

Graduate Texts in Mathematics 118

*Editorial Board*

S. Axler F.W. Gehring P.R. Halmos

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# Graduate Texts in Mathematics

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*continued after index*

Gert K. Pedersen

# Analysis Now



Springer

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For  
*Oluf* and *Cecilie*,  
innocents at home

# Preface

Mathematical method, as it applies in the natural sciences in particular, consists of solving a given problem (represented by a number of observed or observable data) by neglecting so many of the details (these are afterward termed “irrelevant”) that the remaining part fits into an axiomatically established model. Each model carries a theory, describing the implicit features of the model and its relations to other models. The role of the mathematician (in this oversimplified description of our culture) is to maintain and extend the knowledge about the models and to create new models on demand.

Mathematical analysis, developed in the 18th and 19th centuries to solve dynamical problems in physics, consists of a series of models centered around the real numbers and their functions. As examples, we mention continuous functions, differentiable functions (of various orders), analytic functions, and integrable functions; all classes of functions defined on various subsets of euclidean space  $\mathbb{R}^n$ , and several classes also defined with vector values. Functional analysis was developed in the first third of the 20th century by the pioneering work of Banach, Hilbert, von Neumann, and Riesz, among others, to establish a model for the models of analysis. Concentrating on “external” properties of the classes of functions, these fit into a model that draws its axioms from (linear) algebra and topology. The creation of such “super-models” is not a new phenomenon in mathematics, and, under the name of “generalization,” it appears in every mathematical theory. But the users of the original models (astronomers, physicists, engineers, et cetera) naturally enough take a somewhat sceptical view of this development and complain that the mathematicians now are doing mathematics for its own sake. As a mathematician my reply must be that the abstraction process that goes into functional analysis is necessary to survey and to master the enormous material we have to handle. It is not obvious, for example, that a differential equation,

a system of linear equations, and a problem in the calculus of variations have anything in common. A knowledge of operators on topological vector spaces gives, however, a basis of reference, within which the concepts of kernels, eigenvalues, and inverse transformations can be used on all three problems. Our critics, especially those well-meaning pedagogues, should come to realize that mathematics becomes simpler only through abstraction. The mathematics that represented the conceptual limit for the minds of Newton and Leibniz is taught regularly in our high schools, because we now have a clear (i.e. abstract) notion of a function and of the real numbers.

When this defense has been put forward for official use, we may admit in private that the wind is cold on the peaks of abstraction. The fact that the objects and examples in functional analysis are themselves mathematical theories makes communication with nonmathematicians almost hopeless and deprives us of the feedback that makes mathematics more than an aesthetical play with axioms. (Not that this aspect should be completely neglected.) The dichotomy between the many small and directly applicable models and the large, abstract supermodel cannot be explained away. Each must find his own way between Scylla and Charybdis.

The material contained in this book falls under Kelley's label: *What Every Young Analyst Should Know*. That the young person should know more (e.g. more about topological vector spaces, distributions, and differential equations) does not invalidate the first commandment. The book is suitable for a two-semester course at the first year graduate level. If time permits only a one-semester course, then Chapters 1, 2, and 3 is a possible choice for its content, although if the level of ambition is higher, 4.1–4.4 may be substituted for 3.3–3.4. Whatever choice is made, there should be time for the student to do some of the exercises attached to every section in the first four chapters. The exercises vary in the extreme from routine calculations to small guided research projects. The two last chapters may be regarded as huge appendices, but with entirely different purposes. Chapter 5 on (the spectral theory of) unbounded operators builds heavily upon the material contained in the previous chapters and is an end in itself. Chapter 6 on integration theory depends only on a few key results in the first three chapters (and may be studied simultaneously with Chapters 2 and 3), but many of its results are used implicitly (in Chapters 2–5) and explicitly (in Sections 4.5–4.7 and 5.3) throughout the text.

This book grew out of a course on the *Fundamentals of Functional Analysis* given at The University of Copenhagen in the fall of 1982 and again in 1983. The primary aim is to give a concentrated survey of the tools of modern analysis. Within each section there are only a few main results—labeled theorems—and the remaining part of the material consists of supporting lemmas, explanatory remarks, or propositions of secondary importance. The style of writing is of necessity compact, and the reader must be prepared to supply minor details in some arguments. In principle, though, the book is “self-contained.” However, for convenience, a list of classic or estab-

lished textbooks, covering (parts of) the same material, has been added. In the Bibliography the reader will also find a number of original papers, so that she can judge for herself “wie es eigentlich gewesen.”

Several of my colleagues and students have read (parts of) the manuscript and offered valuable criticism. Special thanks are due to B. Fuglede, G. Grubb, E. Kehlet, K.B. Laursen, and F. Topsøe.

The title of the book may convey the feeling that the message is urgent and the medium indispensable. It may as well be construed as an abbreviation of the scholarly accurate heading: Analysis based on Norms, Operators, and Weak topologies.

Copenhagen

Gert Kjærgård Pedersen

## **Preface to the Second Printing**

Harald Bohr is credited with saying that if mathematics does not teach us to think correctly, at least it teaches us how easy it is to think incorrectly. Certainly an embarrassing number of mistakes and misprints in this book have been brought to my attention during the past five years. Also, more or less desperate students have pointed out many phrases and formulations that made little sense without further explanation. I am deeply grateful to Springer-Verlag for allowing the numerous corrections in this revised second printing, and hope that it will be of improved service to the fastidious mathematicians it was aimed for.

GKP



# Contents

Preface	vii
<b>CHAPTER 1</b>	<b>1</b>
<b>General Topology</b>	
1.1. Ordered Sets	1
The axiom of choice, Zorn's lemma, and Cantors's well-ordering principle; and their equivalence. Exercises.	
1.2. Topology	8
Open and closed sets. Interior points and boundary. Basis and subbasis for a topology. Countability axioms. Exercises.	
1.3. Convergence	13
Nets and subnets. Convergence of nets. Accumulation points. Universal nets. Exercises.	
1.4. Continuity	17
Continuous functions. Open maps and homeomorphisms. Initial topology. Product topology. Final topology. Quotient topology. Exercises.	
1.5. Separation	23
Hausdorff spaces. Normal spaces. Urysohn's lemma. Tietze's extension theorem. Semicontinuity. Exercises.	
1.6. Compactness	30
Equivalent conditions for compactness. Normality of compact Hausdorff spaces. Images of compact sets. Tychonoff's theorem. Compact subsets of $\mathbb{R}^n$ . The Tychonoff cube and metrization. Exercises.	

1.7. Local Compactness	36
One-point compactification. Continuous functions vanishing at infinity. Normality of locally compact, $\sigma$ -compact spaces. Paracompactness. Partition of unity. Exercises.	
CHAPTER 2	43
Banach Spaces	
2.1. Normed Spaces	43
Normed spaces. Bounded operators. Quotient norm. Finite-dimensional spaces. Completion. Examples. Sum and product of normed spaces. Exercises.	
2.2. Category	52
The Baire category theorem. The open mapping theorem. The closed graph theorem. The principle of uniform boundedness. Exercises.	
2.3. Dual Spaces	56
The Hahn–Banach extension theorem. Spaces in duality. Adjoint operator. Exercises.	
2.4. Seminormed Spaces	62
Topological vector spaces. Seminormed spaces. Continuous functionals. The Hahn–Banach separation theorem. The weak* topology. $w^*$ -closed subspaces and their duality theory. Exercises.	
2.5. $w^*$ -Compactness	69
Alaoglu’s theorem. Krein–Milman’s theorem. Examples of extremal sets. Extremal probability measures. Krein–Smulian’s theorem. Vector-valued integration. Exercises.	
CHAPTER 3	79
Hilbert Spaces	
3.1. Inner Products	79
Sesquilinear forms and inner products. Polarization identities and the Cauchy–Schwarz inequality. Parallelogram law. Orthogonal sum. Orthogonal complement. Conjugate self-duality of Hilbert spaces. Weak topology. Orthonormal basis. Orthonormalization. Isomorphism of Hilbert spaces. Exercises.	
3.2. Operators on Hilbert Space	88
The correspondence between sesquilinear forms and operators. Adjoint operator and involution in $\mathbf{B}(\mathfrak{H})$ . Invertibility, normality, and positivity in $\mathbf{B}(\mathfrak{H})$ . The square root. Projections and diagonalizable operators. Unitary operators and partial isometries. Polar decomposition. The Russo–Dye–Gardner theorem. Numerical radius. Exercises.	
3.3. Compact Operators	105
Equivalent characterizations of compact operators. The spectral theorem for normal, compact operators. Atkinson’s theorem. Fredholm operators and index. Invariance properties of the index. Exercises.	

Contents	xiii
3.4. The Trace	115
Definition and invariance properties of the trace. The trace class operators and the Hilbert–Schmidt operators. The dualities between $\mathbf{B}_0(\mathfrak{H})$ , $\mathbf{B}^1(\mathfrak{H})$ and $\mathbf{B}(\mathfrak{H})$ . Fredholm equations. The Sturm–Liouville problem. Exercises.	
CHAPTER 4	127
Spectral Theory	
4.1. Banach Algebras	128
Ideals and quotients. Unit and approximate units. Invertible elements. C. Neumann’s series. Spectrum and spectral radius. The spectral radius formula. Mazur’s theorem. Exercises.	
4.2. The Gelfand Transform	137
Characters and maximal ideals. The Gelfand transform. Examples, including Fourier transforms. Exercises.	
4.3. Function Algebras	144
The Stone–Weierstrass theorem. Involution in Banach algebras. $C^*$ -algebras. The characterization of commutative $C^*$ -algebras. Stone–Čech compactification of Tychonoff spaces. Exercises.	
4.4. The Spectral Theorem, I	156
Spectral theory with continuous function calculus. Spectrum versus eigenvalues. Square root of a positive operator. The absolute value of an operator. Positive and negative parts of a self-adjoint operator. Fuglede’s theorem. Regular equivalence of normal operators. Exercises.	
4.5. The Spectral Theorem, II	162
Spectral theory with Borel function calculus. Spectral measures. Spectral projections and eigenvalues. Exercises.	
4.6. Operator Algebra	171
Strong and weak topology on $\mathbf{B}(\mathfrak{H})$ . Characterization of strongly/weakly continuous functionals. The double commutant theorem. Von Neumann algebras. The $\sigma$ -weak topology. The $\sigma$ -weakly continuous functionals. The predual of a von Neumann algebra. Exercises.	
4.7. Maximal Commutative Algebras	180
The condition $\mathfrak{A} = \mathfrak{A}'$ . Cyclic and separating vectors. $\mathcal{L}^\infty(X)$ as multiplication operators. A measure-theoretic model for MAÇA’s. Multiplicity-free operators. MAÇA’s as a generalization of orthonormal bases. The spectral theorem revisited. Exercises.	
CHAPTER 5	191
Unbounded Operators	
5.1. Domains, Extensions, and Graphs	192
Densely defined operators. The adjoint operator. Symmetric and self-adjoint operators. The operator $T^*T$ . Semibounded operators. The Friedrichs extension. Examples.	

5.2. The Cayley Transform	203
The Cayley transform of a symmetric operator. The inverse transformation. Defect indices. Affiliated operators. Spectrum of unbounded operators.	
5.3. Unlimited Spectral Theory	209
Normal operators affiliated with a MAÇA. The multiplicity-free case. The spectral theorem for an unbounded, self-adjoint operator. Stone's theorem. The polar decomposition.	
CHAPTER 6	221
Integration Theory	
6.1. Radon Integrals	221
Upper and lower integral. Daniell's extension theorem. The vector lattice $\mathcal{L}^1(X)$ . Lebesgue's theorems on monotone and dominated convergence. Stieltjes integrals.	
6.2. Measurability	228
Sequentially complete function classes. $\sigma$ -rings and $\sigma$ -algebras. Borel sets and functions. Measurable sets and functions. Integrability of measurable functions.	
6.3. Measures	235
Radon measures. Inner and outer regularity. The Riesz representation theorem. Essential integral. The $\sigma$ -compact case. Extended integrability.	
6.4. $L^p$ -spaces	239
Null functions and the almost everywhere terminology. The Hölder and Minkowski inequalities. Egoroff's theorem. Lusin's theorem. The Riesz–Fischer theorem. Approximation by continuous functions. Complex spaces. Interpolation between $\mathcal{L}^p$ -spaces.	
6.5. Duality Theory	247
$\sigma$ -compactness and $\sigma$ -finiteness. Absolute continuity. The Radon–Nikodym theorem. Radon charges. Total variation. The Jordan decomposition. The duality between $L^p$ -spaces.	
6.6. Product Integrals	255
Product integral. Fubini's theorem. Tonelli's theorem. Locally compact groups. Uniqueness of the Haar integral. The modular function. The convolution algebras $L^1(G)$ and $M(G)$ .	
Bibliography	267
List of Symbols	271
Index	273