

# Combinatorial statistics

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The cardinality of a set is a combinatorial statistic on  $\mathcal{S}$ .

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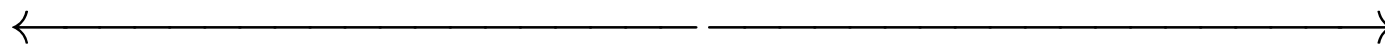
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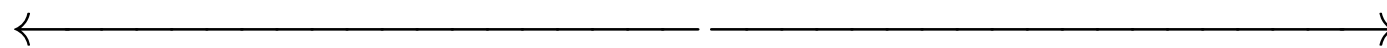
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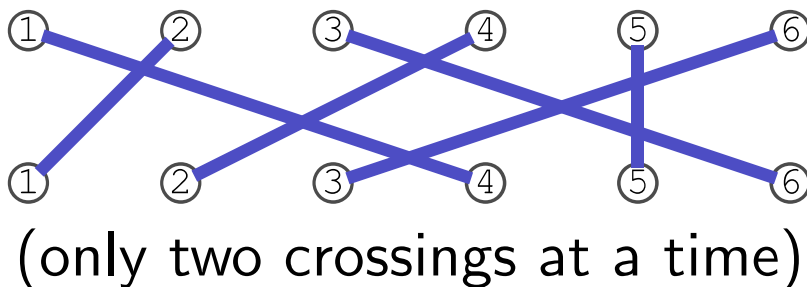
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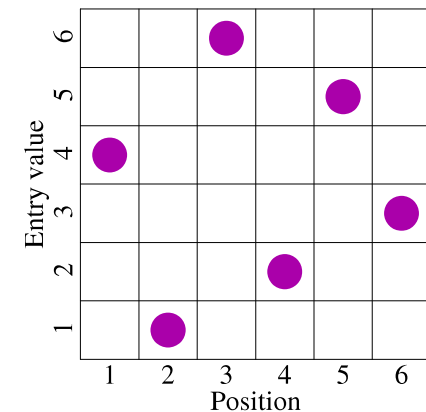
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String diagram:



Matrix-like  
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# Descent statistic

*Definition:* Let  $\pi = \pi_1\pi_2 \cdots \pi_n$  be a permutation.

A **descent** is a position  $i$  such that  $\pi_i > \pi_{i+1}$ .

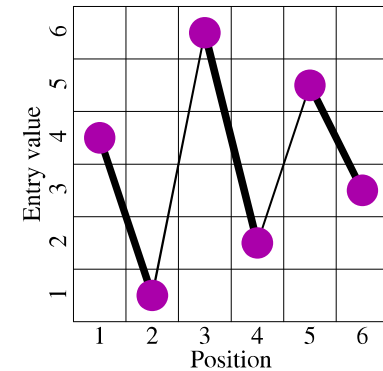
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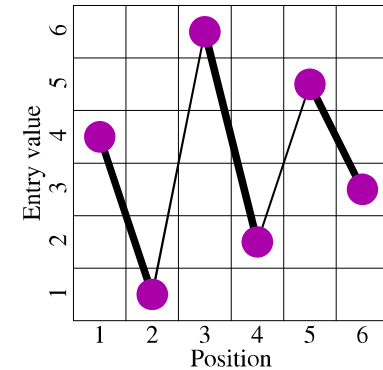
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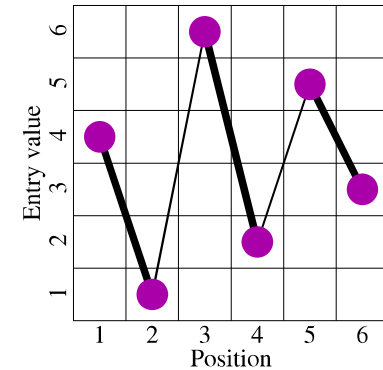
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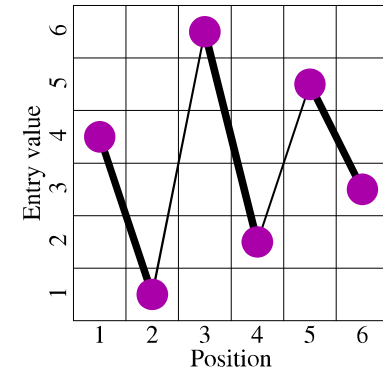
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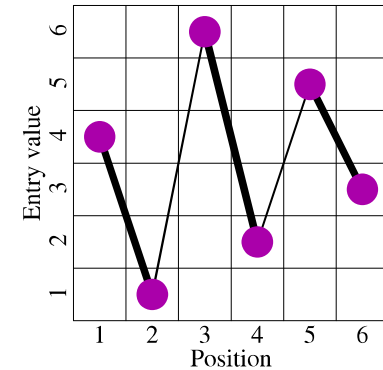
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These are the **Eulerian numbers**.

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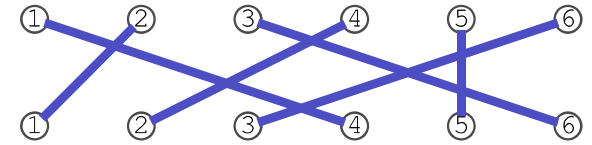
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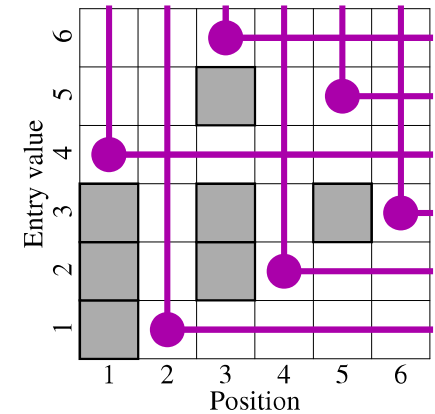
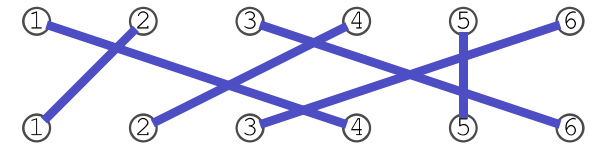
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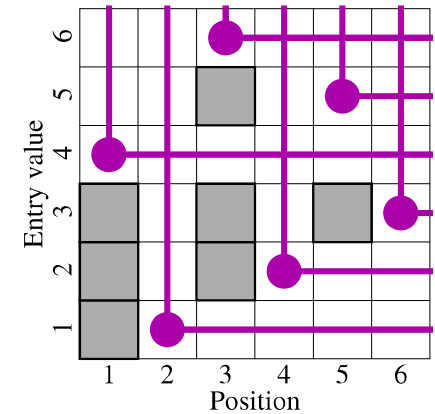
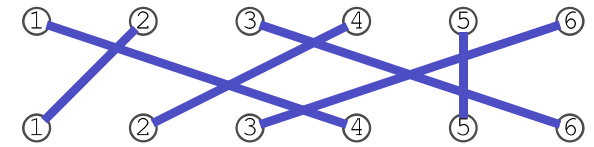
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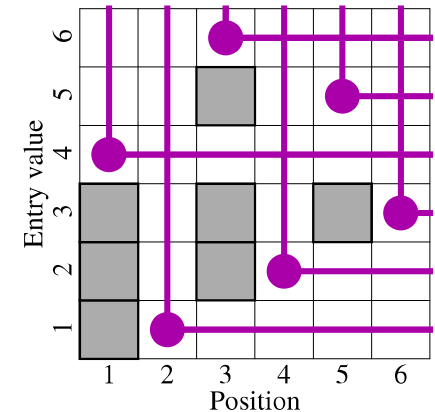
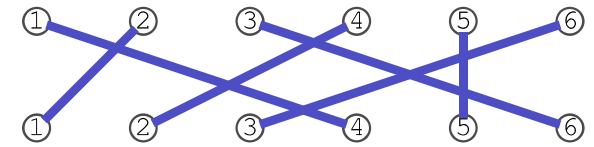
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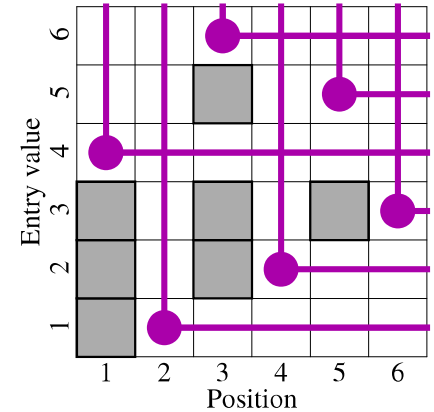
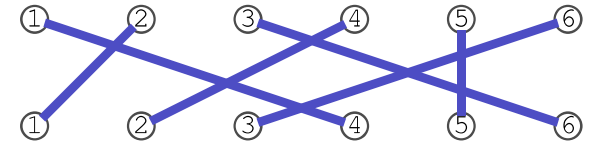
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The inversion number is a good way to count how “far away” a permutation is from the identity.

# Major index

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A statistic that has the same distribution as  $\text{inv}$  is called **Mahonian**.

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*Example.*  $\frac{1 - q^n}{1 - q} = (1 + q + q^2 + \cdots + q^{n-2} + q^{n-1})$  is a q-analog of  $n$  because  $\lim_{q \rightarrow 1} \frac{1 - q^n}{1 - q} = n$ .

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**q-analogs work hand in hand with combinatorial statistics.**

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# q-analogs

*Definition:* A **q-analog** of a number  $c$  is an expression  $f(q)$  such that  $\lim_{q \rightarrow 1} f(q) = c$ .

*Example.*  $\frac{1 - q^n}{1 - q} = (1 + q + q^2 + \cdots + q^{n-2} + q^{n-1})$  is a q-analog of  $n$  because  $\lim_{q \rightarrow 1} \frac{1 - q^n}{1 - q} = n$ .

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*Claim:* This equation makes sense when  $q = 1$ .

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*Theorem:*  $\sum_{\pi \in S_n} q^{\text{inv}(\pi)} = [n]_q!$

*Proof.* There exists a bijection

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This can also be used to give a  $q$ -analog of the Catalan numbers.

# There's always more to learn!!!

## References :



[Miklós Bóna](#). Combinatorics of Permutations, CRC, 2004.



[T. Kyle Petersen](#). Two-sided Eulerian numbers via balls in boxes.  
<http://arxiv.org/abs/1209.6273>



[The Combinatorial Statistic Finder](#). <http://findstat.org/>

# Course Evaluation

Please comment on:

- ▶ Prof. Chris's effectiveness as a teacher.
- ▶ Prof. Chris's contribution to your learning.
- ▶ The course material: What you enjoyed and/or found challenging.
- ▶ Is there anything you would change about the course?
- ▶ What do you see as the pros and cons of standards-based grading?  
Do you like this way of assessment and grading?
- ▶ Is there anything else Prof. Chris should know?

Place completed evaluations in the provided folder.