

Discrete Mathematics: Introduction

Slides by: Christopher M. Bourke
Instructor: Berthe Y. Choueiry

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Computer Science & Engineering 235
Introduction to Discrete Mathematics
cse235@cse.unl.edu

Notes

Computer Science & Engineering 235

Discrete Mathematics

- ▶ Roll
- ▶ Syllabus
- ▶ Lectures: M/W/F 1:30 – 2:20 (Avery 109)
- ▶ Recitations: Tuesdays 5:30 – 6:20 (Avery 108)
- ▶ Office hours:
 - ▶ Instructor: M/W 2:30 – 3:30 (Avery 123B)
 - ▶ TA: Chris Bourke: 1:00 – 2:00 (Wed in Avery 123C and Thu in Avery 13A)
- ▶ Must have cse account
- ▶ Must use webhandin
- ▶ Bonus points: report bugs

Notes

Why Discrete Mathematics? I

You have to.

Computer Science is *not* programming.

It is not even Software Engineering.

"Computer Science is no more about computers than astronomy is about telescopes." –Edsger Dijkstra

Computer Science is *problem solving*.

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Why Discrete Mathematics? II

Mathematics is at the heart of problem solving.

Often, even *defining* a problem requires a level of mathematical rigor.

Competent use and analysis of models/data structures/algorithms requires a solid foundation in mathematics.

Justification for why a particular way of solving a problem is *correct* or *efficient* (i.e., better than another way) requires analysis within a well defined mathematical model.

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Why Discrete Mathematics? III

Abstract thinking is necessary to applying knowledge.

Rarely will you encounter a problem in an abstract setting (your boss is not going to ask you to solve MST). Rather, it is up to you to determine the proper model of such a problem.

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Scenario I

A limo company has hired you (or your company) to write a computer program to automate the following tasks for a large event.

Task 1 – In the first scenario, businesses request limos and drivers for a fixed period of time (specifying a start-date/time and end-date/time) and charged a flat rate. The program should be able to generate a schedule so that the maximum number of customers can be accommodated.

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Scenario II

Task 2 – In the second scenario, the limo service is considering allowing customers to *bid* on a driver (so that the highest bidder gets a limo/driver when there aren't enough available). The program should thus make a schedule a feasible (i.e., no limo can handle two customers at the same time) while at the same time, maximizing the profit by selecting the highest *overall* bids.

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Scenario III

Task 3 – In a third scenario, a customer is allowed to specify a *set* of various times and bid an amount for the entire event. A driver must choose to accept the entire set of times or reject it all. The scheduler must still maximize the profit.

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Scenario

What's your solution?

How can you *model* such scenarios?

How can you develop algorithms for these scenarios?

How can you justify that they work? That they actually guarantee an optimal (i.e., maximized profit) solution?

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Scenario

The fundamentals that this course will teach you are the foundations that you will use to eventually solve these problems.

The first scenario is easily (i.e., efficiently) solved by a *greedy algorithm*.

The second scenario is also efficiently solvable, but by a more involved technique, *dynamic programming*.

The last scenario is not efficiently solvable (it is NP-hard) by any known technique. It is believed that to guarantee an optimal solution, one needs to look at all (exponentially many) possibilities.

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Fundamentals

Notation

A *set* is a collection of similar objects. We denote a set using brackets. For example,

$$S = \{s_1, s_2, s_3, \dots, s_n\}$$

is a finite set and

$$S = \{s_1, s_2, s_3, \dots\}$$

is an infinite set.

We denote that an object is an *element* of a set by the notation,

$$s_1 \in S$$

read “ s_1 (is) in S ” (or we can write $s_1 \notin S$ for “ s_1 (is) *not* in S ”)

Notes

Fundamentals

Notation

You should at least be familiar with the sets of integers, rationals and reals.

- We denote the set of *natural numbers* as

$$\mathbb{N} = \{0, 1, 2, 3, \dots\}$$

- We denote the set of *integers* as

$$\mathbb{Z} = \{0, 1, -1, 2, -2, 3, -3, \dots\}$$

- We denote the set of *rational* numbers as

$$\mathbb{Q} = \left\{ \frac{a}{b} \mid a, b \in \mathbb{Z} \right\}$$

- We denote the set of *reals* as

$$\mathbb{R} = \{x \mid x \text{ is a decimal number}\}$$

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Algebra I

Definition

Let $a, b \in \mathbb{Z}$ with $b \neq 0$. we say that b divides a if and only if

$$a = qb$$

for some integer q . We will use the notation

$$b \mid a$$

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Algebra II

Example

2 divides 64 since $64 = 32 \times 2$

$$2 \mid 32$$

3 divides 27 since $27 = 9 \times 3$

$$3 \mid 27$$

However, 2 does not divide 27 since there is no integer q such that

$$27 = 2q$$

In this case, we write $2 \nmid 27$

Notes

Topics

Topic	Sections
Propositional Logic	1.1 – 1.2
Predicate Logic	1.3 – 1.4
Proofs	1.5 – 1.6
Sets	2.1 – 2.2
Functions	2.3
Relations	8.1, 8.3 – 8.6
Algorithms	3.1 – 3.3
Number Theory	3.4 – 3.7
Induction	4.1 – 4.2
Counting	5.1 – 5.2
Combinatorics	5.3 – 5.5
Recursion	7.1 – 7.2
PIE	7.5
Graphs	9.1 – 9.5
Trees	10.1 – 10.3

Notes
