

**MATH 4400/6400 – Homework #3**  
posted Feb. 14; due Feb. 23, by midnight

It is impossible to be a mathematician without being a poet in soul.  
– Sofia Kovalevskaya

**Directions.** Give complete solutions, providing full justifications when appropriate. Your assignment must be stapled if it goes on beyond one page.

**MATH 4400 problems**

1. Let  $p$  be an odd prime, and let  $a$  be an integer not divisible by  $p$ . Prove that  $\sqrt{a}$  exists in  $\mathbf{Z}_p$  if and only if  $a^{(p-1)/2} \equiv 1 \pmod{p}$ .

*Hint.* Revisit the argument for when  $\sqrt{-1}$  exists in  $\mathbf{Z}_p$ . That is, pair nonzero elements of  $\mathbf{Z}_p$  that multiply to  $a$ .

2. Prove the Division Algorithm in  $\mathbf{Z}[\sqrt{2}]$ : For every  $\alpha, \beta \in \mathbf{Z}[\sqrt{2}]$  with  $\beta \neq 0$ , there are  $\gamma, \rho \in \mathbf{Z}[\sqrt{2}]$  with  $\alpha = \beta\gamma + \rho$  and  $|N\rho| < |N\beta|$ . Then do the same for  $\mathbf{Z}[\sqrt{3}]$ .
3. Show that the equation  $2 \cdot 2 = (\sqrt{5} + 1)(\sqrt{5} - 1)$  exhibits a genuine failure of unique factorization in  $\mathbf{Z}[\sqrt{5}]$ . That is, show that all the factors involved are prime in  $\mathbf{Z}[\sqrt{5}]$  and that the two factorizations cannot be made to agree with each other by reordering and introduction of unit factors.

4. Let  $d \in \mathbf{Z}^+$  with  $d \neq \square$ . Show that for each positive integer  $N$ , there are integers  $a, b$  with  $1 \leq b \leq N$  and  $|a + b\sqrt{d}| < 1/N$ .

*Hint.* Put each of the the fractional parts  $\{0\sqrt{d}\}, \dots, \{N\sqrt{d}\}$  into one of the  $N$  intervals  $[0, 1/N), [1/N, 2/N), \dots, [(N-1)/N, 1)$ . Then apply the Pigeonhole principle.

5. Let  $d \in \mathbf{Z}^+$  with  $d \neq \square$ . Suppose  $a, b \in \mathbf{Q}$ , and let  $\eta = a + b\sqrt{d}$ .
- (a) Expand  $(x - \eta)(x - \tilde{\eta})$  in the form  $x^2 - Ax - B$ , expressing  $A$  and  $B$  in terms of  $a$  and  $b$ .
- (b) Show that if  $x_n, y_n$  are defined by  $x_n + y_n\sqrt{d} = (a + b\sqrt{d})^n$ , then for every positive integer  $n$ ,

$$x_{n+1} = Ax_n + Bx_{n-1}, \quad y_{n+1} = Ay_n + By_{n-1},$$

where  $A$  and  $B$  are the numbers you found in part (a).

6. Let  $d \in \mathbf{Z}^+$  with  $d \neq \square$ .
- (a) Suppose (as we will show in class is always the case) that there is a unit  $> 1$  in  $\mathbf{Z}[\sqrt{d}]$ . Prove there is a smallest unit  $> 1$  in  $\mathbf{Z}[\sqrt{d}]$ .
- (b) Let  $\epsilon$  be the smallest unit  $> 1$  in  $\mathbf{Z}[\sqrt{d}]$ . Show that the collection of units  $> 1$  consists precisely of the elements  $\epsilon^n$ , for  $n \in \mathbf{Z}^+$ .
- (c) Show that the collection of all units in  $\mathbf{Z}[\sqrt{d}]$  consists precisely of the elements  $\pm\epsilon^n$ , where now  $n$  ranges over all of  $\mathbf{Z}$ .
- (d) With  $\epsilon$  as in (b), show that if  $N(\epsilon) = 1$ , then every unit in  $\mathbf{Z}[\sqrt{d}]$  has norm 1.
7. Find the smallest unit  $> 1$  of norm 1 in  $\mathbf{Z}[\sqrt{99}]$ . Then do the same for  $\mathbf{Z}[\sqrt{101}]$ . Justify your answers.

8. A number is called *pentagonal* if it has the form  $\frac{1}{2}n(3n - 1)$  for some integer  $n$ .<sup>1</sup>

Consider the problem of finding all square pentagonal numbers, i.e., all positive integers  $n$  and  $m$  with  $m^2 = \frac{1}{2}n(3n - 1)$ . The smallest  $n$  which gives rise to a solution is  $n = 1$ , corresponding to  $m = 1$ . The second smallest  $n$  is  $n = 81$ , corresponding to  $m = 99$ . Find, with proof, the third smallest  $n$ .

### MATH 6400 problems

- G1. Consider the sequence of primes  $2, 3, 7, 43, 139, \dots$  defined by the following procedure. Let  $q_1 = 2$ , and assuming  $q_j$  has been defined for  $1 \leq j \leq k$ , let  $q_{k+1}$  be the largest prime divisor of  $1 + q_1 \cdots q_k$ . Prove that the prime 5 does not appear in the sequence  $\{q_i\}_{i=1}^{\infty}$ .
- G2. Show that if  $p \equiv 1 \pmod{4}$  is prime, then  $\mathbf{Z}_p$  contains a fourth root of  $-4$ .

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<sup>1</sup>If you are curious about the name, draw some dot diagrams of nested pentagons and count the number of dots at each stage. If you get stuck, check out [https://en.wikipedia.org/wiki/Pentagonal\\_number](https://en.wikipedia.org/wiki/Pentagonal_number).