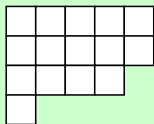
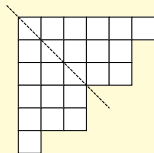


Partitions

The **Young diagram** of $\lambda = (\lambda_1, \dots, \lambda_k)$ has λ_i boxes in row i .



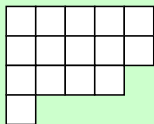
Partition



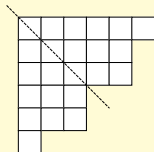
Self-conjugate partition

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 (James, Kerber) Create an **abacus diagram** from the boundary of λ .
 Abacus: Function $a : \mathbb{Z} \rightarrow \{\bullet, \square\}$.



Partition



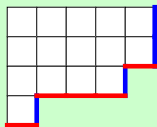
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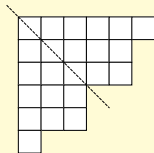
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Partitions correspond to abacus diagrams.

$\ominus 9$ $\ominus 8$ $\ominus 7$ $\ominus 6$ $\ominus 5$ $\ominus 4$ $\ominus 3$ -2 $\ominus 1$ 0 1 2 $\oplus 3$ 4 $\oplus 5$ $\oplus 6$ 7 8 9



Partition



Self-conjugate partition

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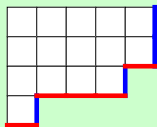
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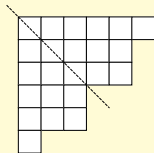
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(-6) (-5) (-4) (-3) (-2) (-1) (0) 1 (2) 3 4 5 (6) 7 (8) (9) 10 11 12



Partition



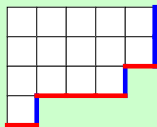
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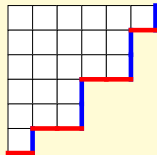
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Partition



Self-conjugate partition

Self-conjugate partitions correspond to anti-symmetric abaci.

(-8) (-7) (-6) -5 (-4) -3 -2 (-1) (0) | 1 2 (3) (4) 5 (6) 7 8 9

Core partitions

The **hook length** of a box = # boxes below + # boxes to right + box
 λ is a **t -core** if no boxes have hook length t .

t -core partition

10	6	5	2	1
7	3	2		
6	2	1		
3				
2				
1				

t -flush abacus

○ ○ ○ ○ ○ _ ○ ○ ○ _ _ ○ ○ _ _ ○ _ _ _

Self-conj. t -core partition

13	9	7	5	3	2	1
9	5	3	1			
7	3	1				
5	1					
3						
2						
1						

(Discuss defining beads, reading off hooks....)

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t -flush abacus

⑤ ④ ③ ② ① 0 ① ② ③ 4 5 ⑥ ⑦ 8 9 ⑩ 11 12 13

Self-conj. t -core partition

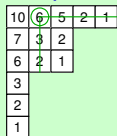
13	9	7	5	3	2	1
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t -core partition



t -flush abacus (in runners)

Ⓟ Ⓞ Ⓞ Ⓞ Ⓞ Ⓞ 0 ① ② ③ 4 5 ⑥ ⑦ 8 9 ⑩ 11 12 13

Ⓞ Ⓞ Ⓞ Ⓞ

Ⓞ Ⓞ Ⓞ Ⓞ

0 ① ② ③

4 5 ⑥ ⑦

8 9 ⑩ 11

Normalized

Ⓞ Ⓞ Ⓞ Ⓞ

Ⓞ Ⓞ Ⓞ Ⓞ

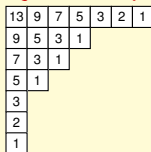
① ② 3 4

⑤ ⑥ 7 8

⑨ 10 11 12

Balanced

Self-conj. t -core partition

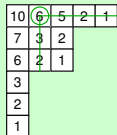


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Core partitions

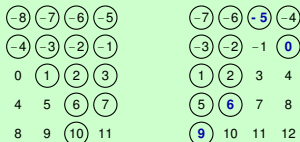
The **hook length** of a box = # boxes below + # boxes to right + box
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t -core partition



t -flush abacus (in runners)

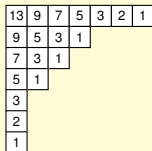
Ⓟ -5 -4 -3 -2 -1 0 ① ② ③ 4 5 ⑥ ⑦ 8 9 ⑩ 11 12 13



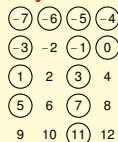
Normalized

Balanced

Self-conj. t -core partition



t -flush antisymmetric abacus



Antisymmetry about $t/t + 1$.

(Discuss defining beads, reading off hooks....)

Simultaneity

Of interest: Partitions that are **both** s -core **and** t -core. $(s, t) = 1$

- ▶ Abaci that are both s -flush and t -flush.

(s, t) -core partitions

9	6	5	3	2	1
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Self-conj. (s, t) -core partitions

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(Anderson, 2002):

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(Ford, Mai, Sze, 2009):

self-conj. (s, t) -core partitions

$$\binom{s'+t'}{s'}$$

where $s' = \lfloor \frac{s}{2} \rfloor$ and $t' = \lfloor \frac{t}{2} \rfloor$

Core partitions in the literature

- ▶ **Representation Theory:** (origin)
 - ▶ **Nakayama conjecture**, proved by Brauer & Robinson 1947 says **t -cores** label t -blocks of irreducible modular representations for S_n .

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- Let $c_t(n) = \#$ of t -core partitions of n .
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$$\sum_{n \geq 0} c_t(n)x^n = \prod_{n \geq 1} \frac{(1 - x^{nt})^t}{1 - x^n}$$

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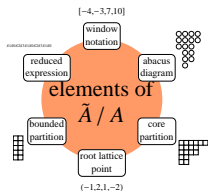
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- **Group Theory**: By Lascoux 2001, t -cores \longleftrightarrow coset reps in \tilde{S}_t/S_t
Group actions on combinatorial objects!!!!



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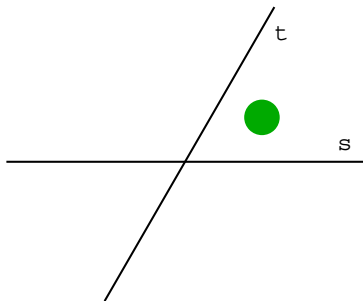
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For example, $w = s_3 s_2 s_1 s_1 s_2 s_4 = s_3 s_2 \text{id} s_2 s_4 = s_3 \text{id} s_4 = s_3 s_4$

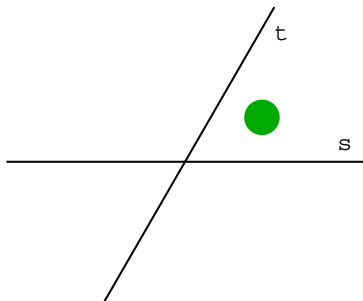
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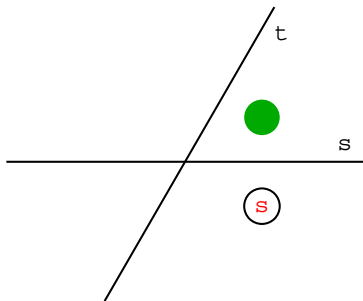
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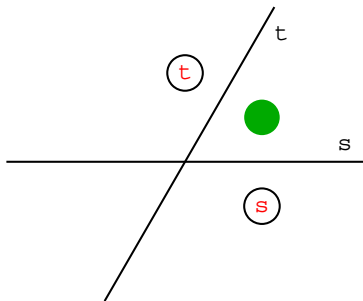
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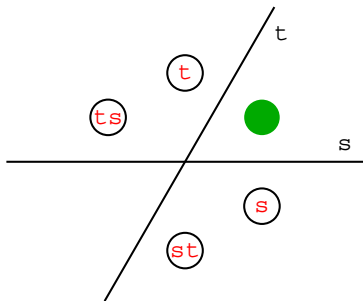
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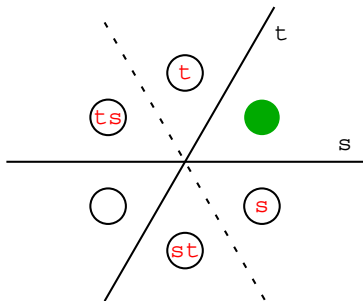
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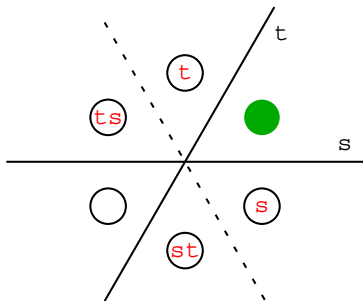
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Reflection Groups

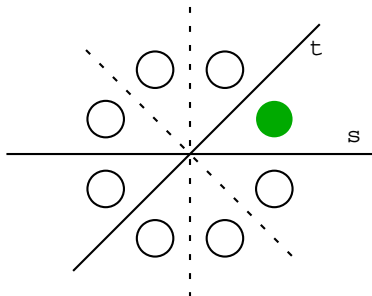
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Reflection Groups

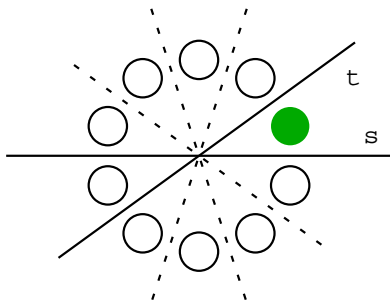
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Reflection Groups

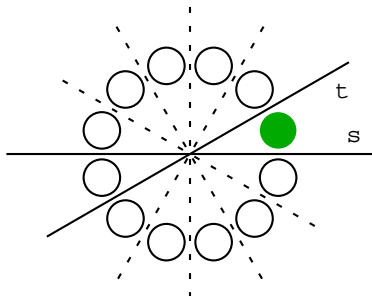
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Reflection Groups

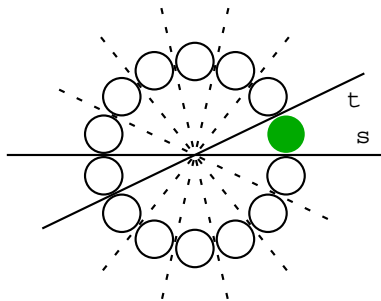
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Reflection Groups

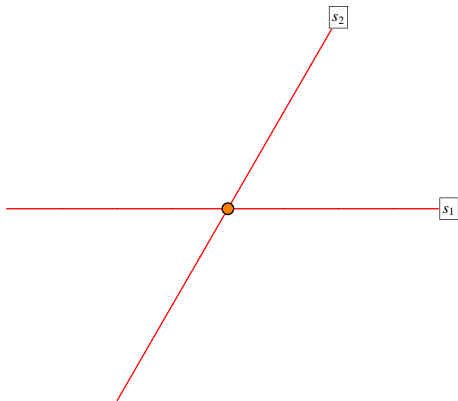
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- ▶ When the angle between H_s and H_t is $\frac{\pi}{n}$, relation is $(st)^n = \text{id}$.
- ▶ The group depends on the placement of the hyperplanes. $|S| = 2n$.

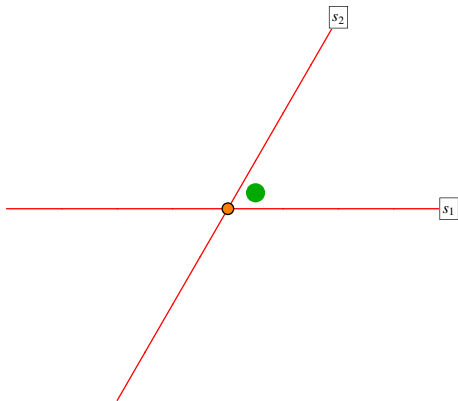
Infinite Reflection Groups

An infinite reflection group: the **affine permutations** \tilde{S}_n .



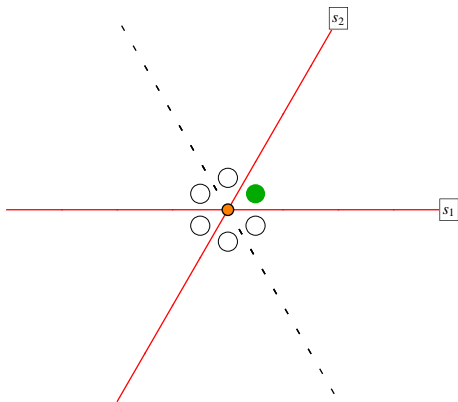
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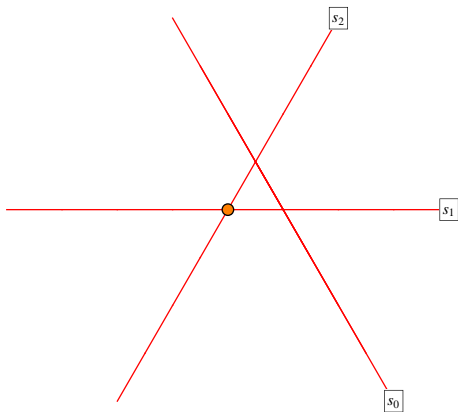
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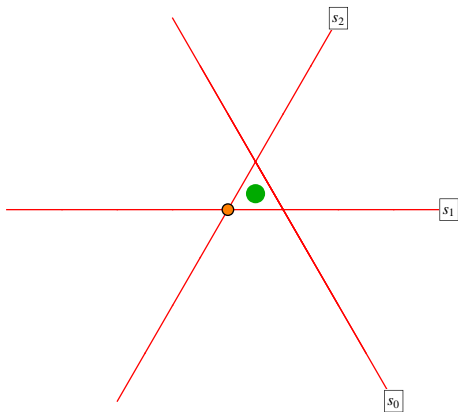
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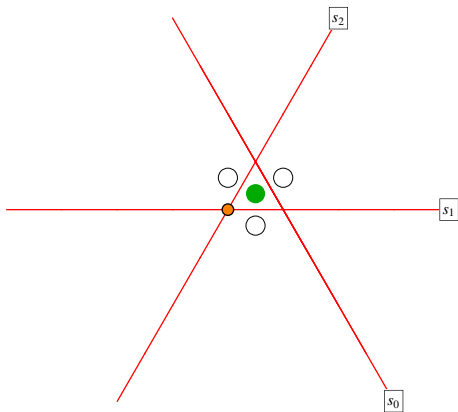
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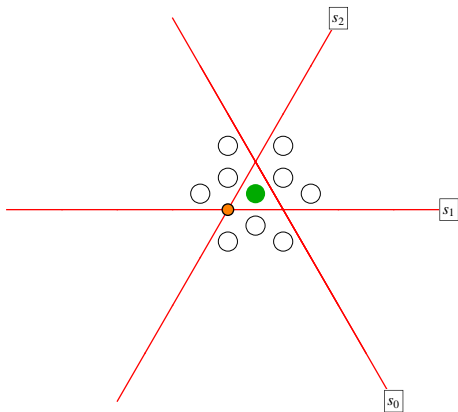
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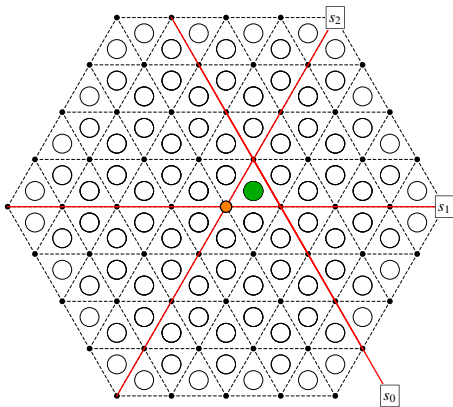
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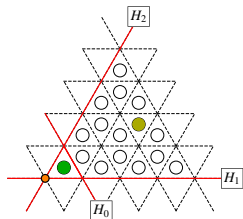
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Elements generated by $\{s_0, s_1, s_2\}$ correspond to **alcoves** here.

Combinatorics of affine permutations

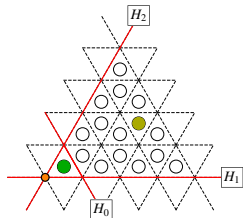
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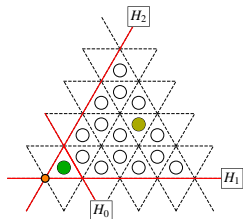
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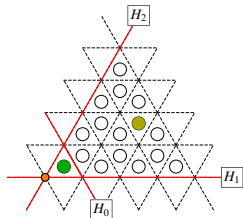
Coordinates:

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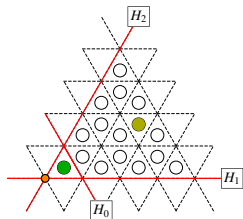
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1	

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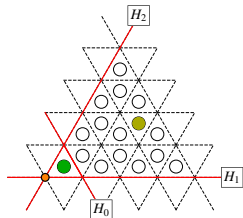
Permutation:

$(-3, 2, 7)$

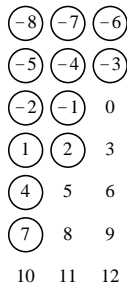
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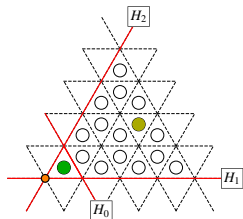
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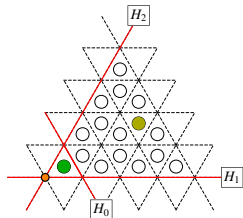
Core partition:

0	1	2	0
2	0		
1			
0			

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2	0		
1			
0			

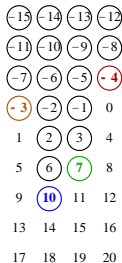
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0	1
2	
1	
0	

An abacus model for affine permutations

(James and Kerber, 1981) Given an affine permutation $[w_1, \dots, w_n]$,

- ▶ Place integers in n runners.
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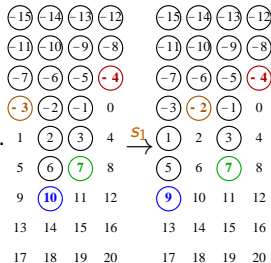
Example: $[-4, -3, 7, 10]$

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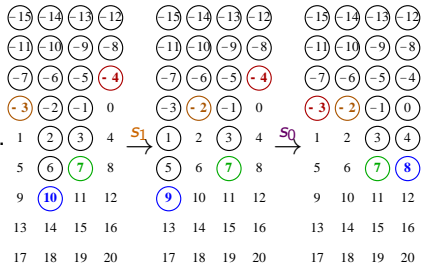
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Action of generators on the core partition

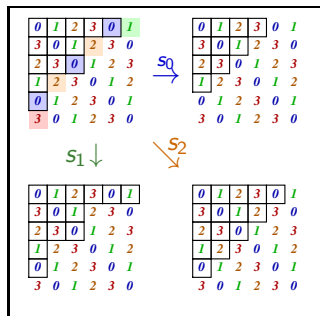
- ▶ Label the boxes of λ with residues.
- ▶ s_i acts by adding or removing boxes with residue i .

```

0 1 2 3 0 1
3 0 1 2 3 0
2 3 0 1 2 3
1 2 3 0 1 2
0 1 2 3 0 1
3 0 1 2 3 0
  
```

Example. $\lambda = (5, 3, 3, 1, 1)$ is a 4-core.

- ▶ has removable 0 boxes
- ▶ has addable 1, 2, 3 boxes.



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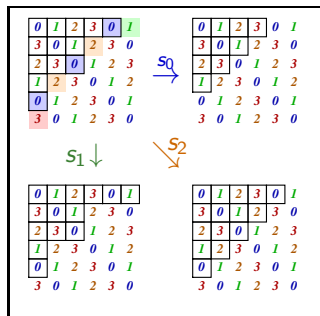
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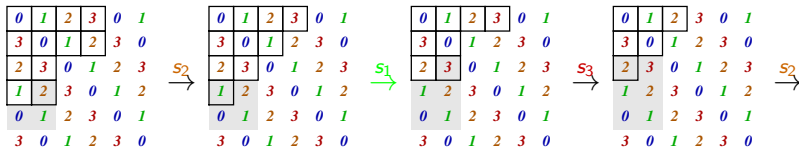
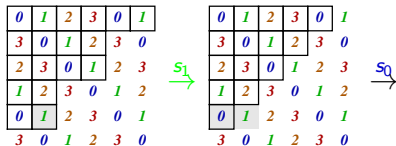
Idea: We can use this to figure out a *word* for w .



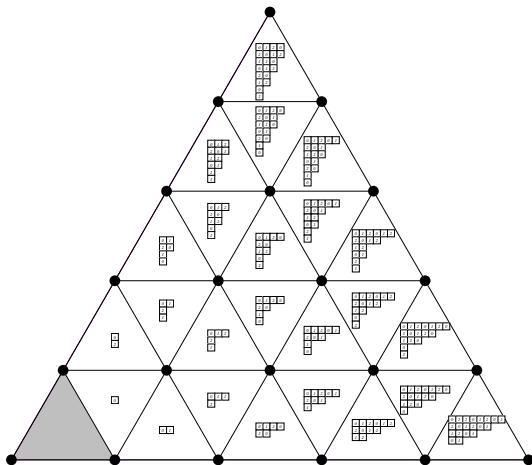
Finding a word for an affine permutation.

Example: The word in S_4 corresponding to $\lambda = (6, 4, 4, 2, 2)$:

$s_1 s_0 s_2 s_1 s_3 s_2 s_0 s_3 s_1 s_0$

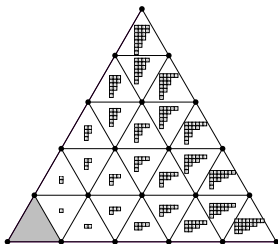


The bijection between cores and alcoves



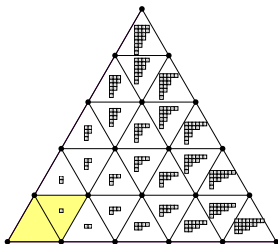
Simultaneous core partitions

How many partitions are both 2-cores and 3-cores?



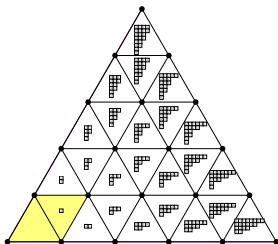
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How many partitions are both 2-cores and 3-cores? **2.**



Simultaneous core partitions

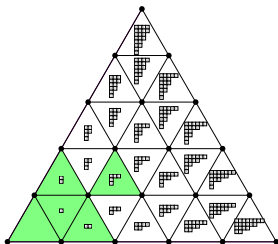
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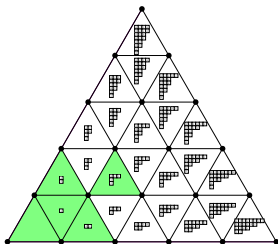
How many partitions are both 2-cores and 3-cores? **2.**



How many partitions are both 3-cores and 4-cores? **5.**

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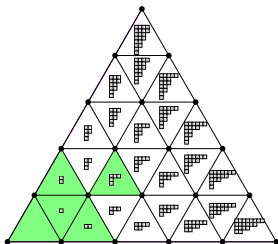


How many partitions are both 3-cores and 4-cores? **5.**

How many simultaneous 4/5-cores?

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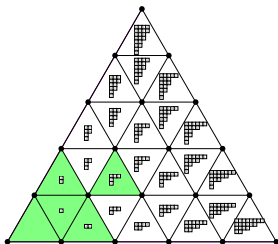


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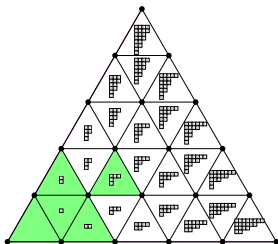
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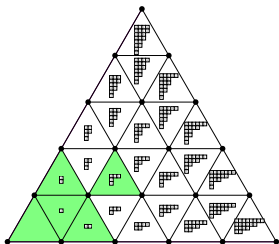
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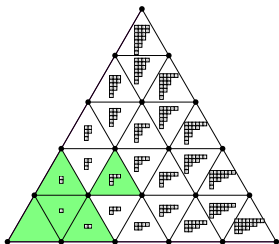
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Jaclyn Anderson proved that the number of s/t -cores is $\frac{1}{s+t} \binom{s+t}{s}$.

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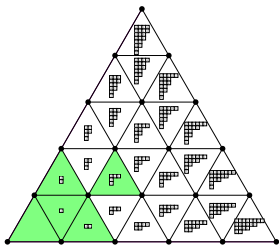
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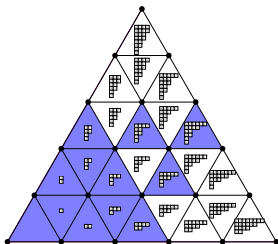
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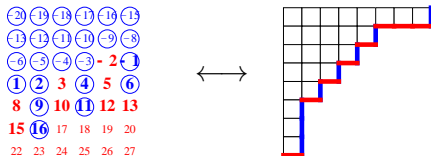
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Research Questions

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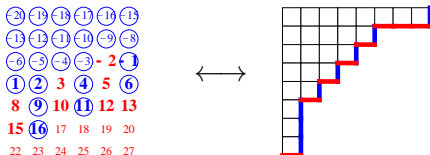
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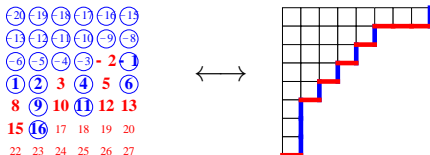
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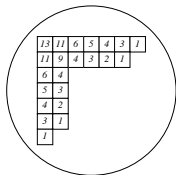


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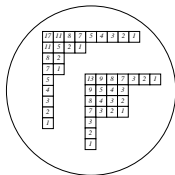
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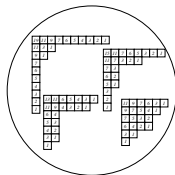
4-cores of 22



6-cores of 22



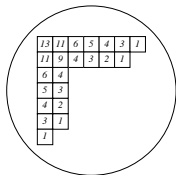
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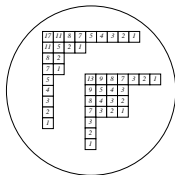
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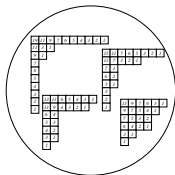
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- ★ Happy to have students who would like to do research!

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?
- ▶ How did the reality of the course compare to your expectations?
- ▶ Is there anything else Prof. Chris should know?

Place completed evaluations in the provided folder.