$   
 $A = \{b, c, d\} = 0111000$   
 $B = \{d, e, f\} = 0001110$

0111000  
 or 0001110  
 0111110 =  $\{b, c, d, e, f\}$

Spring 2020

Sacramento State - Cook - CSc 28

60

60

## Example: Intersection (using and)

$U = \{a, b, c, d, e, f, g\}$   
 $A = \{b, c, d\} = 0111000$   
 $B = \{d, e, f\} = 0001110$

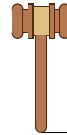
$$\begin{array}{r} 0111000 \\ \text{and } 0001110 \\ \hline 0001000 = \{d\} \end{array}$$

Spring 2020 Sacramento State - Cook - CS&S 28 61

61

## Complement

- How do we do a complement of a set  $A$ ?
- We must flip all the bits from 1 to 0, and 0 to 1
- We can use a *binary-not* or the *XOR* operation



$$A' = \{x \mid x \notin A\}$$

Spring 2020 Sacramento State - Cook - CS&S 28 62

62

## Java/C Code

**Intersection :**  $a \ \& \ b$   
**Union :**  $a \ | \ b$   
**Complement :**  $\sim a$

$\&\&$  and  $||$  are Boolean.  
These are bit-wise.

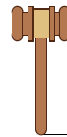
The tilde  $\sim$  is a bitwise not.

Spring 2020 Sacramento State - Cook - CS&S 28 63

63

## Exclusion

- Finally, how do we do set difference?
- The "subtract" operator will *not* work
- Let's look at the definition a bit more closely



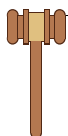
$$A \setminus B = \{x \mid x \in A \text{ and } x \notin B\}$$

Spring 2020 Sacramento State - Cook - CS&S 28 64

64

## Exclusion

- It's essentially the definition of *intersection*
- Except, the second operand is the definition of *complement*.



$$A \setminus B = \{x \mid x \in A \text{ and } x \notin B\}$$

Spring 2020 Sacramento State - Cook - CS&S 28 65

65

## Java/C Code

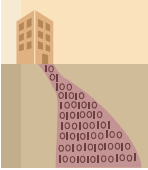
**Exclusion :**  $a \ \& \ \sim b$

Just complement the second operand

Spring 2020 Sacramento State - Cook - CS&S 28 66

66

## Limits of Bit Vectors



- Bit vectors, while useful, do have some notable limitations
- They only work on finite, countable sets
- For all other cases, you will have to work use a more advanced ADT

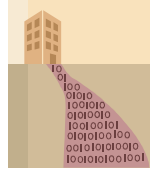
Spring 2020

Sacramento State - Cook - CS&E 28

67

67

## CSC 130 is waiting for you!




- For most cases, a very sophisticated list or tree can be used
- You will need to know:
  - lists / trees
  - sorting
  - binary-searches
  - Big-O

Spring 2020

Sacramento State - Cook - CS&E 28

68

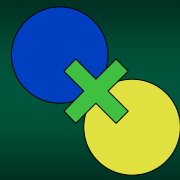
68



# Relations

Part 4

1



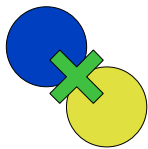
# Cross Products

Databases use this...

2

## Cross Products

- Sets can be multiplied, which will result in a set of tuples
- Well, a set of ordered pairs, to be more specific
- Cross products are important in databases and counting *(to name a few)*




Spring 2020 Sacramento State - Cook - CSIS 28 3

3

## Products

- A *cross product* is a set of ordered pairs
- Note: Unlike multiplication, the order of the operands is important



$$A \times B = \{ (x, y) \mid x \in A \text{ and } y \in B \}$$

Spring 2020 Sacramento State - Cook - CSIS 28 4

4

## Example Product

Given:

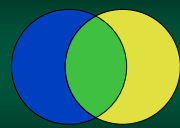
$A = \{ \text{small}, \text{big} \}$

$B = \{ \text{cat}, \text{dog} \}$

$A \times B = \{ (\text{small}, \text{cat}), (\text{small}, \text{dog}), (\text{big}, \text{cat}), (\text{big}, \text{dog}) \}$

Spring 2020 Sacramento State - Cook - CSIS 28 5

5



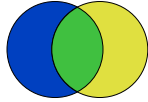
# Binary Relations

How Stuff Compares to Stuff

6

## Relations

- A *binary relation* is a stated fact between on two objects
- A "fact" is called a *predicate*
- Evaluates to true or false
- These are the foundation of most programming tasks



Spring 2020

Sacramento State - Cook - CSc 28

7

7

## Example Relations

- "x is bigger than y"
- "x lives less than 50 miles from y"
- " $x \leq y$ "
- "x and y are siblings"
- "x has a y"

Spring 2020

Sacramento State - Cook - CSc 28

8

8

## Relations

- A *binary relation* from  $A$  to  $B$  is a subset of the cross-product  $A \times B$
- A relation from  $A$  to  $B$  is a set of ordered pairs  $(a, b)$  where  $a \in A$  and  $b \in B$
- We can use the shorthand notation of:  $a R b$  to denote that  $(a, b) \in R$

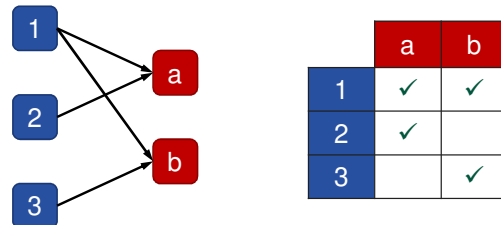
Spring 2020

Sacramento State - Cook - CSc 28

9

9

## Relationship Chart



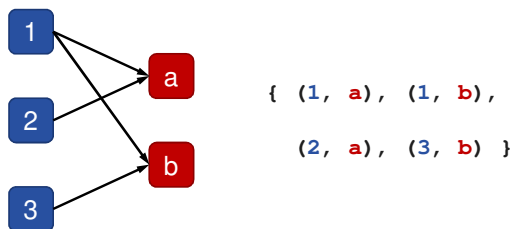
Spring 2020

Sacramento State - Cook - CSc 28

10

10

## Relationship Chart



Spring 2020

Sacramento State - Cook - CSc 28

11

11

## Example: Capitols

- $A$  is a set of all cities in the World
- $B$  is a set of all states in the World
- The relation  $a R b$  specifies that  $a$  is the capitol of  $b$

Spring 2020

Sacramento State - Cook - CSc 28

12

12

## Example: Capitol Members

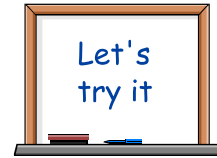
- (London, Britain)
- (Sacramento, California)
- (Madrid, Spain)
- (Tokyo, Japan)
- (New Delhi, India)
- (Albany, New York)

Spring 2020 Sacramento State - Cook - CSc 28 13

13

## Let's Draw One!

- Let's draw a relationship graph
- It will be between students and shows/movies they enjoy

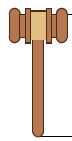


Spring 2020 Sacramento State - Cook - CSc 28 14

14

## Relation Domain

- The *domain* of a relation is a set of all the first elements of each tuple
- So, it is the elements that make up the left-hand side of  $a R b$


$$\{ a \mid (a, b) \in R \text{ for some } b \}$$

Spring 2020 Sacramento State - Cook - CSc 28 15

15

## Relation Range

- The *range* of a relation is a set of all second elements from each tuple
- So, it is the elements that make up the right-hand side of  $a R b$


$$\{ b \mid (a, b) \in R \text{ for some } a \}$$

Spring 2020 Sacramento State - Cook - CSc 28 16

16

## Example

$$R = \{ (1,1), (1,2), (1,3), (1,4), (2,4), (4,4) \}$$

**Domain of  $R$  = { 1, 2, 4 }**

**Range of  $R$  = { 1, 2, 3, 4 }**

Spring 2020 Sacramento State - Cook - CSc 28 17

17

## Inverse Relation

- The *inverse* of a relation swaps first and last element for each tuple
- The number of elements are the same, but the range and domain are reversed


$$R^{-1} = \{ (b, a) \mid (a, b) \in R \}$$

Spring 2020 Sacramento State - Cook - CSc 28 18

18



## Inverse Example

$$R = \{ (1,1), (1,2), (1,3), (1,4), (2,4), (4,4) \}$$

$$R^{-1} = \{ (1,1), (2,1), (3,1), (4,1), (4,2), (4,4) \}$$

Spring 2020

Sacramento State - Cook - CSc 28

19

19

## Relations can be infinitely large

- On a finite set, relations are quite simple...
- For a set with  $n$  elements, the maximum number of relations is simply  $n \times n = n^2$
- However, many relations are defined over an infinite set – e.g. all integers, reals, etc...

Spring 2020

Sacramento State - Cook - CSc 28

20

20

## Representing Relations

- We can represent a relation using set notation
- However, some are required to be denoted using set builder notation

$$R1 = \{ (a, b) \mid a \text{ is bigger than } b \}$$

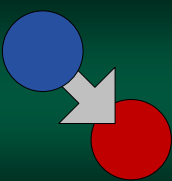
$$R2 = \{ (a, b) \mid a \leq b \}$$

Spring 2020

Sacramento State - Cook - CSc 28

21

21



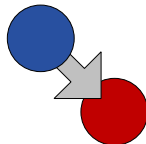
## Types of Relations

How a Set Sees Itself

22

## "Relation On"

- Some relations of a set  $A$  are upon itself
- In other words, each object in the related to the same "type" of object
- This is called a *relation on A*
- ...and it is important to examine its properties



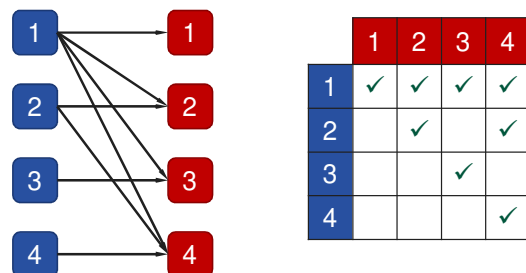
Spring 2020

Sacramento State - Cook - CSc 28

23

23

## Example Relationship Chart



Spring 2020

Sacramento State - Cook - CSc 28

24

24

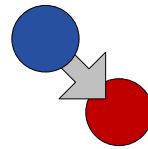
## Example Relation Chart

- The previous chart represents when  $a$  divides  $b$
- In other words,  $a$  times some integer equals the value  $b$
- So,  $R = \{ (1, 1), (1, 2), (1, 3), (1, 4), (2, 2), (2, 4), (3, 3), (4, 4) \}$

Spring 2020 Sacramento State - Cook - CSc 28 25

25

## Reflexive Relations



- A *reflexive* relationship means that there is  $aRa$  for every  $a$
- Basically, everything has to be related to itself
- *Every element, in the domain, must be related to itself*

Spring 2020 Sacramento State - Cook - CSc 28 26

26

## To Determine Reflexive...

- Look for some  $a \in A$  where there isn't a  $aRa$
- If found, not reflexive
- Otherwise reflexive



Spring 2020 Sacramento State - Cook - CSc 28 27

27

## Reflexive Example

Relation on set  $\{1, 2, 3, 4\}$

$R = \{ (1,1), (1,4), (2,2), (2,3), (3,3), (4,4) \}$

Spring 2020 Sacramento State - Cook - CSc 28 28

28

## Reflexive Example

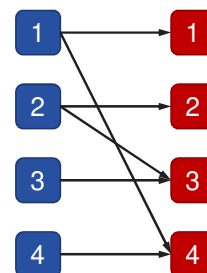
Relation on set  $\{1, 2, 3, 4\}$

$R = \{ (1,1), (1,4), (2,2), (2,3), (3,3), (4,4) \}$

Spring 2020 Sacramento State - Cook - CSc 28 29

29

## Reflexive Example



	1	2	3	4
1	✓			✓
2		✓	✓	
3			✓	
4				✓

Spring 2020 Sacramento State - Cook - CSc 28 30

30

## Nonreflexive Example

Relation on set  $\{1, 2, 3, 4\}$

$R = \{ (1,1), (1,4), (2,2), (2,3), (3,1), (4,4) \}$

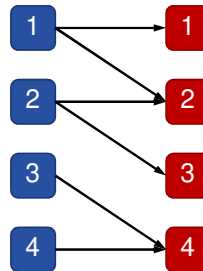
Spring 2020

Sacramento State - Cook - CSc 28

31

31

## Nonreflexive Example



	1	2	3	4
1	✓	✓		
2		✓	✓	
3				✓
4				✓

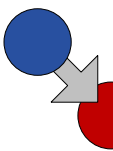
Spring 2020

Sacramento State - Cook - CSc 28

32

32

## Symmetric Relations



- A *symmetric* relationship means that for every  $aRb$  there is a  $bRa$
- So, if  $(a, b)$  exists in the relation, so must  $(b, a)$

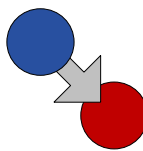
Spring 2020

Sacramento State - Cook - CSc 28

33

33

## Symmetric Relations



- Note:** Unlike the definition for reflexive, not every element in the domain needs to exist
- If a relation is not symmetric, it is *antisymmetric*

Spring 2020

Sacramento State - Cook - CSc 28

34

34

## To Determine Symmetric...

- Look for an  $a$  and  $b$  where there is a  $aRb$  but no  $bRa$
- If found, nonsymmetric
- Otherwise symmetric



Spring 2020

Sacramento State - Cook - CSc 28

35

35

## Symmetric Example

Relation on set  $\{1, 2, 3, 4\}$

$R = \{ (1,1), (1,2), (2,1), (2,4), (3,3), (4,2) \}$

Spring 2020

Sacramento State - Cook - CSc 28

36

36

## Symmetric Example

Relation on set  $\{1, 2, 3, 4\}$

$R = \{ (1,1), (1,2), (2,1), (2,4), (3,3), (4,2) \}$

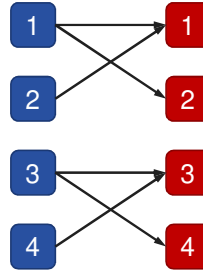
Spring 2020

Sacramento State - Cook - CSc 28

37

37

## Symmetric Example



	1	2	3	4
1	✓	✓		
2	✓			✓
3			✓	
4		✓		

Spring 2020

Sacramento State - Cook - CSc 28

38

38

## Nonsymmetric Example

Relation on set  $\{1, 2, 3, 4\}$

$R = \{ (1,1), (1,4), (2,2), (2,3), (3,3), (4,4) \}$

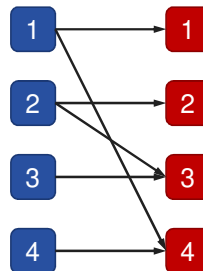
Spring 2020

Sacramento State - Cook - CSc 28

39

39

## Nonsymmetric Example



	1	2	3	4
1	✓			✓
2		✓	✓	
3			✓	
4				✓

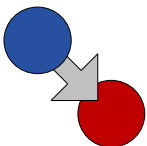
Spring 2020

Sacramento State - Cook - CSc 28

40

40

## Transitive Relations



- A *transitive* relationship means that for every  $aRb$  and  $bRc$  that also  $aRc$
- So, if  $(a, b)$  and  $(b, c)$  exists in the relation, so must  $(a, c)$

Spring 2020

Sacramento State - Cook - CSc 28

41

41

## To Determine Transitive...

- Look for an  $a, b, c$  where there is a  $aRb$  and  $bRc$  but no  $aRc$
- If found, non transitive
- Otherwise transitive



Spring 2020

Sacramento State - Cook - CSc 28

42

42

## Transitive Example

Relation on set  $\{1, 2, 3, 4\}$

$R = \{ (2,1), (3,1), (3,2), (4,1), (4,2), (4,3) \}$

Spring 2020

Sacramento State - Cook - CSc 28

43

43

## Transitive Example

Relation on set  $\{1, 2, 3, 4\}$

$R = \{ (2,1), (3,1), (3,2), (4,1), (4,2), (4,3) \}$

Starting with (4,3)

Spring 2020

Sacramento State - Cook - CSc 28

44

44

## Transitive Example

Relation on set  $\{1, 2, 3, 4\}$

Starting with (3,2)

$R = \{ (2,1), (3,1), (3,2), (4,1), (4,2), (4,3) \}$

Spring 2020

Sacramento State - Cook - CSc 28

45

45

## Transitive Example

Relation on set  $\{1, 2, 3, 4\}$

$R = \{ (2,1), (3,1), (3,2), (4,1), (4,2), (4,3) \}$

Starting (again) with (4,3)

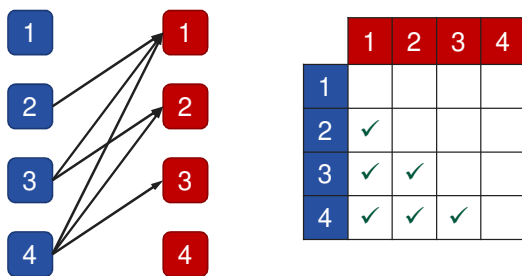
Spring 2020

Sacramento State - Cook - CSc 28

46

46

## Transitive Example



Spring 2020

Sacramento State - Cook - CSc 28

47

47

## Equivalence Relations

- If a relation has all three properties:
  - reflexive
  - symmetric
  - transitive
- Then, and only then, it is an *equivalence*



Spring 2020

Sacramento State - Cook - CSc 28

48

48

## Example Table

Relation	Reflexive	Symmetric	Transitive	Equivalent
$\leq$				
$\subset$				
Perpendicular lines				
Parallel lines				

Spring 2020

Sacramento State - Cook - CSc 28

49

49

## Example Table

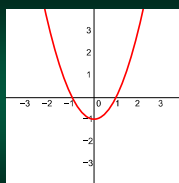
Relation	Reflexive	Symmetric	Transitive	Equivalent
$\leq$	✓	✗	✓	✗
$\subset$	✗	✗	✓	✗
Perpendicular lines	✗	✓	✗	✗
Parallel lines	✓	✓	✓	✓

Spring 2020

Sacramento State - Cook - CSc 28

50

50



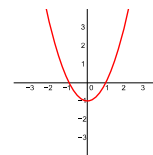
## Functions

Math Friendly Relations

51

## Functions

- We have all seen functions – which take inputs and produce output
- Example:  $f(x) = x^2$ 
  - $f(1) = 1$
  - $f(2) = 4$
  - $f(3) = 9 \dots$



Spring 2020

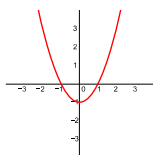
Sacramento State - Cook - CSc 28

52

52

## Functions

- Sets give a way to document "types" in mathematical functions
- A **function** from set **X** to set **Y** is a mapping from each element in set **X** to elements in set **Y**



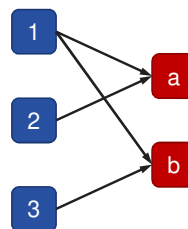
Spring 2020

Sacramento State - Cook - CSc 28

53

53

## Relationship Review



$\{ (1, a), (1, b), (2, a), (3, b) \}$

Spring 2020

Sacramento State - Cook - CSc 28

54

54

## Function Attributes

- Function Rules:
  - must be defined for *every element in domain*
  - each value in domain *maps to one element*
- Notice that a function defines a set of ordered pairs: e.g. (1,1) (2,4) (3,9) ...
- We can therefore think of a function as a special kind of relation.

Spring 2020 Sacramento State - Cook - CSc 28 55

55

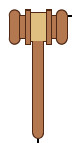
## Relations vs. Functions

- Each domain element, in a relation, can specify *many* relationships
- While, each element in a function domain only specifies *one* relationship
- So....
  - every* function is a relation
  - but not every relation is a function

Spring 2020 Sacramento State - Cook - CSc 28 56

56

## Definition of a Function



Let  $f$  be a relation from  $A \rightarrow B$

$f$  is a function **if and only if**:

each  $a \in A$  appears exactly once in an ordered pair  $(a, b) \in f$  for some  $b$

Spring 2020 Sacramento State - Cook - CSc 28 57

57

## Function Signature

- We will restrict a functions inputs and outputs by giving a "signature" for it
- $f$  is the function name

$f: \mathbb{N} \rightarrow \mathbb{N}$

Spring 2020 Sacramento State - Cook - CSc 28 58

58

## Function Signature

- The first  $\mathbb{N}$  is the function domain
- The second  $\mathbb{N}$  is the function range (codomain)

$f: \mathbb{N} \rightarrow \mathbb{N}$

Spring 2020 Sacramento State - Cook - CSc 28 59

59

## Domain and Range Definitions

- The domain and range of  $f$  is defined exactly as we saw for relations
- Which is not surprising given what a function really is

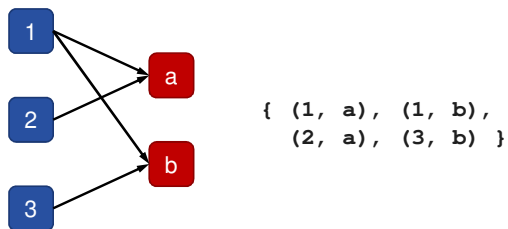


$\text{domain}(f) = \{ x \mid (x, y) \in f \text{ for some } y \}$   
 $\text{range}(f) = \{ y \mid (x, y) \in f \text{ for some } x \}$

Spring 2020 Sacramento State - Cook - CSc 28 60

60

## Let's Look At This Again....



Spring 2020 Sacramento State - Cook - CSc 28 61

61

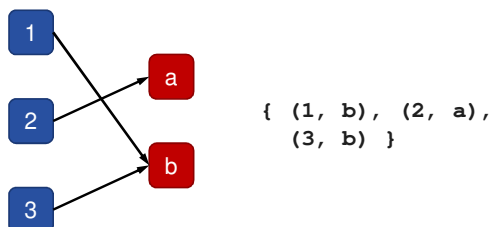
## Relations vs. Functions

- Not that in the example (with 1,2,3 and a, b) that some elements in  $A$  had multiple values in  $B$
- In a function, each member in  $A$  maps to exactly one value in  $B$
- So, that relation was not a function!

Spring 2020 Sacramento State - Cook - CSc 28 62

62

## Function Example



Spring 2020 Sacramento State - Cook - CSc 28 63

63

## Examples

- For the following examples, let each example be defined as a relation from  $A$  to  $B$
- Domain and range (codomain) are defined as:

$A = \{1, 2, 3\}$   
 $B = \{x, y, z\}$

Spring 2020 Sacramento State - Cook - CSc 28 64

64

## Is This a Function?

Let  $f = \{ (1, x), (2, y) \}$

**No**, the domain value 3 is missing as a first ordered-pair element

Spring 2020 Sacramento State - Cook - CSc 28 65

65

## Is This a Function?

Let  $g = \{ (1, x), (2, y), (3, z), (1, y) \}$

**No**, the domain element 1 is listed twice.

Spring 2020 Sacramento State - Cook - CSc 28 66

66



## Is This a Function?

Let  $h = \{ (1,x), (2,y), (3,x) \}$

**Yes**, each domain element of  $A$  is the first element once.

(There is no restriction on the second element)

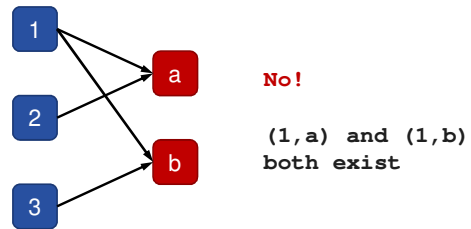
Spring 2020

Sacramento State - Cook - CSc 28

67

67

## Is This a Function?



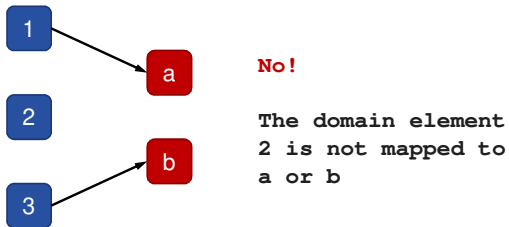
Spring 2020

Sacramento State - Cook - CSc 28

68

68

## Is This a Function?



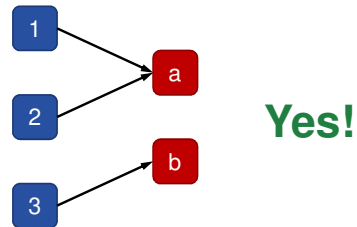
Spring 2020

Sacramento State - Cook - CSc 28

69

69

## Is This a Function?



Spring 2020

Sacramento State - Cook - CSc 28

70

70



## Function Definitions

The Mapping of Sets

71

## Function Definitions

- Functions are usually defined using a formula
- You should be able to tell that these match a Java method definition – header and body

$f: \mathbb{Z} \rightarrow \mathbb{Z}$   
 $f(x) = x * x$

Spring 2020

Sacramento State - Cook - CSc 28

72

72

## Function Definitions

- First part tells us that  $f$  maps every integer to an integer
- Second part tells us  $f(x)$  and  $x^2$  are the same thing

$$f: \mathbb{Z} \rightarrow \mathbb{Z}$$
$$f(x) = x * x$$

Spring 2020

Sacramento State - Cook - CSc 28

73

73

## Example

- In the following, is  $g$  a valid function?
- $\mathbb{R}$  is a set of reals
- $\sqrt{\phantom{x}}$  is the square root function

$$g: \mathbb{R} \rightarrow \mathbb{R}$$
$$g(x) = \sqrt{x}$$

Spring 2020

Sacramento State - Cook - CSc 28

74

74

## Example

- No.**
- Not every element of  $\mathbb{R}$  maps to something in  $\mathbb{R}$
- For example,  $g(-1) \notin \mathbb{R}$

$$g: \mathbb{R} \rightarrow \mathbb{R}$$
$$g(x) = \sqrt{x}$$

Spring 2020

Sacramento State - Cook - CSc 28

75

75



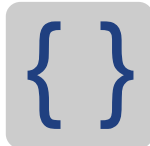
## Manipulating Relations

How a Set Sees Itself

76

## Manipulating Relations

- Because relations are representable as sets, we can use set notation to define them
- We can also use set notation to manipulate them



2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

77

77

## Example

$$A = \{ (1,1), (2,2), (3,3) \}$$
$$B = \{ (1,1), (2,4), (3,9) \}$$

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

78

78

## Example

$$A \cup B = \{ (1,1), (2,2), (2,4), (3,3), (3,9) \}$$

$$A \cap B = \{ (1,1) \}$$

$$A \setminus B = \{ (2,2), (3,3) \}$$

$$B \setminus A = \{ (2,4), (3,9) \}$$

2/18/2020

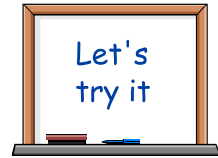
Sacramento State - Cook - CSc 28 - Spring 2019

79

79

## Let's Examine Some...

- Let's use students to create two relations
- Classes you plan to take
- Classes you might/did enjoy



2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

80

80

## Let's Examine Some...

- Let's examine two relations over a simple set  $\{1, 2, 3\}$  using set operators
- We can check if it is:
  - reflexive
  - symmetric
  - transitive



2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

81

81

## Let's Examine Some...

$A = \{1, 2, 3\}$ :  $R, S$  relations.

$$R = \{ (1,1), (1,2), (2,2), (2,3), (3,1), (3,3) \}$$

$$S = \{ (1,1), (1,2), (1,3), (2,1), (2,3), (3,2) \}$$

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

82

82



## Closures

Making a relation "complete"

## Closure

- Closure** of relation  $R$  is the **smallest** set (when unioned) gives  $R$  the desired property
- So, the closure of  $R$  is  $R \cup C$ , where  $C$  is the smallest set giving  $R \cup C$  the desired property



2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

84

84

## Some Examples

- For the following examples, the relation is over the set  $\{1, 2, 3, 4\}$
- The slides will show how to make the closures for reflexive, symmetric, and (the hard one) transitive

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

85

85

## Example Reflexive Closure

$R = \{ (1,2), (2,3), (3,4) \}$

$C = \{ (1,1), (2,2), (3,3), (4,4) \}$

Missing (1,1) (2,2), (3,3) and (4,4)

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

86

86

## Example Reflexive Closure

$R \cup C = \{ (1,2), (2,3), (3,4), (1,1), (2,2), (3,3), (4,4) \}$

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

87

87

## Example Symmetric Closure

$R = \{ (1,2), (2,3), (3,4) \}$

$C = \{ (2,1), (3,2), (4,3) \}$

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

88

88

## Example Symmetric Closure

$R \cup C = \{ (1,2), (2,3), (3,4), (2,1), (3,2), (4,3) \}$

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

89

89

## Example Transitive Closure (1 of 3)

$R = \{ (1,2), (2,3), (3,4) \}$

$C = \{ (1,3) \}$

Added due to (1,2) and (2,3)

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

90

90

## Example Transitive Closure (2 of 3)

$R = \{ (1, 2), (2, 3), (3, 4) \}$

$C = \{ (1, 3), (2, 4) \}$

Added due to (2,3) and (3,4)

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

91

91

## Example Transitive Closure (3 of 3)

$R = \{ (1, 2), (2, 3), (3, 4) \}$

$C = \{ (1, 3), (2, 4), (1, 4) \}$

Had to add after we added (2,4) since R contains (1,2)

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

92

92

## Example Transitive Closure

$R \cup C = \{ (1, 2), (2, 3), (3, 4), (1, 3), (2, 4), (1, 4) \}$

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

93

93

## Let's Try Some

- Set is over  $\{1, 2, 3, 4, 5\}$
- $R = \{ (1, 2), (2, 3), (3, 5), (4, 1) \}$
- What are the closures for this relation?



2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2019

94

94



Composition

The Inception of Functions

95

## Composition

- Composition* of two functions means the output of one function is used as the input as another
- This is very common in programming – you use the result of one expression as input to another



Spring 2020

Sacramento State - Cook - CSc 28

96

96

## Notation

- Notation for composition is straight forward – it simply consists of a empty circle operator
- Sometimes the (x) is put in front of the first function, but this is not always the case

$$f \circ g(x) \equiv f(g(x))$$

Spring 2020

Sacramento State - Cook - CSc 28

97

97

## Composition Example

$$f(x) = x + 4$$

$$g(x) = x^2$$

$$\begin{aligned} f \circ g(z) &= f(g(z)) \\ &= f(z^2) \\ &= z^2 + 4 \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

98

98

## Composition Example 2

$$f(x) = x + 4$$

$$g(x) = x^2$$

$$\begin{aligned} g \circ f(z) &= g(f(z)) \\ &= g(z + 4) \\ &= z^2 + 8z + 16 \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

99

99

## Composite Example

$$R = \{ (1, 2), (3, 1), (5, 3) \}$$

$$S = \{ (2, 3), (2, 6), (3, 9) \}$$


$$R \circ S = \{ (1, 3), (1, 6), (5, 9) \}$$

Spring 2020

Sacramento State - Cook - CSc 28

100

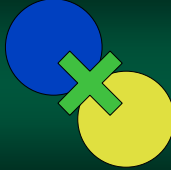
100



# Relations in Computer Science

Part 5

1



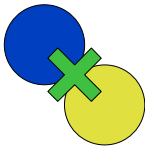
# Cross Products & Databases

SQL is set notation

2

## Cross Products & Databases

- We are in the "Information Age" where knowledge is now computerized
- Information is stored in databases
- These systems are based on tuples and sets



Spring 2020 Sacramento State - Cook - CSc 28 3

3

## Fields

- *Fields* contain the smallest unit of data
  - e.g. Number, Text
  - So, each can be seen as a tuple (it can be a set, but rarely so)
- Each field has a unique field name
  - Name
  - Age
  - etc....

Spring 2020 Sacramento State - Cook - CSc 28 4

4

## Records

- A *record* is a set of data fields
  - represents a logical group of data
  - these include related numbers, text, images, etc...
- Examples
  - Course: department, number, section
  - Student: name, age, class
  - Computer: brand, speed, cost, etc...

Spring 2020 Sacramento State - Cook - CSc 28 5

5

## Database Example

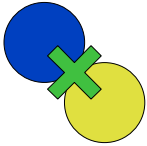
First	Last	Major	Greek
Peter	Griffen	Und	Tappa Kegga Bru
Joe	Gunchy	CSc	Cuppa Kappa Chino
Rick	Sanchez	Sci	elta Phart
Eric	Cartman	Bus	Eta Lotta Pi

Record

Spring 2020 Sacramento State - Cook - CSc 28 6

6

## Relationships & Cardinality



- *Relational Databases* allow the user to query multiple related tables
- Related tables are *joined* which performs a **cross product** on two tables
- Restrictions are used to eliminate unneeded records

Spring 2020

Sacramento State - Cook - CSc 28

7

7

## Locating Specific Data

- A *query language* is used to:
  - locate information
  - sort records
  - change data in records
- Examples:
  - SQL (Structured Query Language)
  - Natural language queries – not used often

Spring 2020

Sacramento State - Cook - CSc 28

8

8

## SQL Inner Join

```
SELECT Student.name,  
       Course.grade  
FROM Student  
INNER JOIN Course  
ON Student.sid = Course.sid  
WHERE Course.department = "csc"
```

Spring 2020

Sacramento State - Cook - CSc 28

9

9

## SQL Inner Join - Sets (simplified)

```
{ (s_name, c_grade) |  
  s ∈ Student and  
  c ∈ Course and  
  s_sid = c_sid and  
  c_department = "csc" }
```

Spring 2020

Sacramento State - Cook - CSc 28

10

10



## Abstract Data Types

What *int* really means

11

## Application of Sets

- An *abstract data type (ADT)* defines:
  - a set of possible values **and**
  - operations (functions) that can be performed on those values
- These are the basis for all classes and data structures in programming languages



Spring 2020

Sacramento State - Cook - CSc 28

12

12



## Integer Example

- In the code below, `int` is an ADT (found in most programming languages)
- It declares a variable `n` of type `int`
- `n` represents a value from `int`'s set of values

```
int n;
```

Spring 2020

Sacramento State - Cook - CSc 28

13

13

## Domain of 'int'

- `int` is defined (normally) as 32-bit
- So, the set is  $\{-2^{31}, \dots, (2^{31} - 1)\}$
- Also note: `int`  $\subset$   $\mathbb{Z}$ 
  - this means that it cannot store any integer
  - ... just within a small range subset of  $\mathbb{Z}$

Spring 2020

Sacramento State - Cook - CSc 28

14

14

## What Java's notation means

- When you declare a variable, you are stating that it is a member of a set
- In the example below, the two statements mean same thing: set notation vs. Java notation

```
n ∈ int
```

Set notation

```
int n;
```

Java notation

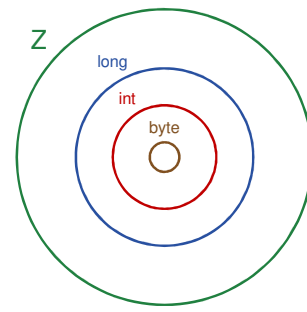
Spring 2020

Sacramento State - Cook - CSc 28

15

15

## Java Integer Sets



2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2018

16

16

## Possible Set Violation

```
void test(int x)
{
    ...
}
```

```
int main()
{
```

```
    long n;
    test(n);
```

long is a superset of int

int may not be able to store n

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2018

17

17

## No Set Violation

```
void test(long x)
{
    ...
}
```

```
int main()
{
```

```
    int n;
    test(n);
}
```

2/18/2020

Sacramento State - Cook - CSc 28 - Spring 2018

18

18

## Operations

- ADT also defines that  $n$  can be manipulated by via functions  $+$ ,  $-$ ,  $\times$ ,  $\div$
- Sometimes, programming languages are different (division for example)

```
 $\div : \mathbb{Z}, \mathbb{Z} \rightarrow \mathbb{Z}$  in Java, C++, C#
 $\div : \mathbb{Z}, \mathbb{Z} \rightarrow \mathbb{R}$  in Visual Basic
```

Spring 2020

Sacramento State - Cook - CSic 28

19

19

## Functions



Notation varies, but logic the same

20

## Functions

- Many programming languages support customized functions
- The format often mirrors the notation used in discrete mathematics



Spring 2020

Sacramento State - Cook - CSic 28

21

21

## C Family

- C programming language family includes: C, C++, Java, and C#
- The notation is very terse, but includes all the same information

```
name : int  $\rightarrow$  int
```

Discrete math

```
int name(int n)
```

Spring 2020

Sacramento State - Cook - CSic 28

22

22

## Visual Basic

- Visual Basic evolved from the original BASIC programming language
- The notation is far more verbose

```
name : Integer  $\rightarrow$  Integer
```

```
Function name(n As Integer) As Integer
```

Spring 2020

Sacramento State - Cook - CSic 28

23

23

## Pascal

- Pascal was very popular in the 1980's and 90's
- Created many concepts that were integrated into other languages

```
name : integer  $\rightarrow$  integer
```

```
function name(n : integer) : integer
```

Spring 2020

Sacramento State - Cook - CSic 28

24

24

## Fortran

- Fortran was the first third-generation programming language
- It has evolved over 50 years

```
name : integer → integer  
  
function name(n) result(x)  
    integer, intent(in) :: n  
    integer :: x
```

Spring 2020

Sacramento State - Cook - CSc 28

25

25

## Swift

- Swift was created by Apple to replace older Objective-C
- Influenced by multiple languages

```
name : Int → Int  
  
func name(n : Int) -> Int
```

Spring 2020

Sacramento State - Cook - CSc 28

26

26

## Swift

- Swift was created by Apple to replace older Objective-C
- Influenced by multiple languages

```
name : Int → Int  
  
func name(n : Int) -> Int
```

An arrow!

OMG! An arrow!


Wow! Correct notation!

Spring 2020

Sacramento State - Cook - CSc 28

27

27



# Boolean Logic

Part 6

1




# Logic Statements

Make Mr. Spock Proud

2

## Logic Statements

- Logic is used to construct all proofs and computer systems
- A statement is any declarative sentence that results in either true or false




Spring 2020 Sacramento State - Cook - CSc 28 3

3

## Examples of Statements

- There are exactly 35 people in this room*
- Sacramento State is located next to a river*
- $10 + 2 = 11$
- We have great choices for the 2020 Election*

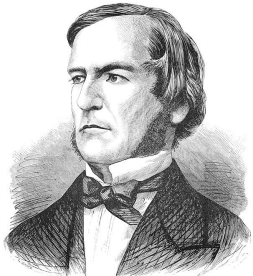


Spring 2020 Sacramento State - Cook - CSc 28 4

4

## Boolean Logic

- Discovered by George Boole
- First published in *The Mathematical Analysis of Logic* (1847)

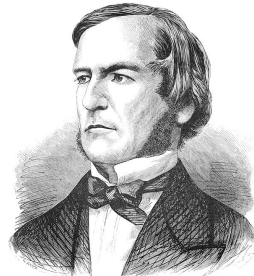


Spring 2020 Sacramento State - Cook - CSc 28 5

5

## Boolean Logic

- Revolutionized logic & proofs and is part of framework of modern of computer science



Spring 2020 Sacramento State - Cook - CSc 28 6

6

## Boolean Operators

- Statements can be combined in *compound statements* using Boolean operators
- After statements are combined, they are still statements
- For example: "p and q"
  - given that p and q are both statements
  - then "p and q" is also a statement

Spring 2020

Sacramento State - Cook - CSc 28

7

7

## Let's Review Boolean Operators

Operator	Name
$p \text{ and } q$	True <u>only</u> if <u>both</u> p and q are <u>true</u>
$p \text{ or } q$	True if <u>either</u> p or q <u>true</u>
$\text{not } p$	True if p false
$p \text{ xor } q$	True if p and q are different
$p \text{ implies } q$	True <u>unless</u> p is true and q is false

Spring 2020

Sacramento State - Cook - CSc 28

8

8

## Logic Notation of Operators

Logic	C Family	Visual Basic
$p \wedge q$	$p \ \&\& \ q$	$p \text{ and } q$
$p \vee q$	$p \    \ q$	$p \text{ or } q$
$\neg p$	$!p$	$\text{not } p$
$p \oplus q$	$\text{none}$	$p \text{ xor } q$

Spring 2020

Sacramento State - Cook - CSc 28

9

9

## Truth Tables

- Truth tables are useful tools for analyzing a large Boolean expression
- The table includes all the possible combinations of True and False for each input into the equation
- This results in  $2^n$  rows where  $n$  is the number of inputs

Spring 2020

Sacramento State - Cook - CSc 28

10

10

## Truth Table

p	q	$\neg p$	$p \vee q$	$p \wedge q$	$p \rightarrow q$
T	T	F	T	T	T
T	F	F	T	F	F
F	T	T	T	F	T
F	F	T	F	F	T

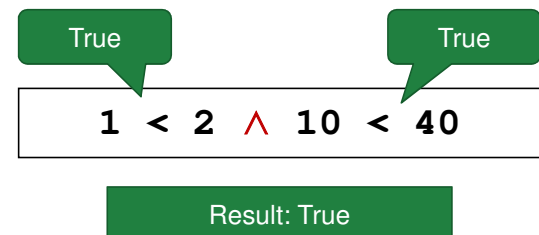
Spring 2020

Sacramento State - Cook - CSc 28

11

11

## AND Example



Spring 2020

Sacramento State - Cook - CSc 28

12

12

### AND Example 2

True False

$1 < 2 \wedge 12 < 10$

Result: False

Spring 2020 Sacramento State - Cook - CSc 28 13

13

### OR Example

True True

$1 < 2 \vee 10 < 40$

Result: True

Spring 2020 Sacramento State - Cook - CSc 28 14

14

### OR Example 2

True False

$5 > 3 \vee 44 < 8$

Result: True

Spring 2020 Sacramento State - Cook - CSc 28 15

15

### OR Example 3

False False

$49 < 47 \vee 99 < 10$

Result: False

Spring 2020 Sacramento State - Cook - CSc 28 16

16

### NOT Example

True

$\neg (1 < 2)$

Result: False

Spring 2020 Sacramento State - Cook - CSc 28 17

17

### NOT Example

False

$\neg (1 = 2)$

Result: True

Spring 2020 Sacramento State - Cook - CSc 28 18

18

## Examples

$1 < 3 \wedge 10 < 40$	True
$1 = 3 \wedge 10 < 40$	False
$\neg (12 \neq 12)$	True
$1 > 3 \vee 30 < 20$	False

Spring 2020

Sacramento State - Cook - CSc 28

19

19



## Logical Operator Precedence

Yup, we have that here too!

20

## Logical Operator Precedence

- In *propositional logic*, statements can be combined with other statements using logical operators
- So, they can be chained together to form complex logic



Spring 2020

Sacramento State - Cook - CSc 28

21

21

## Algebra: Order of Operations

- Some mathematical operators have a high "precedence" than others
- They are computed first

$$3 + 6 / 3 * 2$$

Spring 2020

Sacramento State - Cook - CSc 28

22

22

## Algebra: Order of Operations

- Knowing the correct order is vital
- For example, what is the result of the expression below?

$$3 + 6 / 3 * 2$$

Spring 2020

Sacramento State - Cook - CSc 28

23

23

## Algebra: Order of Operations

- It is 7
- Divide and multiply are equal (and then done left to right), addition is done last

$$3 + 6 / 3 * 2 = 7$$

Spring 2020

Sacramento State - Cook - CSc 28

24

24

## Many try, many fail

- Many students, using "PEMDAS", think multiply is done before divide (M is before D)
- ... or they just go left to right with no regard to precedence

$3 + 6 / 3 * 2 = 4$  **WRONG! F-!**

Spring 2020

Sacramento State - Cook - CSc 28

25

25

## Standard Precedence Levels


1	$\neg$	Highest Level
2	$\wedge$	
3	$\vee \oplus$	Lowest Level

Spring 2020

Sacramento State - Cook - CSc 28

26

26




## Defining Boolean Logic

"Want to define it?"  
"True."

27

## Defining Boolean Logic

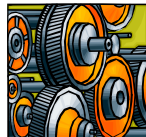
- Let's look at what exactly Boolean logic is in context of data types and functions
- Once we define the Boolean Data type, we can apply it to other systems



28

## Functions

- Also recall functions from earlier
- An *abstract data type* is a set of values and functions on those values
- So, we can define the data type for Boolean values



Spring 2020

Sacramento State - Cook - CSc 28

29

29

## Extending Boolean to Other Types

- The abstract data type for a Boolean Data Type can be written as a 6-tuple



$B = (S, \vee, \wedge, \neg, \perp, \top)$

Spring 2020

Sacramento State - Cook - CSc 28

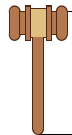
30

30



## Extending Boolean to Other Types

- The first property is a set  $S$  contains two elements
- These are:  $\perp$  (smaller) and  $\top$  (bigger)



$$B = (S, \vee, \wedge, \neg, \perp, \top)$$

Spring 2020

Sacramento State - Cook - CSc 28

31

31

## Extending Boolean to Other Types

- 3 operations on the set  $S$ :  $\vee, \wedge, \neg$
- Must follow the 4 primary axioms: Identity, Commutative, Distributive, Complement



$$B = (S, \vee, \wedge, \neg, \perp, \top)$$

Spring 2020

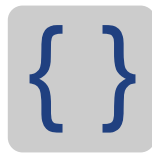
Sacramento State - Cook - CSc 28

32

32

## Defining Boolean Logic

- Boolean Logic is closely related to Set Theory
- So much, in fact, that Boolean Logic can be considered as a special case of sets



Spring 2020

Sacramento State - Cook - CSc 28

33

33

## Defining Boolean Logic

- We can show that the behavior of Boolean Logic can be created in sets
- It's not surprised that many of the laws for sets work for Boolean Logic



Spring 2020

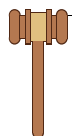
Sacramento State - Cook - CSc 28

34

34

## Set Theory & Boolean Logic

- First, we can define True as the Universe
- Remember that in binary logic, it simply *is* or it *isn't*
- So, the Universe means 1 or true



$$\begin{aligned} T &= U \\ F &= \emptyset \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

35

35

## Set Theory & Boolean Logic

- The complement of  $U$  is  $\emptyset$
- So, naturally, False is represented with  $\emptyset$



$$\begin{aligned} T &= U \\ F &= \emptyset \end{aligned}$$

Spring 2020

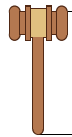
Sacramento State - Cook - CSc 28

36

36

## Boolean Operators with Sets

- The Union operator is analogous to the And operator
- Likewise, Intersection is analogous to Or.



$$a \wedge b = A \cap B$$

$$a \vee b = A \cup B$$

Spring 2020

Sacramento State - Cook - CSc 28

37

37

## And-Intersection Comparison

Boolean Logic	Set Theory
$T \wedge T = T$	$U \cap U = U$
$T \wedge F = F$	$U \cap \emptyset = \emptyset$
$F \wedge T = F$	$\emptyset \cap U = \emptyset$
$F \wedge F = F$	$\emptyset \cap \emptyset = \emptyset$

Spring 2020

Sacramento State - Cook - CSc 28

38

38

## Or-Intersection Comparison

Boolean Logic	Set Theory
$T \vee T = T$	$U \cup U = U$
$T \vee F = T$	$U \cup \emptyset = U$
$F \vee T = T$	$\emptyset \cup U = U$
$F \vee F = F$	$\emptyset \cup \emptyset = \emptyset$

Spring 2020

Sacramento State - Cook - CSc 28

39

39

## Boolean Not with Complement

- The Boolean Not operator can also be implemented using set theory
- In this case, complement



$$\neg a = A'$$

Spring 2020

Sacramento State - Cook - CSc 28

40

40

## Or-Intersection Comparison

Boolean Logic	Set Theory
$\neg T = F$	$U' = \emptyset$
$\neg F = T$	$\emptyset' = U$

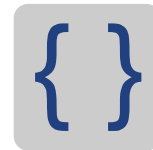
Spring 2020

Sacramento State - Cook - CSc 28

41

41

## The Axioms




- The Axioms are:
  - Identity
  - Commutative
  - Distributive
  - Complement
- The axioms from Set Theory apply to Boolean Logic

Spring 2020

Sacramento State - Cook - CSc 28

42

42




## Tautology & Contradiction

When the logic is quite elementary

43

## Tautology & Contradictions

- Some statements are always true or false regardless of the variables used
- If the statement is always **true**, it is called **tautology**
- If the statement is always **false**, it is called a **contradiction**



Spring 2020 Sacramento State - Cook - CSc 28 44

44

## Example Tautologies

- The following are examples of tautologies
- The result will always be **true**

$$p \vee \neg p$$

$$p \rightarrow p$$

$$p = p$$

Spring 2020 Sacramento State - Cook - CSc 28 45

45

## Example Contradictions

- The following are examples of contradictions
- The result will always be **false**

$$p \wedge \neg p$$

$$p \oplus p$$

Spring 2020 Sacramento State - Cook - CSc 28 46

46


## Example

- So, what is the truth table for the example below?
- Let's create a truth table

$$(\neg p \wedge q) \wedge (p \vee \neg q)$$

Spring 2020 Sacramento State - Cook - CSc 28 47

47



## Logic Equivalence

Same meaning, different form

48

## Logical Equivalence

- *Logical equivalence* is when two different statements are the same
- The truth tables for both statements are identical



Spring 2020

Sacramento State - Cook - CSc 28

49

50

## First Four Axioms

- The first four fundamental axioms were developed by *Edward Huntington* in 1904
- Other rules are derived from these



Spring 2020

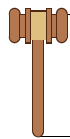
Sacramento State - Cook - CSc 28

50

51

## Commutative Law

- Both  $\wedge$  and  $\vee$  are commutative
- This means the left-hand and right-hand operands can be switched (symmetric relation)



$$\begin{aligned} a \wedge b &\equiv b \wedge a \\ a \vee b &\equiv b \vee a \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

51

52

## Identity Law

- Some operands will have no effect on the truth table of a statement
- In this case, the statement can be simplified



$$\begin{aligned} a \wedge \text{true} &\equiv a \\ a \vee \text{false} &\equiv a \end{aligned}$$

Spring 2020

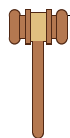
Sacramento State - Cook - CSc 28

52

53

## Complement Law

- When a statement is used with its complement (itself negated), it will result in either true or false
- So, it is always a tautology or contradiction



$$\begin{aligned} a \wedge \neg a &\equiv \text{false} \\ a \vee \neg a &\equiv \text{true} \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

53

54

## Distributive Law

- Math has operators that are *distributive*
- For example:  $a * (b + c) = (a * b) + (a * c)$
- Works for both  $\wedge$  and  $\vee$



$$\begin{aligned} a \wedge (b \vee c) &\equiv (a \wedge b) \vee (a \wedge c) \\ a \vee (b \wedge c) &\equiv (a \vee b) \wedge (a \vee c) \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

54

9

## Logical Equivalence

- A number of useful laws can be derived from the first four
- It is vital to remember all of these when solving complex Boolean equations



Spring 2020

Sacramento State - Cook - CSc 28

55

55

## Associative Law

- Some operators in math are *associative*
- For example:  $(a + b) + c = a + (b + c)$
- Same applies to  $\wedge$  and  $\vee$



$$a \wedge (b \wedge c) \equiv (a \wedge b) \wedge c$$

$$a \vee (b \vee c) \equiv (a \vee b) \vee c$$

Spring 2020

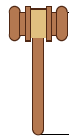
Sacramento State - Cook - CSc 28

56

56

## Absorption Law

- There is a special case of the Distributive Law where one variable is *absorbed* (i.e. eliminated)
- Applies to both  $\wedge$  and  $\vee$



$$a \wedge (a \vee b) \equiv a$$

$$a \vee (a \wedge b) \equiv a$$

Spring 2020

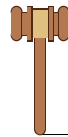
Sacramento State - Cook - CSc 28

57

57

## Idempotent Law

- When a statement is combined with itself, it is equivalent to just the statement (no duplicate)
- This applies to both  $\wedge$  and  $\vee$



$$a \wedge a \equiv a$$

$$a \vee a \equiv a$$

Spring 2020

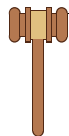
Sacramento State - Cook - CSc 28

58

58

## Involution Law

- One of the most basic equivalences in logic is the *double negation*
- It is fairly obvious, so not more needs to be said



$$\neg \neg a \equiv a$$

Spring 2020

Sacramento State - Cook - CSc 28

59

59

## Domination Law

- This might look similar to the identity law, but look very careful at which operator is being used
- These will result in either true or false.



$$a \vee \text{true} \equiv \text{true}$$

$$a \wedge \text{false} \equiv \text{false}$$

Spring 2020

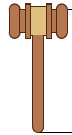
Sacramento State - Cook - CSc 28

60

60

## DeMorgan's Law

- So, it states you can change the operator from  $\wedge$  to  $\vee$  or vice-versa
- If you negate both operands



$$\neg (a \wedge b) \equiv \neg a \vee \neg b$$

$$\neg (a \vee b) \equiv \neg a \wedge \neg b$$

Spring 2020

Sacramento State - Cook - CSc 28

61

61

## Truth Table – Testing Not-Or

a	b	$\neg a$	$\neg b$	$\neg a \wedge \neg b$	$\neg (a \vee b)$
T	T	F	F	F	F
T	F	F	T	F	F
F	T	T	F	F	F
F	F	T	T	T	T

Spring 2020

Sacramento State - Cook - CSc 28

62

62

## Truth Table – Testing Not-And

a	b	$\neg a$	$\neg b$	$\neg a \vee \neg b$	$\neg (a \wedge b)$
T	T	F	F	F	F
T	F	F	T	T	T
F	T	T	F	T	T
F	F	T	T	T	T

Spring 2020

Sacramento State - Cook - CSc 28

63

63

## Example

- So, can we simplify the expression below?
- Let's create a truth table

$$(a \wedge b) \vee (\neg a \wedge b)$$



Spring 2020

Sacramento State - Cook - CSc 28

64

64

## Boolean Algebra



- Truth tables become unwieldy as the number of variables increase
- Logical algebra is another way to evaluate equivalence
- Equivalences can be used to generate one expression from another

Spring 2020

Sacramento State - Cook - CSc 28

65

65

## Example Simplification

$$(a \wedge b) \vee (\neg a \wedge b) =$$

$$(a \vee \neg a) \wedge b =$$

After using Distributive Law

$$\text{true} \wedge b =$$

After using Complement Law

$$b$$

After using Identity Law

Spring 2020

Sacramento State - Cook - CSc 28

66

66




## Implication

The operator of science

67

## Implication


- The only Boolean operator that causes confusion is implication
- However, its usage is *vital* to understand – since it is used your programs (even if you might not see it)



68

## Implication


- For "p implies q"...
- p is called the *antecedent* (or hypothesis or assumption)
- q is called the *consequent* (or conclusion)



69

## Implication

- "p implies q" is contradicted (false) *only* when...
- p is true** and **q is false**
- In all other cases, it is true



70

## Standard Precedence Levels

1	$\neg$	Highest Level
2	$\wedge$	
3	$\vee \oplus$	Lowest Level
4	$\rightarrow$	

71

## Implies Example

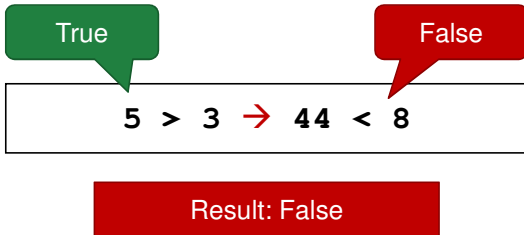
True      True

$1 < 2 \rightarrow 10 < 40$

Result: True

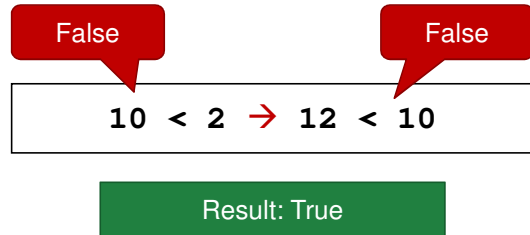
72

## Implies Example 2



73

## Implies Example 3



74

## Analyzing Implication

Understanding is Power

75

## Analyzing Implication

- Implication is both simple and complex
- It is used in all aspects of logical proof and the basis of all programs
- Understanding is complexity is essential to understanding logic (and discrete math)



76

## Implication Examples

- If the Moon is made of cheese *then* the Moon is a tasty snack.
- If the flag has a bear *then* it's the Flag of California.
- If it is a fish *then* it lives in water.
- If the university is Sacramento State *then* the mascot is a hornet.

77

## Many Ways to Say "Implies"

- $A$  implies  $B$
- $A \rightarrow B$
- $B$  if  $A$
- If  $A$  then  $B$
- $B$  given  $A$



78



## Example From History



- Let's look at a implication from California history
- During the Gold Rush, people were inspired by a simple idea...
- *"If I pan for gold then I'll get rich!"*

Spring 2020

Sacramento State - Cook - CSc 28

79

79

## "If I pan for gold then I'll get rich"

- Let's look at this statement closer
- It can be rewritten: *"Pan of Gold  $\rightarrow$  Get Rich"* or, very tersely, *" $P \rightarrow R$ "*

$P \rightarrow R$

Spring 2020

Sacramento State - Cook - CSc 28

80

80

## "If I pan for gold then I'll get rich"

- There four combinations of the truth table
- Which of these combinations would invalidate the statement

$P \rightarrow R$

Spring 2020

Sacramento State - Cook - CSc 28

81

81

## True $\rightarrow$ True

- If  $P$  is true, and  $R$  is true...
- *"We panned for gold and got rich"*
- Statement is true
  - we asserted that if  $P$  is true then  $R$  is true
  - since both are true, the statement is affirmed
  - $\text{true} \rightarrow \text{true} = \text{true}$

Spring 2020

Sacramento State - Cook - CSc 28

82

82

## False $\rightarrow$ True

- What if  $P$  is false and  $R$  is true
- *"We didn't pan for gold and got rich"*
- Statement is true
  - the fact we got rich (without panning for gold), doesn't mean that the statement is false
  - it has not contradicted the statement
  - $\text{false} \rightarrow \text{true} = \text{true}$

Spring 2020

Sacramento State - Cook - CSc 28

83

83

## False $\rightarrow$ False

- What if  $P$  is false and  $R$  is false?
- *"We didn't pan for gold and didn't get rich"*
- Statement is true
  - the fact that both are false, still does not contraction our original statement
  - it stated "IF we pan for gold then we get rich"
  - $\text{false} \rightarrow \text{false} = \text{true}$

Spring 2020

Sacramento State - Cook - CSc 28

84

84

## True $\rightarrow$ False

- Finally what if **P** is **true** and **R** is **false**?
- *We panned for gold, but didn't get rich*
- Statement is **false**
  - we asserted if **P** is true then **R** must be **true**
  - however, since this contradicts the assertion, the result of the implication is false
  - **true**  $\rightarrow$  **false** = **false**

Spring 2020

Sacramento State - Cook - CSc 28

85

85

## Implication Hiding in Plain Sight

- Consider the expression below
- The word "then" is alternative way of saying "implies"
- So, Is it True? False?

```
if x > 2 then x2 > 4
```

Spring 2020

Sacramento State - Cook - CSc 28

86

86

## Implication Hiding in Plain Sight

- There are different values of  $x$  that will make the antecedent and consequent both true and false
- If both are true, then the statement is correct

```
if x > 2 then x2 > 4
```

Spring 2020

Sacramento State - Cook - CSc 28

87

87

## Implication Hiding in Plain Sight

- If **x > 2** is false, then we don't care about the consequent

```
if x > 2 then x2 > 4
```

Spring 2020

Sacramento State - Cook - CSc 28

88

88



## Deconstructing Implication

Other operators; same logic

## Deconstructing Implication

- The implication logic can be broken down into the forms that are easier to remember
- This is actually quite important when we cover a few logical tricks later one
- So, let's look at the truth table for other operators



Spring 2020

Sacramento State - Cook - CSc 28

90

90

## Analyzing Implication

- So, can implication be written using just logical "and", "or", or "not"?
- Yes, we can!

$$p \rightarrow q$$

Spring 2020

Sacramento State - Cook - CSc 28

91

91

## Truth Table – One way to do it

p	q	$p \rightarrow q$
T	T	T
T	F	F
F	T	T
F	F	T

True whenever q is true

True whenever p is false

Spring 2020

Sacramento State - Cook - CSc 28

92

92

## Analyzing Implication

- So, we can definite  $p \rightarrow q$  as "not p or q"
- Like before, let's prove in our truth table

$$p \rightarrow q \equiv \neg p \vee q$$

Spring 2020

Sacramento State - Cook - CSc 28

93

93

## Truth Table – Or Logic

p	q	$\neg p$	$\neg p \vee q$	$p \rightarrow q$
T	T	F	T	T
T	F	F	F	F
F	T	T	T	T
F	F	T	T	T

Spring 2020

Sacramento State - Cook - CSc 28

94

94

## Truth Table – One way to look at it

p	q	$p \rightarrow q$
T	T	T
T	F	F
F	T	T
F	F	T

Only false for:

$$p \wedge \neg q$$

We can negate this.

Spring 2020

Sacramento State - Cook - CSc 28

95

95

## Analyzing Implication

- So, we can definite  $p \rightarrow q$  as "not (p and not q)"
- It doesn't look quite right, let's test it out

$$p \rightarrow q \equiv \neg (p \wedge \neg q)$$

Spring 2020

Sacramento State - Cook - CSc 28

96

96

## Truth Table – And Logic

p	q	$\neg q$	$p \wedge \neg q$	$\neg(p \wedge \neg q)$	$p \rightarrow q$
T	T	F	F	T	T
T	F	T	T	F	F
F	T	F	F	T	T
F	F	T	F	T	T

Spring 2020

Sacramento State - Cook - CSc 28

97

97

## Analyzing Implication


$$\begin{aligned} p \rightarrow q &\equiv \neg(p \wedge \neg q) \\ &\equiv \neg p \vee q \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

98


98



# Arguments

Part 7

1




# Arguments

Proving a Point

2

## Arguments

- A combination of true statements can be used to claim another as true
- An *argument* is a collection of statements (called *premises*), which, when all are true, imply a consequence



Spring 2020 Sacramento State - Cook - CSc 28 3

3

## Example Argument

**raining  $\rightarrow$  wet outside**  
**not wet outside**

---

?

Our conclusion goes here

Spring 2020 Sacramento State - Cook - CSc 28 4

4

## Example Argument 2

**raining  $\rightarrow$  wet outside**  
**not raining**

---

?

What conclusion goes here?  
Does it work?

Spring 2020 Sacramento State - Cook - CSc 28 5

5

## Example Argument 3

**x is duck or x is swan**  
**x isn't a swan**

---

?

Obvious! But why?

Spring 2020 Sacramento State - Cook - CSc 28 6

6

## When an Argument is Valid

- When all the premises are true then the consequence must be true
- If all the premises are true, but the conclusion can be false, the argument is disproven



Spring 2020

Sacramento State - Cook - CSc 28

7

7

## When an Argument is Valid

- However, if any premise is false, then the argument is not disproven – *it is still valid*
- We can often prove arguments by building truth tables



Spring 2020

Sacramento State - Cook - CSc 28

8

8

## Argument Notation

- Arguments can be written out several ways
- The most common approach is to write each premise on a different line
- The consequence is written below the premises separated with horizontal line



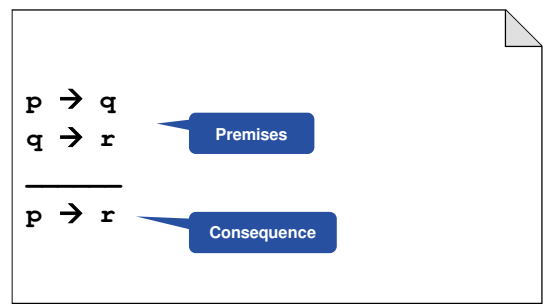
Spring 2020

Sacramento State - Cook - CSc 28

9

9

## Common Notation



Spring 2020

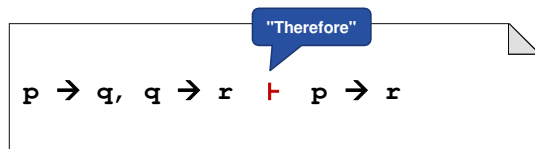
Sacramento State - Cook - CSc 28

10

10

## Another Argument Notation

- Arguments can be written on a single line
- Premises are separated with commas
- Consequence can use the symbol  $\vdash$  or  $\therefore$



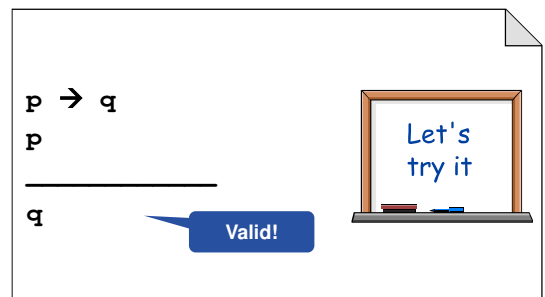
Spring 2020

Sacramento State - Cook - CSc 28

11

11

## Let's Try This



Spring 2020

Sacramento State - Cook - CSc 28

12

12

## Arguments and Implication

- Arguments are actually implications with each premise connected with  $\wedge$
- So, if you have premises **A**, premise **B**, and conclusion **C**, then it has the following form

$$\mathbf{A} \wedge \mathbf{B} \rightarrow \mathbf{C}$$

Spring 2020

Sacramento State - Cook - CSc 28

13

13



## Valid Arguments

Proving a Point

14

## Valid Arguments

- Rules of Inference* are valid arguments that are commonly used in proofs
- Most of these are obvious to you... it is natural logical thought



Spring 2020

Sacramento State - Cook - CSc 28

15

15

## Rules of Inference

- Modus Ponens* (aka Law of Detachment)
- Modus Tollens*
- Disjunctive Syllogism*
- Hypothetical Syllogism*



Spring 2020

Sacramento State - Cook - CSc 28

16

16

## Modus Ponens

- Modus Ponens* is the most basic Rule of Inference
- Based on the logic that if:
  - an implication is true
  - implication's hypothesis is true
  - then the implication's conclusion must be true



Spring 2020

Sacramento State - Cook - CSc 28

17

17

## Modus Ponens Example

○	If it is a fish, then it lives in water.
○	It is a fish.
○	Therefore, it lives in water!

Spring 2020

Sacramento State - Cook - CSc 28

18

18

## Modus Ponens

$$\begin{array}{l} p \rightarrow q \\ p \\ \hline q \end{array}$$

Rules of Inference

Spring 2020 Sacramento State - Cook - CSc 28 19

19

## Modus Ponens

p	q	$p \rightarrow q$
T	T	T
T	F	F
F	T	T
F	F	T

Spring 2020 Sacramento State - Cook - CSc 28

20

20

## Modus Tollens

- *Modus Tollens* is closely relate to modus ponens
- Based on the logic that if:
  - an implication is true
  - implication's conclusion is false
  - then the implication's hypothesis must be false



Spring 2020 Sacramento State - Cook - CSc 28

21

21

## Modus Tollens Example

○ If it is a fish, then it lives in water.

○ It doesn't live in water.

○ Therefore, it is not a fish!

Spring 2020 Sacramento State - Cook - CSc 28

22

22

## Modus Tollens

$$\begin{array}{l} p \rightarrow q \\ \neg q \\ \hline \neg p \end{array}$$

Rules of Inference

Spring 2020 Sacramento State - Cook - CSc 28

23

23

## Modus Tollens

p	q	$p \rightarrow q$	$\neg p$	$\neg q$
T	T	T	F	F
T	F	F	F	T
F	T	T	T	F
F	F	T	T	T

Spring 2020 Sacramento State - Cook - CSc 28

24

24



## Disjunctive Syllogism

- *Disjunctive Syllogism* is based on the  $\vee$  operator that
- Based on the logic that if:
  - an or-statement is true
  - one of the operands is false
  - then, the other operand must be true



Spring 2020 Sacramento State - Cook - CSc 28 25

25

## Disjunctive Syllogism Example

- It breathes water or air.
- It doesn't breath water.
- Therefore, it breathes air.

Spring 2020 Sacramento State - Cook - CSc 28 26

26

## Disjunctive Syllogism

$p \vee q$   
 $\neg p$

Rules of Inference

$q$

Spring 2020 Sacramento State - Cook - CSc 28 27

27

## Hypothetical Syllogism

- *Hypothetical Syllogism* is based on an implication chain
- Gives a logical "chain" of events
- So, if  $a \rightarrow b$  and  $b \rightarrow c$  then  $a \rightarrow c$



Spring 2020 Sacramento State - Cook - CSc 28 28

28

## Hypothetical Syllogism Example

- If is a trout, then it is a fish
- If it is a fish, then it lives in water.
- Therefore, a trout lives in water!

Spring 2020 Sacramento State - Cook - CSc 28 29

29

## Hypothetical Syllogism

$p \rightarrow q$   
 $q \rightarrow r$

Rules of Inference

$p \rightarrow r$

Spring 2020 Sacramento State - Cook - CSc 28 30

30

## Let's Apply The Logic

- Let's these rules on the argument below
- We can use either a truth table or logical deduction

If I study then I will an A  
If I don't watch Netflix then I will study  
I didn't get an A  
\_\_\_\_\_  
I watched Netflix

Spring 2020

Sacramento State - Cook - CSc 28

31

31

## Simply Logic: letters

- First, let's simply the structure of the argument so we can see the logic
- We will assign each part a letter

s = studied  
a = got an A  
n = watched Netflix

Spring 2020

Sacramento State - Cook - CSc 28

32

32

## Simply Logic: New Form

1.  $s \rightarrow a$   
2.  $\neg n \rightarrow s$   
3.  $\neg a$   
\_\_\_\_\_  
n

Spring 2020

Sacramento State - Cook - CSc 28

33

33

## Modus Tollens – study, no A

1.  $s \rightarrow a$   
2.  $\neg n \rightarrow s$   
3.  $\neg a$   
\_\_\_\_\_  
n

1 and 3:  
Modus Tollens

Spring 2020

Sacramento State - Cook - CSc 28

34

34

## Modus Tollens – study, no A

1.  $\neg s$   
2.  $\neg n \rightarrow s$   
3.  $\neg a$   
\_\_\_\_\_  
n

1 and 3:  
Modus Tollens  
"Did not study"

Spring 2020

Sacramento State - Cook - CSc 28

35

35

## Modus Tollens – study, Netflix

1.  $\neg s$   
2.  $\neg n \rightarrow s$   
3.  $\neg a$   
\_\_\_\_\_  
n

1 and 2:  
Modus Tollens

Spring 2020

Sacramento State - Cook - CSc 28

36

36

## Modus Tollens – study, Netflix

1.  $\neg s$
2.  $\neg \neg n$
3.  $\neg a$

---

$n$

1 and 2:  
Modus Tollens

"Did not *not* watch Netflix"

Spring 2020 Sacramento State - Cook - CSc 28 37

37

## Double Negation

1.  $\neg s$
2.  $\neg \neg n$
3.  $\neg a$

---

$n$

Double negation

Spring 2020 Sacramento State - Cook - CSc 28 38

38

## Double Negation

1.  $\neg s$
2.  $n$
3.  $\neg a$

---


$n$

2:  
Double Negation

"Watched Netflix"

Spring 2020 Sacramento State - Cook - CSc 28 39

39



Logical Fallacies

"This is most illogical" – Mr. Spock

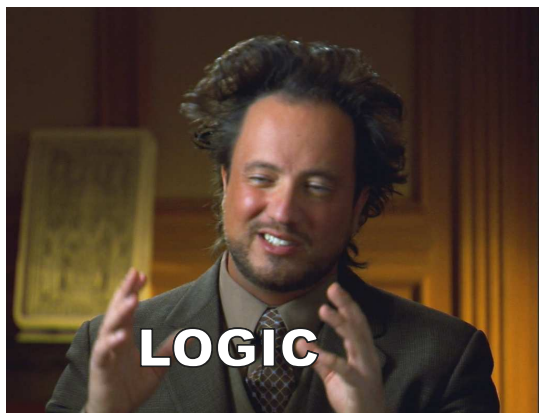
40

## Logical Fallacies

- There are a number of fallacious arguments that, while they might look logical, are wrong
- The following slides contain some of them
- For fun, apply them to current political discourse or *History Channel 2*

Spring 2020 Sacramento State - Cook - CSc 28 41

41



LOGIC

42

## Fallacy of the Converse

- *Fallacy of the Converse* is based on assumption that if the conclusion is true then the hypothesis is true
- Also called:
  - *affirming the consequent*
  - *converse error*



Spring 2020

Sacramento State - Cook - CSc 28

43

43

## Fallacy of the Converse Example

○	If it is a fish, then it lives in water.
○	It lives in water.
○	Therefore, it is a fish!

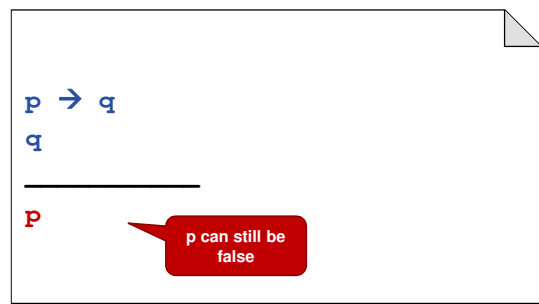
Spring 2020

Sacramento State - Cook - CSc 28

44

44

## Fallacy of the Converse



Spring 2020

Sacramento State - Cook - CSc 28

45

45

## Fallacy of the Converse

p	q	$p \rightarrow q$
T	T	T
T	F	F
F	T	T
F	F	T

Spring 2020

Sacramento State - Cook - CSc 28

46

46

## Fallacy of the Inverse

- *Fallacy of the Inverse* is based on assumption that if the hypothesis is false, then the conclusion is also false
- Also called:
  - *denying the antecedent*
  - *inverse error*



Spring 2020

Sacramento State - Cook - CSc 28

47

47

## Fallacy of the Inverse Example

○	If it is a cat, then it is furry.
○	It is not a cat.
○	Therefore, it is not furry!

Spring 2020

Sacramento State - Cook - CSc 28

48

48

## Fallacy of the Inverse

$p \rightarrow q$   
 $\neg p$   


---

 $\neg q$

q can be either true or false

Spring 2020

Sacramento State - Cook - CSc 28

49

50

## Fallacy of the Converse

p	q	$p \rightarrow q$	$\neg p$	$\neg q$
T	T	T	F	F
T	F	F	F	T
F	T	T	T	F
F	F	T	T	T

Spring 2020

Sacramento State - Cook - CSc 28

50

51

## Fallacy of Affirming a Disjunct

- Fallacy of Affirming a Disjunct** is based on assumption that if there are two attributes and one is true, the other must be false
- Other names:
  - fallacy of the alternative
  - false exclusionary disjunct



Spring 2020

Sacramento State - Cook - CSc 28

51

52

## Affirming a Disjunct Example

- Suspect is either a politician or a lawyer.
- Suspect is a politician.
- Therefore, the suspect isn't a lawyer.

Spring 2020

Sacramento State - Cook - CSc 28

52

53

## Fallacy of Affirming a Disjunct

$p \vee q$   
 $p$   


---

 $\neg q$

Just because p is true, doesn't mean q has to be false.

Spring 2020

Sacramento State - Cook - CSc 28

53

54

## Fallacy of the Converse

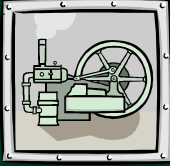
p	q	$p \vee q$	$\neg q$
T	T	T	F
T	F	T	T
F	T	T	F
F	F	F	T

Spring 2020

Sacramento State - Cook - CSc 28

54

9



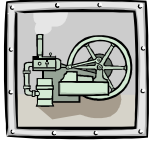
## Boolean Algebra & Proofs

Proofs and Logic are one

55

## Boolean Algebra

- Remember Boolean algebra laws: Associative, Commutative, etc...
- These can be used to expand an expression... and then simplify it in a different form



Spring 2020 Sacramento State - Cook - CSc 28 56

56

## Example

if "a or b" is true and  
"a and b" is false

then

a = not b

Spring 2020 Sacramento State - Cook - CSc 28 57

57

## Example (with a rewrite)

We can rewrite it as an argument:

$$\begin{array}{l} a \vee b = \text{true} \\ a \wedge b = \text{false} \\ \hline a = \neg b \end{array}$$

Spring 2020 Sacramento State - Cook - CSc 28 58

58

## The Strategy

- We could use a Truth Table to prove this
- Let's use Boolean Algebra to prove if this is correct

$$\begin{array}{l} a \vee b = \text{true} \\ a \wedge b = \text{false} \\ \hline a = \neg b \end{array}$$

Spring 2020 Sacramento State - Cook - CSc 28 59

59

## The Approach

- Start with a
- Try to change it into  $\neg b$
- Use the premises to replace values

$$\begin{array}{l} a \vee b = \text{true} \\ a \wedge b = \text{false} \\ \hline a = \neg b \end{array}$$

Spring 2020 Sacramento State - Cook - CSc 28 60

60

$a \vee b = \text{true}$   
 $a \wedge b = \text{false}$

$a = a$		
$= a \wedge \text{true}$		Identity
$= a \wedge (b \vee \neg b)$		Complement
$= a \wedge b \vee a \wedge \neg b$		Distributive
$= \text{false} \vee a \wedge \neg b$		Premise
$= b \wedge \neg b \vee a \wedge \neg b$		Complement
$= \neg b \wedge (b \vee a)$		Distributive
$= \neg b \wedge \text{true}$		Premise
$= \neg b$		Identity

Spring 2020
Sacramento State - Cook - CSC 28
61

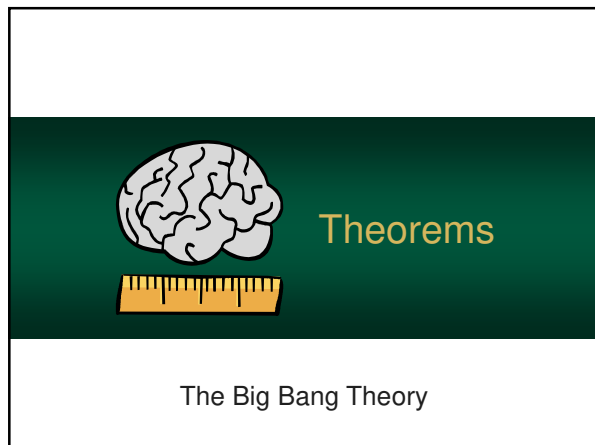
61



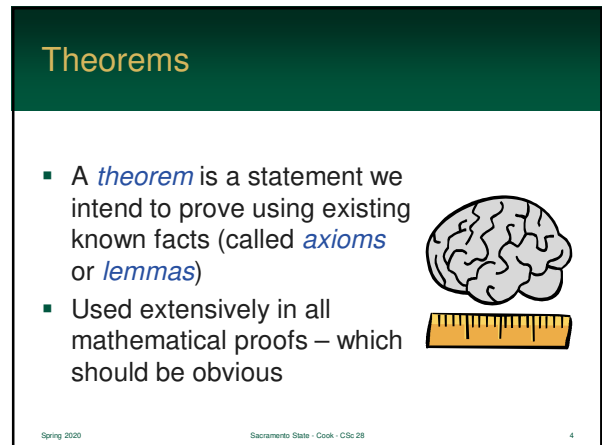
1



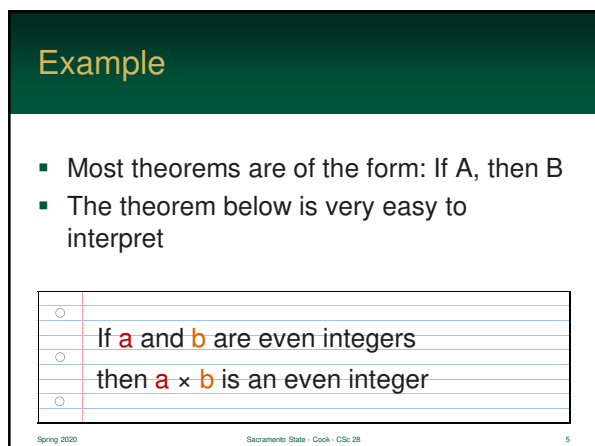
2



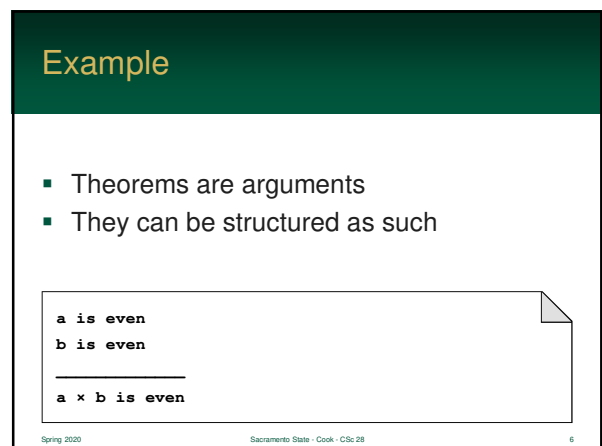
3



4



5



6



## Example

- Sometimes it is hard to see
- Below, the same theorem is written using different language

<input type="radio"/>	x and y are even integers and the product is even.
<input type="radio"/>	
<input type="radio"/>	The product $xy$ is even when x and y are both even.

Spring 2020

Sacramento State - Cook - CS&S 28

7

7

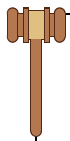


## Some Basic Definitions

Abstract? Not really.

8

## Definition: x is even



$a$  is even if and only if...

$$a = 2n \text{ for some integer } n$$

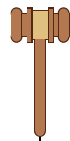
Spring 2020

Sacramento State - Cook - CS&S 28

9

9

## Definition: x is odd



$a$  is odd if and only if...

$$a = 2n + 1 \text{ for some integer } n$$

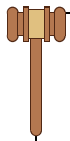
Spring 2020

Sacramento State - Cook - CS&S 28

10

10

## Definition: $x \mid y$ ( $x$ divides $y$ )



$a \mid b$  ( $a$  divides  $b$ ) iff...

$$b = k \times a \text{ for some integer } k$$

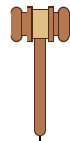
Spring 2020

Sacramento State - Cook - CS&S 28

11

11

## Definition: $x \in \mathbb{Q}$ ( $x$ is a rational)



$a$  is a rational number iff...


$$a = b / c \text{ for some integers } b \text{ and } c, \text{ and } c \neq 0$$

Spring 2020

Sacramento State - Cook - CS&S 28

12

12




## Proving $A \rightarrow B$

Modus Ponens

13

## Proving $A \rightarrow B$

- The Boolean operator  $A \rightarrow B$  is true **except** when A is true and B is false
- So, we can logically prove that  $A \rightarrow B$  by showing that *whenever A is true, B **must** also be true*
- ... so  $T \rightarrow F$  isn't possible




Spring 2020 Sacramento State - Cook - CSc 28 14

14

## Proving $A \rightarrow B$

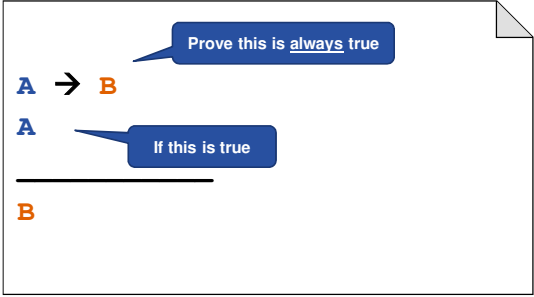
- This is essentially a *Modus Ponens* proof
- You are showing that if A is true, and  $A \rightarrow B$  is true, then B **must** be true
- Also note that "A" and "B" can be compound statements



Spring 2020 Sacramento State - Cook - CSc 28 15

15

## Modus Ponens




Spring 2020 Sacramento State - Cook - CSc 28 16

16

## The Steps

- There are basically just two steps to follow:
  - Assume A is true**
  - Show that B must be true**
- This shows that B is true whenever A is true



Spring 2020 Sacramento State - Cook - CSc 28 17

17

## Example 1

- Let's prove the following theorem from before
- This is actually quite easy

○	If a and b are even integers
○	then $a \times b$ is an even integer
○	

Spring 2020 Sacramento State - Cook - CSc 28 18

18

## Example 1 – the argument

a is even  
b is even

---

a × b is even

Spring 2020

Sacramento State - Cook - CSc 28

19

19

## Example 1 – internal structure

- Remember: all proofs are implications
- So, we will assume the both premises are true and show the conclusion must be true

a is even ∧ b is even → a × b is even

Spring 2020

Sacramento State - Cook - CSc 28

20

20

## Example 1

Assume that x and y are even integers.

So, by the definition...

a = 2i and b = 2j (for some i, j)

Note: use different arbitrary variables  
or you are assuming they are equal!

Spring 2020

Sacramento State - Cook - CSc 28

21

21

## Example 1 - Proof

So, the product is:

$$\begin{aligned} a \times b &= 2i \times 2j \\ &= 4 \times i \times j \\ &= 2 \times (2 \times i \times j) \end{aligned}$$

So, by definition, a × b is even

Spring 2020

Sacramento State - Cook - CSc 28

22

22

## Example 2

- The following is a theorem about the product of an odd and even number
- The proof is straight-forward using the definitions

☐ If a is even and b is odd, then a × b is even

Spring 2020

Sacramento State - Cook - CSc 28

23

23

## Example 2

Assume:

a is an even integer and  
b is an odd integer.

Then a = 2i and b = 2j+1 for some  
integers i and j

Spring 2020

Sacramento State - Cook - CSc 28

24

24

## Example 2

Multiplying, we get:

$$\begin{aligned}a \times b &= (2i) \times (2j + 1) \\&= 4ij + 2i \\&= 2 \times (2ij + i)\end{aligned}$$

...which is even

Spring 2020

Sacramento State - Cook - CSc 28

25

25

## Proof Tips

- Begin your proof with what you assume to be true (the hypothesis)
- Don't** argue the truth of a theorem *by example*
  - stay abstract
  - e.g. you know  $x$  and  $y$  are even integers – that's all you know



Spring 2020

Sacramento State - Cook - CSc 28

26

26

## Proof Tips

- Your proof must work forward from your assumptions to your goal
- You may work backward on scratch paper to help you figure out how to work forward



Spring 2020

Sacramento State - Cook - CSc 28

27

27

## Proof Tips

- Write your proof in prose
- Then read out loud, it should sound like well-written paragraph
- Quite often you'll use definitions to make progress



Spring 2020

Sacramento State - Cook - CSc 28

28

28

## Proof by Contrapositive



Proof with inverse logic

Spring 2020

Sacramento State - Cook - CSc 28

29

29

## Proof by Contrapositive

- There are several techniques that can be employed to prove an theorem
- The direct approach, like before, is quite common, but its not the only path you can take



Spring 2020

Sacramento State - Cook - CSc 28

30

30

## Proof by Contrapositive

- *Proof by Contrapositive* has you prove the **opposite** of the original theorem
- Quite impressively, this will also prove the original theorem



Spring 2020

Sacramento State - Cook - CSc 28

31

31

## Getting the Contrapositive

- First...
  - negate both the assertion and conclusion of the implication
  - so, basically, put "not" in front of both operands
- Second...
  - **reverse** the implication
  - you basically swap the left-hand and right-hand operand of the implication

Spring 2020

Sacramento State - Cook - CSc 28

32

32

## Getting the Contrapositive

- So, both operands swap positions and are negated
- Are they equal? Let's confirm in a Truth Table

for  $p \rightarrow q$   
contrapositive is  $\neg q \rightarrow \neg p$

Spring 2020

Sacramento State - Cook - CSc 28

33

33

## Contrapositive Truth Table

p	q	$\neg q$	$\neg p$	$p \rightarrow q$	$\neg q \rightarrow \neg p$
T	T	F	F	T	T
T	F	T	F	F	F
F	T	F	T	T	T
F	F	T	T	T	T

Spring 2020

Sacramento State - Cook - CSc 28

34

34

## Modus Ponens Contrapositive

$\neg B \rightarrow \neg A$   
 $\neg B$   


---

 $\neg A$

Prove always true

If this is true (i.e. B is false)

Spring 2020

Sacramento State - Cook - CSc 28

35

35

## How it Works

- So, if we prove the contrapositive, we also prove the original theorem
- For the original  $A \rightarrow B$ 
  - suppose that if B is false
  - show that A **must** be false
- It does make sense, if you think about it

Spring 2020

Sacramento State - Cook - CSc 28

36

36

## Example

- The following theorem should look familiar
- This theorem states that the square of an odd number is also odd
- *Direct proof is near impossible!*

○ If  $x^2$  is odd then  $x$  is odd

Spring 2020

Sacramento State - Cook - CSc 28

37

37

## Example Contrapositive

- The contrapositive negates each operand in the implication  $A \rightarrow B$
- The following shows the reverse of each

○  $A = x^2$  is odd  
○  $\neg A = x^2$  is not odd =  $x^2$  is even

Spring 2020

Sacramento State - Cook - CSc 28

38

38

## Example Contrapositive

- The contrapositive negates each operand in the implication  $A \rightarrow B$
- The following shows the reverse of each

○  $B = x$  is odd  
○  $\neg B = x$  is not odd =  $x$  is even

Spring 2020

Sacramento State - Cook - CSc 28

39

39

## Example Contrapositive

- Finally, we reconstruct our theory with  $B \rightarrow A$  rather than  $A \rightarrow B$
- This expression is equivalent to the original

○ if  $x$  is not odd then  $x^2$  is not odd  
○ or rewritten as...  
○ if  $x$  is even then  $x^2$  is even

Spring 2020

Sacramento State - Cook - CSc 28

40

40

## Example Contrapositive

○ We assume  $x$  is not odd

○  $x$  is not odd means  $x$  is even

$x = 2k$  for some integer  $k$

Spring 2020

Sacramento State - Cook - CSc 28

41

41

## Example Contrapositive

We assume  $x$  is not odd (even)

$$\begin{aligned}x^2 &= (2k)^2 \\&= 4k^2 \\&= 2(2k^2)\end{aligned}$$

So,  $x^2$  is even which is not odd

Spring 2020

Sacramento State - Cook - CSc 28

42

42

## Example Result

- We proved:  
if  $x$  is even then  $x^2$  is even
- By contrapositive, we proved:  
if  $x^2$  is odd then  $x$  is odd

Spring 2020

Sacramento State - Cook - CSc 28

43

43



## Proof by Contradiction

Welcome down the rabbit hole

44

## Proof by Contradiction

- *Proof by Contradiction* takes a novel approach
- It uses the approach of *reductio ad absurdum*
- So what is it? Well, it proves the theorem by showing it can't be false



Spring 2020

Sacramento State - Cook - CSc 28

45

45

## But, How?

- Assume it is **false**
- Show that (if it is false) something impossible results
- Therefore, it can't be false and, thus, true!



Spring 2020

Sacramento State - Cook - CSc 28

46

46

## Proving $A \rightarrow B$



- Argue:  $A \wedge \neg B$   
...which is  $\neg(A \rightarrow B)$
- Show that something *impossible* results!
- Since  $A \rightarrow B$  cannot be false, it must be true

Spring 2020

Sacramento State - Cook - CSc 28

47

47

## Contradiction

A	B	$\neg B$	$A \wedge \neg B$	$\neg(A \rightarrow B)$
T	T	F	F	F
T	F	T	T	T
F	T	F	F	F
F	F	T	F	F

Spring 2020

Sacramento State - Cook - CSc 28

48

48

## Example

- The following is a classic Proof By Contradiction
- The theorem covers if the square-root of 2, is an irrational number

<input type="radio"/>	
<input type="radio"/>	The square root of 2 is irrational
<input type="radio"/>	

Spring 2020

Sacramento State - Cook - CSc 28

49

51

## Example

- To prove by contradiction, we need to show that the opposite cannot be true (i.e. false)
- The sentence below is the theorem negated
- So, how do we go about proving this?

<input type="radio"/>	
<input type="radio"/>	The square root of 2 <i>is rational</i>
<input type="radio"/>	

Spring 2020

Sacramento State - Cook - CSc 28

50

52

## Example

- Well, what is a rational number?
- A rational number can be expressed as "a / b" where a and b are *integers with no common factors* (aka "lowest terms")

<input type="radio"/>	
<input type="radio"/>	The square root of 2 <i>is rational</i>
<input type="radio"/>	

Spring 2020

Sacramento State - Cook - CSc 28

51

53

## Examples of Rational Numbers

- 1 / 3
- 7 / 1
- 22 / 7
- 7734 / 10001
- 1 / 123456789
- 5 / 3



Spring 2020

Sacramento State - Cook - CSc 28

52

54

## The Proof: Prove Opposite

$\sqrt{2}$  is rational

$\sqrt{2} = a / b$  where  $a, b \in \mathbb{Z}$   
and  $b \neq 0$   
and  $a, b$  have no common factors

Spring 2020

Sacramento State - Cook - CSc 28

53

55

## Analyzing a

$$\sqrt{2} = a / b$$

$$\sqrt{2} \times b = a$$

$$2 \times b^2 = a^2$$

Let's look at the properties of a

Spring 2020

Sacramento State - Cook - CSc 28

54

56



## Analyzing a – It is even

$$2 \times b^2 = a^2$$

So...  $a^2$  is an even number

therefore, we know  $a$  is also even  
(previous proof – even  $\times$  even)

Spring 2020

Sacramento State - Cook - CSc 28

55

55

## Analyzing b

Since  $a$  is even and  $a / b$  is in lowest terms, then  $b$  must be odd

Why? If  $b$  is even, then  $a / b$  would have common factors – namely 2.

Spring 2020

Sacramento State - Cook - CSc 28

56

56

## Example: Oh ohhhhh

However... look again at  $2 \times b^2 = a^2$

Since  $a$  is even, we can use the definition. So...

$$\begin{aligned} 2 \times b^2 &= (2k)^2 \\ &= 4k^2 \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

57

57

## Example: Oh ohhhhh

Solving for  $b^2$ ...

$$\begin{aligned} 2 \times b^2 &= 4k^2 \\ b^2 &= 2k^2 \end{aligned}$$

Since  $b^2$  is even,  $b$  is even

Spring 2020

Sacramento State - Cook - CSc 28

58

58

## Result

Since  $b$  must be both odd and even, we have a contradiction

The theorem "square root of 2 is rational" cannot be true


Therefore, "square root of 2 is irrational" is true

Spring 2020

Sacramento State - Cook - CSc 28

59


59



# Predicate Logic

Part 9

1



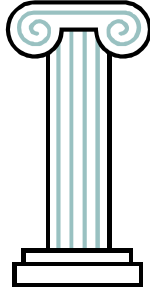
# Predicates

Just the facts...

2

## Predicates

- A predicate is a statement about one or more variables
- It is stated as a fact – being true for the data provided

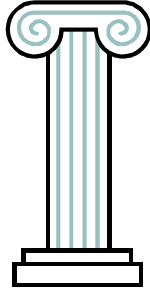


Spring 2020 Sacramento State - Cook - CSc 28 3

3

## Predicates

- Predicates express *properties*
- These can apply to a single entity or *relations* which may hold on more than one individual



Spring 2020 Sacramento State - Cook - CSc 28 4

4

## Predicate Notation

- It follows the same basic syntax as function calls in Java (and most programming languages)
- However, type case is important:
  - constants start with lower case letters
  - predicates start with upper case letters

Spring 2020 Sacramento State - Cook - CSc 28 5

5

## Single variable predicate

- Predicates can have one variable (at a minimum)
- The following sentence states one that the cat named Pattycakes has the "sleepy" property

**"Pattycakes The Cat is sleepy"**

Spring 2020 Sacramento State - Cook - CSc 28 6

6

## Single variable predicate

- Alternatively, we can write that property in predicate form
- "Sleepy" predicate for "Pattycakes" is true
- Note the uppercase and lowercase!

**Sleepy(pattycakes)**

Spring 2020

Sacramento State - Cook - CSc 28

7

7

## Two Variable Predicate

- Predicates can have multiple variables (unlimited actually... well within reason)
- The following is a classic example of a two-variable relationship

**$x < y$**

Spring 2020

Sacramento State - Cook - CSc 28

8

8

## Two Variable Predicate

- The LessThan predicate is true for  $x, y$

**LessThan( $x, y$ )**

Spring 2020

Sacramento State - Cook - CSc 28

9

9

## Predicates Summary

- 1-place predicates assign properties to individuals:
  - \_\_\_ is a cat
  - \_\_\_ is sleepy
- 2-place assign relations to a pair
  - \_\_\_ is sleeping on \_\_\_
  - \_\_\_ is the capitol of \_\_\_

Spring 2020

Sacramento State - Cook - CSc 28

10

10

## Predicates Summary

- 3-place predicates assign relations to triples
  - \_\_\_ wants \_\_\_ to \_\_\_
  - Cat named \_\_\_ likes to \_\_\_ on \_\_\_
- Etc...

Spring 2020

Sacramento State - Cook - CSc 28

11

11



## Quantified Statements

More Symbols

12

## Quantified Statements

- Sometimes we want to say that *every element in the universe* has some property
- Let's say the universe is the people in this Zoom "room" & we want to say "*everyone in the room is awake*"



Spring 2020

Sacramento State - Cook - CSc 28

13

13

## Propositional Approach #1

- We can write out a descriptive sentence
- Shortcomings:
  - it is monolithic and inflexible
  - not "mathematical" enough

**Everyone in this room is awake.**

Spring 2020

Sacramento State - Cook - CSc 28

14

14

## Propositional Approach #2

- We can also write out that sentence using a long list of predicates
- So, we list them all or make a pattern
- Shortcomings: cumbersome & verbose

**P(moe) and P(larry) and P(curly) and ...**

Spring 2020

Sacramento State - Cook - CSc 28

15

15

## Limitations of Propositional Logic

- While propositional logic, which we covered, can express a great deal of complex logical expressions, it ultimately is insufficient for all arguments
- Why? The premises (and conclusions) in propositional logic have no internal structure.

Spring 2020

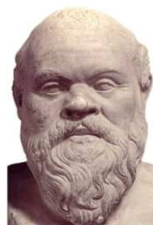
Sacramento State - Cook - CSc 28

16

16

## Limitations of Propositional Logic

- For example, it cannot show the validity of Socrates Argument
- This argument states:  
*"All humans are mortal.  
Socrates is a human.  
Therefore, he is mortal."*



Spring 2020

Sacramento State - Cook - CSc 28

17

17

## Socrates Argument

- The following is the propositional logic form of the Socrates Argument
- Can we prove the conclusion?

**All humans are mortal  
Socrates is a human  
\_\_\_\_\_  
Therefore, Socrates is mortal**

Spring 2020

Sacramento State - Cook - CSc 28

18

18

## The Socrates Argument

- The following is the argument in normal form
- A problem arises since the validity of this argument comes from the internal structure which propositional logic cannot "see"

H	
S	
—	
M	

Spring 2020

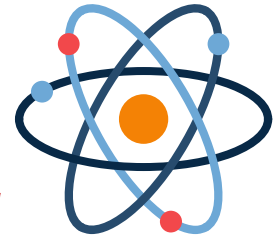
Sacramento State - Cook - CSc 28

19

19

## Solution

- It's time to break apart the logic and see the internal structure
- So, ***we are splitting the atom!***



Spring 2020

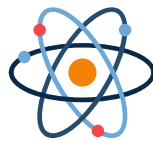
Sacramento State - Cook - CSc 28

20

20

## Why Go Nuclear?

1. Expose the internal structure of those "atomic" sentences
2. Create new terminology to describe the semantics
3. Introduce laws to use and manage them



Spring 2020

Sacramento State - Cook - CSc 28

21

21

## New Notation: For All

- The "For-All" symbol states every element  $x$  in the universe makes  $P(x)$  true
- So, it is true if and only if the every element  $x$  in the universe has  $P$  as true

$$\forall x P(x)$$

Spring 2020

Sacramento State - Cook - CSc 28

22

22

## New Notation: Exists

- The "Exists" States at least one element  $x$  in the universe makes  $P(x)$  true
- True if just a single  $P$  is true

$$\exists x P(x)$$

Spring 2020

Sacramento State - Cook - CSc 28

23

23

## Example: Pineapple Pizza

- Let's create the quantified statement for *"Someone doesn't like pineapple pizza!"*
- Let's create a predicate  $P(x)$  means *"x likes pineapple pizza"*
- What does someone mean? At least one person?

Spring 2020

Sacramento State - Cook - CSc 28

24

24

## Pineapple Pizza: Try #1

- How about the following expression?
- It's **not true** if at least **one** person likes pineapple
- This means *"nobody likes pineapple pizza"*

$$\neg ( \exists x P(x) )$$

Spring 2020

Sacramento State - Cook - CSc 28

25

25

## Pineapple Pizza: Try #2

- We can also negate the predicate
- Means, for at least one person, they dislike pineapple pizza
- "Someone doesn't like pineapple pizza!"*


$$\exists x \neg P(x)$$

Spring 2020

Sacramento State - Cook - CSc 28

26

26




## Quantifier Equivalence

Quantifier Conversion

27

## Equivalence

- Just like propositional logic, quantitative expressions have equivalencies
- They follow the same basic logic we have seen before



28

## Example: Opposite Expression

- Example: "Everyone in the room is awake"
- Let's create the reverse of this expression (*that still says the same thing*)

<input type="radio"/>	
<input type="radio"/>	"Everyone in the room is awake."
<input type="radio"/>	

Spring 2020

Sacramento State - Cook - CSc 28

29

29

## Example: Opposite Expression

- So, let's just negate the predicate "is awake" into "is asleep"
- Does that work? **No.**

<input type="radio"/>	
<input type="radio"/>	"Everyone in the room is <b>asleep</b> ."
<input type="radio"/>	

Spring 2020

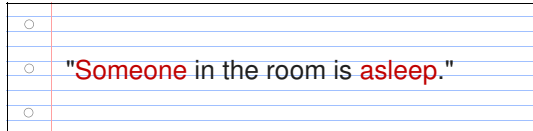
Sacramento State - Cook - CSc 28

30

30

## Example: Opposite Expression

- Now, let's negate the quantifier "everyone" (for-all) into "someone" (exists)
- The expression below works: **almost**



Spring 2020

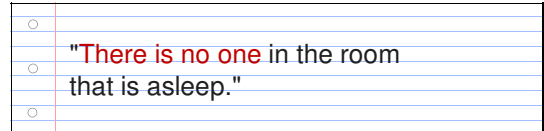
Sacramento State - Cook - CSc 28

31

31

## Example: Opposite Expression

- Well, what if we change the quantifier "everyone" (for-all) into "someone" (exists)
- The expression below works: **yes**



Spring 2020

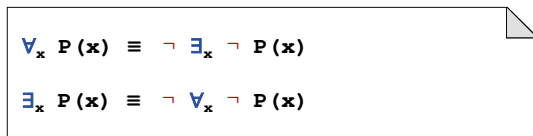
Sacramento State - Cook - CSc 28

32

32

## Exists and For-All

- The previous two laws allows us to extrapolate two additional laws
- Note: we simply push the negative and remove the double-negation



Spring 2020

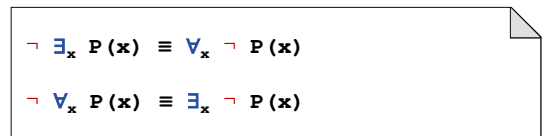
Sacramento State - Cook - CSc 28

33

33

## Equivalence – Moving Negation

- You can push a negation through a quantifier by toggling the quantifier
- Read the expressions below carefully...

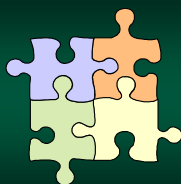


Spring 2020

Sacramento State - Cook - CSc 28

34

34

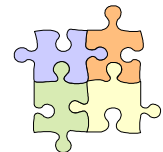


## Conjunction & Disjunction

Breaking Apart and Combining

## Conjunction & Disjunction

- Both the Exists and For-All quantifiers can be broken apart (and combined)
- This can occur if the expression contains an AND or an OR



Spring 2020

Sacramento State - Cook - CSc 28

36

36

## Exists Disjunction

- If the Exists quantifier is used on a disjunction, it can be broken into two Exists
- This only works with  $\vee$

$$\exists x (P(x) \vee Q(x)) \equiv \exists x P(x) \vee \exists x Q(x)$$

Spring 2020

Sacramento State - Cook - CSC 28

37

37

## For-All Conjunction

- If the For-All is used on a conjunction (and), it can be broken into two For-All
- This only works with  $\wedge$

$$\forall x (P(x) \wedge Q(x)) \equiv \forall x P(x) \wedge \forall x Q(x)$$

Spring 2020

Sacramento State - Cook - CSC 28

38

38

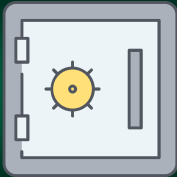


**Please Wait**

CSC 28  
will begin shortly  
(open the chat window)

39

39



**Bound & Free Variables**

Some variables are not variable

40

40

## Bound & Free Variables

- Not all variables used in a quantified expression is treated the same
- Each variable in an expression is either considered "bound" or "free"



Spring 2020

Sacramento State - Cook - CSC 28

41

41

## Bound & Free Variables

- A variable is *free* if a value must be supplied to it *before* expression can be evaluated
- A variable is *bound* if it not free (usually a dummy variable) and contains values that are not needed to be evaluated

Spring 2020

Sacramento State - Cook - CSC 28

42

42



## Example 1

- Which variables need we supply a value before the expression can be evaluated?
- Both x and c
- Without knowing both we cannot evaluate the expression (both are free)

$(x^2 < 4 * c)$

Spring 2020

Sacramento State - Cook - CSIS 28

43

43

## Example 2

- Which variables need to be supplied before the expression can be evaluated?
- x: no, it is a dummy variable
- c: yes, once we give a value for c, we can evaluate the expression

$\forall x (x^2 < 4 * c)$

Spring 2020

Sacramento State - Cook - CSIS 28

44

44



## Multiple Quantifiers

Many E's and A's doing headstands

45

## Multiple Quantifiers

- A quantified statement may have more than one quantifier
- In fact, most of the time, statements will contain several



Spring 2020

Sacramento State - Cook - CSIS 28

46

46

## Example

- $x > y$  is an expression with two variables
- The expression is true if an x is supplied which is greater than y

$\forall x \exists y P(x, y)$

Spring 2020

Sacramento State - Cook - CSIS 28

47

47

## Example

- $\exists y (x > y)$  is an expression with one free variable
- Evaluates to true if x is supplied and there is a y greater than the supplied x

$\forall x \exists y P(x, y)$

Spring 2020

Sacramento State - Cook - CSIS 28

48

48

## Example

- $\forall x \exists y (x > y)$  contains no free variables
- Evaluates to true if  $\exists y (x > y)$  is true for every  $x$  in the universe.

$\forall_x \exists_y P(x, y)$

Spring 2020

Sacramento State - Cook - CSc 28

49

49

## Example 2

- The following is an implication with two quantifiers as operands
- It states that whenever " $\forall x P(x)$ " is a true statement, then so is " $\forall x Q(x)$ ".

$\forall_x P(x) \rightarrow \forall_x Q(x)$

Spring 2020

Sacramento State - Cook - CSc 28

50

50



## Converting English to Logic

Do it bit by bit

51

## Difficult Example

- Let's create a quantified statement for the following logical statement
- *We will go slowly, since this is not easy*

Everyone who has a friend who has Covid will have to be quarantined

Spring 2020

Sacramento State - Cook - CSc 28

52

52

## Difficult Example

- "Everyone" is a For-All relationship
- What is everyone referring to? People
- So, the abstract object is a person

$\forall_x$  (if  $x$  has a friend with Covid, then  $x$  must be quarantined)

Spring 2020

Sacramento State - Cook - CSc 28

53

53

## Difficult Example

- So, we can factor it out into the expression below –  $x$  is a person
- *Now*, let's look at the sub expression...

$\forall_x$  (if  $x$  has a friend with Covid, then  $x$  must be quarantined)

Spring 2020

Sacramento State - Cook - CSc 28

54

54

## Difficult Example

- The sentence "*if x has a friend with Covid, x must be quarantined*" is an implication!
- Let's look at the antecedent (hypothesis)

if x has a friend with Covid,  
then x must be quarantined

Spring 2020

Sacramento State - Cook - CSc 28

55

55

## Difficult Example

- How do we write the concept: "*x has a friend with Covid*"?
- They just need a single friend
- So, this is an Exists quantifier

$\exists y (x \text{ is friends with } y, \text{ and } y \text{ has Covid})$

Spring 2020

Sacramento State - Cook - CSc 28

56

56

## Difficult Example

- Now that we have a basic form of the final version, let's make some predicates
- We will use single letter names for brevity

$F(x, y)$  means "x and y are friends"  
 $C(x)$  means "x has Covid"  
 $Q(x)$  means "x must be quarantined"

Spring 2020

Sacramento State - Cook - CSc 28

57

57

## Difficult Example

- This says: "There exists a *person y* where *y* is friends with *person x*, and *y* has Covid"
- Note: *x* is not bound in this expression

$\exists y ( F(x, y) \wedge C(y) )$

Spring 2020

Sacramento State - Cook - CSc 28

58

58

## Difficult Example

- So, what happens if a friend has Covid?
- Then, they must be quarantined
- Note: implication is outside the exists

$\exists y ( F(x, y) \wedge C(y) ) \rightarrow Q(x)$

Spring 2020

Sacramento State - Cook - CSc 28

59

59

## Difficult Example

- Now we can put it all together...
- The following is the quantified expression for our original statement

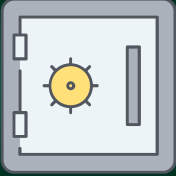
$\forall x ( \exists y ( F(x, y) \wedge C(y) ) \rightarrow Q(x) )$

Spring 2020

Sacramento State - Cook - CSc 28

60

60




## Bounded Quantifiers

Hidden Implication  
(for those who hate to type)

61

## Bound Quantifiers

- Some quantifiers can be more than meets the eye
- For brevity, many predicate and propositional expressions are merged with the  $\forall$  and  $\exists$



Spring 2020 Sacramento State - Cook - CSc 28 62

62

## Shorthand Notation

- The following type of expression is quite common
- So much so that a shortcut notation is often employed

$$\forall_{\mathbf{x}} (\mathbf{R}(\mathbf{x}) \rightarrow \mathbf{P}(\mathbf{x}))$$

Spring 2020 Sacramento State - Cook - CSc 28 63

63

## Shorthand Notation

- The membership sub-expression is moved to the quantifier's subscript
- This is equivalent to the last

$$\forall_{\mathbf{R}(\mathbf{x})} \mathbf{P}(\mathbf{x})$$

Spring 2020 Sacramento State - Cook - CSc 28 64

64


## Likewise...

- The sub-expression before the implication can be anything
- In this example,  $x > 5$  is moved to the subscript

$$\forall_{\mathbf{x}} (\mathbf{x} > 5 \rightarrow \mathbf{P}(\mathbf{x})) \equiv \forall_{\mathbf{x} > 5} \mathbf{P}(\mathbf{x})$$

Spring 2020 Sacramento State - Cook - CSc 28 65


65



# Induction

Part 10

1



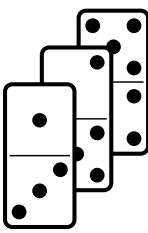
# Induction

Proof by Pattern

2

## Induction

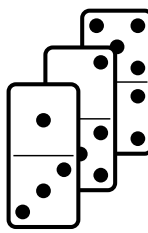
- Many proofs, in fact a great number of them, are based on "all positive integers"
- Induction* is a technique of proving a theorem that is based on this criteria



Spring 2020 Sacramento State - Cook - CSci 28 3

3

## Induction

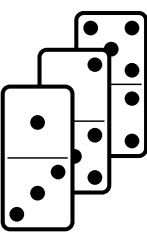


- The proof by induction is based on the *Well-Ordering Property*
- It states that: given a set of non-negative numbers there is a *least* element

Spring 2020 Sacramento State - Cook - CSci 28 4

4

## Induction



- Induction basically helps prove  $\forall x P(x)$  where the universe is positive numbers
- Or any range starting at *one* point and going off to infinity (positive or negative)

Spring 2020 Sacramento State - Cook - CSci 28 5

5

## How it Works

- It works in 2 steps
  - proving  $P(1)$  and then
  - proving that  $P(n) \rightarrow P(n + 1)$
- As a result...
  - since  $P(n) \rightarrow P(n + 1)$
  - then  $P(n + 1) \rightarrow P(n + 2)$  and so on...

Spring 2020 Sacramento State - Cook - CSci 28 6

6

## Metaphor: Line

- There is a line of people
- First person tells a secret to the second person
- The second person then tells it to the third
- ... and so on until everyone knows the secret



Spring 2020

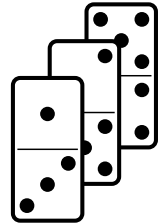
Sacramento State - Cook - CSIS 28

7

7

## Metaphor: Dominos

- You have a long row of Dominos
- The first domino falls over and hits the second domino
- The second hits the third
- ... and so on until they are all knocked over



Spring 2020

Sacramento State - Cook - CSIS 28

8

8

## Foundation of Induction

- The following summarizes the proof technique
- It is important to understand the approach since it is so commonly used

$$P(1) \wedge \forall_n (P(n) \rightarrow P(n+1)) \rightarrow \forall_n P(n)$$

Spring 2020

Sacramento State - Cook - CSIS 28

9

9

## Steps to Proof

- Step 1: *Basis*
  - show the proposition  $P(1)$  is true
  - very easy to do – just plug in the values
- Step 2: *Induction*
  - assume  $P(n)$  is true (which is your theorem)
  - show that  $P(n+1)$  must be true

Spring 2020

Sacramento State - Cook - CSIS 28

10

10

## Example: Sum of Odds

Using induction...

Show that the sum of  $n$  odd numbers equals  $n^2$

Spring 2020

Sacramento State - Cook - CSIS 28

11

11

## Example: Sum of Odds

- So, the sum of odd numbers is a square?
- Is that true?
  - $1 + 3 = 4$
  - $1 + 3 + 5 = 9$
  - $1 + 3 + 5 + 7 = 16$
- Okay, that's just odd! (*pun intended*)

Spring 2020

Sacramento State - Cook - CSIS 28

12

12

## Sum of Odds

$P(n)$  is written as:

$$1 + 3 + 5 + \dots + (2n - 1) = n^2$$

$P(n + 1)$  is written as:

$$1 + 3 + \dots + (2n-1) + (2n+1) = (n+1)^2$$

Spring 2020

Sacramento State - Cook - CSc 28

13

13

## Basis: Sum of Odds

- The sum of odds, for just 1 number is simply 1
- Of course, this is also 1 squared

$$P(1) = 1 = 1^2$$

Spring 2020

Sacramento State - Cook - CSc 28

14

14

## Induction: Sum of Odds

$P(n)$  is written as:

$$1 + 3 + 5 + \dots + (2n - 1) = n^2$$

*We assume  $P(n)$  is true. So, we are assuming that this equality is valid.*

Now we prove  $P(n) \rightarrow P(n + 1)$

Spring 2020

Sacramento State - Cook - CSc 28

15

15

## Induction: Sum of Odds

$P(n + 1)$  is written as:

$$1 + 3 + \dots + (2n-1) + (2n+1) = (n+1)^2$$

Can we show this equality is valid?

Let's look at the left side of the equals ...

Spring 2020

Sacramento State - Cook - CSc 28

16

16

## Show following equals: $(n + 1)^2$

$$1 + 3 + \dots + (2n - 1) + (2n + 1)$$

$$= 1 + 3 + \dots + (2n - 1) + (2n + 1)$$

$$= n^2 + (2n + 1)$$

$$= (n + 1)^2$$

$P(n)$  assumed true, so the equality is true. You can replace!

Spring 2020

Sacramento State - Cook - CSc 28

17

17

## Induction: Sum of Odds

So, we have shown that when  $P(n)$  is true, then  $P(n + 1)$  is true.

$$P(n) \rightarrow P(n + 1)$$

Since  $P(1)$  is true, we have proved  $\forall_n P(n)$

Spring 2020

Sacramento State - Cook - CSc 28

18

18

## Example: Divisible by 3

Using induction...

Show that  $n^3 - n$  is divisible by 3  
whenever  $n$  is a positive integer

Spring 2020

Sacramento State - Cook - CSc 28

19

19

## Basis: Divisible by 3

- For our basis, we plug 1 into our expression and get the result
- The result, 0, is divisible by 3.

$$P(1) = 1^3 - 1 = 1 - 1 = 0$$

Spring 2020

Sacramento State - Cook - CSc 28

20

20

## Induction: Divisible by 3

$P(n)$  is written as:

$$n^3 - n$$

$P(n + 1)$  is written as:

$$(n + 1)^3 - (n + 1)$$

Spring 2020

Sacramento State - Cook - CSc 28

21

21

## Show following is: Divisible by 3

$$(n + 1)^3 - (n + 1)$$

$$\begin{aligned} &= n^3 + 3n^2 + 3n + 1 - (n + 1) \\ &= n^3 + 3n^2 + 3n + 1 - n - 1 \\ &= n^3 + 3n^2 + 3n - n \\ &= n^3 - n + 3n^2 + 3n \quad \text{Rearranged} \\ &= (n^3 - n) + 3(n^2 + n) \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

22

22

## Induction: Divisible by 3

So, for  $(n^3 - n) + 3(n^2 + n)$

Since we assumed  $P(n)$  is true, then  
 $(n^3 - n)$  is divisible by 3.

... and  $3(n^2 + n)$  is divisible by 3  
since 3 is a factor

Hence,  $P(n) \rightarrow P(n + 1)$

Spring 2020

Sacramento State - Cook - CSc 28

23

23

## Example: Sum of $2^n$

Using induction...

Show that  $2^0 + 2^1 + \dots + 2^n = 2^{n+1} - 1$   
whenever  $n$  is a positive integer

Spring 2020

Sacramento State - Cook - CSc 28

24

24



## Basis: Sum of $2^n$

- For our basis, we plug 1 into our expression and get the result
- The result is 1 – which is true

$$P(0) = 2^0 = 1 = 2^1 - 1$$

Spring 2020

Sacramento State - Cook - CSc 28

25

25

## Induction: Sum of $2^n$

$P(n)$  is written as:

$$2^0 + 2^1 + 2^2 + \dots + 2^n = 2^{n+1} - 1$$

$P(n + 1)$  is written as:

$$2^0 + 2^1 + \dots + 2^n + 2^{n+1} = 2^{n+2} - 1$$

$(n+1) + 1$

Spring 2020

Sacramento State - Cook - CSc 28

26

26

## Show following equals: $2^{n+2} - 1$

$$2^0 + 2^1 + \dots + 2^n + 2^{n+1}$$

$$\begin{aligned} &= (2^0 + 2^1 + \dots + 2^n) + 2^{n+1} \\ &= (2^{n+1} - 1) + 2^{n+1} \\ &= 2^{n+1} + 2^{n+1} - 1 \\ &= 2^n(2^1 + 2^1) - 1 \\ &= 2^n(4) - 1 \\ &= 2^n(2^2) - 1 \\ &= 2^{n+2} - 1 \end{aligned}$$

$P(n)$  assumed true, so the equality is true

Spring 2020

Sacramento State - Cook - CSc 28

27

27

## Induction: Sum of $2^n$

Since we assumed  $P(n)$  is true...

$$2^0 + 2^1 + \dots + 2^n + 2^{n+1} \text{ is equal to } 2^{n+2} - 1$$

Hence,  $P(n) \rightarrow P(n + 1)$

Spring 2020

Sacramento State - Cook - CSc 28

28

28

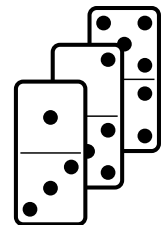


## Strong Induction

Another approach

## Strong Induction

- Weak** induction assumes that  $P(n)$  is true, and then uses that to show  $P(n + 1)$  is true
- Strong** induction assumes  $P(1), P(2), \dots, P(n)$  are all true and then uses that to show that  $P(n + 1)$  is true



Spring 2020

Sacramento State - Cook - CSc 28

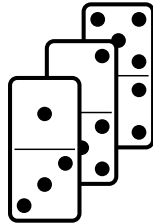
30

30

29

## Using the Domino Metaphor...

If all the dominos (1 to  $n$ ) fell over, will it also have knocked over  $n+1$ ?



Spring 2020

Sacramento State - Cook - CSci 28

31

31

## Strong Induction

- So, strong induction uses more "dominoes" than weak induction – *which just uses one*
- Both proof techniques are equally valid

$$(P(1) \wedge P(2) \wedge \dots \wedge P(k)) \rightarrow P(k+1)$$

Spring 2020

Sacramento State - Cook - CSci 28

32

32

## Steps to Proof

- Step 1: *Basis*
  - show the proposition  $P(1)$  is true
  - very easy to do – just plug in the values
- Step 2: *Induction*
  - assume that  $P(1), P(2), \dots, P(n)$  are all true
  - show that  $P(n+1)$  is true
  - or, changing the math slightly: show  $P(n)$  is true by assuming  $P(n-1), P(n-2)$ , etc...*

Spring 2020

Sacramento State - Cook - CSci 28

33

33

## Example: Product of Primes

Using strong induction...

Show that any number  $n \geq 2$  can be written as the *product of primes*

Spring 2020

Sacramento State - Cook - CSci 28

34

34

## Basis: Product of Primes

- For 2, we can show that 2 is a product of two primes
- Namely, 1 and itself

$$P(2) = 1 * 2 = 2$$

Spring 2020

Sacramento State - Cook - CSci 28

35

35

## Induction: Product of Primes

- There are two cases for  $n+1$ :
- $P(n+1)$  is prime
- $P(n+1)$  is composite
  - it can be written as the product of two composites,  $a$  and  $b$
  - where  $2 \leq a \leq b < n+1$

Spring 2020

Sacramento State - Cook - CSci 28

36

36

## Induction: Product of Primes

**`n + 1` prime:**

**`it is a product itself and 1`**

**`n + 1` is composite:**

**`both  $P(a)$  and  $P(b)$  are assumed to be true`**

**`so, there exists primes where  
a * b = n + 1`**

Spring 2020

Sacramento State - Cook - CSc 28

37

37

## Result

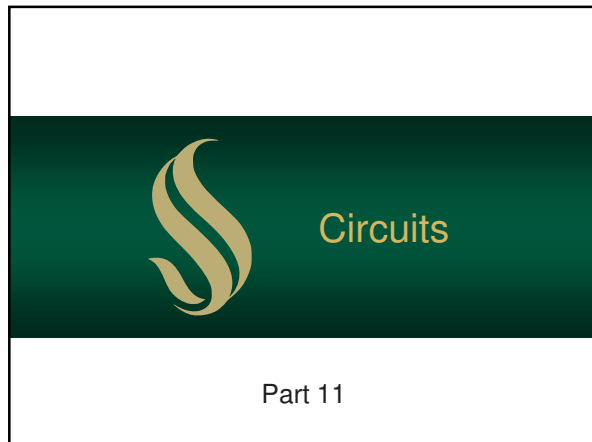
- We showed that any number can be either prime or composite of two numbers
- ... and that number holds the same
- As a result, we can keep moving backwards to show that everything must be whittled down to primes

Spring 2020

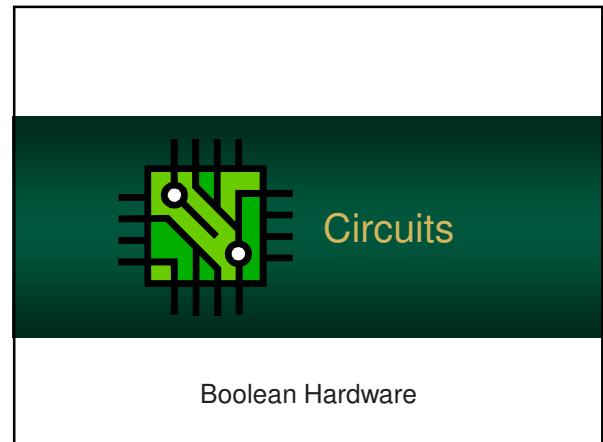
Sacramento State - Cook - CSc 28

38

38



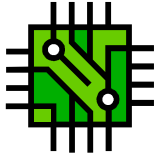
1



2

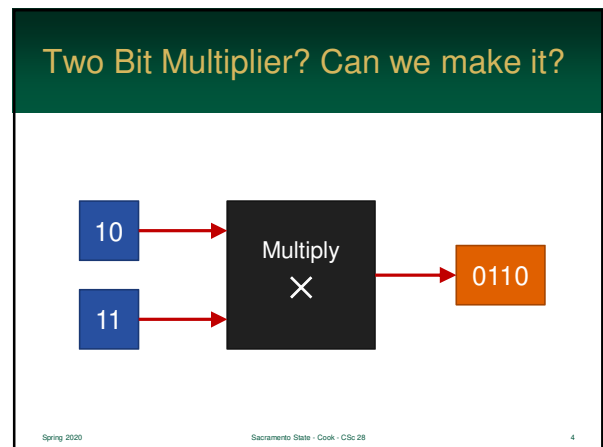
### Circuits

- Boolean algebra gives designers tools to design & analyze complex solutions
- Can we create hardware that performs solutions?
- Can electronic circuits allow Boolean logic to exist in the physical world?



Spring 2020 Sacramento State - Cook - CSc 28 3

3



4

### Designing It

- To design a circuit that multiplies two 2-bit numbers, we can use Boolean algebra
- We need to figure the logic – given that bits of 1 and 0 will map directly to truth values
- The result of the algebra will be the desired output

Spring 2020 Sacramento State - Cook - CSc 28 5

5

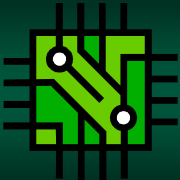
### It Takes the Following Skills

1. Design a truth-table to represent the different inputs and the desired output
2. Convert the truth-table into a Boolean function
3. Simplify the Boolean function
4. Finally, convert it into a circuit

Spring 2020 Sacramento State - Cook - CSc 28 6

6

# Gates

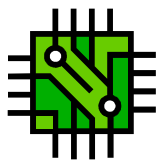


Boolean Hardware

7

## Gates

- Electronic devices are made up of *gates*
- Gates take in two inputs and produce a single output
- This is how hardware is used to implement Boolean logic (or any logic)

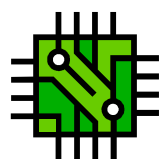


Spring 2020 Sacramento State - Cook - CSc 28 8

8

## Gates

- Gates can be combined into circuits with *any number of input wires* and a single output wire
- We will chain these together much like subexpressions can be combined into larger expressions



Spring 2020 Sacramento State - Cook - CSc 28 9

9

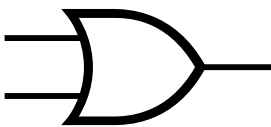
## Graphical Representation

- Gates are typically represented using graphical shapes – much like flowcharts
- There are two different competing symbol standards
- We will use the standard, distinct, symbols rather than the IEC (European) ones

Spring 2020 Sacramento State - Cook - CSc 28 10

10

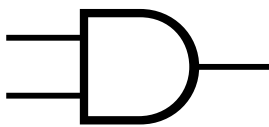
## Or Gate



Spring 2020 Sacramento State - Cook - CSc 28 11

11

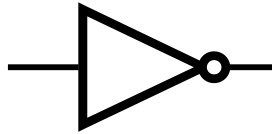
## And Gate



Spring 2020 Sacramento State - Cook - CSc 28 12

12

## Not Gate



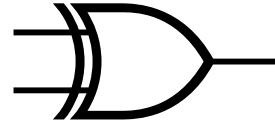
Spring 2020

Sacramento State - Cook - CSc 28

13

13

## Exclusive Or Gate (aka XOR)



Spring 2020

Sacramento State - Cook - CSc 28

14

14

## Some Other Gate Symbols

- There are also gate symbols for negated operators
- I won't use these much in class, but it's good to be aware of them (since they are quite common in computer engineering)
- For each, note the circle on the output line – it means "not"

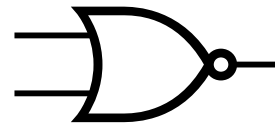
Spring 2020

Sacramento State - Cook - CSc 28

15

15

## Not Or Gate (aka NOR)



Spring 2020

Sacramento State - Cook - CSc 28

16

16

## Not And Gate (aka NAND)



Spring 2020

Sacramento State - Cook - CSc 28

17

17

## Not Exclusive Or Gate (aka XNOR)




Spring 2020

Sacramento State - Cook - CSc 28

18

18




## Computer Engineering Notation

Same thing, different paint job

19

## Computer Engineering Notation


- Gates, used to computer engineering, form a Boolean Algebra
- i.e. they can define the three operations (and, or, not) and share the same axioms



20

## Computer Engineering Notation


- The notation used in computer engineering is a *tad different* that what we have covered
- ... and certainly different than any programming language you have used



21

## Computer Engineering Notation

- But is serves the same purpose
- And, not surprisingly, it works better for writing expressions in this discipline



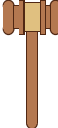
22

## Computer Engineering Notation

1	≡	T
0	≡	F
*	≡	∧
+	≡	∨
!	≡	¬

23

## Commutative Law

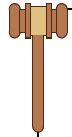


$$x + y \equiv y + x$$

$$x * y \equiv y * x$$

24

## Identity Law



$$x * 1 \equiv x$$

$$x + 0 \equiv x$$

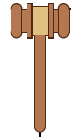
Spring 2020

Sacramento State - Cook - CSc 28

25

25

## Complement Law



$$x * x' \equiv 0$$

$$x + x' \equiv 1$$

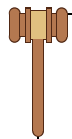
Spring 2020

Sacramento State - Cook - CSc 28

26

26

## Distributive Law



$$x * (y + z) \equiv (x * y) + (x * z)$$

$$x + (y * z) \equiv (x + y) * (x + z)$$

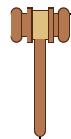
Spring 2020

Sacramento State - Cook - CSc 28

27

27

## Associative Law



$$(x + y) + z \equiv x + (y + z)$$

$$(x * y) * z \equiv x * (y * z)$$

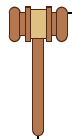
Spring 2020

Sacramento State - Cook - CSc 28

28

28

## Absorption Law



$$x * (x + y) \equiv x$$

$$x + (x * y) \equiv x$$

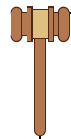
5/5/2020

Sacramento State - Cook - CSc 28 - Spring 2018

29

29

## Idempotent Law



$$x * x \equiv x$$

$$x + x \equiv x$$

Spring 2020

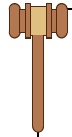
Sacramento State - Cook - CSc 28

30

30



## Involution Law



$$x'' \equiv x$$

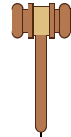
Spring 2020

Sacramento State - Cook - CSc 28

31

31

## Domination Law



$$x + 1 \equiv 1$$

$$x * 0 \equiv 0$$

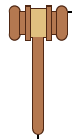
Spring 2020

Sacramento State - Cook - CSc 28

32

32

## DeMorgan's Law



$$(x * y)' \equiv x' + y'$$

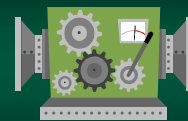
$$(x + y)' \equiv x' * y'$$

Spring 2020

Sacramento State - Cook - CSc 28

33

33



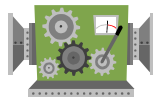
## Converting Boolean to Circuits

From Logic to Wires

34

## Converting Boolean to Circuits

- Converting from Boolean to circuits maintains a *one-to-one* correspondence between gates and operators in the equation
- But, given an *arbitrary* Boolean expression, how do we realize a circuit for it?



Spring 2020

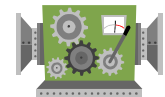
Sacramento State - Cook - CSc 28

35

35

## Steps

- Choose the last operation evaluated
- Draw a gate and hook up its output
- Goto 1 until all operations have associated gates
- Attach the expression inputs



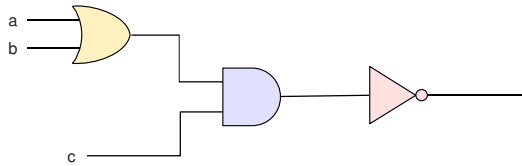
Spring 2020

Sacramento State - Cook - CSc 28

36

36

$$((a + b) * c)'$$

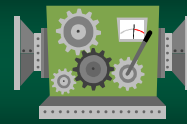


Spring 2020

Sacramento State - Cook - CSc 28

37

37



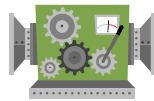
## Converting Circuits to Boolean

From Logic to Wires

38

## Converting Circuits to Boolean

- The other direction is easy too
- Any circuit can be realized as a Boolean expression using the same basic algorithm



Spring 2020

Sacramento State - Cook - CSc 28

39

39

## Converting Circuits to Boolean

1. Pick a wire that has known Boolean values
2. Write on the wire a Boolean expression for its value
3. Goto 1 until all wires are complete
4. Circuit's expression written on the circuit's output wire

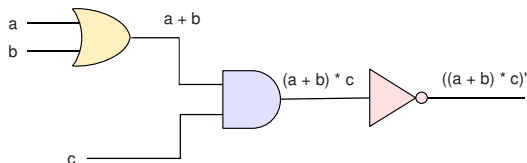
Spring 2020

Sacramento State - Cook - CSc 28

40

40

## Example Circuit




Spring 2020

Sacramento State - Cook - CSc 28

41


41



# Arbitrary Circuits

Part 12

1




# Creating an Arbitrary Circuit

From Truth Table to Wires

2

Creating an Arbitrary Circuit

- We converted between Boolean expressions and circuits
- It maintained a one-to-one correspondence between gates in the circuit and operators in the equation




Spring 2020
Sacramento State - Cook - CSc 28
3

3

Creating an Arbitrary Circuit


- Given an arbitrary logic table, how do we realize a circuit for it?
- Simple, we look at the inputs that make it true, and write them out in an expression using or's.



Spring 2020
Sacramento State - Cook - CSc 28
4

4

Example: 1 Bit Add Mod 2



Spring 2020
Sacramento State - Cook - CSc 28
5

5

Example: 1 Bit Add Mod 2

a	b	out
0	0	0
0	1	1
1	0	1
1	1	0

Spring 2020
Sacramento State - Cook - CSc 28
6

6

## Example: 1 Bit Add Mod 2

We want a circuit that is true when:

$(a = \text{F} \text{ and } b = \text{T}) \text{ or } (a = \text{T} \text{ and } b = \text{F})$

$\text{out} = a' * b + a * b'$

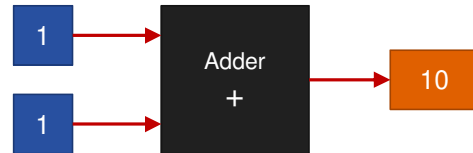
Spring 2020

Sacramento State - Cook - CSc 28

7

7

## Example 2: One Bit Adder



Spring 2020

Sacramento State - Cook - CSc 28

8

8

## Example 2: One Bit Adder

a	b	Out <sub>1</sub>	Out <sub>0</sub>
0	0	0	0
0	1	0	1
1	0	0	1
1	1	1	0

Spring 2020

Sacramento State - Cook - CSc 28

9

9

## Example: One Bit Adder (Logic)

$\text{out1} = (a = \text{T} \text{ and } b = \text{T})$

$\text{out0} = (a = \text{F} \text{ and } b = \text{T}) \text{ or } (a = \text{T} \text{ and } b = \text{F})$

Spring 2020

Sacramento State - Cook - CSc 28

10

10

## Example: One Bit Adder (algebra)

$\text{out1} = a * b$

$\text{out0} = a' * b + a * b'$

Spring 2020

Sacramento State - Cook - CSc 28

11

11



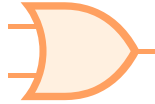
Disjunctive Normal Form

Express Logic With Ease

12

## Disjunctive Normal Form

- Best approach to converting tables into circuits is use *Disjunctive Normal Form*
- In this form, the expressions consists of OR's (disjuncts) connecting AND sub-expressions



Spring 2020

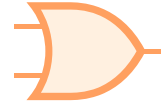
Sacramento State - Cook - CSc 28

13

13

## Definitions

- A *literal* is a Boolean variable  $v$  or its complement (e.g.  $v$  or  $v'$ )
- A *minterm* of Boolean product  $v_1 * v_2 * \dots * v_n$



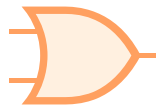
Spring 2020

Sacramento State - Cook - CSc 28

14

14

## Definitions



- Hence, a minterm is a "product" of  $n$  literals, with one literal for each variable
- An equation written only as the "OR" of minterms is in *disjunctive normal form* (also called *sum-of-products* form)

Spring 2020

Sacramento State - Cook - CSc 28

15

15

## Algorithm

- Find the rows that indicates a 1 for output
  - ignore the ones with 0 as output
  - we are making an equation based on true
- Write a minterm for each of them
- "OR" all the minterms

Spring 2020

Sacramento State - Cook - CSc 28

16

16

## Example

a	b	y (out)
0	0	1
0	1	1
1	0	0
1	1	0

Spring 2020

Sacramento State - Cook - CSc 28

17

17

## Example

DNF of the table is:

$$y = (a' * b') + (a' * b)$$

For brevity, for this point on, let's write as:

$$y = a'b' + a'b$$

Spring 2020

Sacramento State - Cook - CSc 28

18

18

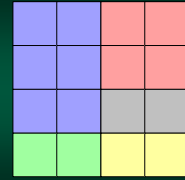
## Example

We can simply using Boolean algebra:

$$\begin{aligned}
 y &= a'b' + a'b \\
 &= a' (b' + b) && \text{Distributive} \\
 &= a' (1) && \text{Complement} \\
 &= a' && \text{Identity}
 \end{aligned}$$

Spring 2020 Sacramento State - Cook - CSc 28 19

19



## Karnaugh Maps

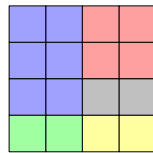
The Right-Brain Gets to Help

Spring 2020 Sacramento State - Cook - CSc 28 20

20

## Karnaugh Maps

- A *Karnaugh Map* (pronounced "car-no") is a visual tool to help see relations between minterms.
- A K-Map for  $n$  variables is a grid of  $2^n$  squares

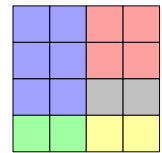


Spring 2020 Sacramento State - Cook - CSc 28 21

21

## Karnaugh Maps

- Every possible minterm of  $n$  variables is represented
- Every square is a minterm*
- It is arranged in such a way that we can simplify our table



Spring 2020 Sacramento State - Cook - CSc 28 22

22

## Gray Code

- Literals are ordered using *gray code*
  - values in the table are not ordered in normal ascending order
  - each square differs in exactly *one* literal
  - why? we will cover this later
- NOTE:** squares wrap-around to the sides

Spring 2020 Sacramento State - Cook - CSc 28 23

23

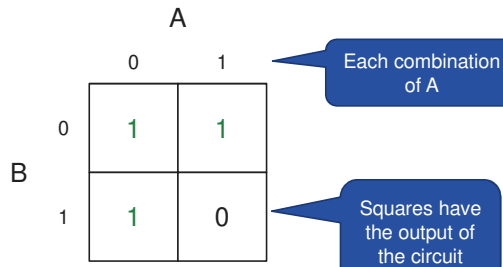
## Two Variable Example

a	b	out
0	0	1
0	1	1
1	0	1
1	1	0

Spring 2020 Sacramento State - Cook - CSc 28 24

24

## Two Variable K-Map



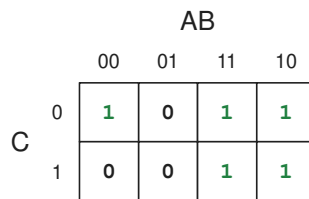
25

## Three Variable Example

a	b	c	out
0	0	0	1
0	0	1	0
0	1	0	0
0	1	1	0
1	0	0	1
1	0	1	1
1	1	0	1
1	1	1	1

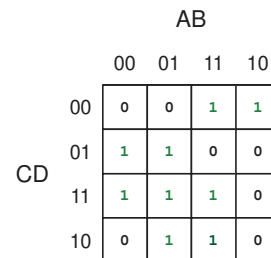
26

## Three Variable K-Map



27

## Four Variable K-Map



28

## How to Use a K-Map

1. Mark the squares of a K-map corresponding to the function
2. Select a minimal set of rectangles where
  - each rectangle has a **power-of-two area** and is as large as possible
  - cover every marked square
3. Translate each rectangle into a single midterm and sum (or) all these

29

## Converting a Rectangle to Minterm



- If any literal contains both 1 and 0, in the rectangle, it is **eliminated**
- The goal is to draw the **biggest** rectangles possible

30

### Example Square: 1×1

		AB				
		00	01	11	10	
CD	00	1	0	0	1	$A' B C' D$
	01	1	1	1	1	
	11	1	1	1	1	
	10	1	0	0	1	

Spring 2020

Sacramento State - Cook - CSc 28

31

31

### Example Square: 2×1

		AB				
		00	01	11	10	
CD	00	1	0	0	1	$B C' D$
	01	1	1	1	1	
	11	1	1	1	1	
	10	1	0	0	1	

Spring 2020

Sacramento State - Cook - CSc 28

32

32

### Example Square: 1×4

		AB				
		00	01	11	10	
CD	00	1	0	0	1	$C' D$
	01	1	1	1	1	
	11	1	1	1	1	
	10	1	0	0	1	

Spring 2020

Sacramento State - Cook - CSc 28

33

33

### Example Square: 2×2

		AB				
		00	01	11	10	
CD	00	1	0	0	1	$A' D$
	01	1	1	1	1	
	11	1	1	1	1	
	10	1	0	0	1	

Spring 2020

Sacramento State - Cook - CSc 28

34

34

### Example Square: 2×2: Wrapped

		AB				
		00	01	11	10	
CD	00	1	0	0	1	$B' D$
	01	1	1	1	1	
	11	1	1	1	1	
	10	1	0	0	1	

Spring 2020

Sacramento State - Cook - CSc 28

35

35

### Example Square: 2×2: Wrapped

		AB				
		00	01	11	10	
CD	00	1	0	0	1	$B' D'$
	01	1	1	1	1	
	11	1	1	0	1	
	10	1	0	0	1	

Spring 2020

Sacramento State - Cook - CSc 28

36

36



## Example Square: 4x2

		AB				
		00	01	11	10	
CD	00	1	0	0	1	<b>D</b>
	01	1	1	1	1	
	11	1	1	1	1	
	10	1	0	0	1	

Spring 2020

Sacramento State - Cook - CSc 28

37

37

## Tips

- There is no magic way to do Step 2. Look and play around until you find the answer
- You can overlap squares – just as long as you "cover" all the 1's



Spring 2020

Sacramento State - Cook - CSc 28

38

38

## Four-Variable K-Map

		AB				
		00	01	11	10	
CD	00	0	0	1	1	<b><math>A'D + BC + AC'D'</math></b>
	01	1	1	0	0	
	11	1	1	1	0	
	10	0	1	1	0	

Spring 2020

Sacramento State - Cook - CSc 28

39

39

## Efficiency of K-Maps

- A K-Map does not necessarily make the **best** expression/circuit
- All expressions made this way are sums-of-products and some can be made simpler
- For example:  $a(b+c)$  is the same as  $ab+ac$ , but uses fewer gate inputs

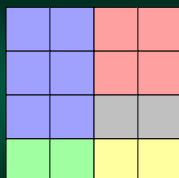
Spring 2020

Sacramento State - Cook - CSc 28

40

40

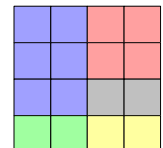
## How K-Maps Work



You are doing more than you think

## How K-Maps Work

- The order of gray code, and the  $2^n$  squares allow us to factor out literals
- Every time you eliminate a literal, you are performing **three** Boolean algebra laws
- This is done visually, so it is invisible!



Spring 2020

Sacramento State - Cook - CSc 28

42

42

## How K-Maps Work

1. First you use the *Distribution Law* on the minterms leaving  $(v + v')$  - which is the terminal that *changed*
2. You then use the *Complement Law* on  $(v + v')$  leaving 1
3. Finally, you remove the 1 using the *Identity Law*

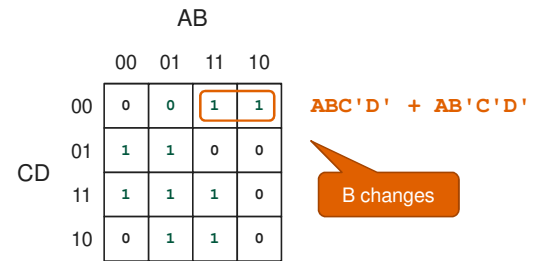
Spring 2020

Sacramento State - Cook - CSc 28

43

43

## Let's Look at This Again...



Spring 2020

Sacramento State - Cook - CSc 28

44

44

## Let's Look at This Again...

$$ABC'D' + AB'C'D'$$

$$AC'D'(B + B') \quad \text{Distributive}$$

$$AC'D'(1) \quad \text{Complement}$$

$$AC'D' \quad \text{Identity}$$

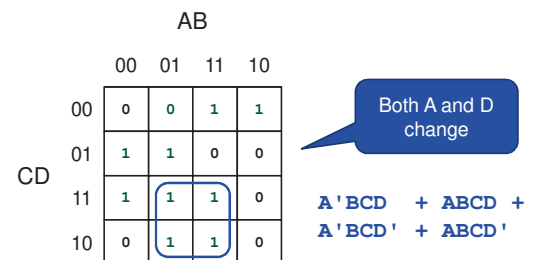
Spring 2020

Sacramento State - Cook - CSc 28

45

45

## How About Another Rectangle?



Spring 2020

Sacramento State - Cook - CSc 28

46

46

## How About Another Rectangle?

$$A'BCD + ABCD + A'BCD' + ABCD'$$

$$BCD(A' + A) + BCD'(A' + A)$$

$$BCD(1) + BCD'(1)$$

$$BCD + BCD'$$

A eliminated

Spring 2020

Sacramento State - Cook - CSc 28

47

47

## ... and it keeps going...

$$BCD + BCD'$$

$$BC(D + D')$$

$$BC(1)$$

$$BC$$

D eliminated

Spring 2020

Sacramento State - Cook - CSc 28

48

48




## Please Wait

CSC 28  
will begin shortly

Please open the chat  
window.

49




## K-Maps and Programming

Using it to simplify code

50

## K-Maps and Programming

- The Boolean expressions, that you use in your Java programs, are the same as the expressions we cover
- So, you can apply K-Maps to your Java code to simplify expressions



Spring 2020 Sacramento State - Cook - CSC 28 51

51

## K-Maps Can Simplify Expressions

- The following is a complex expression that, on the surface, looks difficult to simplify
- K-Maps can help

```
if (a && !b && c || a && b && !c ||
    a && !b && !c || a && b && c)
```

Spring 2020 Sacramento State - Cook - CSC 28 52

52

## K-Maps Can Simplify Expressions

- First, let's put the expression in the Computer Engineer notation
- Ah, we can see the structure now!

```
ab'c' + abc' + ab'c + abc
```

Spring 2020 Sacramento State - Cook - CSC 28 53

53

## K-Maps Can Simplify Expressions

		ab			
		00	01	11	10
c	0				
	1				

$ab'c' + abc' + ab'c + abc$

Spring 2020 Sacramento State - Cook - CSC 28 54

54

## K-Maps Can Simplify Expressions

		ab			
		00	01	11	10
c	0				1
	1				

$$ab'c' + abc' + ab'c + abc$$

Spring 2020

Sacramento State - Cook - CSc 28

55

55

## K-Maps Can Simplify Expressions

		ab			
		00	01	11	10
c	0			1	1
	1				

$$ab'c' + abc' + ab'c + abc$$

Spring 2020

Sacramento State - Cook - CSc 28

56

56

## K-Maps Can Simplify Expressions

		ab			
		00	01	11	10
c	0			1	1
	1				1

$$ab'c' + abc' + ab'c + abc$$

Spring 2020

Sacramento State - Cook - CSc 28

57

57

## K-Maps Can Simplify Expressions

		ab			
		00	01	11	10
c	0			1	1
	1			1	1

$$ab'c' + abc' + ab'c + abc$$

Spring 2020

Sacramento State - Cook - CSc 28

58

58

## K-Maps Can Simplify Expressions

		ab			
		00	01	11	10
c	0			1	1
	1			1	1

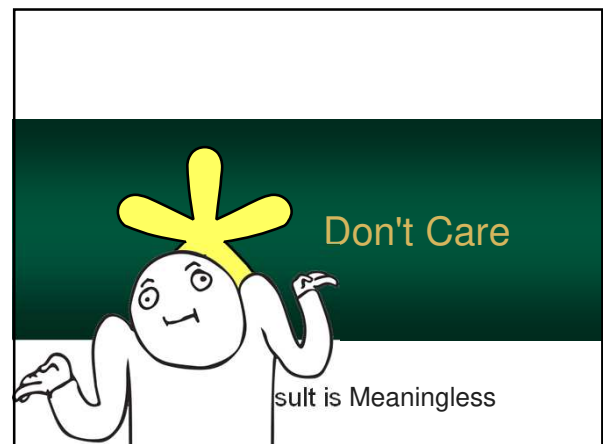
$$ab'c' + abc' + ab'c + abc = a$$

Spring 2020

Sacramento State - Cook - CSc 28

59

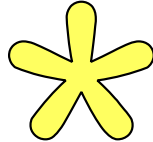
59



60

## Don't Care

- Sometimes *we don't really care* what output the circuit generates for some combinations of inputs
- So, for those inputs, the results are simply not significant



Spring 2020

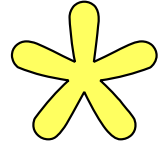
Sacramento State - Cook - CSc 28

61

61

## Don't Care

- In truth tables, the value "Don't Care" is represented with an asterisk
- It can be considered True or False – whichever is more *convenient* for the circuit



Spring 2020

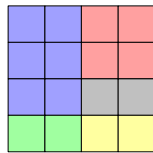
Sacramento State - Cook - CSc 28

62

62

## Karnaugh Maps and Don't Care

- We can construct a Karnaugh Map like before
- Except the squares corresponding to don't care outputs are marked (with an asterisk)



Spring 2020

Sacramento State - Cook - CSc 28

63

63

## Karnaugh Maps and Don't Care

- Then, when outlining blocks, we can (at our convenience) consider the "don't care" squares as either 0 or 1
- Since we want to make the largest outlines possible, we will sometimes consider a don't care to be true, and sometimes false

Spring 2020

Sacramento State - Cook - CSc 28

64

64

## Example

- We want to guarantee that the output of a circuit is 1 if both inputs are 1
- And 0 when both inputs are 0
- But otherwise we do not care

Spring 2020

Sacramento State - Cook - CSc 28

65

65

## Example

a	b	out
0	0	0
0	1	*
1	0	*
1	1	1

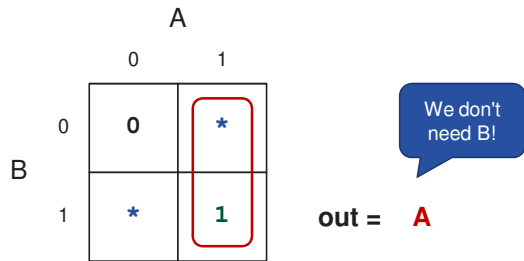
Spring 2020

Sacramento State - Cook - CSc 28

66

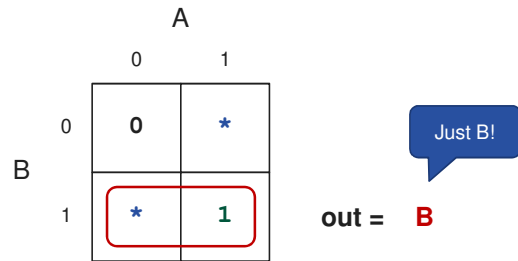
66

## K-Map For The Example



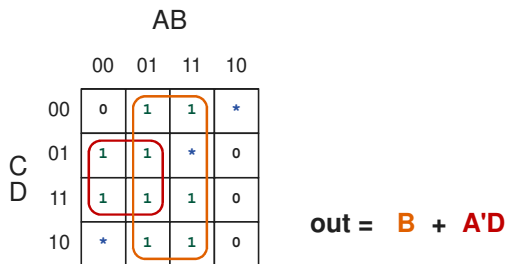
67

## ... or we can do this



68

## Four-Variable (with Don't Care)



69



## Functional Completeness

Just How Much Do We Need?

70

## Functional Completeness

- We can construct a circuit for any Boolean expression using **and** / **or** / **not**
- This means the set of gates {and, or, not} is *functionally complete*



71

## Function Completeness

- However, we don't need all three gates
- DeMorgan's laws shows us that we can construct:
  - an OR using an AND
  - and AND using an OR



72

## We Don't Need Or!

- So {and, not} are also complete because by DeMorgan's Law:  
 $x + y = (x'y)'$
- So, any expression that can be written using {and, or, not} can be written using just {and, not}



Spring 2020

Sacramento State - Cook - CSc 28

73

73

## or... We Don't Need And!

- Also {or, not} is functionally complete since  $xy = (x'+y)'$
- So, any expression that can be written using {and, or, not} can be written using just {or, not}



Spring 2020

Sacramento State - Cook - CSc 28

74

74

## Functional Completeness

- So, are any of the singular sets {and}, {or}, {not} functionally complete?
- In other words, can and/or/not all be converted into a single type of gate?
- No.** Neither {and} or {or} can be converted to a {not}

Spring 2020

Sacramento State - Cook - CSc 28

75

75

## NAND

- So, is there a gate that can, alone, be functional complete?
- What about NAND (negated And)?
  - $x \text{ nand } y = (xy)'$
  - Note: the NAND gate is not implemented with an AND gate and a NOT gate. It just has the same truth table as  $(xy)'$

Spring 2020

Sacramento State - Cook - CSc 28

76

76

## NAND

- To show that {nand} is functionally complete, we need to show that we can implement {and, or, not} using it
- The result would be greatly beneficial!
  - we would have to just construct 1 gate to create any circuit
  - this would greatly aid construction

Spring 2020

Sacramento State - Cook - CSc 28

77

77

## Not → Nand

Converting not to nand:

$$\begin{aligned}
 x' &= x' \\
 &= (xx)' && \text{Idempotent} \\
 &= x \text{ nand } x && \text{nand format}
 \end{aligned}$$

We can implement NOT by using a NAND.  
Both input will be x

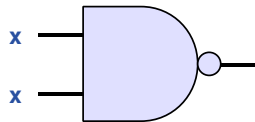
Spring 2020

Sacramento State - Cook - CSc 28

78

78

## Not → Nand



5/7/2020

Sacramento State - Cook - CSc 28 - Spring 2018

79

79

## Or → Nand

Note:  $x' = x \text{ nand } x$

$$\begin{aligned} x + y &= x + y \\ &= (x'y')' && \text{DeMorgan} \\ &= x' \text{ nand } y' && \text{nand format} \\ &= (x \text{ nand } x) \text{ nand } (y \text{ nand } y) \end{aligned}$$

Last proof let us convert  
NOT into NAND

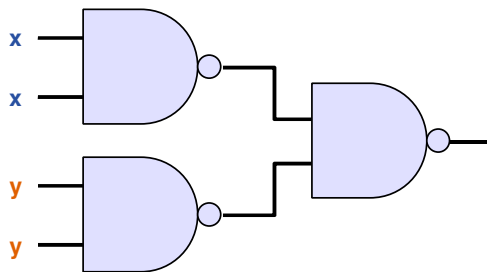
Spring 2020

Sacramento State - Cook - CSc 28

80

80

## Or → Nand



5/7/2020

Sacramento State - Cook - CSc 28 - Spring 2018

81

81

## And → Nand

Note:  $x' = x \text{ nand } x$

$$\begin{aligned} xy &= xy \\ &= ((xy)')' && \text{Involution} \\ &= (x \text{ nand } y)' && \text{Negate nand} \\ &= (x \text{ nand } y) \text{ nand } (x \text{ nand } y) \end{aligned}$$

Last proof let us convert  
NOT into NAND

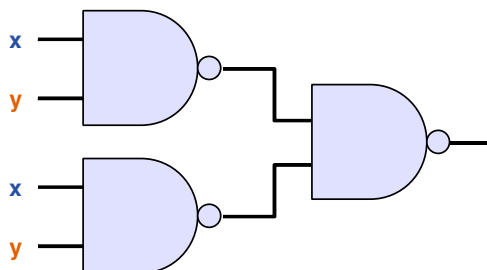
Spring 2020

Sacramento State - Cook - CSc 28

82

82

## And → Nand



5/7/2020

Sacramento State - Cook - CSc 28 - Spring 2018

83

83

## Summary

- The expressions below show that nand can be used to implement NOT, OR, AND
- So, we can just use NAND since it is *functionally complete*

$$\begin{aligned} x' &= x \text{ nand } x \\ xy &= (x \text{ nand } y) \text{ nand } (x \text{ nand } y) \\ x + y &= (x \text{ nand } x) \text{ nand } (y \text{ nand } y) \end{aligned}$$

Spring 2020

Sacramento State - Cook - CSc 28

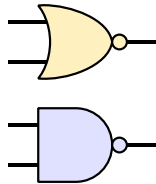
84

84



## How Hardware Works

- Also NOR is functionally complete
- $P \text{ NOR } Q = (P + Q)'$
- Hardware can alternatively use this gate rather than NAND



Spring 2020

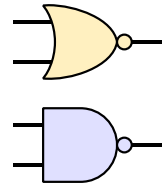
Sacramento State - Cook - CSc 28

85

85

## How Hardware Works

- If our hardware can just implement NAND or NOR, then we can create a circuit with just one gate
- In fact, many fabrication processes use only NAND or NOR gates



Spring 2020

Sacramento State - Cook - CSc 28

86

86