An Introduction to Abstract Algebra
with
Notes to the Future Teacher
Complete Solutions

Chapter 1 _____

Section 1.1

1.

i.   The answer is yes because any nonempty set of positive integers has a smallest member by the Well-Ordering Principle. The smallest member is 1 because we can write 1 as $1 = 139 \cdot 397 - 102 \cdot 541$.

ii. No. If $\frac{m}{n}$ is in the set, then $\frac{m}{2n}$ is also in the set. So there is no smallest member. The Well-Ordering Principle does not apply because the set in question is not a subset of the integers.

2.   Let $P(n)$ be the statement that $1 + 3 + \ldots + (2n - 1) = n^2$. Then $P(1)$ is the statement that $1 = 1^2$, which is true.   Now suppose that $P(n)$ is true. We prove that $P(n + 1)$ is true, namely, that $1 + 3 + \ldots + (2n - 1) + (2n + 1) = (n + 1)^2$. By our induction hypothesis, we can substitute n^2 for $1 + 3 + \ldots + (2n - 1)$. So we are left to prove that $n^2 + (2n + 1) = (n + 1)^2$, which is clearly true.

3.   Let $n = 1$. Then $\frac{1 - r^{n+1}}{1 - r} = \frac{1 - r^2}{1 - r} = \frac{(1 - r)(1 + r)}{1 - r} = (1 + r)$ since $r \neq 1$. Assume $1 + r + r^2 + \ldots + r^n = \frac{1 - r^{n+1}}{1 - r}$. Then $1 + r + r^2 + \ldots + r^n + r^{n+1} = \frac{1 - r^{n+1}}{1 - r} + r^{n+1} = \frac{1 - r^{n+1}}{1 - r} + \frac{(1 - r)r^{n+1}}{1 - r} = \frac{1 - r^{n+1}}{1 - r} + \frac{r^{n+1} - r^{n+2}}{1 - r} = \frac{1 - r^{n+2}}{1 - r}$.

4.   Let $n = 1$. Then $n^3 + 2n = 3$, which is a multiple of 3. Assume $n^3 + 2n$ is a multiple of 3. We must show that $(n + 1)^3 + 2(n + 1)$ is a multiple of 3. Now $(n + 1)^3 + 2(n + 1) = n^3 + 3n^2 + 3n + 1 + 2n + 2$, which equals $(n^3 + 2n) + 3n^2 + 3n + 3$. Since $(n^3 + 2n)$ is a multiple of three, and $3n^2 + 3n + 3 = 3(n^2 + n + 1)$, $(n + 1)^3 + 2(n + 1)$ is a multiple of 3.

5.   If there is one person in the room, there are 0 handshakes. Assume that if n people are in the room, there are $\frac{n(n-1)}{2}$ handshakes. If an $(n + 1)^{th}$ persons enters the room then n more handshakes will occur, making the total $\frac{n(n-1)}{2} + n$. Now $\frac{n(n-1)}{2} + n = \frac{n(n-1)}{2} + \frac{2n}{2} = \frac{n^2 - n}{2} + \frac{2n}{2} = \frac{n^2 + n}{2} = \frac{n(n + 1)}{2}$.

Introduction To Abstract Algebra Nicodemi Solutions

Lei Shi

Introduction To Abstract Algebra Nicodemi Solutions:

Discrete Mathematics Olympia Nicodemi,1987   **Library Recommendations for Undergraduate Mathematics** Lynn Arthur Steen,1992   **Subject Guide to Books in Print** ,1975   *Mathematical Reviews* ,2003   Mathematics for Computer Algebra Maurice Mignotte,1991-11-25 This book corresponds to a mathematical course given in 1986 87 at the University Louis Pasteur Strasbourg This work is primarily intended for graduate students The following are necessary prerequisites a few standard definitions in set theory the definition of rational integers some elementary facts in Combinatorics maybe only Newton s binomial formula some theorems of Analysis at the level of high schools and some elementary Algebra basic results about groups rings fields and linear algebra An important place is given to exercises These exercises are only rarely direct applications of the course More often they constitute complements to the text Mostly hints or references are given so that the reader should be able to find solutions Chapters one and two deal with elementary results of Number Theory for example the euclidean algorithm the Chinese remainder theorem and Fermat s little theorem These results are useful by themselves but they also constitute a concrete introduction to some notions in abstract algebra for example euclidean rings principal rings Algorithms are given for arithmetical operations with long integers The rest of the book chapters 3 through 7 deals with polynomials We give general results on polynomials over arbitrary rings Then polynomials with complex coefficients are studied in chapter 4 including many estimates on the complex roots of polynomials Some of these estimates are very useful in the subsequent chapters   Introduction to Matrix Algebra Autar Kaw,2008-09 Since 2002 the Introduction to Matrix Algebra book has been downloaded by more than 30 000 users from 50 different countries This book is an extended primer for undergraduate Matrix Algebra The book is either to be used as a refresher material for students who have already taken a course in Matrix Algebra or used as a just in time tool if the burden of teaching Matrix Algebra has been placed on several courses In my own department the Linear Algebra course was taken out of the curriculum a decade ago It is now taught just in time in courses like Statics Programming Concepts Vibrations and Controls There are ten chapters in the book 1 INTRODUCTION 2 VECTORS 3 BINARY MATRIX OPERATIONS 4 UNARY MATRIX OPERATIONS 5 SYSTEM OF EQUATIONS 6 GAUSSIAN ELIMINATION 7 LU DECOMPOSITION 8 GAUSS SEIDAL METHOD 9 ADEQUACY OF SOLUTIONS 10 EIGENVALUES AND EIGENVECTORS   Problems And Solutions In Introductory And Advanced Matrix Calculus Willi-hans Steeb,2006-08-24 As an extensive collection of problems with detailed solutions in introductory and advanced matrix calculus this self contained book is ideal for both graduate and undergraduate mathematics students The coverage includes systems of linear equations linear differential equations functions of matrices and the Kronecker product Many of the problems are related to applications in areas such as group theory Lie algebra theory and graph theory Thus physics and engineering students will also benefit from the book Exercises for matrix valued differential forms are also included   **Solutions Manual for A Concise Introduction to Pure Mathematics, Second**

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numerous different conditions and principles involved in a problem that leads to many possible different solution methods To prescribe a set of rules for each of the possible variations would involve an enormous number of additional steps making this task more burdensome than solving the problem directly due to the expectation of much trial and error Current textbooks normally explain a given principle in a few pages written by a finite and discrete math professional who has insight into the subject matter not shared by others These explanations are often written in an abstract manner that causes confusion as to the principle s use and application Explanations then are often not sufficiently detailed or extensive enough to make the reader aware of the wide range of applications and different aspects of the principle being studied The numerous possible variations of principles and their applications are usually not discussed and it is left to the reader to discover this while doing exercises Accordingly the average student is expected to rediscover that which has long been established and practiced but not always published or adequately explained The examples typically following the explanation of a topic are too few in number and too simple to enable the student to obtain a thorough grasp of the involved principles The explanations do not provide sufficient basis to solve problems that may be assigned for homework or given on examinations Poorly solved examples such as these can be presented in abbreviated form which leaves out much explanatory material between steps and as a result requires the reader to figure out the missing information This leaves the reader with an impression that the problems and even the subject are hard to learn completely the opposite of what an example is supposed to do Poor examples are often worded in a confusing or obscure way They might not state the nature of the problem or they present a solution which appears to have no direct relation to the problem These problems usually offer an overly general discussion never revealing how or what is to be solved Many examples do not include accompanying diagrams or graphs denying the reader the exposure necessary for drawing good diagrams and graphs Such practice only strengthens understanding by simplifying and organizing finite and discrete math processes Students can learn the subject only by doing the exercises themselves and reviewing them in class obtaining experience in applying the principles with their different ramifications In doing the exercises by themselves students find that they are required to devote considerable more time to finite and discrete math than to other subjects because they are uncertain with regard to the selection and application of the theorems and principles involved It is also often necessary for students to discover those tricks not revealed in their texts or review books that make it possible to solve problems easily Students must usually resort to methods of trial and error to discover these tricks therefore finding out that they may sometimes spend several hours to solve a single problem When reviewing the exercises in classrooms instructors usually request students to take turns in writing solutions on the boards and explaining them to the class Students often find it difficult to explain in a manner that holds the interest of the class and enables the remaining students to follow the material written on the boards The remaining students in the class are thus too occupied with copying the material off the boards to follow the professor s explanations This book is intended to aid students in finite and discrete

math overcome the difficulties described by supplying detailed illustrations of the solution methods that are usually not apparent to students Solution methods are illustrated by problems that have been selected from those most often assigned for class work and given on examinations The problems are arranged in order of complexity to enable students to learn and understand a particular topic by reviewing the problems in sequence The problems are illustrated with detailed step by step explanations to save the students large amounts of time that is often needed to fill in the gaps that are usually found between steps of illustrations in textbooks or review outline books The staff of REA considers finite and discrete math a subject that is best learned by allowing students to view the methods of analysis and solution techniques This learning approach is similar to that practiced in various scientific laboratories particularly in the medical fields In using this book students may review and study the illustrated problems at their own pace students are not limited to the time such problems receive in the classroom When students want to look up a particular type of problem and solution they can readily locate it in the book by referring to the index that has been extensively prepared It is also possible to locate a particular type of problem by glancing at just the material within the boxed portions Each problem is numbered and surrounded by a heavy black border for speedy identification   *Relationship Between Abstract Algebra and Geometry* Michelet Francois,2014   *Finite and Discrete Math* The Editors of Rea,Lutfi A. Lutfiyya,1985-01-25 h Problem Solver is an insightful and essential study and solution guide chock full of clear concise problem solving gems All your questions can be found in one convenient source from one of the most trusted names in reference solution guides More useful more practical and more informative these study aids are the best review books and textbook companions available Nothing remotely as comprehensive or as helpful exists in their subject anywhere Perfect for undergraduate and graduate studies Here in this highly useful reference is the finest overview of finite and discrete math currently available with hundreds of finite and discrete math problems that cover everything from graph theory and statistics to probability and Boolean algebra Each problem is clearly solved with step by step detailed solutions DETAILS The PROBLEM SOLVERS are unique the ultimate in study guides They are ideal for helping students cope with the toughest subjects They greatly simplify study and learning tasks They enable students to come to grips with difficult problems by showing them the way step by step toward solving problems As a result they save hours of frustration and time spent on groping for answers and understanding They cover material ranging from the elementary to the advanced in each subject They work exceptionally well with any text in its field PROBLEM SOLVERS are available in 41 subjects Each PROBLEM SOLVER is prepared by supremely knowledgeable experts Most are over 1000 pages PROBLEM SOLVERS are not meant to be read cover to cover They offer whatever may be needed at a given time An excellent index helps to locate specific problems rapidly TABLE OF CONTENTS Introduction Chapter 1 Logic Statements Negations Conjunctions and Disjunctions Truth Table and Proposition Calculus Conditional and Biconditional Statements Mathematical Induction Chapter 2 Set Theory Sets and Subsets Set Operations Venn Diagram Cartesian Product Applications Chapter 3 Relations Relations

WHAT THIS BOOK IS FOR

Students have generally found finite and discrete math difficult subjects to understand and learn Despite the publication of hundreds of textbooks in this field each one intended to provide an improvement over previous textbooks students of finite and discrete math continue to remain perplexed as a result of numerous subject areas that must be remembered and correlated when solving problems Various interpretations of finite and discrete math terms also contribute to the difficulties of mastering the subject In a study of finite and discrete math REA found the following basic reasons underlying the inherent difficulties of finite and discrete math No systematic rules of analysis were ever developed to follow in a step by step manner to solve typically encountered problems This results from numerous different conditions and principles involved in a problem that leads to many possible different solution methods To prescribe a set of rules for each of the possible variations would involve an enormous number of additional steps making this task more burdensome than solving the problem directly due to the expectation of much trial and error Current textbooks normally explain a given principle in a few pages written by a finite and discrete math professional who has insight into the subject matter not shared by others These explanations are often written in an abstract manner that causes confusion as to the principle s use and application Explanations then are often not sufficiently detailed or extensive enough to make the reader aware of the wide range of applications and different aspects of the principle being studied The numerous possible variations of principles and their applications are usually not discussed and it is left to the reader to discover this while doing exercises Accordingly the average student is expected to rediscover that which has long been established and practiced but not always published or adequately explained The examples typically following the explanation of a topic are too few in

number and too simple to enable the student to obtain a thorough grasp of the involved principles The explanations do not provide sufficient basis to solve problems that may be assigned for homework or given on examinations Poorly solved examples such as these can be presented in abbreviated form which leaves out much explanatory material between steps and as a result requires the reader to figure out the missing information This leaves the reader with an impression that the problems and even the subject are hard to learn completely the opposite of what an example is supposed to do Poor examples are often worded in a confusing or obscure way They might not state the nature of the problem or they present a solution which appears to have no direct relation to the problem These problems usually offer an overly general discussion never revealing how or what is to be solved Many examples do not include accompanying diagrams or graphs denying the reader the exposure necessary for drawing good diagrams and graphs Such practice only strengthens understanding by simplifying and organizing finite and discrete math processes Students can learn the subject only by doing the exercises themselves and reviewing them in class obtaining experience in applying the principles with their different ramifications In doing the exercises by themselves students find that they are required to devote considerable more time to finite and discrete math than to other subjects because they are uncertain with regard to the selection and application of the theorems and principles involved It is also often necessary for students to discover those tricks not revealed in their texts or review books that make it possible to solve problems easily Students must usually resort to methods of trial and error to discover these tricks therefore finding out that they may sometimes spend several hours to solve a single problem When reviewing the exercises in classrooms instructors usually request students to take turns in writing solutions on the boards and explaining them to the class Students often find it difficult to explain in a manner that holds the interest of the class and enables the remaining students to follow the material written on the boards The remaining students in the class are thus too occupied with copying the material off the boards to follow the professor s explanations This book is intended to aid students in finite and discrete math overcome the difficulties described by supplying detailed illustrations of the solution methods that are usually not apparent to students Solution methods are illustrated by problems that have been selected from those most often assigned for class work and given on examinations The problems are arranged in order of complexity to enable students to learn and understand a particular topic by reviewing the problems in sequence The problems are illustrated with detailed step by step explanations to save the students large amounts of time that is often needed to fill in the gaps that are usually found between steps of illustrations in textbooks or review outline books The staff of REA considers finite and discrete math a subject that is best learned by allowing students to view the methods of analysis and solution techniques This learning approach is similar to that practiced in various scientific laboratories particularly in the medical fields In using this book students may review and study the illustrated problems at their own pace students are not limited to the time such problems receive in the classroom When students want to look up a particular type of problem and solution they can readily locate it in the book by

referring to the index that has been extensively prepared It is also possible to locate a particular type of problem by glancing at just the material within the boxed portions Each problem is numbered and surrounded by a heavy black border for speedy identification   *Computer-oriented Application Modules for Abstract Algebra* Mark A. Miller,1983   <u>The Computational Content of Abstract Algebra and Analysis</u> Franziskus Wiesnet,2021   <u>Algebra for Computer Science</u> Lars Gårding,Torbjörn Tambour,1988-01-01

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