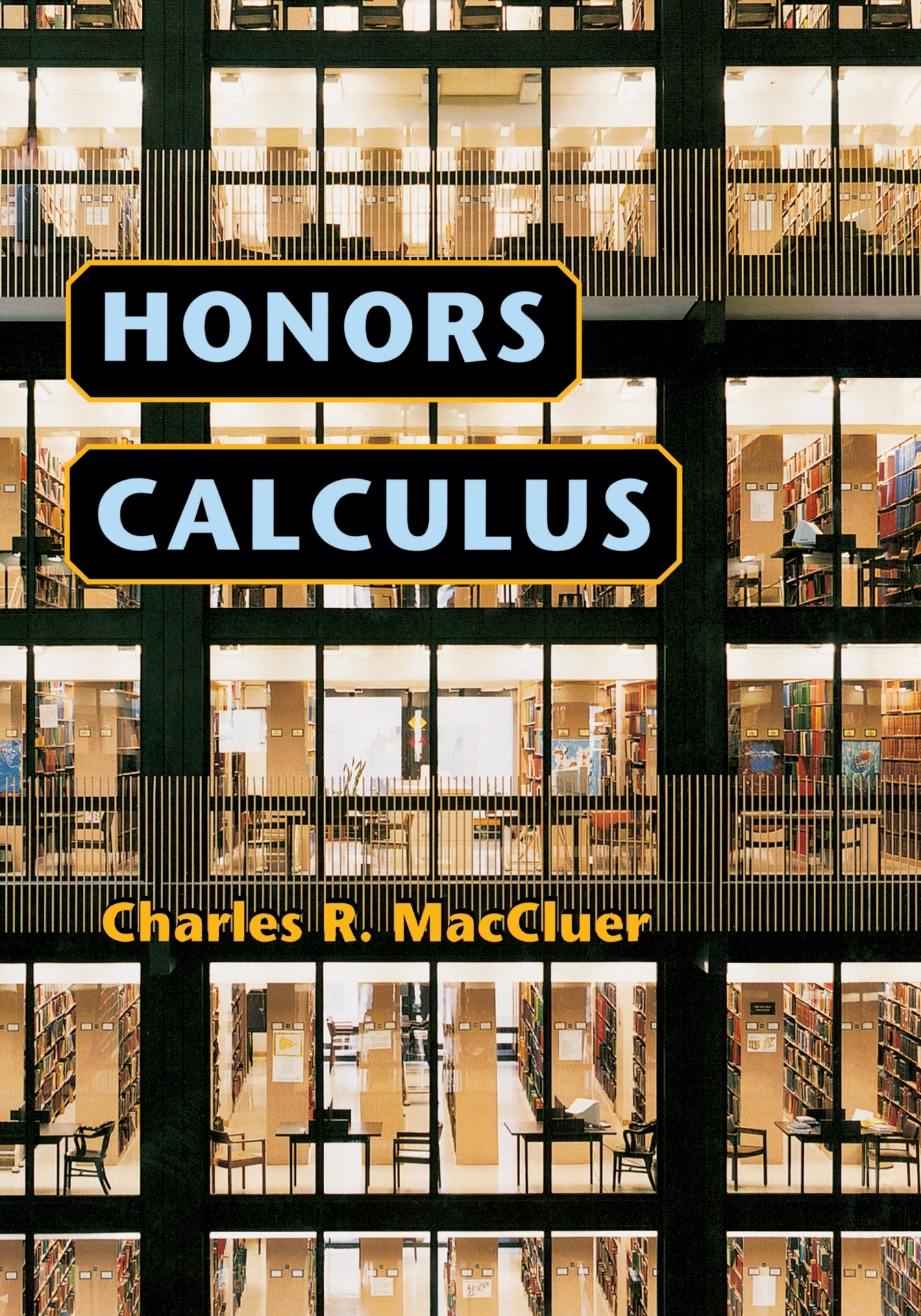


The background of the entire page is a grid of small, square photographs showing various parts of a library. The photos include rows of bookshelves filled with books, study tables with chairs, and open aisles. The lighting is warm and yellowish, typical of indoor library lighting. The grid is composed of approximately 10 columns and 10 rows of these small images.

HONORS

CALCULUS

Charles R. MacCluer

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This book is dedicated to my son Joshua.

Contents

Preface	xi
Acknowledgments	xiii
1 Functions on Sets	
1.1 Sets	1
1.2 Functions	2
1.3 Cardinality	5
Exercises	6
2 The Real Numbers	
2.1 The Axioms	12
2.2 Implications	14
2.3 Latter-Day Axioms	16
Exercises	16
3 Metric Properties	
3.1 The Real Line	19
3.2 Distance	20
3.3 Topology	21
3.4 Connectedness	22
3.5 Compactness	23
Exercises	27
4 Continuity	
4.1 The Definition	30
4.2 Consequences	31
4.3 Combinations of Continuous Functions	33
4.4 Bisection	36
4.5 Subspace Topology	37
Exercises	38
5 Limits and Derivatives	
5.1 Limits	41
5.2 The Derivative	43
5.3 Mean Value Theorem	46
5.4 Derivatives of Inverse Functions	48
5.5 Derivatives of Trigonometric Functions	50
Exercises	53

6	Applications of the Derivative	
6.1	Tangents	60
6.2	Newton's Method	63
6.3	Linear Approximation and Sensitivity	65
6.4	Optimization	66
6.5	Rate of Change	67
6.6	Related Rates	68
6.7	Ordinary Differential Equations	69
6.8	Kepler's Laws	71
6.9	Universal Gravitation	73
6.10	Concavity	76
6.11	Differentials	79
	Exercises	80
7	The Riemann Integral	
7.1	Darboux Sums	89
7.2	The Fundamental Theorem of Calculus	91
7.3	Continuous Integrands	92
7.4	Properties of Integrals	94
7.5	Variable Limits of Integration	95
7.6	Integrability	96
	Exercises	97
8	Applications of the Integral	
8.1	Work	100
8.2	Area	102
8.3	Average Value	104
8.4	Volumes	105
8.5	Moments	106
8.6	Arclength	109
8.7	Accumulating Processes	110
8.8	Logarithms	110
8.9	Methods of Integration	112
8.10	Improper Integrals	113
8.11	Statistics	115
8.12	Quantum Mechanics	117
8.13	Numerical Integration	118
	Exercises	121
9	Infinite Series	
9.1	Zeno's Paradoxes	134
9.2	Convergence of Sequences	134
9.3	Convergence of Series	136

9.4	Convergence Tests for Positive Series	138
9.5	Convergence Tests for Signed Series	140
9.6	Manipulating Series	142
9.7	Power Series	145
9.8	Convergence Tests for Power Series	147
9.9	Manipulation of Power Series	149
9.10	Taylor Series	151
	Exercises	154
	References	163
	Index	165

Preface

This book is for the honors calculus course that many universities offer to well-prepared entering students. As a rule, all of these students will have had an earlier calculus course where they have been exposed to many of the standard ideas and have been drilled in the standard calculations. These students are therefore primed for an exceptional experience, yet most universities deliver the same material again in much the same style. Instead, this book can be used to catapult these exceptional students to a much higher level of understanding.

To the Student

Mathematics is more than calculations. It is also about constructing abstract structures that can make laborious calculations unnecessary. And it is about *understanding* with a precision and clarity unequaled by other disciplines. In this book you will be exposed to how mathematics is practiced by mathematicians. It is my hope that you may leapfrog the usual twice relearning of calculus as a junior and as a graduate student by learning it correctly the first time (although I suspect your presence in honors calculus signals that you have studied some calculus before).

I will assume your algebra skills are excellent. I will also assume that you are sensitive to the precision of language used in science; that is your key to success in our journey—ponder until you understand *exactly* what is being said.

Look carefully at definitions and results. What function does each word play within the statement? Can you think of an example that satisfies all but one of the criteria but where the definition or result fails? Can you think of a simple example where it holds? Much of the understanding and recalling of mathematics lies in amassing a large personal zoo of examples that you can trot out to test definitions and results.

Like any discipline, much drill is necessary for mastery, but here, both computational and conceptual drill is required. Here are suggestions for study: Take scratch notes during lectures, then reconstruct and expand these notes later into your own personal text. Next, read the corresponding section of the text, and as you read, follow along with a pen and pad checking all details. Finally, attack the exercises. Spend a portion of every study time reviewing. There seems to be no shortcut around this time-consuming study technique.

Like you would in French class, repeatedly practice the italicized epigrams of the results out loud, like “continuous functions vanish on

closed sets” or “the continuous image of a compact set is compact.” Repeat these mantras often.

To the Instructor

Given the correct clientele it is possible to teach calculus right the first time. Tiresome repetition and incremental advance is not suitable for the honors student. It is most important not to bore such students. They must be challenged.

All of your students will have been exposed to the routine calculus material. If you begin trudging through the same material, albeit at a higher level, they will tune out and spend their intellectual energies elsewhere. The approach and material of this book will be new to your students and very demanding because of its abstraction. But they will master it.

Details are often thrown into the exercises. You may present this detail or assign it. The overarching objective is to reveal the flow of the ideas, and so not all proofs need be presented, but it is crucial that the students believe that all proofs are accessible given the requisite time. Although the analysis is built up axiomatically, examples are drawn from the assumed past experience of the students, and only later, as the analysis builds, is this background material verified.

The usual repetitious drill in routine calculations is missing from this book. You may need to augment it with problems from a standard calculus book. Honors students pick up techniques from working only one or two standard problems; the usual dreary repetition is not necessary. The goal has been to construct a framework upon which you may tailor your course to your tastes and to the talent present.

By design, the writing style is brief, breezy, and *au courant*. The intent is to charm and engage the young clientele.

Solutions are available to instructors from the publisher upon request. Additions and corrections to the text will be updated at <http://www.math.msu.edu/~maccluer/HonorsCalculus>.

Acknowledgments

A number of students helped shape this book. They suffered through the early write-ups and typos and often suggested valuable improvements. I especially thank J. Ryan Brunton, Umar Farooq, Emma Beth Hummel, and Daniel C. Laboy.

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The reviewers of this book offered many helpful suggestions. For their insights I thank Adrian Banner, Princeton University, and one unnamed reviewer.

Most of all I am indebted to Paul Halmos, my erstwhile teacher and mentor, whose mathematical style permeates this book.

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HONORS CALCULUS

1

Functions on Sets

We take as a working definition that *mathematics is the study of functions on sets*. In this chapter we take up the primitive notions of sets, functions from one set to another, and injective, surjective, and bijective functions. Sets are classified as finite and infinite, countable and uncountable. All areas of mathematics use these fundamental concepts. This is the core of mathematics.

1.1 Sets

Suppose X is a collection (*set*) of objects (*points*) generically denoted by x . A *subset* S of X is a collection consisting of some of the objects of X , in symbols, $S \subset X$. For any two subsets S and T of X , their *intersection* $S \cap T$ is the set of all objects x in both S and T . Of course it is quite possible that S and T share no common points, in which case we say their intersection is the *empty set* $\emptyset$, and we write $S \cap T = \emptyset$.

The *union* $S \cup T$ is the set of all objects x in either S or T .¹ Two subsets S and T are *equal*, in symbols, $S = T$, if² they consist of exactly the same objects.

Subsets $A, B, C, \dots$ of X under “cap” and “cup” enjoy an arithmetic of sorts:

Theorem A. (Boolean algebra)

$$\begin{array}{ll} A \cap B = B \cap A & A \cup B = B \cup A \\ A \cap (B \cap C) = (A \cap B) \cap C & A \cup (B \cup C) = (A \cup B) \cup C \\ A \cap A = A & A \cup A = A \\ A \cap X = A & A \cup \emptyset = A \\ A \cap \emptyset = \emptyset & A \cup X = X \\ A \cup (B \cap C) = (A \cup B) \cap (A \cup C) & \\ A \cap (B \cup C) = (A \cap B) \cup (A \cap C). & (1.1) \end{array}$$

¹The word “or” is used in mathematics in the inclusive sense—either one or the other or both.

²We continue the age-old practice when defining terms of using “if” when we really should use “exactly when” or “if and only if.” See [Euclid].