

70: Discrete Math and Probability Theory

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Programming + Microprocessors \equiv Superpower!

What are your super powerful programs/processors doing?

Logic and Proofs!

Induction \equiv Recursion.

What can computers do?

Work with discrete objects.

Discrete Math \implies immense application.

Computers learn and interact with the world?

E.g. machine learning, data analysis, robotics, ...

Probability!

My hopes and dreams.

We teach you to think more clearly and more powerfully.

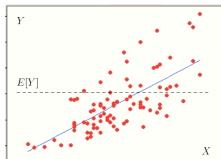
My hopes and dreams.

We teach you to think more clearly and more powerfully.

..And to deal clearly with uncertainty itself.

Probability Unit

- How can we predict unknown future events (e.g., gambling profit, next week rainfall, traffic congestion, ...)?
 - Constructive Models: Model the overall system (including the sources of uncertainty).
 - For modeling uncertainty, we'll develop probabilistic models and techniques for analyzing them.
 - Deductive Models: Extract the “trend” from the previous outcomes (e.g., linear regression).



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Explains policies, has office hours, homework, midterm dates, etc.

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One midterm, final.

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Questions

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Questions \implies piazza:

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Logistics, etc.

Content Support: other students!

Plus Piazza hours.

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It's **weekly**.

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It's weekly.
Read it!!!!

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Weekly Post.

It's weekly.

Read it!!!!

Announcements, logistics, critical advice.

Wason's experiment:1

Suppose we have four cards on a table:

- ▶ 1st about Alice, 2nd about Bob, 3rd Charlie, 4th Donna.

Wason's experiment:1

Suppose we have four cards on a table:

- ▶ 1st about Alice, 2nd about Bob, 3rd Charlie, 4th Donna.
- ▶ Card contains person's **destination** on one side, and **mode of travel**.

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"If a person travels to Chicago, they flies."

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- ▶ Consider the theory:
"If a person travels to Chicago, they flies."
- ▶ Suppose you see that Alice went to Baltimore, Bob drove, Charlie went to Chicago, and Donna flew.

Alice
Baltimore

Bob
drove

Charlie
Chicago

Donna
flew

Wason's experiment:1

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- ▶ Which cards must you flip to test the theory?

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Answer: (A), (B), (C), (D).

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- ▶ Which cards must you flip to test the theory?

Answer: (A), (B), (C), (D). Later.

CS70: Lecture 1. Outline.

Today: Note 1.

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The language of proofs!

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The language of proofs!

1. Propositions.
2. Propositional Forms.
3. Implication.
4. Truth Tables
5. Quantifiers
6. More De Morgan's Laws

Propositions: Statements that are true or false.

$\sqrt{2}$ is irrational

$$2+2 = 4$$

$$2+2 = 3$$

826th digit of pi is 4

Johnny Depp is a good actor

Any even > 2 is sum of 2 primes

$$4 + 5$$

$$x + x$$

Alice travelled to Chicago

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Not Proposition

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Its complicated.

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Propositional Forms.

Put propositions together to make another...

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Conjunction (“and”): $P \wedge Q$

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Negation (“not”): $\neg P$

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Examples:

$\neg (2 + 2 = 4)$ – a proposition that is ...

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Examples:

$\neg (2 + 2 = 4)$ – a proposition that is ... False

$(2 + 2 = 3) \wedge (2 + 2 = 4)$ – a proposition that is ...

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Examples:

$\neg “(2 + 2 = 4)”$ – a proposition that is ... False

“ $2 + 2 = 3$ ” \wedge “ $2 + 2 = 4$ ” – a proposition that is ... False

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“ $2 + 2 = 3$ ” \vee “ $2 + 2 = 4$ ” – a proposition that is ...

Propositional Forms.

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Examples:

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“ $2 + 2 = 3$ ” \wedge “ $2 + 2 = 4$ ” – a proposition that is ... **False**

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Negation (“not”): $\neg P$

“ $\neg P$ ” is **True** if P is **False** . Else **False** .

Examples:

$\neg “(2 + 2 = 4)”$ – a proposition that is ... **False**

“ $2 + 2 = 3$ ” \wedge “ $2 + 2 = 4$ ” – a proposition that is ... **False**

“ $2 + 2 = 3$ ” \vee “ $2 + 2 = 4$ ” – a proposition that is ... **True**

Put them together..

Propositions:

P_1 - Person 1 rides the bus.

Put them together..

Propositions:

P_1 - Person 1 rides the bus.

P_2 - Person 2 rides the bus.

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Put them together..

Propositions:

P_1 - Person 1 rides the bus.

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....

But we can't have either of the following happen; That either person 1 or person 2 ride the bus and person 3 or 4 ride the bus. Or that person 2 or person 3 ride the bus and that either person 4 rides the bus or person 5 doesn't.

Put them together..

Propositions:

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But we can't have either of the following happen; That either person 1 or person 2 ride the bus and person 3 or 4 ride the bus. Or that person 2 or person 3 ride the bus and that either person 4 rides the bus or person 5 doesn't.

Propositional Form:

$$\neg(((P_1 \vee P_2) \wedge (P_3 \vee P_4)) \vee ((P_2 \vee P_3) \wedge (P_4 \vee \neg P_5)))$$

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Propositional Form:

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Can person 3 ride the bus?

Put them together..

Propositions:

P_1 - Person 1 rides the bus.

P_2 - Person 2 rides the bus.

....

But we can't have either of the following happen; That either person 1 or person 2 ride the bus and person 3 or 4 ride the bus. Or that person 2 or person 3 ride the bus and that either person 4 rides the bus or person 5 doesn't.

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$\neg(((P_1 \vee P_2) \wedge (P_3 \vee P_4)) \vee ((P_2 \vee P_3) \wedge (P_4 \vee \neg P_5)))$

Can person 3 ride the bus?

Can person 3 and person 4 ride the bus together?

Put them together..

Propositions:

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This seems ...

Put them together..

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But we can't have either of the following happen; That either person 1 or person 2 ride the bus and person 3 or 4 ride the bus. Or that person 2 or person 3 ride the bus and that either person 4 rides the bus or person 5 doesn't.

Propositional Form:

$\neg(((P_1 \vee P_2) \wedge (P_3 \vee P_4)) \vee ((P_2 \vee P_3) \wedge (P_4 \vee \neg P_5)))$

Can person 3 ride the bus?

Can person 3 and person 4 ride the bus together?

This seems ...**complicated**.

Put them together..

Propositions:

P_1 - Person 1 rides the bus.

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We can program!!!!

We need a way to keep track!

Truth Tables for Propositional Forms.

" $P \wedge Q$ " is True if
both P and Q are True .

P	Q	$P \wedge Q$
T	T	T
T	F	
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DeMorgan's Law's for Negation: distribute and flip!

$$\neg(P \wedge Q)$$

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One use for truth tables: Logical Equivalence of propositional forms!

Example: $\neg(P \wedge Q)$ logically equivalent to $\neg P \vee \neg Q$. Same Truth Table!

P	Q	$\neg(P \vee Q)$	$\neg P \wedge \neg Q$
T	T	F	F
T	F	F	F
F	T	F	F
F	F	T	T

DeMorgan's Law's for Negation: distribute and flip!

$$\neg(P \wedge Q) \equiv \neg P \vee \neg Q$$

Truth Tables for Propositional Forms.

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P	Q	$P \wedge Q$
T	T	T
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One use for truth tables: Logical Equivalence of propositional forms!

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T	F	F	F
F	T	F	F
F	F	T	T

DeMorgan's Law's for Negation: distribute and flip!

$$\neg(P \wedge Q) \equiv \neg P \vee \neg Q \qquad \neg(P \vee Q)$$

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One use for truth tables: Logical Equivalence of propositional forms!

Example: $\neg(P \wedge Q)$ logically equivalent to $\neg P \vee \neg Q$. Same Truth Table!

P	Q	$\neg(P \vee Q)$	$\neg P \wedge \neg Q$
T	T	F	F
T	F	F	F
F	T	F	F
F	F	T	T

DeMorgan's Law's for Negation: distribute and flip!

$$\neg(P \wedge Q) \equiv \neg P \vee \neg Q \qquad \neg(P \vee Q) \equiv \neg P \wedge \neg Q$$

Quick Questions

P	Q	$P \wedge Q$
T	T	T
T	F	F
F	T	F
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P	Q	$P \vee Q$
T	T	T
T	F	T
F	T	T
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Quick Questions

P	Q	$P \wedge Q$
T	T	T
T	F	F
F	T	F
F	F	F

Is $(T \wedge Q) \equiv Q$?

P	Q	$P \vee Q$
T	T	T
T	F	T
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Quick Questions

P	Q	$P \wedge Q$
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Is $(T \wedge Q) \equiv Q$? Yes?

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Is $(T \wedge Q) \equiv Q$? Yes? No?

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Is $(T \wedge Q) \equiv Q$? Yes? No?

Yes! Look at rows in truth table for $P = T$.

Quick Questions

P	Q	$P \wedge Q$
T	T	T
T	F	F
F	T	F
F	F	F

P	Q	$P \vee Q$
T	T	T
T	F	T
F	T	T
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Is $(T \wedge Q) \equiv Q$? Yes? No?

Yes! Look at rows in truth table for $P = T$.

What is $(F \wedge Q)$?

Quick Questions

P	Q	$P \wedge Q$
T	T	T
T	F	F
F	T	F
F	F	F

P	Q	$P \vee Q$
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Is $(T \wedge Q) \equiv Q$? Yes? No?

Yes! Look at rows in truth table for $P = T$.

What is $(F \wedge Q)$? F or False.

Quick Questions

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P	Q	$P \vee Q$
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What is $(F \wedge Q)$? F or False.

What is $(T \vee Q)$?

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P	Q	$P \wedge Q$
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Is $(T \wedge Q) \equiv Q$? Yes? No?

Yes! Look at rows in truth table for $P = T$.

What is $(F \wedge Q)$? F or False.

What is $(T \vee Q)$? T

What is $(F \vee Q)$? Q

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

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$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

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$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R)$$

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

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$$\text{RHS: } (T \wedge Q) \vee (T \wedge R)$$

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P is False .

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

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$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

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Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R) \equiv (Q \vee R).$$

$$\text{RHS: } (T \wedge Q) \vee (T \wedge R) \equiv (Q \vee R).$$

P is False .

$$\text{LHS: } F \wedge (Q \vee R) \equiv F.$$

$$\text{RHS: } (F \wedge Q) \vee (F \wedge R) \equiv (F \vee F)$$

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

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Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

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Simplify: $T \vee Q \equiv T$,

Distributive?

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$$P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)?$$

Simplify: $T \vee Q \equiv T$, $F \vee Q \equiv Q$

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

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$$P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)?$$

Simplify: $T \vee Q \equiv T$, $F \vee Q \equiv Q$

Foil 1:

Distributive?

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Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R) \equiv (Q \vee R).$$

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$$P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)?$$

Simplify: $T \vee Q \equiv T$, $F \vee Q \equiv Q$

Foil 1:

$$(A \vee B) \wedge (C \vee D) \equiv (A \wedge C) \vee (A \wedge D) \vee (B \wedge C) \vee (B \wedge D)?$$

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

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$$\text{LHS: } F \wedge (Q \vee R) \equiv F.$$

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Simplify: $T \vee Q \equiv T$, $F \vee Q \equiv Q$

Foil 1:

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Foil 2:

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R) \equiv (Q \vee R).$$

$$\text{RHS: } (T \wedge Q) \vee (T \wedge R) \equiv (Q \vee R).$$

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Implication.

$P \implies Q$ interpreted as

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If P , then Q .

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True Statements: $P, P \implies Q$.

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Statement: If you stand in the rain, then you'll get wet.

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Statement: If you stand in the rain, then you'll get wet.

P = "you stand in the rain"

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Statement: "Stand in the rain"

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Statement:

If a right triangle has sidelengths $a \leq b \leq c$, then $a^2 + b^2 = c^2$.

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Non-Consequences/consequences of Implication

The statement " $P \implies Q$ "

Non-Consequences/consequences of Implication

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only is **False** if P is **True** and Q is **False** .

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Some Fun: use propositional formulas to describe implication?

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$((P \implies Q) \wedge P) \implies Q$.

Implication and English.

$$P \implies Q$$

Poll.

- ▶ If P , then Q .

Implication and English.

$$P \implies Q$$

Poll.

▶ If P , then Q .

▶ Q if P .

Just reversing the order.

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Just reversing the order.

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Remember if P is true then Q must be true.

Implication and English.

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this suggests that P can only be true if Q is true.

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since if Q is false P must have been false.

Implication and English.

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Just reversing the order.

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Remember if P is true then Q must be true.

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▶ P is sufficient for Q .

Implication and English.

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Example: Showing $n > 4$ is sufficient for showing $n > 3$.

Implication and English.

$$P \implies Q$$

Poll.

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Just reversing the order.

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▶ P is sufficient for Q .

This means that proving P allows you to conclude that Q is true.

Example: Showing $n > 4$ is sufficient for showing $n > 3$.

▶ Q is necessary for P .

For P to be true it is necessary that Q is true.

Or if Q is false then we know that P is false.

Implication and English.

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▶ If P , then Q .

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This means that proving P allows you to conclude that Q is true.

Example: Showing $n > 4$ is sufficient for showing $n > 3$.

▶ Q is necessary for P .

For P to be true it is necessary that Q is true.

Or if Q is false then we know that P is false.

Example: It is necessary that $n > 3$ for $n > 4$.

Truth Table: implication.

P	Q	$P \implies Q$
T	T	T
T	F	
F	T	
F	F	

Truth Table: implication.

P	Q	$P \implies Q$
T	T	T
T	F	F
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P	Q	$\neg P \vee Q$
T	T	
T	F	
F	T	
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$$\neg P \vee Q \equiv P \implies Q.$$

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T	T	T
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F	T	T
F	F	T

P	Q	$\neg P \vee Q$
T	T	T
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$$\neg P \vee Q \equiv P \implies Q.$$

These two propositional forms are logically equivalent!

Contrapositive, Converse

- ▶ **Contrapositive** of $P \implies Q$ is $\neg Q \implies \neg P$.

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▶ **Definition:** If $P \implies Q$ and $Q \implies P$ is P if and only if Q or $P \iff Q$.

(Logically Equivalent: \iff .)

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Next: Statements about boolean valued functions!!

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Wait! What is \mathbb{N} ?

Quantifiers: universes.

Proposition: “For all natural numbers n , $\sum_{i=1}^n i = \frac{n(n+1)}{2}$.”

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Proposition has **universe:** “the natural numbers”.

Universe examples include..

- ▶ $\mathbb{N} = \{0, 1, \dots\}$ (natural numbers).
- ▶ $\mathbb{Z} = \{\dots, -1, 0, \dots\}$ (integers)
- ▶ \mathbb{Z}^+ (positive integers)
- ▶ \mathbb{R} (real numbers)
- ▶ Any set: $S = \{Alice, Bob, Charlie, Donna\}$.
- ▶ See note 0 for more!

Other proposition notation(for discussion):

“ $d|n$ ” means d divides n

Quantifiers: universes.

Proposition: “For all natural numbers n , $\sum_{i=1}^n i = \frac{n(n+1)}{2}$.”

Proposition has **universe:** “the natural numbers”.

Universe examples include..

- ▶ $\mathbb{N} = \{0, 1, \dots\}$ (natural numbers).
- ▶ $\mathbb{Z} = \{\dots, -1, 0, \dots\}$ (integers)
- ▶ \mathbb{Z}^+ (positive integers)
- ▶ \mathbb{R} (real numbers)
- ▶ Any set: $S = \{Alice, Bob, Charlie, Donna\}$.
- ▶ See note 0 for more!

Other proposition notation(for discussion):

“ $d|n$ ” means d divides n

or $\exists k \in \mathbb{Z}, n = kd$.

$2|4$?

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$2|4$? True.

$4|2$?

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“ $d|n$ ” means d divides n

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$2|4$? True.

$4|2$? False.

Back to: Wason's experiment:1

Theory:

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Theory: "If a person travels to Chicago, he/she flies."

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Which cards do you need to flip to test the theory?

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Chicago(x) = "x went to Chicago."

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Back to: Wason's experiment:1

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Alice to Baltimore, Bob drove, Charlie to Chicago, and Donna flew.

Which cards do you need to flip to test the theory?

Chicago(x) = "x went to Chicago." *Flew*(x) = "x flew"

Statement/theory: $\forall x \in \{A, B, C, D\}, \textit{Chicago}(x)$

Back to: Wason's experiment:1

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Statement/theory: $\forall x \in \{A, B, C, D\}, Chicago(x) \implies Flew(x)$

$Chicago(A) =$ **False** .

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$Chicago(A)$ = **False** . Do we care about $Flew(A)$?

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Which cards do you need to flip to test the theory?

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$Chicago(A)$ = **False** . Do we care about $Flew(A)$?

No.

Back to: Wason's experiment:1

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$Chicago(A) =$ **False** . Do we care about $Flew(A)$?

No. $Chicago(A) \implies Flew(A)$ is true.

since $Chicago(A)$ is **False** ,

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$Chicago(A) = \text{False}$. Do we care about $Flew(A)$?

No. $Chicago(A) \implies Flew(A)$ is true.

since $Chicago(A)$ is **False** ,

$Flew(B) = \text{False}$.

Back to: Wason's experiment:1

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Alice to Baltimore, Bob drove, Charlie to Chicago, and Donna flew.

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since $Chicago(A)$ is **False** ,

$Flew(B)$ = **False** . Do we care about $Chicago(B)$?

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$Chicago(A)$ = **False** . Do we care about $Flew(A)$?

No. $Chicago(A) \implies Flew(A)$ is true.

since $Chicago(A)$ is **False** ,

$Flew(B)$ = **False** . Do we care about $Chicago(B)$?

Yes.

Back to: Wason's experiment:1

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$Chicago(A) = \text{False}$. Do we care about $Flew(A)$?

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since $Chicago(A)$ is **False** ,

$Flew(B) = \text{False}$. Do we care about $Chicago(B)$?

Yes. $Chicago(B) \implies Flew(B) \equiv \neg Flew(B) \implies \neg Chicago(B)$.

Back to: Wason's experiment:1

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$Chicago(A)$ = **False** . Do we care about $Flew(A)$?

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$Flew(B)$ = **False** . Do we care about $Chicago(B)$?

Yes. $Chicago(B) \implies Flew(B) \equiv \neg Flew(B) \implies \neg Chicago(B)$.

So $Chicago(Bob)$ must be **False** .

Back to: Wason's experiment:1

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Alice to Baltimore, Bob drove, Charlie to Chicago, and Donna flew.

Which cards do you need to flip to test the theory?

$Chicago(x) =$ "x went to Chicago." $Flew(x) =$ "x flew"

Statement/theory: $\forall x \in \{A, B, C, D\}, Chicago(x) \implies Flew(x)$

$Chicago(A) =$ **False** . Do we care about $Flew(A)$?

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since $Chicago(A)$ is **False** ,

$Flew(B) =$ **False** . Do we care about $Chicago(B)$?

Yes. $Chicago(B) \implies Flew(B) \equiv \neg Flew(B) \implies \neg Chicago(B)$.

So $Chicago(Bob)$ must be **False** .

$Chicago(C) =$ **True** .

Back to: Wason's experiment:1

Theory: "If a person travels to Chicago, he/she flies."

Alice to Baltimore, Bob drove, Charlie to Chicago, and Donna flew.

Which cards do you need to flip to test the theory?

$Chicago(x) =$ "x went to Chicago." $Flew(x) =$ "x flew"

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$Chicago(C) =$ **True** . Do we care about $Flew(C)$?

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So $Chicago(Bob)$ must be **False** .

$Chicago(C) =$ **True** . Do we care about $Flew(C)$?

Yes.

Back to: Wason's experiment:1

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So $Chicago(Bob)$ must be **False** .

$Chicago(C) =$ **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

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since $Chicago(A)$ is **False** ,

$Flew(B) =$ **False** . Do we care about $Chicago(B)$?

Yes. $Chicago(B) \implies Flew(B) \equiv \neg Flew(B) \implies \neg Chicago(B)$.

So $Chicago(Bob)$ must be **False** .

$Chicago(C) =$ **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

$Flew(D) =$ **True** .

Back to: Wason's experiment:1

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Which cards do you need to flip to test the theory?

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$Chicago(A) =$ **False** . Do we care about $Flew(A)$?

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So $Chicago(Bob)$ must be **False** .

$Chicago(C) =$ **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

$Flew(D) =$ **True** . Do we care about $Chicago(D)$?

Back to: Wason's experiment:1

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$Chicago(A) =$ **False** . Do we care about $Flew(A)$?

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$Flew(B) =$ **False** . Do we care about $Chicago(B)$?

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So $Chicago(Bob)$ must be **False** .

$Chicago(C) =$ **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

$Flew(D) =$ **True** . Do we care about $Chicago(D)$?

No.

Back to: Wason's experiment:1

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Alice to Baltimore, Bob drove, Charlie to Chicago, and Donna flew.

Which cards do you need to flip to test the theory?

$Chicago(x)$ = "x went to Chicago." $Flew(x)$ = "x flew"

Statement/theory: $\forall x \in \{A, B, C, D\}, Chicago(x) \implies Flew(x)$

$Chicago(A)$ = **False** . Do we care about $Flew(A)$?

No. $Chicago(A) \implies Flew(A)$ is true.

since $Chicago(A)$ is **False** ,

$Flew(B)$ = **False** . Do we care about $Chicago(B)$?

Yes. $Chicago(B) \implies Flew(B) \equiv \neg Flew(B) \implies \neg Chicago(B)$.

So $Chicago(Bob)$ must be **False** .

$Chicago(C)$ = **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

$Flew(D)$ = **True** . Do we care about $Chicago(D)$?

No. $Chicago(D) \implies Flew(D)$ is true if $Flew(D)$ is true.

Back to: Wason's experiment:1

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Alice to Baltimore, Bob drove, Charlie to Chicago, and Donna flew.

Which cards do you need to flip to test the theory?

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Statement/theory: $\forall x \in \{A, B, C, D\}, Chicago(x) \implies Flew(x)$

$Chicago(A) =$ **False** . Do we care about $Flew(A)$?

No. $Chicago(A) \implies Flew(A)$ is true.

since $Chicago(A)$ is **False** ,

$Flew(B) =$ **False** . Do we care about $Chicago(B)$?

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So $Chicago(Bob)$ must be **False** .

$Chicago(C) =$ **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

$Flew(D) =$ **True** . Do we care about $Chicago(D)$?

No. $Chicago(D) \implies Flew(D)$ is true if $Flew(D)$ is true.

Only have to turn over cards for Bob and Charlie.

More for all quantifiers examples.

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- ▶ “doubling a number always makes it larger”

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$$(\forall x \in \mathcal{N}) (2x > x)$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathcal{N}) (2x > x) \quad \text{False}$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$(\forall x \in \mathbb{N}) (2x > x)$ **False** **Consider** $x = 0$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x)$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

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$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})(x > 5)$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})(x > 5 \implies$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})(x > 5 \implies x^2 > 25).$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})(x > 5 \implies x^2 > 25).$$

Idea alert:

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})(x > 5 \implies x^2 > 25).$$

Idea alert: Restrict domain using implication.

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbf{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbf{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbf{N})(x > 5 \implies x^2 > 25).$$

Idea alert: Restrict domain using implication.

Later we may omit universe if clear from context.

Quantifiers..not commutative.

- ▶ In English: “there is a natural number that is the square of every natural number”.

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- ▶ In English: “there is a natural number that is the square of every natural number”.

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Quantifiers..not commutative.

- ▶ In English: “there is a natural number that is the square of every natural number”.

$$(\exists y \in \mathcal{N}) (\forall x \in \mathcal{N}) (y = x^2)$$

Quantifiers..not commutative.

- ▶ In English: “there is a natural number that is the square of every natural number”.

$$(\exists y \in \mathcal{N}) (\forall x \in \mathcal{N}) (y = x^2) \quad \text{False}$$

Quantifiers..not commutative.

- ▶ In English: “there is a natural number that is the square of every natural number”.

$$(\exists y \in \mathcal{N}) (\forall x \in \mathcal{N}) (y = x^2) \quad \text{False}$$

- ▶ In English: “the square of every natural number is a natural number.”

Quantifiers..not commutative.

- ▶ In English: “there is a natural number that is the square of every natural number”.

$$(\exists y \in \mathcal{N}) (\forall x \in \mathcal{N}) (y = x^2) \quad \text{False}$$

- ▶ In English: “the square of every natural number is a natural number.”

$$(\forall x \in \mathcal{N})$$

Quantifiers..not commutative.

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