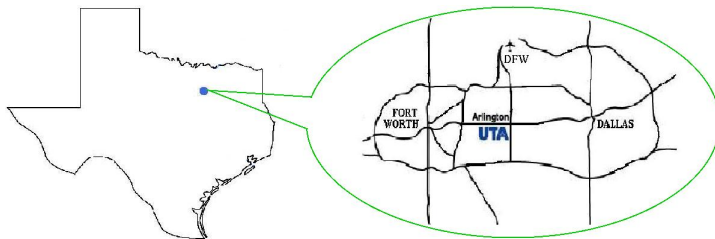


# The Interplay of Algebra and Geometry in the Setting of AS-Regular Algebras

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# Motivation

## Example

Fix a field  $\mathbb{k}$ .

Consider the associative  $\mathbb{k}$ -algebra,  $S$ , on generators  $z_1, \dots, z_n$  with defining relations:

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ATV's idea: use certain modules (representations) in place of points/lines/planes etc....

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Similarly, for other  $d$ -linear modules & truncated  $d$ -linear modules.

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- (Gorenstein condition) a minimal projective resolution  $R$  of the trivial right module  $\mathbb{k}_A$  consists of finitely generated mods & dualizing  $R$  yields a minimal projective resolution of the trivial left module  ${}_A \mathbb{k}$ .

Last condition is a symmetry property & replaces commutativity.

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Can such algebras be generalized?

# Graded Clifford Algebras

Definition ([ Van den Bergh, Le Bruyn ]  $\text{char}(\mathbb{k}) \neq 2$  )

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Definition ([ Cassidy, Vancliff ]  $\mathbb{k} = \text{arbitrary field}$  )

Let  $\mu = (\mu_{ij}) \in M(n, \mathbb{k})$  be such that  $\mu_{ij}\mu_{ji} = 1$  for all  $i, j$  such that  $i \neq j$ .

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Let  $\mu = (\mu_{ij}) \in M(n, \mathbb{k})$  be such that  $\mu_{ij}\mu_{ji} = 1$  for all  $i, j$  such that  $i \neq j$ . A matrix  $M \in M(n, \mathbb{k})$  is called  **$\mu$ -symmetric** if  $M_{ij} = \mu_{ij}M_{ji}$  for all  $i, j = 1, \dots, n$ .

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## Example

$n = 3$ :  $\begin{bmatrix} a & b & c \\ \mu_{21}b & d & e \\ \mu_{31}c & \mu_{32}e & f \end{bmatrix}$  is  $\mu$ -symmetric.

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## Assumption

For the rest of the talk, assume  $\mu_{ii} = 1 \quad \forall i$  (&  $\mathbb{k}$  still alg closed).

# Graded Skew Clifford Algebras

Definition (  $\text{char}(\mathbb{k}) \neq 2$  [ Van den Bergh, Le Bruyn ] )

Let  $M_1, \dots, M_n \in M(n, \mathbb{k})$  denote symmetric matrices. A *graded Clifford algebra*, associated to  $M_1, \dots, M_n$ , is a graded  $\mathbb{k}$ -algebra on degree-1 generators  $x_1, \dots, x_n$  and on degree-2 generators  $y_1, \dots, y_n$  with defining relations given by:

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## Example

Skew polynomial rings on generators  $x_1, \dots, x_n$  with relations  $x_i x_j = -\mu_{ij} x_j x_i$ , for all  $i \neq j$ , are GSCAs.

## Example ( $n = 2$ : quantum affine plane)

$$\text{Let } M_1 = \begin{bmatrix} 2 & 0 \\ 0 & 0 \end{bmatrix}, \quad M_2 = \begin{bmatrix} 0 & 0 \\ 0 & 2 \end{bmatrix}. \quad \begin{array}{l} 2x_1^2 = 2y_1, \quad 2x_2^2 = 2y_2, \\ x_1x_2 + \mu_{12}x_2x_1 = 0, \end{array}$$

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### Example

The quadratic AS-reg algebra found by Shelton & Tingey in 2001 that has  $\text{gldim } 4$  & exactly 20 nonisom point mods and a 1-dimensional line scheme is a GSCA.

## Remarks

- $x_j x_i + \mu_{ji} x_i x_j =$

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It remains to generalize notions of quadratic form and quadric to try to relate properties of GSCA to some geometry.

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E.g.,  $(z_j z_i - \mu_{ij} z_i z_j)( (a_1, \dots, a_n), (b_1, \dots, b_n) ) = a_j b_i - \mu_{ij} a_i b_j \in \{0, 1\}$ .

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This result allowed the production in [CV] of multi-parameter families of quadratic AS-regular algebras of  $\text{gldim}$  4 with exactly 20 nonisom point mods and a 1-dimensional line scheme  $\rightsquigarrow$  **open problem: study line scheme of these algebras.**

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If  $\mu_{12} = -1$ , this is the usual Jordan algebra/plane.

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$X = \text{cuspidal cubic curve in } \mathbb{P}^2 \text{ if and only if}$   
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In [AS, ATV1], such algebras are classified into types A, B, E, H,

where some members of each type might not have an elliptic curve as their point scheme, but a generic member does.

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## Theorem ([NVZ] $\text{char}(\mathbb{k}) \neq 2$ )

Suppose  $X$  is an elliptic curve.

- (i) Regular algebras of type  $H$  are GSCAs.
- (ii) Regular algebras of type  $B$  are GSCAs.
- (iii) As in [AS, ATV1], regular algebras  $D$  of type  $A$  are given by

$D = \mathbb{k}[x, y, z]$  with def rels:

$$axy + byx + cz^2 = 0, \quad ayz + bzy + cx^2 = 0, \quad azx + bxz + cy^2 = 0,$$

where  $a, b, c \in \mathbb{k}$ ,  $abc \neq 0$ ,  $(3abc)^3 \neq (a^3 + b^3 + c^3)^3$ ,  $\text{char}(\mathbb{k}) \neq 3$

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In (iii),  $a^3 \neq b^3 \neq c^3 \neq a^3$  is still open.

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This is expected to need both the point scheme and the line scheme.

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## Conclusion

There are many open problems in this rich subject, and some of them are very accessible to junior researchers.

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