

# BIO3SS3: Population Ecology

# UNIT 1: Introduction

# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

Example populations

Dandelions

Gypsy moths

Bacteria

Exponential growth

Log and linear scales

Time scales

# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

Example populations

Dandelions

Gypsy moths

Bacteria

Exponential growth

Log and linear scales

Time scales

# Communication

- ▶ Lecture notes for each section will be available the night before you need them

# Communication

- ▶ Lecture notes for each section will be available the night before you need them
  - ▶ Check Avenue frequently for announcements and new information

# Communication

- ▶ Lecture notes for each section will be available the night before you need them
  - ▶ Check Avenue frequently for announcements and new information
- ▶ The professor is Jonathan Dushoff

# Communication

- ▶ Lecture notes for each section will be available the night before you need them
  - ▶ Check Avenue frequently for announcements and new information
- ▶ The professor is Jonathan Dushoff
  - ▶ Contact via forum on Avenue

# Communication

- ▶ Lecture notes for each section will be available the night before you need them
  - ▶ Check Avenue frequently for announcements and new information
- ▶ The professor is Jonathan Dushoff
  - ▶ Contact via forum on Avenue
  - ▶ or email

# Communication

- ▶ Lecture notes for each section will be available the night before you need them
  - ▶ Check Avenue frequently for announcements and new information
- ▶ The professor is Jonathan Dushoff
  - ▶ Contact via forum on Avenue
  - ▶ or email

# Expectations of professor

- ▶ Start and end on time

## Expectations of professor

- ▶ Start and end on time
- ▶ Focus on conceptual understanding

## Expectations of professor

- ▶ Start and end on time
- ▶ Focus on conceptual understanding
- ▶ Make clear what terminology and facts must be learned

## Expectations of professor

- ▶ Start and end on time
- ▶ Focus on conceptual understanding
- ▶ Make clear what terminology and facts must be learned
- ▶ Open to questions – in class (within reason); office hours; forum

## Expectations of professor

- ▶ Start and end on time
- ▶ Focus on conceptual understanding
- ▶ Make clear what terminology and facts must be learned
- ▶ Open to questions – in class (within reason); office hours; forum

# Expectations of students

- ▶ Start and end on time

# Expectations of students

- ▶ Start and end on time
- ▶ Don't talk while other students are talking, or while I am responding to student questions

## Expectations of students

- ▶ Start and end on time
- ▶ Don't talk while other students are talking, or while I am responding to student questions
- ▶ If you must talk at other times, be unobtrusive

## Expectations of students

- ▶ Start and end on time
- ▶ Don't talk while other students are talking, or while I am responding to student questions
- ▶ If you must talk at other times, be unobtrusive
- ▶ Don't use the internet for non-class activities

## Expectations of students

- ▶ Start and end on time
- ▶ Don't talk while other students are talking, or while I am responding to student questions
- ▶ If you must talk at other times, be unobtrusive
- ▶ Don't use the internet for non-class activities
- ▶ **Attend the lecture, and the mandatory tutorials**

# Expectations of students

- ▶ Start and end on time
- ▶ Don't talk while other students are talking, or while I am responding to student questions
- ▶ If you must talk at other times, be unobtrusive
- ▶ Don't use the internet for non-class activities
- ▶ Attend the lecture, and the mandatory tutorials
  - ▶ **Tutorials start week of 15 Jan**

# Expectations of students

- ▶ Start and end on time
- ▶ Don't talk while other students are talking, or while I am responding to student questions
- ▶ If you must talk at other times, be unobtrusive
- ▶ Don't use the internet for non-class activities
- ▶ Attend the lecture, and the mandatory tutorials
  - ▶ **Tutorials start week of 15 Jan**

## Texts

- The primary text for this course is the lecture notes

## Texts

- ▶ The primary text for this course is the lecture notes
- ▶ Additional resources will be shared through Avenue

## Texts

- ▶ The primary text for this course is the lecture notes
- ▶ Additional resources will be shared through Avenue

# Structure of presentation

- Required material will be clearly outlined in the notes

# Structure of presentation

- ▶ Required material will be clearly outlined in the notes
  - ▶ \*

# Structure of presentation

- ▶ Required material will be clearly outlined in the notes
  - ▶ \* This is an answer: it was omitted from the notes for discussion purposes, you should probably write it in

# Structure of presentation

- ▶ Required material will be clearly outlined in the notes
  - ▶ \* This is an answer: it was omitted from the notes for discussion purposes, you should probably write it in
  - ▶ *This is a comment: I omitted from the notes because I thought it wasn't necessary for you to study. If you write it in, make a note to yourself that it's a comment.*

# Structure of presentation

- ▶ Required material will be clearly outlined in the notes
  - ▶ \* This is an answer: it was omitted from the notes for discussion purposes, you should probably write it in
  - ▶ *This is a comment: I omitted from the notes because I thought it wasn't necessary for you to study. If you write it in, make a note to yourself that it's a comment.*
- ▶ Required terminology will be presented in **bold**

# Structure of presentation

- ▶ Required material will be clearly outlined in the notes
  - ▶ \* This is an answer: it was omitted from the notes for discussion purposes, you should probably write it in
  - ▶ *This is a comment: I omitted from the notes because I thought it wasn't necessary for you to study. If you write it in, make a note to yourself that it's a comment.*
- ▶ Required terminology will be presented in **bold**
- ▶ General ideas and approaches presented in class may also be required; you should take notes on these in your own words

# Structure of presentation

- ▶ Required material will be clearly outlined in the notes
  - ▶ \* This is an answer: it was omitted from the notes for discussion purposes, you should probably write it in
  - ▶ *This is a comment: I omitted from the notes because I thought it wasn't necessary for you to study. If you write it in, make a note to yourself that it's a comment.*
- ▶ Required terminology will be presented in **bold**
- ▶ General ideas and approaches presented in class may also be required; you should take notes on these in your own words

# Taking notes

- You will do best if you take notes

# Taking notes

- ▶ You will do best if you take notes
  - ▶ You should know by now what works for you

# Taking notes

- ▶ You will do best if you take notes
  - ▶ You should know by now what works for you
  - ▶ Or else that you need to keep working on it

# Taking notes

- ▶ You will do best if you take notes
  - ▶ You should know by now what works for you
  - ▶ Or else that you need to keep working on it
- ▶ If a new concept is making sense to you right now, write something that will help you remember

## Taking notes

- ▶ You will do best if you take notes
  - ▶ You should know by now what works for you
  - ▶ Or else that you need to keep working on it
- ▶ If a new concept is making sense to you right now, write something that will help you remember
- ▶ If there's something specific I think you all need to write down, I will write it for you (or mark it as an answer)

## Taking notes

- ▶ You will do best if you take notes
  - ▶ You should know by now what works for you
  - ▶ Or else that you need to keep working on it
- ▶ If a new concept is making sense to you right now, write something that will help you remember
- ▶ If there's something specific I think you all need to write down, I will write it for you (or mark it as an answer)

# Polling

- ▶ Text from your cell phone, or answer on the web

# Polling

- ▶ Text from your cell phone, or answer on the web
- ▶ Poll: Why are you taking this class?

# Polling

- ▶ Text from your cell phone, or answer on the web
- ▶ Poll: Why are you taking this class?

# Outline

## Course overview

Course structure

People

## Course content

Learning goals

Examples

## Example populations

Dandelions

Gypsy moths

Bacteria

## Exponential growth

Log and linear scales

Time scales

# Dushoff

- ▶ Loves math

# Dushoff

- ▶ Loves math
- ▶ Lived in four countries

# Dushoff

- ▶ Loves math
- ▶ Lived in four countries
- ▶ Studies evolution and spread of infectious diseases

# Dushoff

- ▶ Loves math
- ▶ Lived in four countries
- ▶ Studies evolution and spread of infectious diseases
  - ▶ HIV, rabies, ebola, influenza, ...

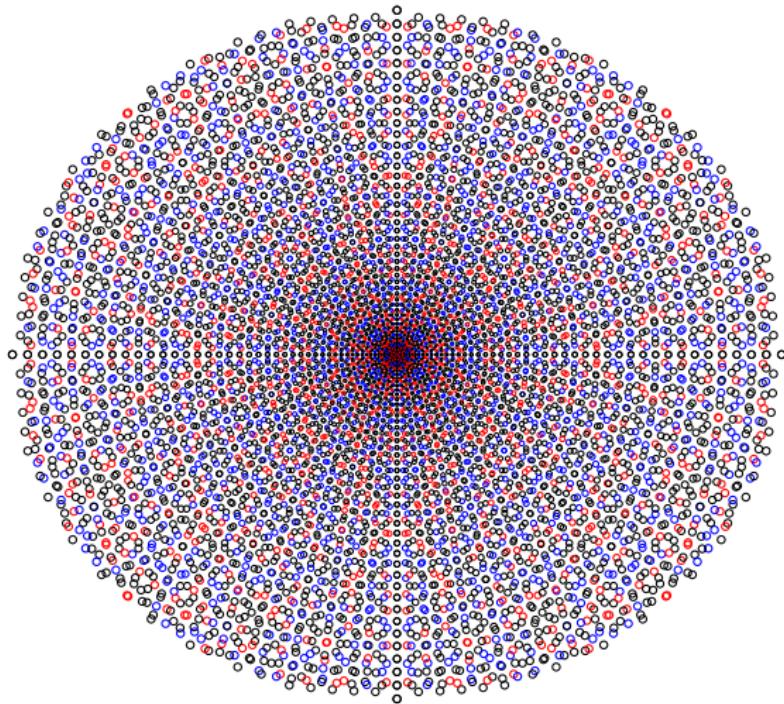
# Dushoff

- ▶ Loves math
- ▶ Lived in four countries
- ▶ Studies evolution and spread of infectious diseases
  - ▶ HIV, rabies, ebola, influenza, ...
  - ▶ See notes for more info

# Dushoff

- ▶ Loves math
- ▶ Lived in four countries
- ▶ Studies evolution and spread of infectious diseases
  - ▶ HIV, rabies, ebola, influenza, ...
  - ▶ See notes for more info

# Pythagorean triples



# Which country?



# Which country?



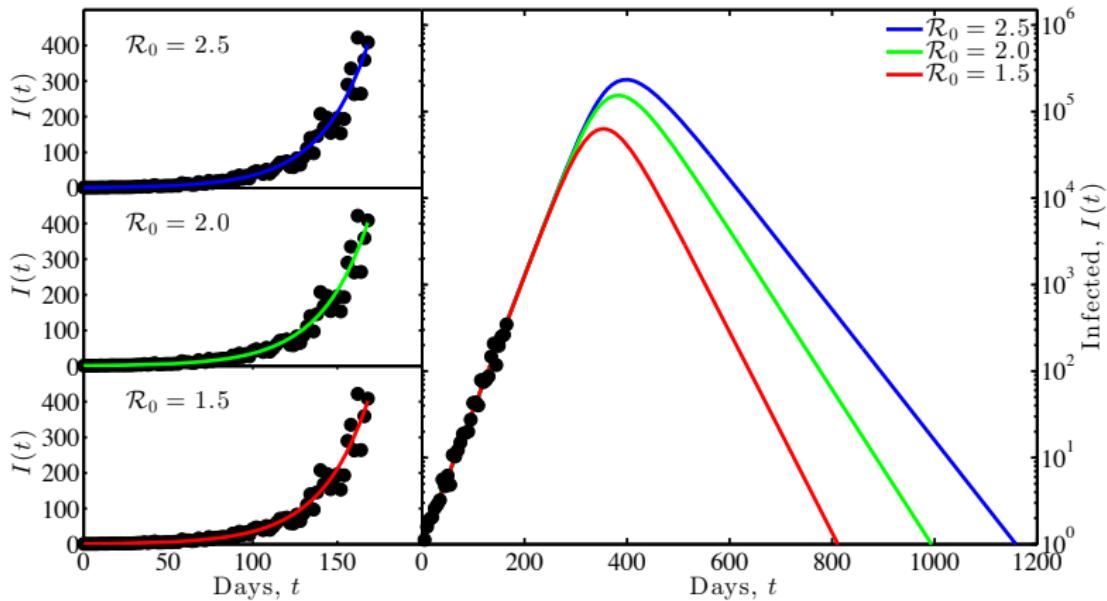
# Which country?



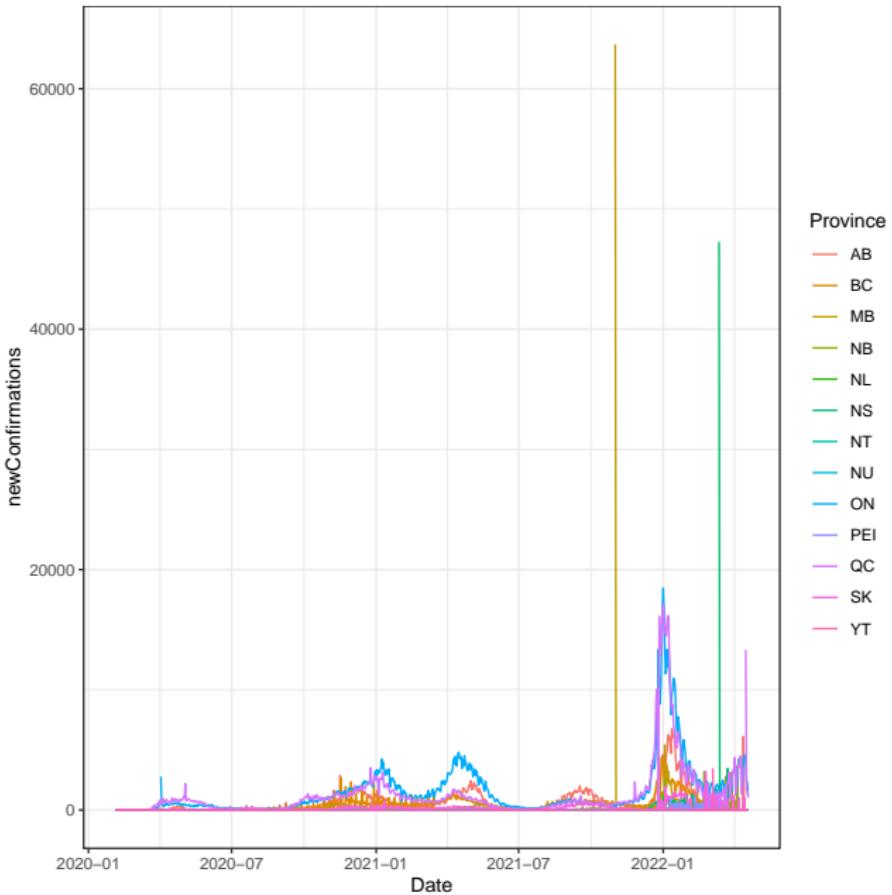
# Which country?



# Disease research



## Disease research



# Students

- ▶ Poll: What year are you in?

# Students

- ▶ Poll: What year are you in?
- ▶ Poll: What kind of career are you aiming for?

# Students

- ▶ Poll: What year are you in?
- ▶ Poll: What kind of career are you aiming for?

# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

Example populations

Dandelions

Gypsy moths

Bacteria

Exponential growth

Log and linear scales

Time scales

# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

Example populations

Dandelions

Gypsy moths

Bacteria

Exponential growth

Log and linear scales

Time scales

# Learning goals

- Ecology and population ecology

# Learning goals

- ▶ Ecology and population ecology
- ▶ Quantitative thinking

# Learning goals

- ▶ Ecology and population ecology
- ▶ Quantitative thinking
- ▶ Dynamical modeling

# Learning goals

- ▶ Ecology and population ecology
- ▶ Quantitative thinking
- ▶ Dynamical modeling

# Ecology

- ▶ Poll: What is ecology?

# Ecology

- ▶ Poll: What is ecology?
- ▶ My answer

# Ecology

- ▶ Poll: What is ecology?
- ▶ My answer
  - ▶ \*

# Ecology

- ▶ Poll: What is ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment

# Ecology

- ▶ Poll: What is ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment
  - ▶ \*

# Ecology

- ▶ Poll: What is ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment
  - ▶ \* Studying ecology is not the same as protecting the environment

# Ecology

- ▶ Poll: What is ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment
  - ▶ \* Studying ecology is not the same as protecting the environment
  - ▶ \*

# Ecology

- ▶ Poll: What is ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment
  - ▶ \* Studying ecology is not the same as protecting the environment
    - ▶ \* But it can help if you want to protect the environment

# Ecology

- ▶ Poll: What is ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment
  - ▶ \* Studying ecology is not the same as protecting the environment
    - ▶ \* But it can help if you want to protect the environment

# Population ecology

- ▶ Poll: What is population ecology?

# Population ecology

- ▶ Poll: What is population ecology?
- ▶ My answer

# Population ecology

- ▶ Poll: What is population ecology?
- ▶ My answer
  - ▶ \*

# Population ecology

- ▶ Poll: What is population ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment at the population scale

# Population ecology

- ▶ Poll: What is population ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment at the population scale
  - ▶ \*

# Population ecology

- ▶ Poll: What is population ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment at the population scale
  - ▶ \* Larger spatial scale, longer temporal scale

# Population ecology

- ▶ Poll: What is population ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment at the population scale
  - ▶ \* Larger spatial scale, longer temporal scale
  - ▶ \*

# Population ecology

- ▶ Poll: What is population ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment at the population scale
  - ▶ \* Larger spatial scale, longer temporal scale
  - ▶ \* We use *dynamical models* to link from the individual level to the population level

# Population ecology

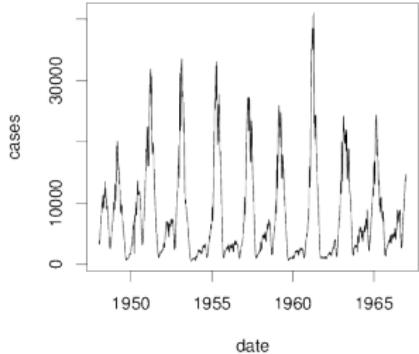
- ▶ Poll: What is population ecology?
- ▶ My answer
  - ▶ \* The study of how organisms interact with each other and with the environment at the population scale
  - ▶ \* Larger spatial scale, longer temporal scale
  - ▶ \* We use *dynamical models* to link from the individual level to the population level

# Dynamical modeling

- ▶ Investigates the links between local, short-term processes, and large-scale, long-term outcomes



Measles reports from England and Wales

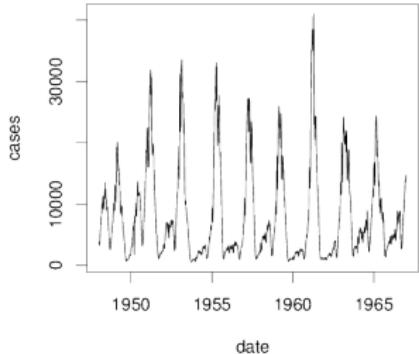


# Dynamical modeling

- ▶ Investigates the links between local, short-term processes, and large-scale, long-term outcomes
- ▶ Allows us to explore what assumptions we're making, and how assumptions affect the link



Measles reports from England and Wales

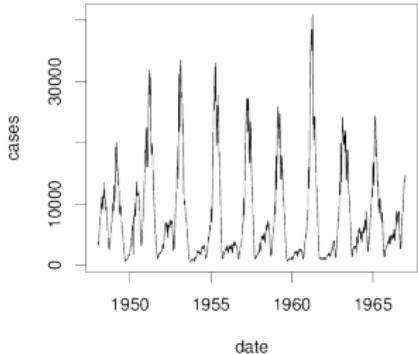


# Dynamical modeling

- ▶ Investigates the links between local, short-term processes, and large-scale, long-term outcomes
- ▶ Allows us to explore what assumptions we're making, and how assumptions affect the link



Measles reports from England and Wales



# Math

- Population ecology uses math

# Math

- ▶ Population ecology uses math
  - ▶ Math is a critical tool for linking processes to outcomes

# Math

- ▶ Population ecology uses math
  - ▶ Math is a critical tool for linking processes to outcomes
  - ▶ Math will play a central role in the course

# Math

- ▶ Population ecology uses math
  - ▶ Math is a critical tool for linking processes to outcomes
  - ▶ Math will play a central role in the course
- ▶ We will keep it *simple*

# Math

- ▶ Population ecology uses math
  - ▶ Math is a critical tool for linking processes to outcomes
  - ▶ Math will play a central role in the course
- ▶ We will keep it *simple*
  - ▶ But we understand that simple does not always mean easy

# Math

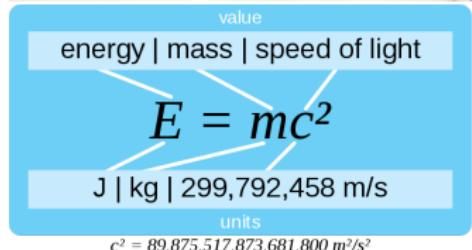
- ▶ Population ecology uses math
  - ▶ Math is a critical tool for linking processes to outcomes
  - ▶ Math will play a central role in the course
- ▶ We will keep it *simple*
  - ▶ But we understand that simple does not always mean easy
- ▶ Review the math supplement

# Math

- ▶ Population ecology uses math
  - ▶ Math is a critical tool for linking processes to outcomes
  - ▶ Math will play a central role in the course
- ▶ We will keep it *simple*
  - ▶ But we understand that simple does not always mean easy
- ▶ Review the math supplement

# Humans and abstract thought

- ▶ People are evolved to be concrete thinkers, not conceptual thinkers



# Humans and abstract thought

- ▶ People are evolved to be concrete thinkers, not conceptual thinkers
- ▶ A goal of this course is to build conceptual thinking skills



$$E = mc^2$$

value

energy | mass | speed of light

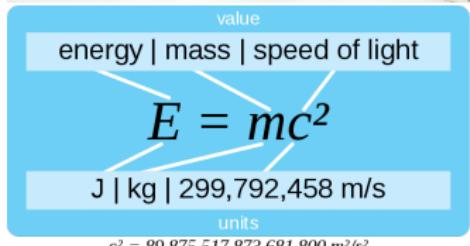
J | kg | 299,792,458 m/s

units

$c^2 = 89,875,517,873,681,800 \text{ m}^2/\text{s}^2$

# Humans and abstract thought

- ▶ People are evolved to be concrete thinkers, not conceptual thinkers
- ▶ A goal of this course is to build conceptual thinking skills



# Outline

Course overview

Course structure

People

**Course content**

Learning goals

Examples

Example populations

Dandelions

Gypsy moths

Bacteria

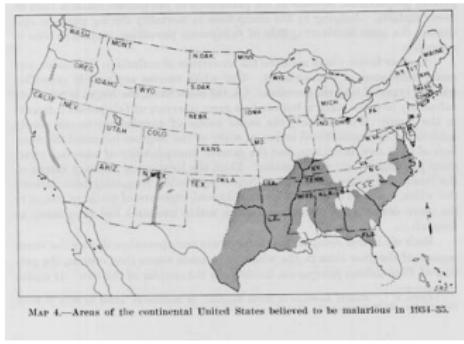
Exponential growth

Log and linear scales

Time scales

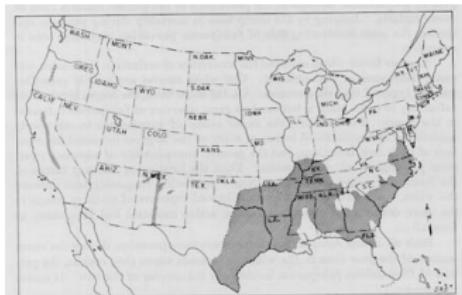
# Malaria

- A nasty, mosquito-borne disease



# Malaria

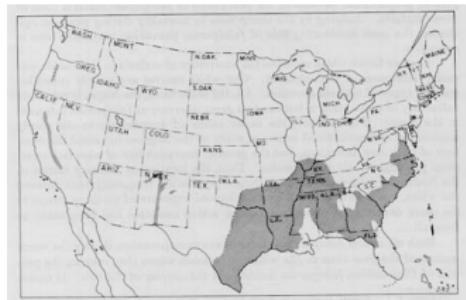
- ▶ A nasty, mosquito-borne disease
- ▶ In some places (e.g., the southeastern US), it has been eradicated almost by accident



MAP 4.—Areas of the continental United States believed to be malarious in 1951-55.

# Malaria

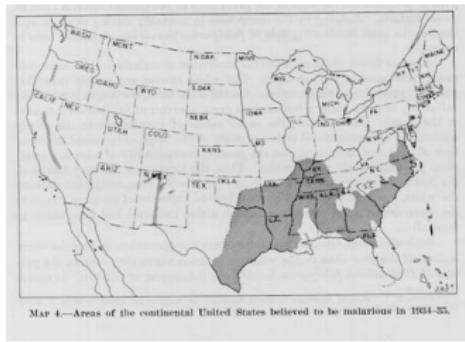
- ▶ A nasty, mosquito-borne disease
- ▶ In some places (e.g., the southeastern US), it has been eradicated almost by accident
  - ▶ Mosquitoes are still present



Map 4.—Areas of the continental United States believed to be malarious in 1951-55.

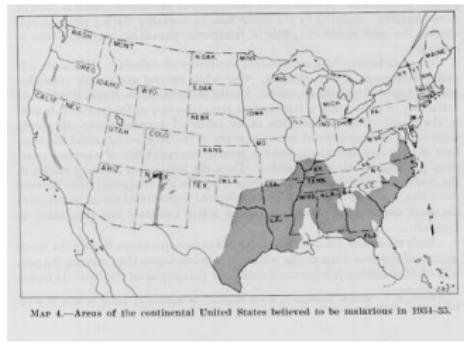
# Malaria

- ▶ A nasty, mosquito-borne disease
- ▶ In some places (e.g., the southeastern US), it has been eradicated almost by accident
  - ▶ Mosquitoes are still present
- ▶ In other places it persists at high levels despite concerted efforts at elimination



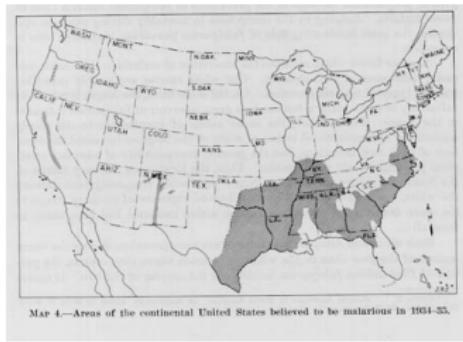
# Malaria

- ▶ A nasty, mosquito-borne disease
- ▶ In some places (e.g., the southeastern US), it has been eradicated almost by accident
  - ▶ Mosquitoes are still present
- ▶ In other places it persists at high levels despite concerted efforts at elimination
- ▶ *What factors determine when and where malaria spreads?*



# Malaria

- ▶ A nasty, mosquito-borne disease
- ▶ In some places (e.g., the southeastern US), it has been eradicated almost by accident
  - ▶ Mosquitoes are still present
- ▶ In other places it persists at high levels despite concerted efforts at elimination
- ▶ *What factors determine when and where malaria spreads?*



# Red squirrels

- ▶ Red squirrels are rapidly disappearing from England



# Red squirrels

- ▶ Red squirrels are rapidly disappearing from England
  - ▶ Loss of suitable habitat?



# Red squirrels

- ▶ Red squirrels are rapidly disappearing from England
  - ▶ Loss of suitable habitat?
  - ▶ Competition from gray squirrels introduced from North America?



# Red squirrels

- ▶ Red squirrels are rapidly disappearing from England
  - ▶ Loss of suitable habitat?
  - ▶ Competition from gray squirrels introduced from North America?
  - ▶ Diseases carried by gray squirrels?



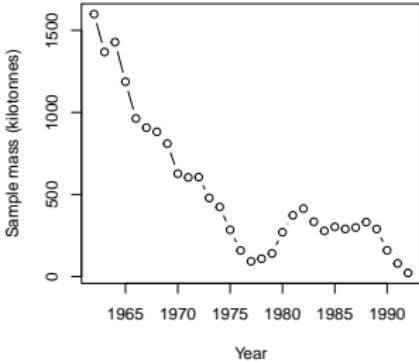
# Red squirrels

- ▶ Red squirrels are rapidly disappearing from England
  - ▶ Loss of suitable habitat?
  - ▶ Competition from gray squirrels introduced from North America?
  - ▶ Diseases carried by gray squirrels?



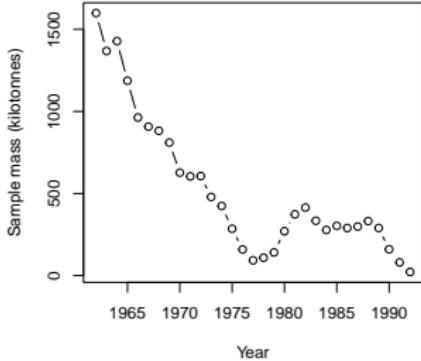
# Cod fisheries

- ▶ Is the ocean too big for people to affect?



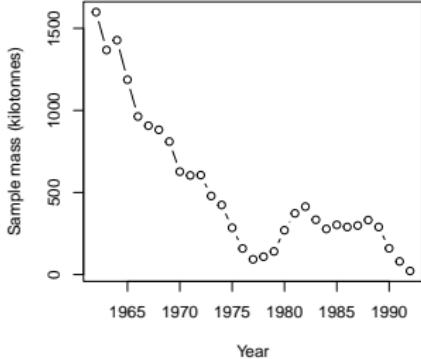
# Cod fisheries

- ▶ Is the ocean too big for people to affect?
- ▶ What happened to the cod?



# Cod fisheries

- ▶ Is the ocean too big for people to affect?
- ▶ What happened to the cod?



# Populations

- ▶ Poll: What population of organisms interests you?

# Populations

- ▶ Poll: What population of organisms interests you?

# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
  - ▶ How many dandelions after 3 years?



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
- ▶ How many dandelions after 3 years?
  - ▶ \*



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
- ▶ How many dandelions after 3 years?
  - ▶ \* 64?



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
- ▶ How many dandelions after 3 years?
  - ▶ \* 64?
  - ▶ \*



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
- ▶ How many dandelions after 3 years?
  - ▶ \* 64?
  - ▶ \* 125?



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
  - ▶ How many dandelions after 3 years?
    - ▶ \* 64?
    - ▶ \* 125?



# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

Example populations

Dandelions

Gypsy moths

Bacteria

Exponential growth

Log and linear scales

Time scales

# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

**Example populations**

Dandelions

Gypsy moths

Bacteria

Exponential growth

Log and linear scales

Time scales

# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
- ▶ How many dandelions after 3 years?



# Dandelions

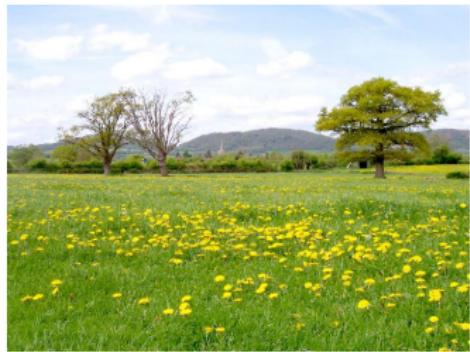
- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
- ▶ How many dandelions after 3 years?

▶ \*



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
- ▶ How many dandelions after 3 years?
  - ▶ \* 64?



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
  
- ▶ How many dandelions after 3 years?
  - ▶ \* 64?
  - ▶ \*



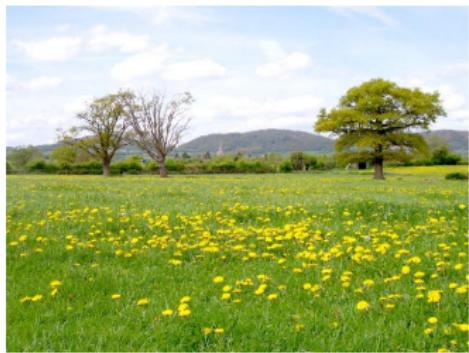
# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
  
- ▶ How many dandelions after 3 years?
  - ▶ \* 64?
  - ▶ \* 125?



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
  
- ▶ How many dandelions after 3 years?
  - ▶ \* 64?
  - ▶ \* 125?
  - ▶ Dandelion spreadsheet



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
- ▶ How many dandelions after 3 years?
  - ▶ \* 64?
  - ▶ \* 125?
  - ▶ Dandelion spreadsheet
- ▶ The spreadsheet is an implementation of a dynamical model!



# Dandelions

- ▶ Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
- ▶ How many dandelions after 3 years?
  - ▶ \* 64?
  - ▶ \* 125?
  - ▶ Dandelion spreadsheet
- ▶ The spreadsheet is an implementation of a dynamical model!



# Dynamical models

- Make rules about how things change on a small scale

# Dynamical models

- ▶ Make rules about how things change on a small scale
- ▶ Assumptions should be clear enough to allow you to calculate or simulate population-level results

# Dynamical models

- ▶ Make rules about how things change on a small scale
- ▶ Assumptions should be clear enough to allow you to calculate or simulate population-level results
- ▶ Challenging and clarifying assumptions is a key advantage of models

# Dynamical models

- ▶ Make rules about how things change on a small scale
- ▶ Assumptions should be clear enough to allow you to calculate or simulate population-level results
- ▶ Challenging and clarifying assumptions is a key advantage of models

# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

**Example populations**

Dandelions

Gypsy moths

Bacteria

Exponential growth

Log and linear scales

Time scales

# Gypsy moths

- ▶ A pest species that feeds on deciduous trees



# Gypsy moths

- ▶ A pest species that feeds on deciduous trees
- ▶ Introduced to N. America from Europe 150 years ago



# Gypsy moths

- ▶ A pest species that feeds on deciduous trees
- ▶ Introduced to N. America from Europe 150 years ago
- ▶ Capable of wide-scale defoliation

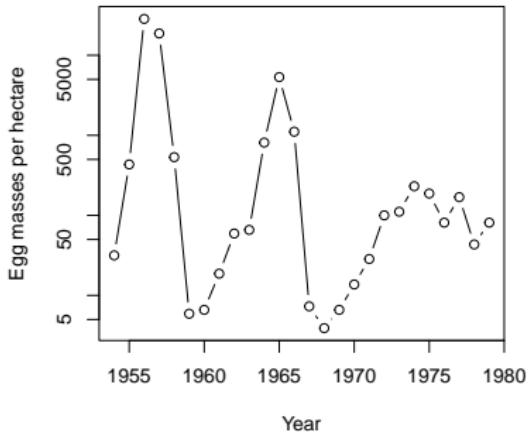
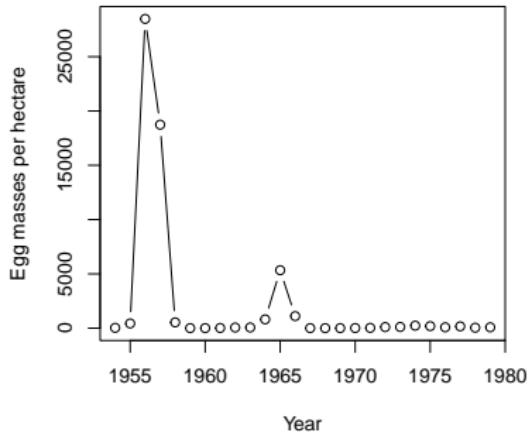


# Gypsy moths

- ▶ A pest species that feeds on deciduous trees
- ▶ Introduced to N. America from Europe 150 years ago
- ▶ Capable of wide-scale defoliation



# Gypsy moth populations



## *Moth calculation (preview)*

- Researchers studying a gypsy moth population make the following estimates:

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae
  - ▶ **10% of larvae mature into pupae**

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ **50% of adults survive to reproduce**

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction
- ▶ Poll: What happens if we start with 10 moths?

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction
- ▶ Poll: What happens if we start with 10 moths?
  - ▶ \*

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction
- ▶ Poll: What happens if we start with 10 moths?
  - ▶ \* We end up with 15 moths

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction
- ▶ Poll: What happens if we start with 10 moths?
  - ▶ \* We end up with 15 moths
  - ▶ \*

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction
- ▶ Poll: What happens if we start with 10 moths?
  - ▶ \* We end up with 15 moths
  - ▶ \* On average

## *Moth calculation (preview)*

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction
- ▶ Poll: What happens if we start with 10 moths?
  - ▶ \* We end up with 15 moths
  - ▶ \* On average

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \*

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \* Assume half are female

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \* Assume half are female
  - ▶ 10% of eggs hatch into larvae

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \* Assume half are female
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \* Assume half are female
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \* Assume half are female
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \* Assume half are female
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \* Assume half are female
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction
- ▶ What happens if we start with 10 moths?

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \* Assume half are female
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction
- ▶ What happens if we start with 10 moths?
  - ▶ \*

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \* Assume half are female
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction
- ▶ What happens if we start with 10 moths?
  - ▶ \* If 5 are female, we end up with an average of 7.5 moths

## Moth calculation

- ▶ Researchers studying a gypsy moth population make the following estimates:
  - ▶ The average reproductive female lays 600 eggs
    - ▶ \* Assume half are female
  - ▶ 10% of eggs hatch into larvae
  - ▶ 10% of larvae mature into pupae
  - ▶ 50% of pupae mature into adults
  - ▶ 50% of adults survive to reproduce
  - ▶ All adults die after reproduction
- ▶ What happens if we start with 10 moths?
  - ▶ \* If 5 are female, we end up with an average of 7.5 moths

## Stochastic version

- ▶ Obviously, we will not get *exactly* 7.5 moths.

## Stochastic version

- ▶ Obviously, we will not get *exactly* 7.5 moths.
- ▶ If we consider moths as individuals, we need a **stochastic** model

## Stochastic version

- ▶ Obviously, we will not get *exactly* 7.5 moths.
- ▶ If we consider moths as individuals, we need a **stochastic** model
- ▶ What do we mean by stochastic?

## Stochastic version

- ▶ Obviously, we will not get *exactly* 7.5 moths.
- ▶ If we consider moths as individuals, we need a **stochastic** model
- ▶ What do we mean by stochastic?
  - ▶ \*

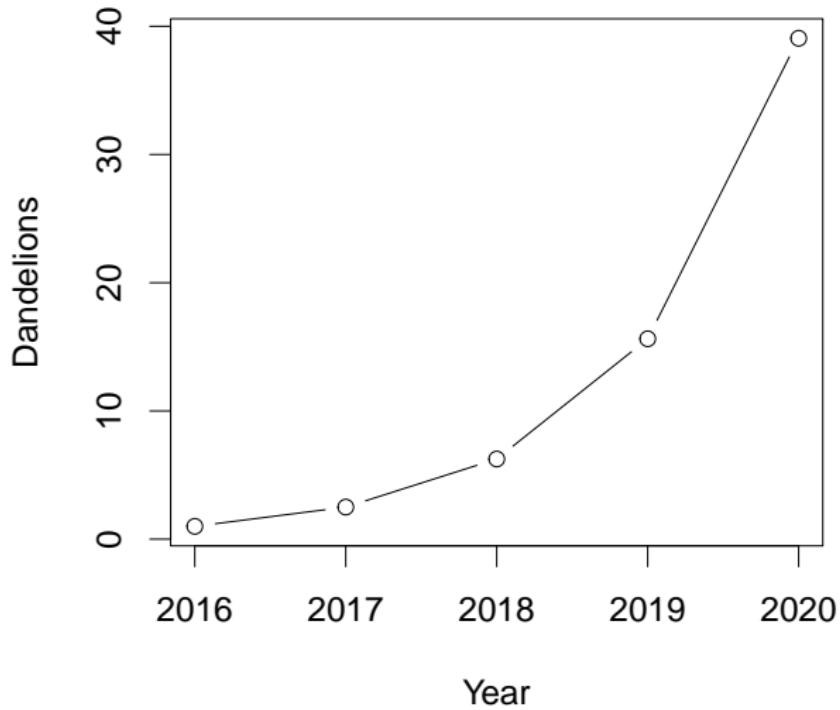
## Stochastic version

- ▶ Obviously, we will not get *exactly* 7.5 moths.
- ▶ If we consider moths as individuals, we need a **stochastic** model
- ▶ What do we mean by stochastic?
  - ▶ \* The model has randomness, to reflect details that we can't measure in advance, or can't predict

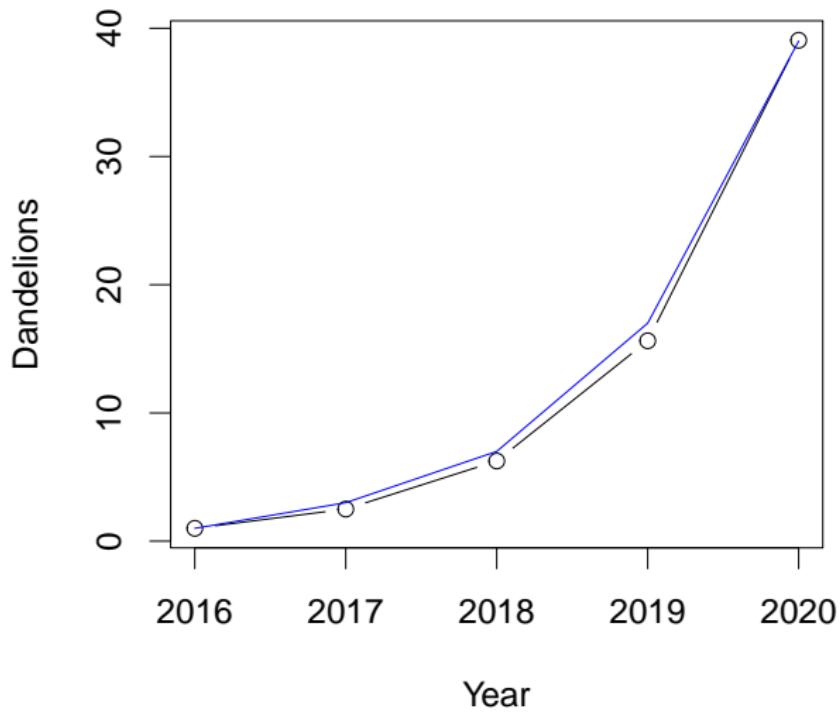
## Stochastic version

- ▶ Obviously, we will not get *exactly* 7.5 moths.
- ▶ If we consider moths as individuals, we need a **stochastic** model
- ▶ What do we mean by stochastic?
  - ▶ \* The model has randomness, to reflect details that we can't measure in advance, or can't predict

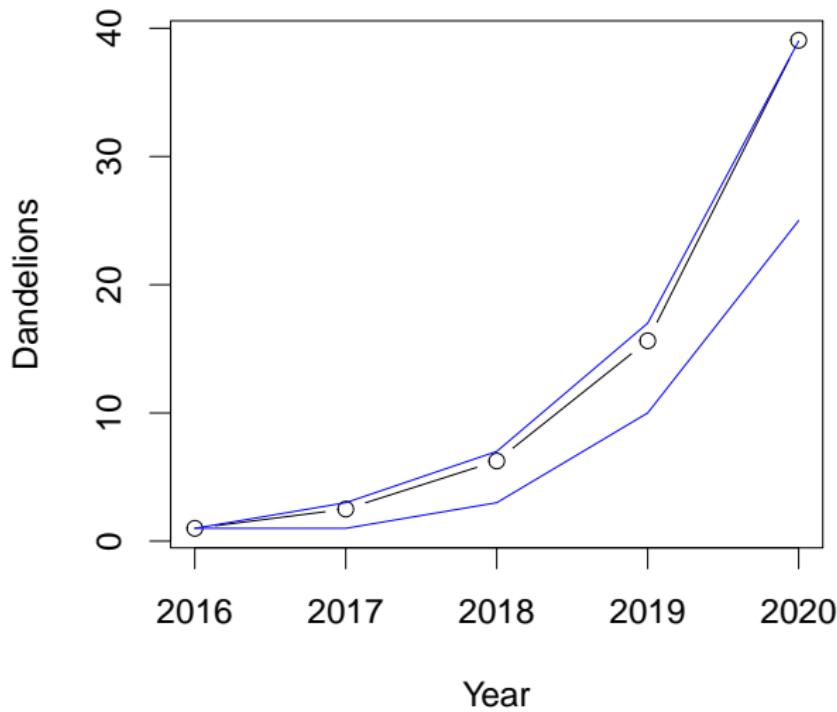
## Stochastic model



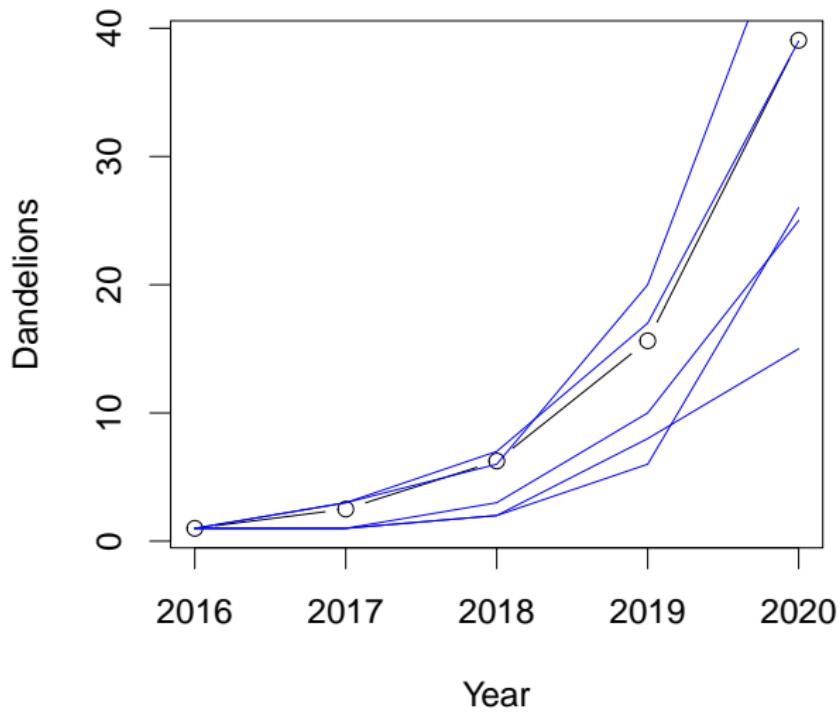
## Stochastic model



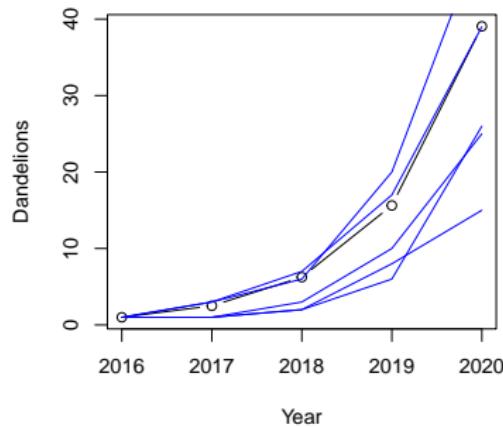
## Stochastic model



## Stochastic model

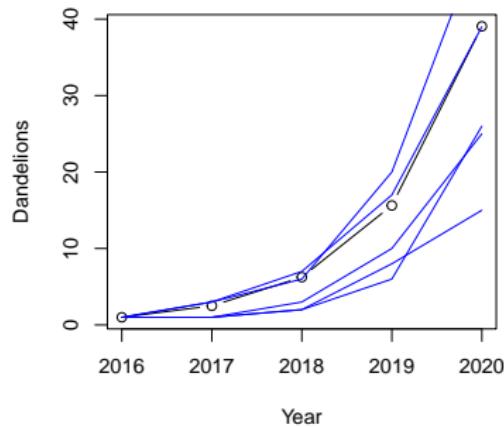


# Stochastic model



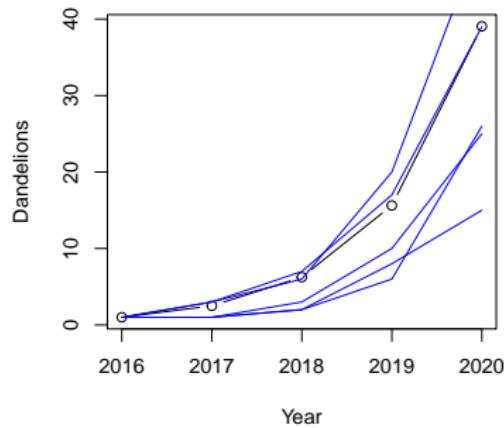
- ▶ A stochastic model has randomness in the model.

# Stochastic model



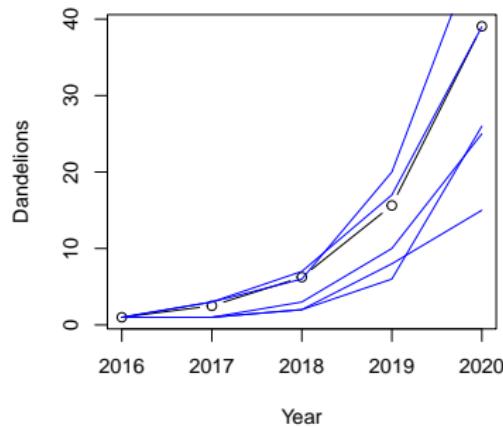
- ▶ A stochastic model has randomness in the model.
- ▶ If we run it again with the same parameters and starting conditions, we get a different answer

# Stochastic model



- ▶ A stochastic model has randomness in the model.
- ▶ If we run it again with the same parameters and starting conditions, we get a different answer
- ▶  $N_0 = 1; \lambda = 2.5$

# Stochastic model



- ▶ A stochastic model has randomness in the model.
- ▶ If we run it again with the same parameters and starting conditions, we get a different answer
- ▶  $N_0 = 1; \lambda = 2.5$

# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

**Example populations**

Dandelions

Gypsy moths

Bacteria

Exponential growth

Log and linear scales

Time scales

# Bacteria

- ▶ Imagine we have some bacteria growing in a big tank, constantly dividing and dying:

# Bacteria

- ▶ Imagine we have some bacteria growing in a big tank, constantly dividing and dying:
  - ▶ They divide (forming two bacteria from one) at a rate of 0.04/ hr

# Bacteria

- ▶ Imagine we have some bacteria growing in a big tank, constantly dividing and dying:
  - ▶ They divide (forming two bacteria from one) at a rate of  $0.04/\text{hr}$
  - ▶ They wash out of the tank at a rate of  $0.02/\text{hr}$

# Bacteria

- ▶ Imagine we have some bacteria growing in a big tank, constantly dividing and dying:
  - ▶ They divide (forming two bacteria from one) at a rate of  $0.04/\text{hr}$
  - ▶ They wash out of the tank at a rate of  $0.02/\text{hr}$
  - ▶ They die at a rate of  $0.01/\text{hr}$

# Bacteria

- ▶ Imagine we have some bacteria growing in a big tank, constantly dividing and dying:
  - ▶ They divide (forming two bacteria from one) at a rate of  $0.04/\text{hr}$
  - ▶ They wash out of the tank at a rate of  $0.02/\text{hr}$
  - ▶ They die at a rate of  $0.01/\text{hr}$
- ▶ Rates are **per capita** (i.e., per individual) and **instantaneous** (they describe what is happening at each moment of time)

# Bacteria

- ▶ Imagine we have some bacteria growing in a big tank, constantly dividing and dying:
  - ▶ They divide (forming two bacteria from one) at a rate of  $0.04/\text{hr}$
  - ▶ They wash out of the tank at a rate of  $0.02/\text{hr}$
  - ▶ They die at a rate of  $0.01/\text{hr}$
- ▶ Rates are **per capita** (i.e., per individual) and **instantaneous** (they describe what is happening at each moment of time)
- ▶ We start with 10 bacteria/ml

# Bacteria

- ▶ Imagine we have some bacteria growing in a big tank, constantly dividing and dying:
  - ▶ They divide (forming two bacteria from one) at a rate of 0.04/ hr
  - ▶ They wash out of the tank at a rate of 0.02/ hr
  - ▶ They die at a rate of 0.01/ hr
- ▶ Rates are **per capita** (i.e., per individual) and **instantaneous** (they describe what is happening at each moment of time)
- ▶ We start with 10 bacteria/ml
  - ▶ How many do we have after 1 hr?

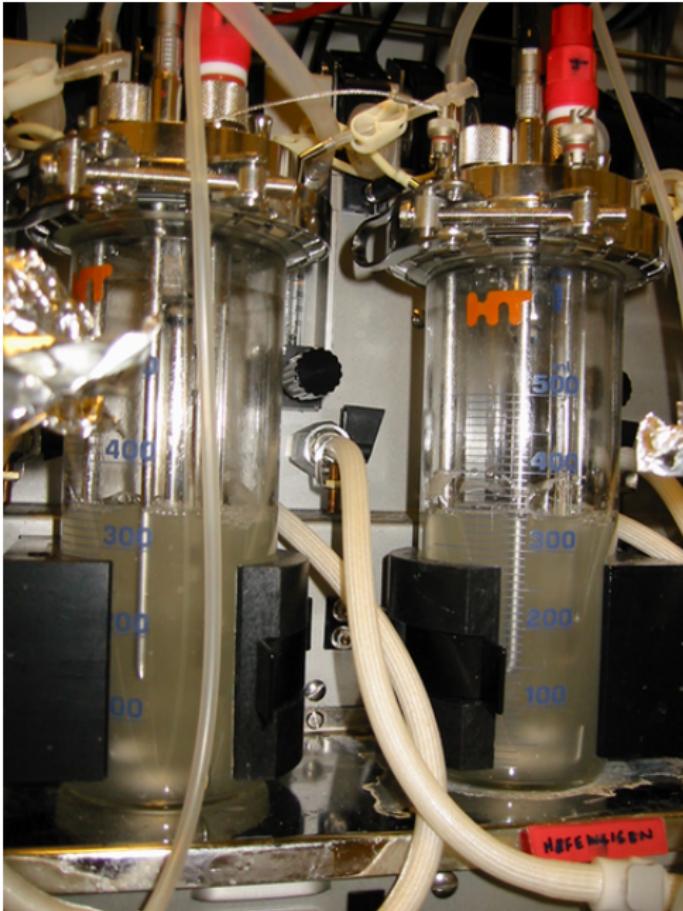
# Bacteria

- ▶ Imagine we have some bacteria growing in a big tank, constantly dividing and dying:
  - ▶ They divide (forming two bacteria from one) at a rate of 0.04/ hr
  - ▶ They wash out of the tank at a rate of 0.02/ hr
  - ▶ They die at a rate of 0.01/ hr
- ▶ Rates are **per capita** (i.e., per individual) and **instantaneous** (they describe what is happening at each moment of time)
- ▶ We start with 10 bacteria/ml
  - ▶ How many do we have after 1 hr?
  - ▶ What about after 1 day?

# Bacteria

- ▶ Imagine we have some bacteria growing in a big tank, constantly dividing and dying:
  - ▶ They divide (forming two bacteria from one) at a rate of 0.04/ hr
  - ▶ They wash out of the tank at a rate of 0.02/ hr
  - ▶ They die at a rate of 0.01/ hr
- ▶ Rates are **per capita** (i.e., per individual) and **instantaneous** (they describe what is happening at each moment of time)
- ▶ We start with 10 bacteria/ml
  - ▶ How many do we have after 1 hr?
  - ▶ What about after 1 day?

# Bacteria in a tank



## Bacteria, rescaled

- ▶ Imagine we have some bacteria growing in a big tank:

## Bacteria, rescaled

- ▶ Imagine we have some bacteria growing in a big tank:
  - ▶ They divide (forming two bacteria from one) at a rate of 0.96/day

## Bacteria, rescaled

- ▶ Imagine we have some bacteria growing in a big tank:
  - ▶ They divide (forming two bacteria from one) at a rate of 0.96/day
  - ▶ They wash out of the tank at a rate of 0.48/day

## Bacteria, rescaled

- ▶ Imagine we have some bacteria growing in a big tank:
  - ▶ They divide (forming two bacteria from one) at a rate of 0.96/day
  - ▶ They wash out of the tank at a rate of 0.48/day
  - ▶ They die at a rate of 0.24/day

## Bacteria, rescaled

- ▶ Imagine we have some bacteria growing in a big tank:
  - ▶ They divide (forming two bacteria from one) at a rate of 0.96/day
  - ▶ They wash out of the tank at a rate of 0.48/day
  - ▶ They die at a rate of 0.24/day
- ▶ If we start with 10 bacteria/ml, how many do we have after 1 day?

## Bacteria, rescaled

- ▶ Imagine we have some bacteria growing in a big tank:
  - ▶ They divide (forming two bacteria from one) at a rate of 0.96/day
  - ▶ They wash out of the tank at a rate of 0.48/day
  - ▶ They die at a rate of 0.24/day
- ▶ If we start with 10 bacteria/ml, how many do we have after 1 day?

# Units

- When we attach units to a quantity, the meaning is concrete

# Units

- ▶ When we attach units to a quantity, the meaning is concrete
  - ▶  $0.24/\text{day}$  *must* mean exactly the same thing as  $0.01/\text{hr}$

# Units

- ▶ When we attach units to a quantity, the meaning is concrete
  - ▶  $0.24/\text{day}$  *must* mean exactly the same thing as  $0.01/\text{hr}$
  - ▶ The two questions above *must* have the same answer

# Units

- ▶ When we attach units to a quantity, the meaning is concrete
  - ▶  $0.24/\text{day}$  *must* mean exactly the same thing as  $0.01/\text{hr}$
  - ▶ The two questions above *must* have the same answer

## *Bacteriostasis (preview)*

- What if we add an agent to the tank that makes the birth and death rates nearly zero?

## Bacteriostasis (preview)

- ▶ What if we add an agent to the tank that makes the birth and death rates nearly zero?
- ▶ Now the bacteria are merely washing out at the rate of 0.02/hr

## Bacteriostasis (preview)

- ▶ What if we add an agent to the tank that makes the birth and death rates nearly zero?
- ▶ Now the bacteria are merely washing out at the rate of 0.02/hr
- ▶ If we start with 10 bacteria/ml, how many do we have after:

## Bacteriostasis (preview)

- ▶ What if we add an agent to the tank that makes the birth and death rates nearly zero?
- ▶ Now the bacteria are merely washing out at the rate of 0.02/hr
- ▶ If we start with 10 bacteria/ml, how many do we have after:
  - ▶ Poll: 1 hr?

## Bacteriostasis (preview)

- ▶ What if we add an agent to the tank that makes the birth and death rates nearly zero?
- ▶ Now the bacteria are merely washing out at the rate of 0.02/hr
- ▶ If we start with 10 bacteria/ml, how many do we have after:
  - ▶ Poll: 1 hr?
  - ▶ Poll: 1 wk?

## Bacteriostasis (preview)

- ▶ What if we add an agent to the tank that makes the birth and death rates nearly zero?
- ▶ Now the bacteria are merely washing out at the rate of 0.02/hr
- ▶ If we start with 10 bacteria/ml, how many do we have after:
  - ▶ Poll: 1 hr?
  - ▶ Poll: 1 wk?

# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

Example populations

Dandelions

Gypsy moths

Bacteria

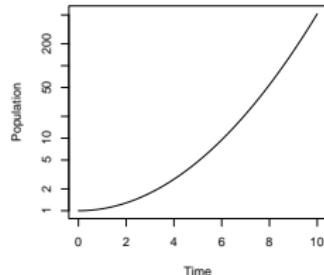
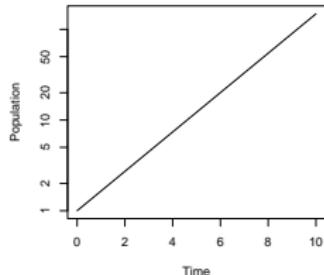
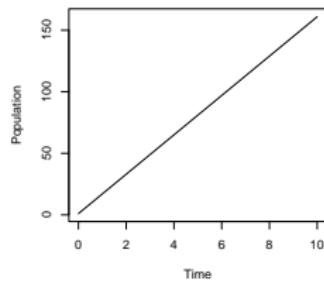
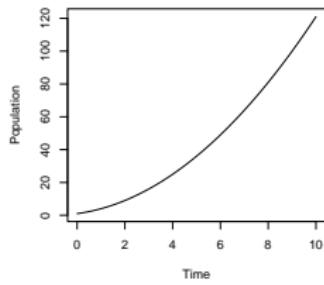
Exponential growth

Log and linear scales

Time scales

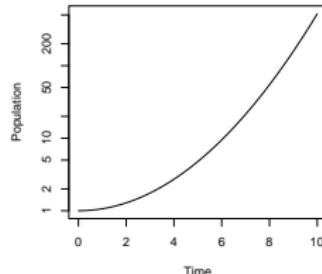
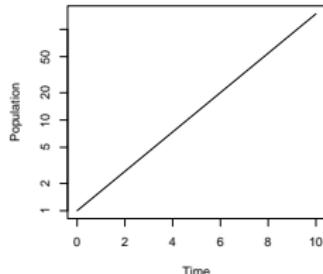
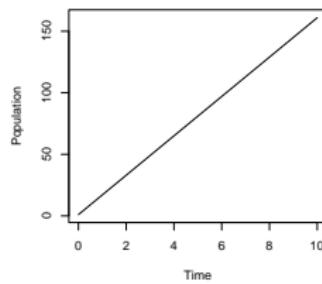
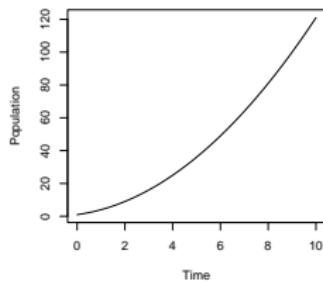
# Exponential growth

► What is exponential growth?



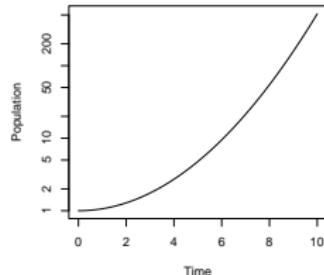
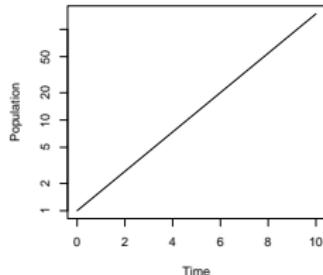
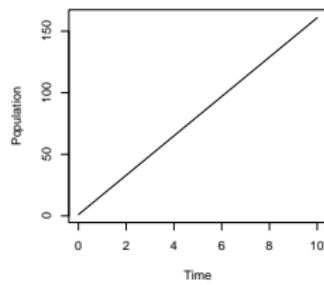
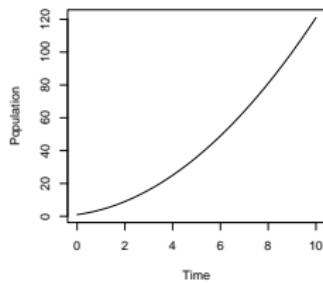
# Exponential growth

- ▶ What is exponential growth?
- ▶ Which of these is an example?

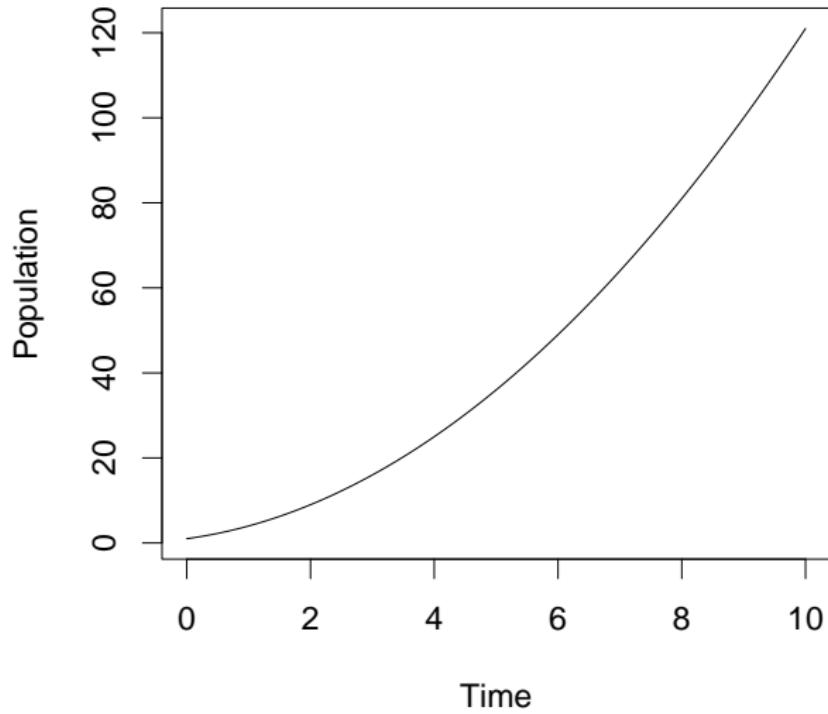


# Exponential growth

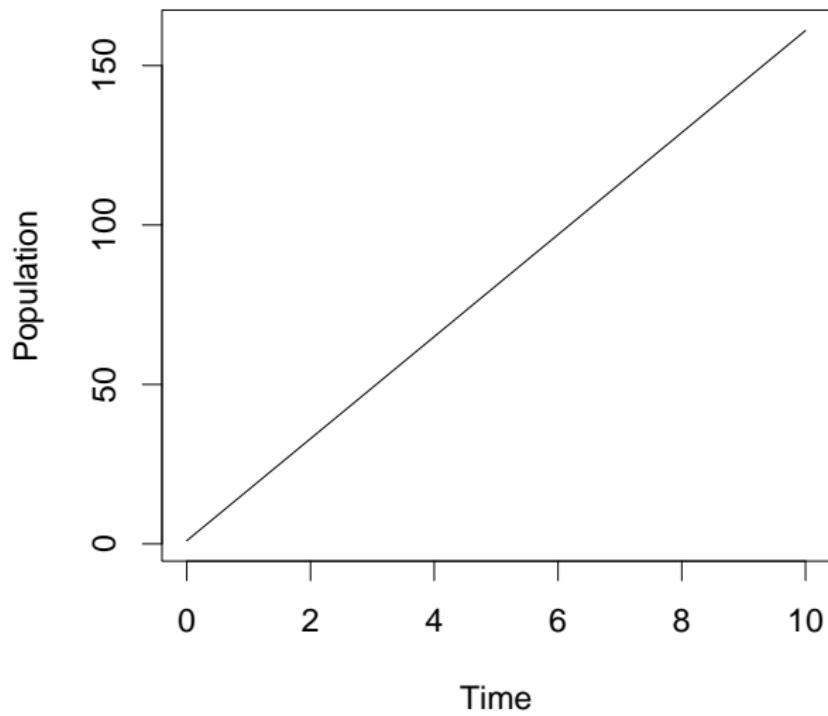
- ▶ What is exponential growth?
- ▶ Which of these is an example?



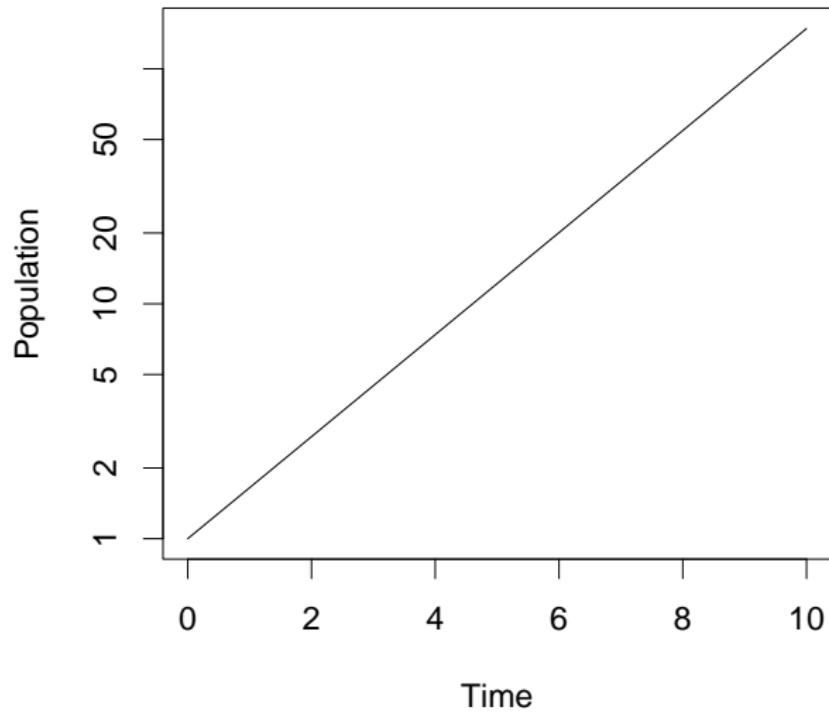
## *A (repeat)*



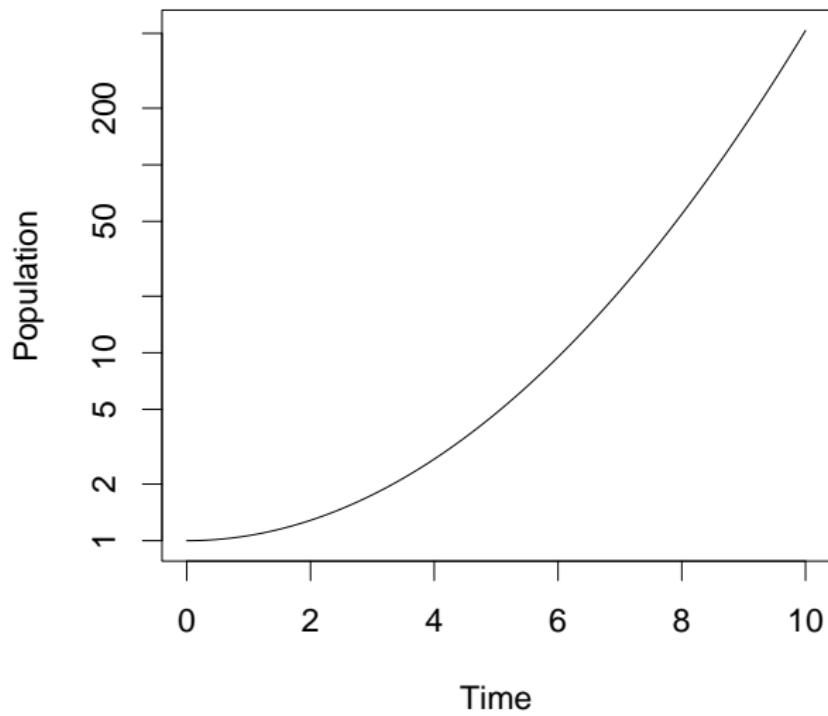
## *B* (repeat)



## *C (repeat)*

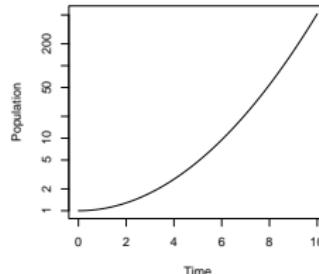
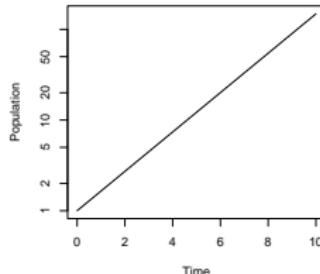
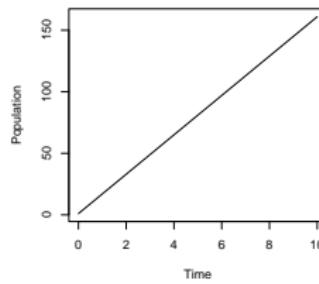
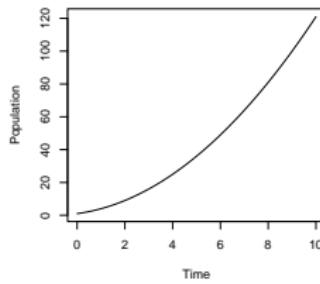


## *D* (repeat)



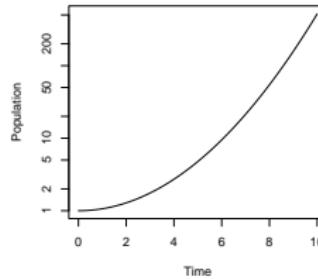
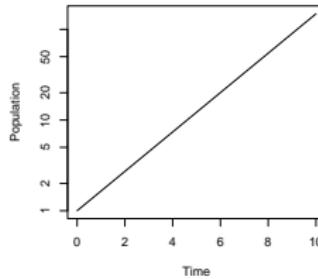
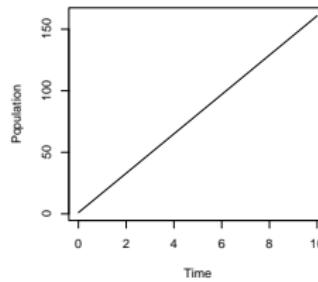
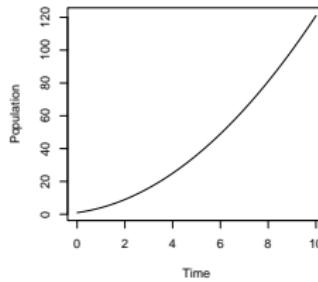
# Exponential growth (repeat)

► Poll: What is exponential growth?



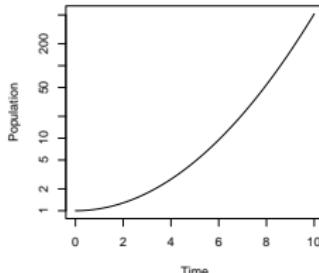
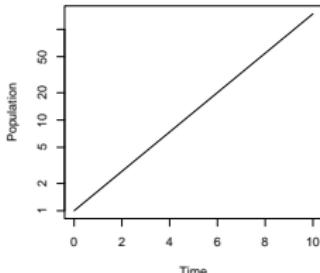
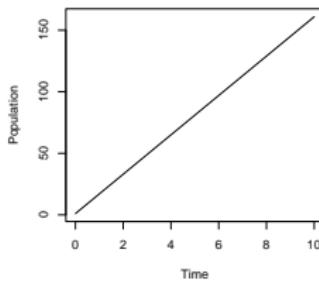
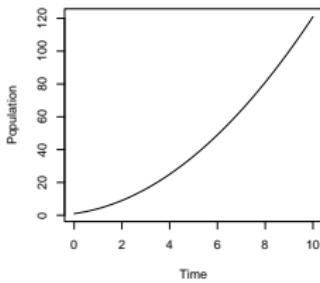
## Exponential growth (repeat)

- ▶ Poll: What is exponential growth?
- ▶ Poll: Which of these is an example?

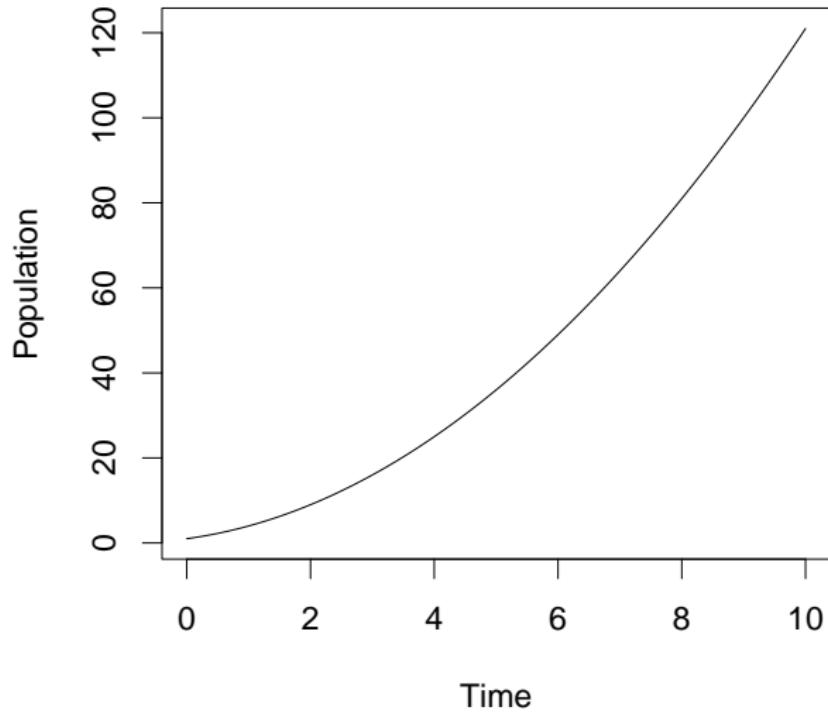


## *Exponential growth (repeat)*

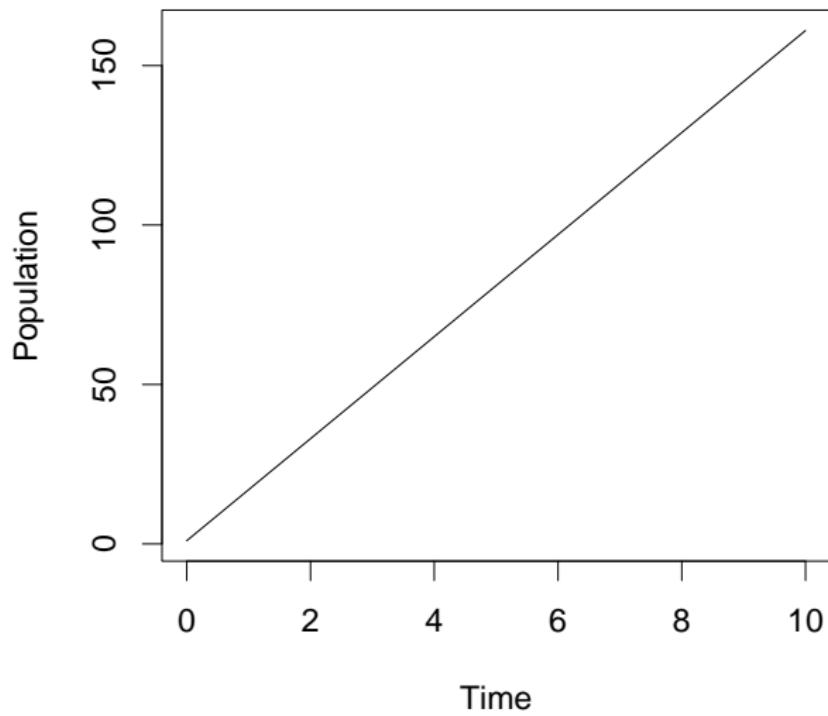
- ▶ Poll: What is exponential growth?
- ▶ Poll: Which of these is an example?



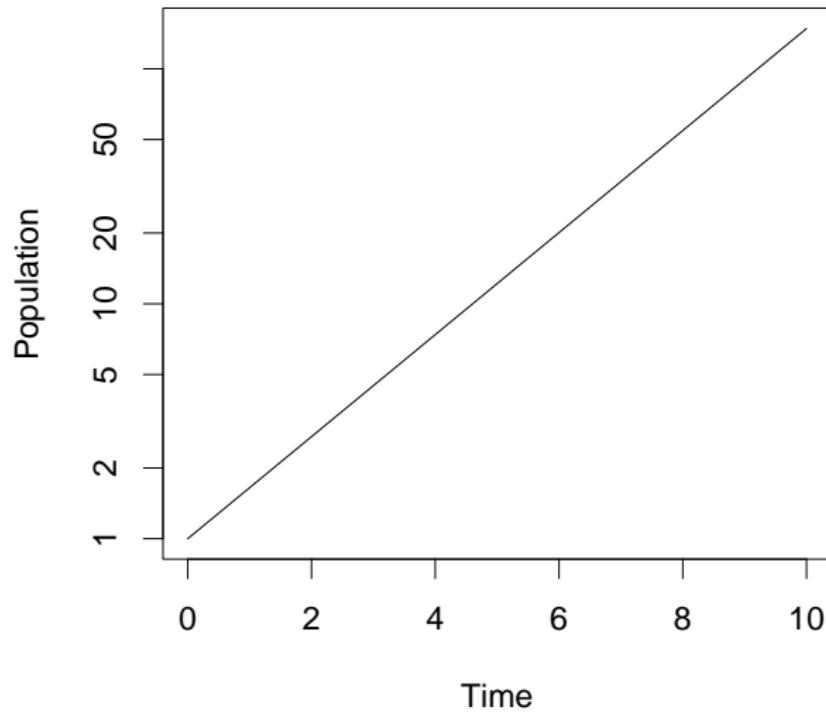
## *A (repeat)*



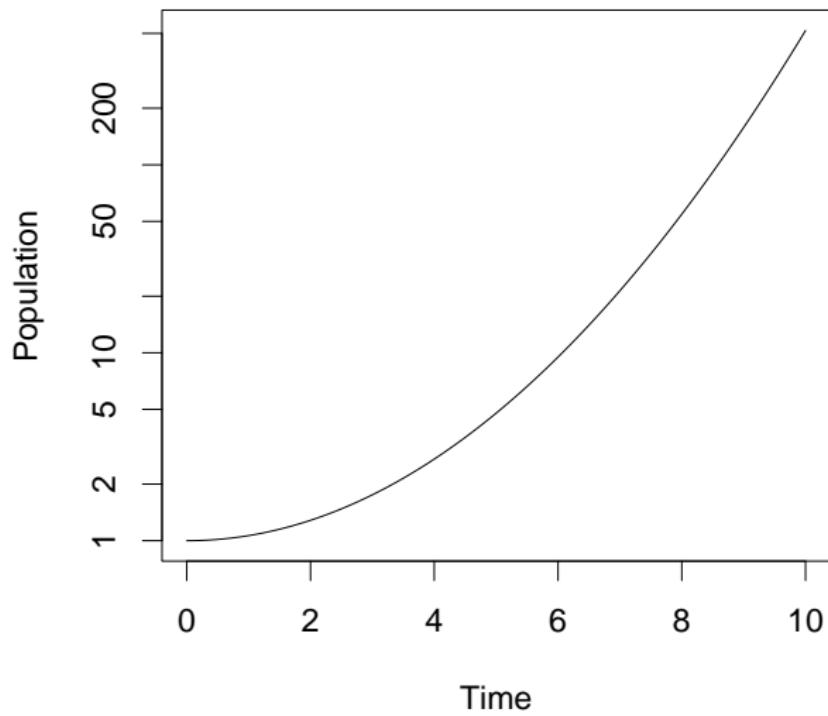
## *B* (repeat)



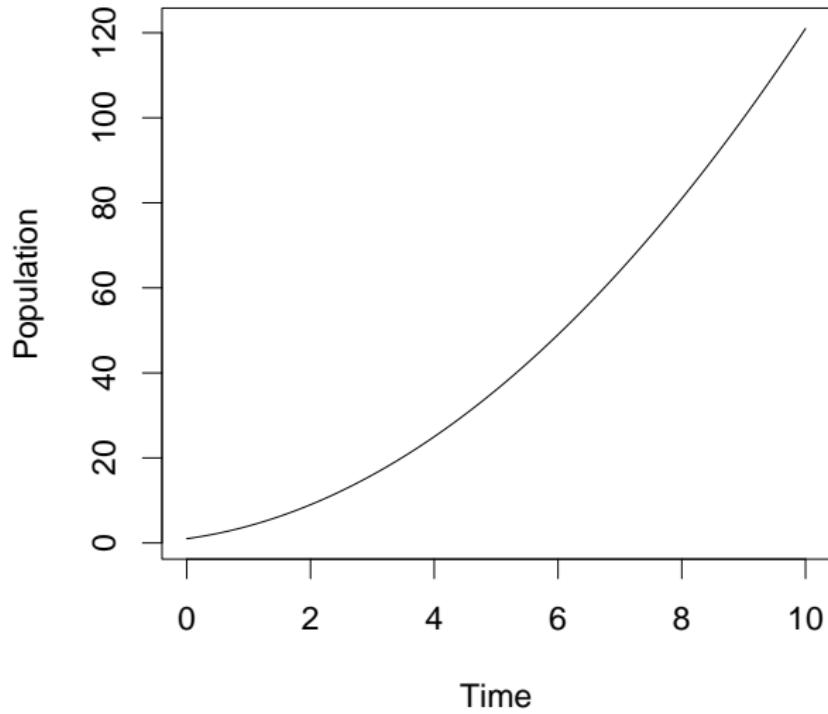
## *C (repeat)*



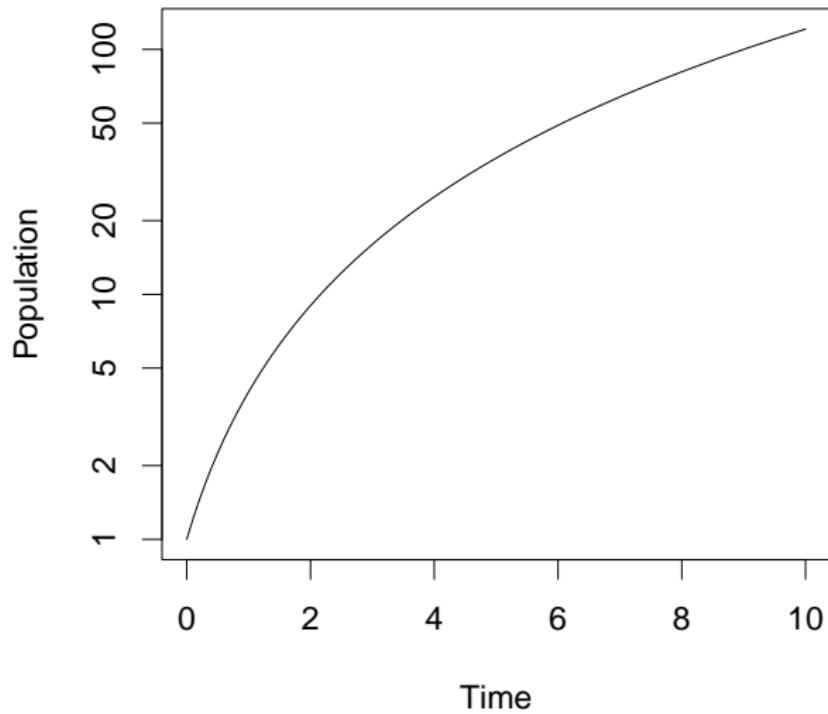
## *D* (repeat)



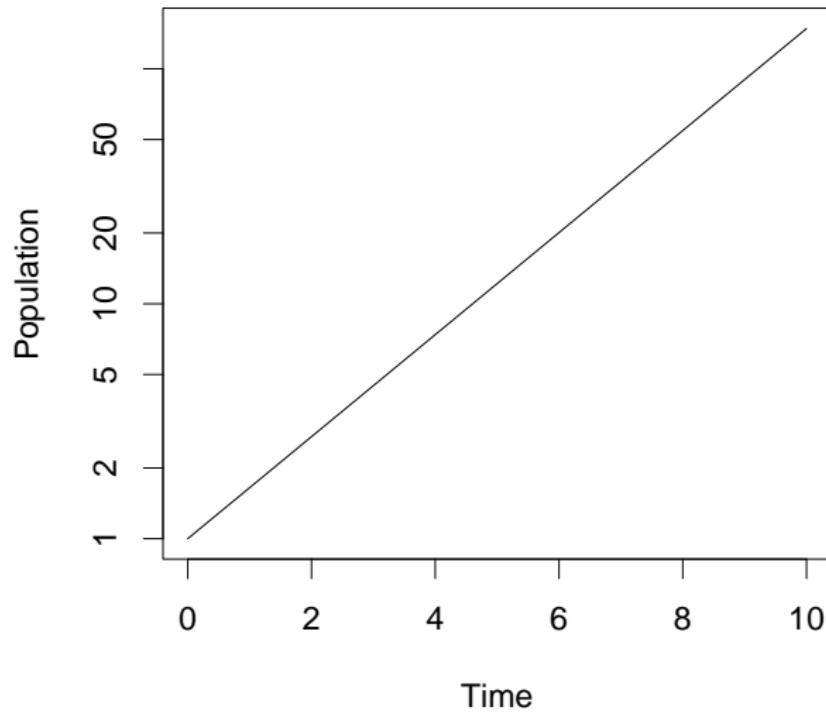
## *A (repeat)*



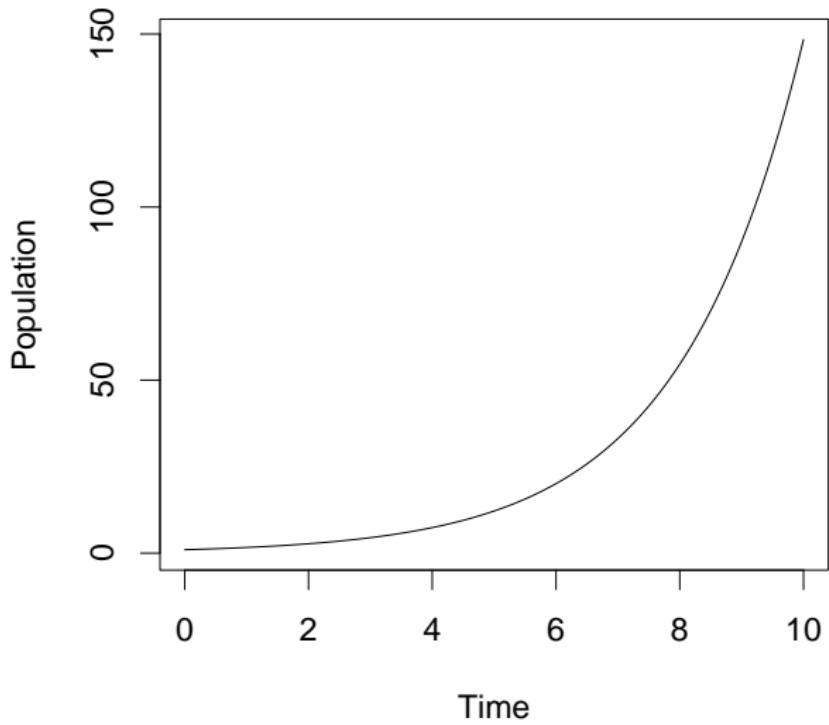
## A on the log scale



## *C (repeat)*



## C on the linear scale



# Types of growth

- arithmetic/linear:

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \*

## Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add a fixed amount in a given time interval*

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add a fixed amount in a given time interval*
  - ▶ \*

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add a fixed amount in a given time interval*
  - ▶ \* *Total growth rate is constant*

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* Add a fixed amount in a given time interval
  - ▶ \* Total growth rate is constant
- ▶ geometric/exponential:

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* Add a fixed amount in a given time interval
  - ▶ \* Total growth rate is constant
- ▶ geometric/exponential:
  - ▶ \*

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add a fixed amount in a given time interval*
  - ▶ \* *Total growth rate is constant*
- ▶ geometric/exponential:
  - ▶ \* *Multiply by a fixed amount in a given time interval*

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add a fixed amount in a given time interval*
  - ▶ \* *Total growth rate is constant*
- ▶ geometric/exponential:
  - ▶ \* *Multiply by a fixed amount in a given time interval*
  - ▶ \*

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add* a fixed amount in a given time interval
  - ▶ \* Total growth rate is constant
- ▶ geometric/exponential:
  - ▶ \* *Multiply* by a fixed amount in a given time interval
  - ▶ \* Per-capita growth is constant

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add a fixed amount in a given time interval*
  - ▶ \* *Total growth rate is constant*
- ▶ geometric/exponential:
  - ▶ \* *Multiply by a fixed amount in a given time interval*
  - ▶ \* *Per-capita growth is constant*
  - ▶ \*

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add* a fixed amount in a given time interval
  - ▶ \* Total growth rate is constant
- ▶ geometric/exponential:
  - ▶ \* *Multiply* by a fixed amount in a given time interval
  - ▶ \* Per-capita growth is constant
  - ▶ \* Only C is exponential, mathematically speaking.

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add* a fixed amount in a given time interval
  - ▶ \* Total growth rate is constant
- ▶ geometric/exponential:
  - ▶ \* *Multiply* by a fixed amount in a given time interval
  - ▶ \* Per-capita growth is constant
  - ▶ \* Only C is exponential, mathematically speaking.
- ▶ other:

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add* a fixed amount in a given time interval
  - ▶ \* Total growth rate is constant
- ▶ geometric/exponential:
  - ▶ \* *Multiply* by a fixed amount in a given time interval
  - ▶ \* Per-capita growth is constant
  - ▶ \* Only C is exponential, mathematically speaking.
- ▶ other:
  - ▶ Many possibilities, we may discuss some later

# Types of growth

- ▶ arithmetic/linear:
  - ▶ \* *Add* a fixed amount in a given time interval
  - ▶ \* Total growth rate is constant
- ▶ geometric/exponential:
  - ▶ \* *Multiply* by a fixed amount in a given time interval
  - ▶ \* Per-capita growth is constant
  - ▶ \* Only C is exponential, mathematically speaking.
- ▶ other:
  - ▶ Many possibilities, we may discuss some later

# Exponential decline?

- ▶ Poll: What is exponential decline?

# Exponential decline?

- ▶ Poll: What is exponential decline?
  - ▶ \*

# Exponential decline?

- ▶ Poll: What is exponential decline?
  - ▶ \* Decline is proportional to size

# Exponential decline?

- ▶ Poll: What is exponential decline?
  - ▶ \* Decline is proportional to size
  - ▶ \*

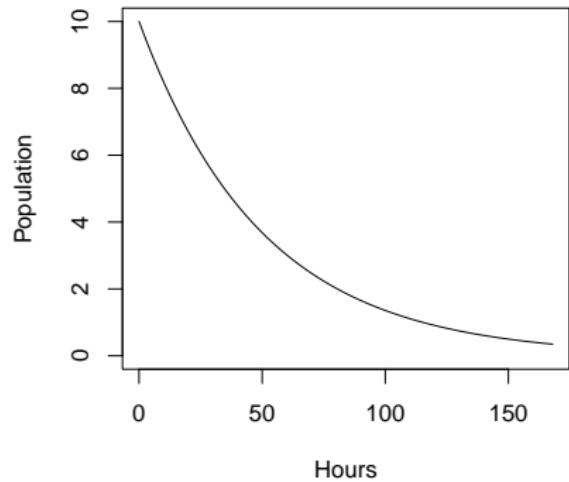
# Exponential decline?

- ▶ Poll: What is exponential decline?
  - ▶ \* Decline is proportional to size
  - ▶ \* Declines more and more *slowly* (on linear scale)

# Exponential decline?

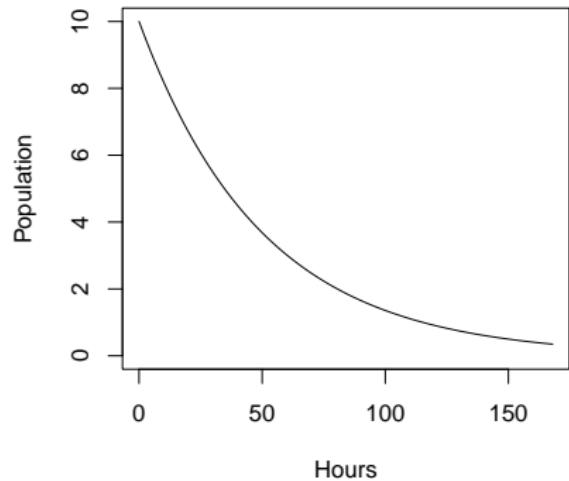
- ▶ Poll: What is exponential decline?
  - ▶ \* Decline is proportional to size
  - ▶ \* Declines more and more *slowly* (on linear scale)

## Exponential decline



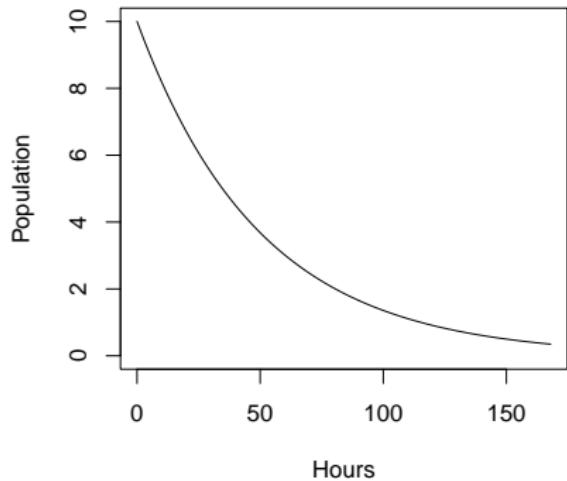
- Decline is proportional to size

## Exponential decline



- ▶ Decline is proportional to size
- ▶ Declines more and more slowly (on linear scale)

## Exponential decline



- ▶ Decline is proportional to size
- ▶ Declines more and more slowly (on linear scale)

# Terminology

- Sometimes people distinguish

# Terminology

- ▶ Sometimes people distinguish
  - ▶ **arithmetic** from **linear** growth, or

# Terminology

- ▶ Sometimes people distinguish
  - ▶ **arithmetic** from **linear** growth, or
  - ▶ **geometric** from **exponential** growth

# Terminology

- ▶ Sometimes people distinguish
  - ▶ **arithmetic** from **linear** growth, or
  - ▶ **geometric** from **exponential** growth
- ▶ Based on:

# Terminology

- ▶ Sometimes people distinguish
  - ▶ **arithmetic** from **linear** growth, or
  - ▶ **geometric** from **exponential** growth
- ▶ Based on:
  - ▶ \*

# Terminology

- ▶ Sometimes people distinguish
  - ▶ **arithmetic** from **linear** growth, or
  - ▶ **geometric** from **exponential** growth
- ▶ Based on:
  - ▶ \* **discrete** vs. **continuous** time

# Terminology

- ▶ Sometimes people distinguish
  - ▶ **arithmetic** from **linear** growth, or
  - ▶ **geometric** from **exponential** growth
- ▶ Based on:
  - ▶ \* **discrete** vs. **continuous** time
- ▶ We won't worry much about this.

# Terminology

- ▶ Sometimes people distinguish
  - ▶ **arithmetic** from **linear** growth, or
  - ▶ **geometric** from **exponential** growth
- ▶ Based on:
  - ▶ \* **discrete** vs. **continuous** time
- ▶ We won't worry much about this.

# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

Example populations

Dandelions

Gypsy moths

Bacteria

Exponential growth

Log and linear scales

Time scales

# Scales of comparison

- Poll: 1 is to 10 as 10 is to what?

## Scales of comparison

- ▶ Poll: 1 is to 10 as 10 is to what?
  - ▶ \*

## Scales of comparison

- ▶ Poll: 1 is to 10 as 10 is to what?
  - ▶ \* If you said 100, you are thinking multiplicatively

## Scales of comparison

- ▶ Poll: 1 is to 10 as 10 is to what?
  - ▶ \* If you said 100, you are thinking multiplicatively
  - ▶ \*

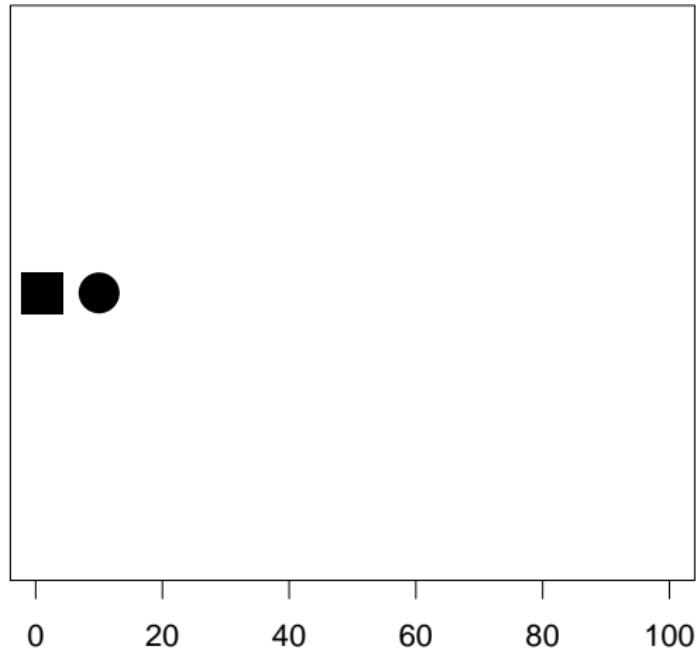
## Scales of comparison

- ▶ Poll: 1 is to 10 as 10 is to what?
  - ▶ \* If you said 100, you are thinking multiplicatively
  - ▶ \* If you said 19, you are thinking additively

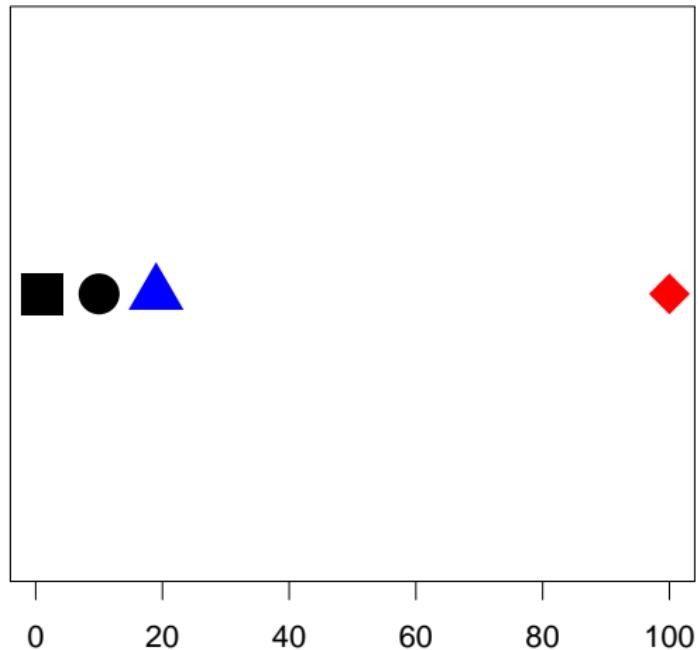
## Scales of comparison

- ▶ Poll: 1 is to 10 as 10 is to what?
  - ▶ \* If you said 100, you are thinking multiplicatively
  - ▶ \* If you said 19, you are thinking additively

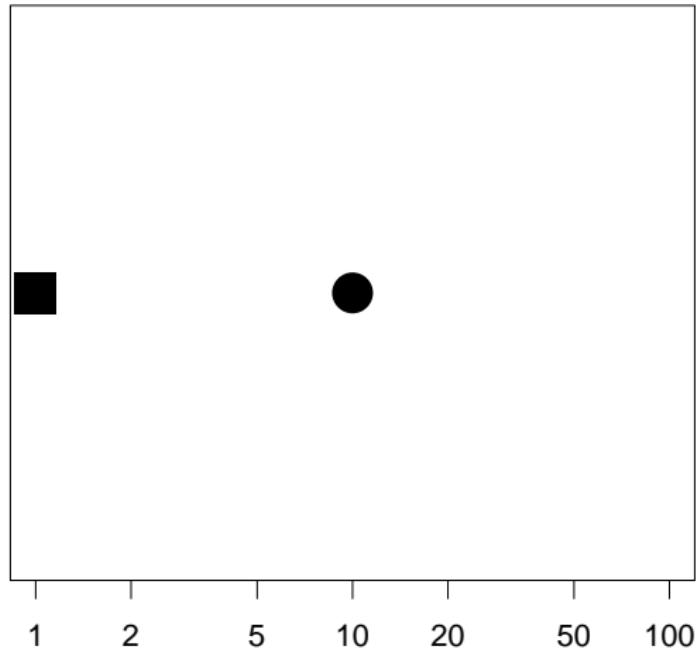
## Scales of display



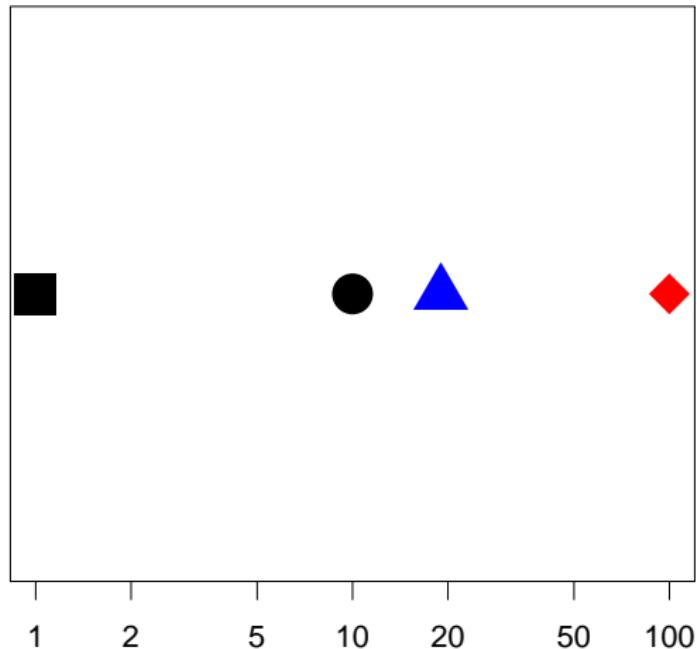
## Scales of display



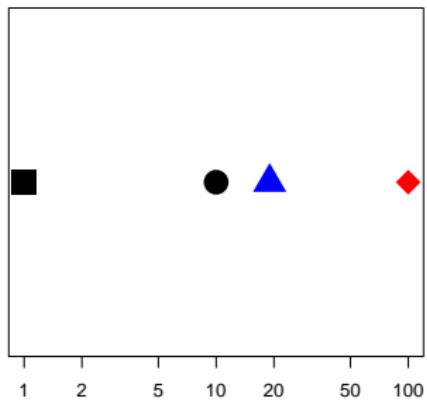
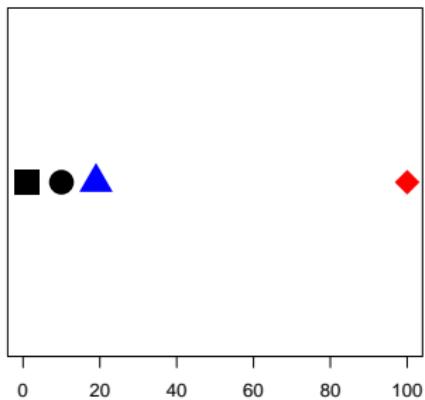
## Scales of display



## Scales of display



## Scales of display



There is only one log scale; it doesn't matter which base you use!

# Canadian provinces

- ▶ How many people know the Canadian provinces song?

# Canadian provinces

- ▶ How many people know the Canadian provinces song?
- ▶ Poll: Which Canadian province is the most unusual in terms of area?

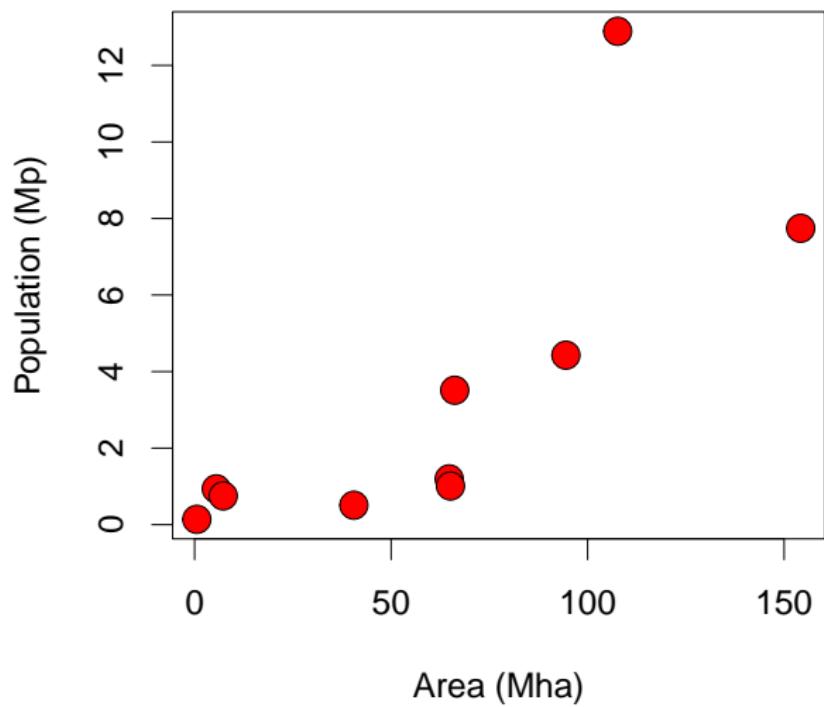
# Canadian provinces

- ▶ How many people know the Canadian provinces song?
- ▶ Poll: Which Canadian province is the most unusual in terms of area?
- ▶ Poll: Which Canadian province is the most unusual in terms of population?

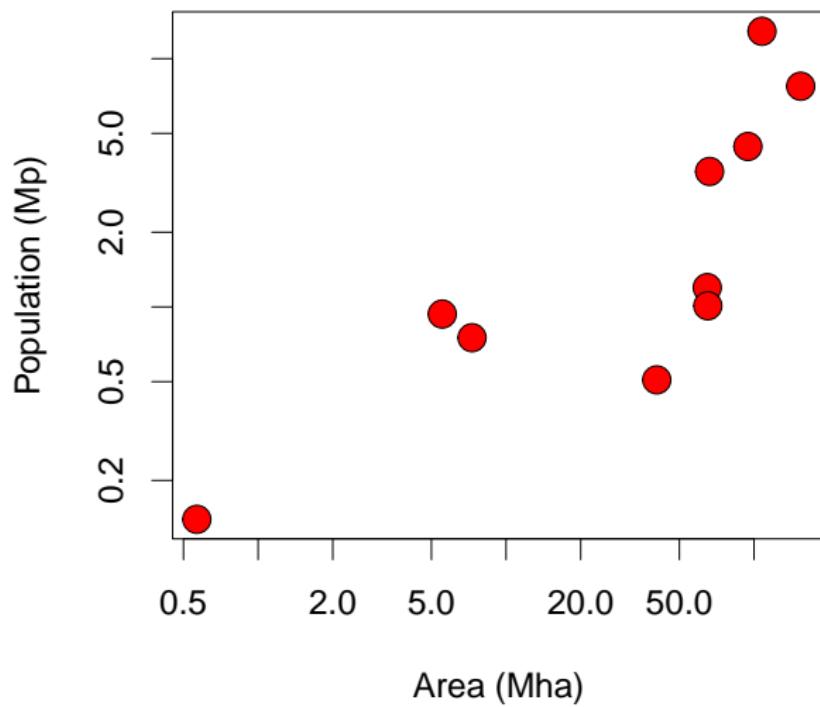
## Canadian provinces

- ▶ How many people know the Canadian provinces song?
- ▶ Poll: Which Canadian province is the most unusual in terms of area?
- ▶ Poll: Which Canadian province is the most unusual in terms of population?

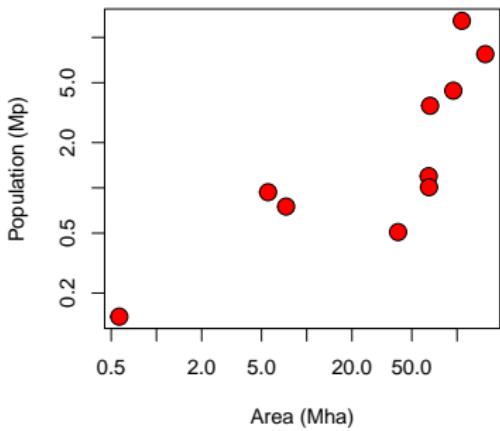
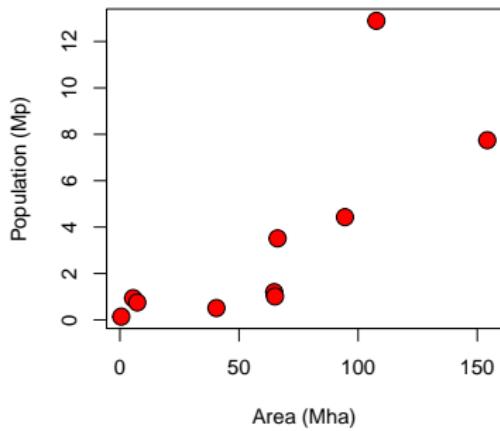
## Canadian provinces



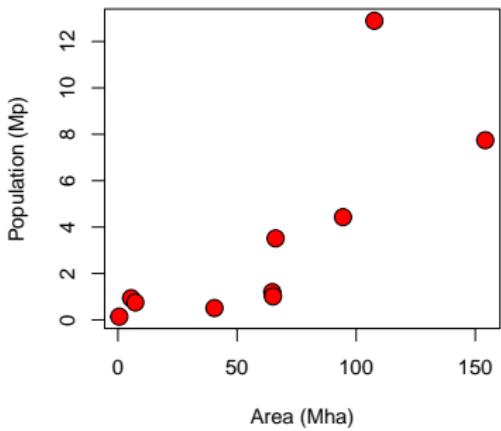
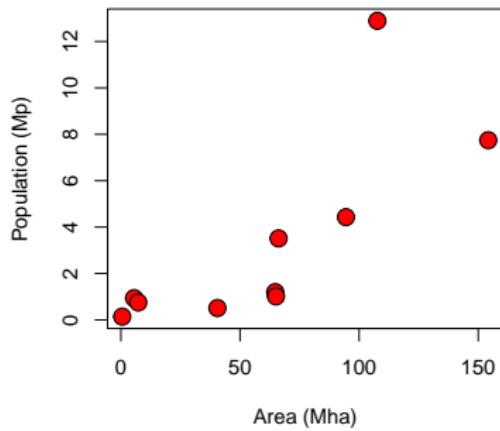
## Canadian provinces



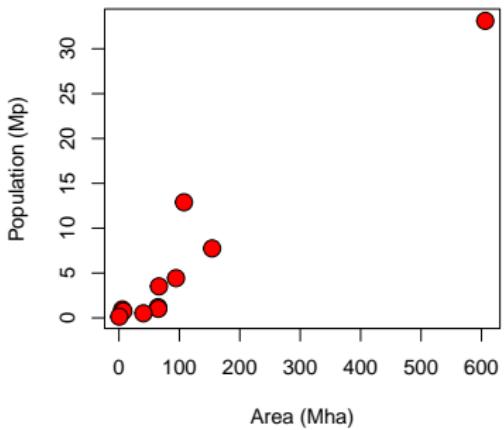
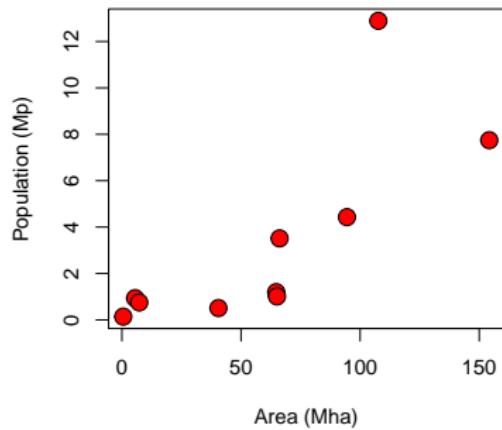
# Canadian provinces



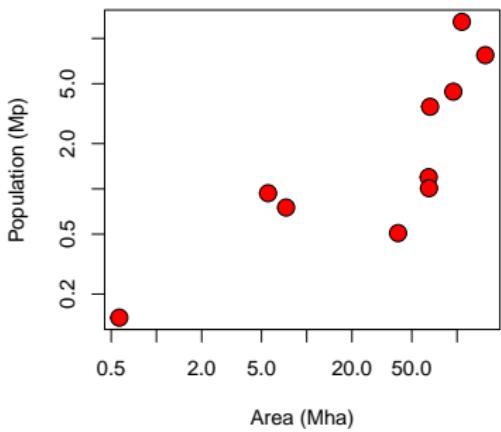
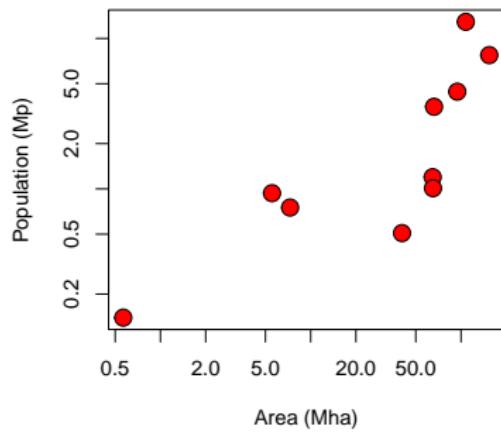
# Canadian provinces plus Canada?



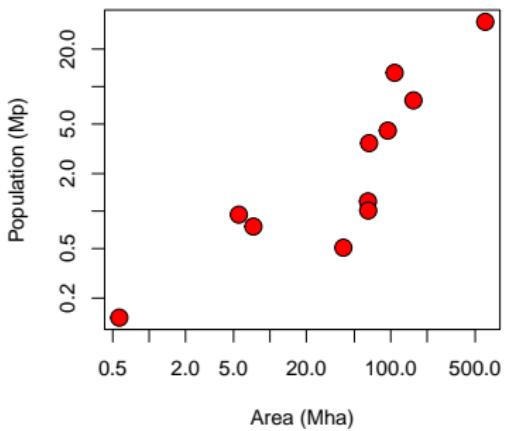
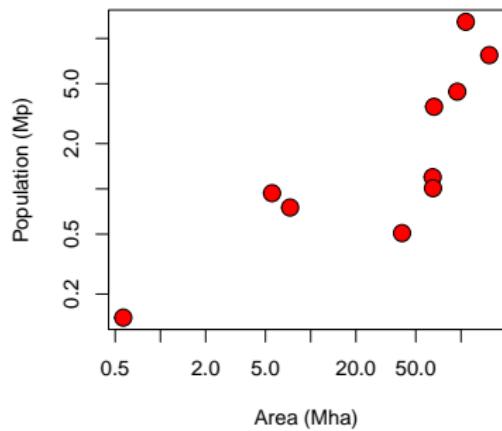
# Canadian provinces plus Canada



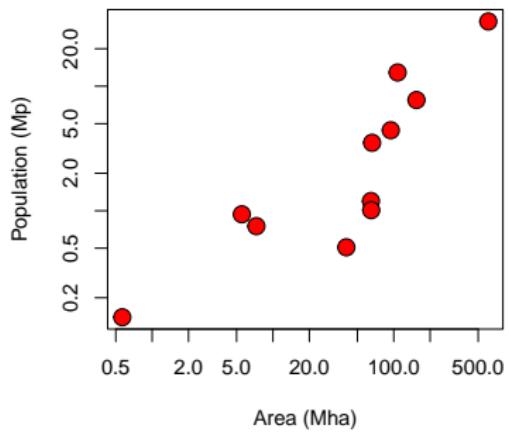
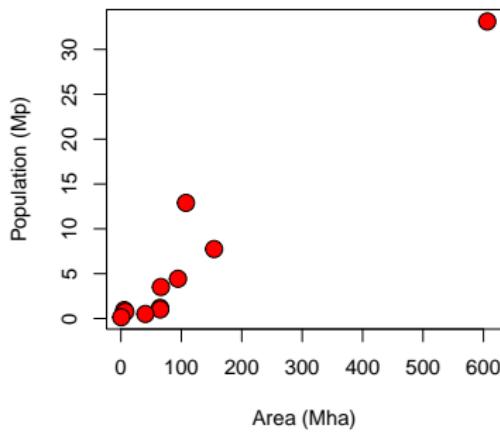
# Canadian provinces plus Canada?



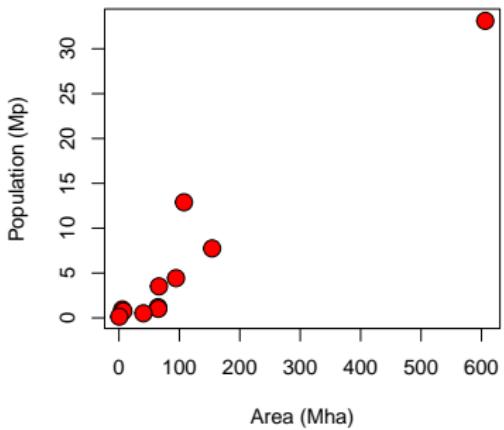
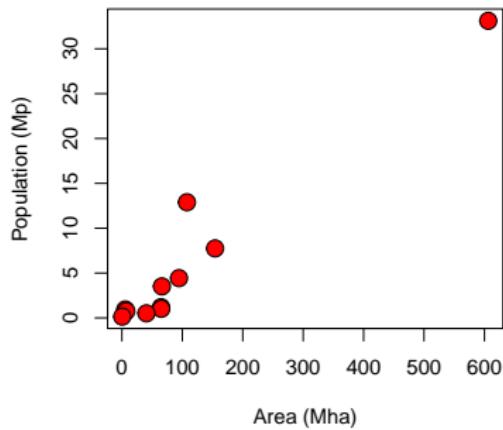
# Canadian provinces plus Canada



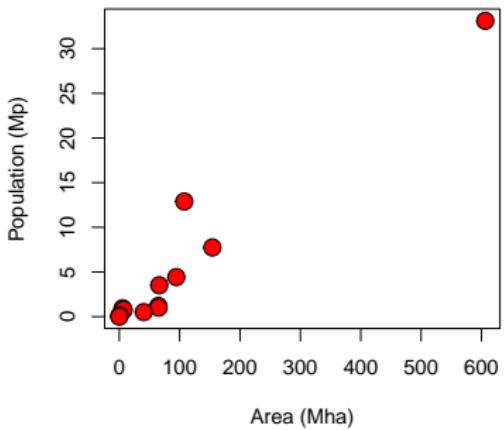
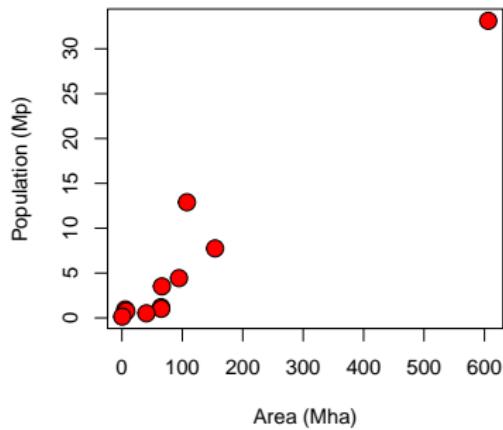
## Canadian provinces plus Canada



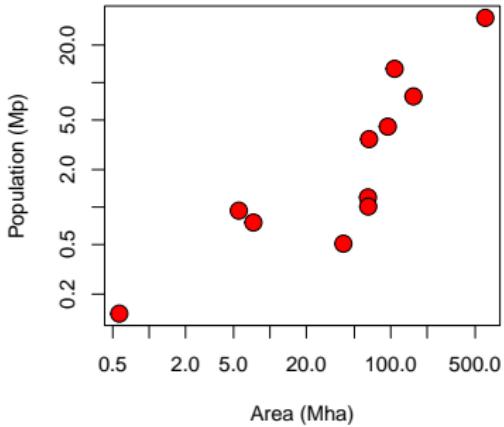
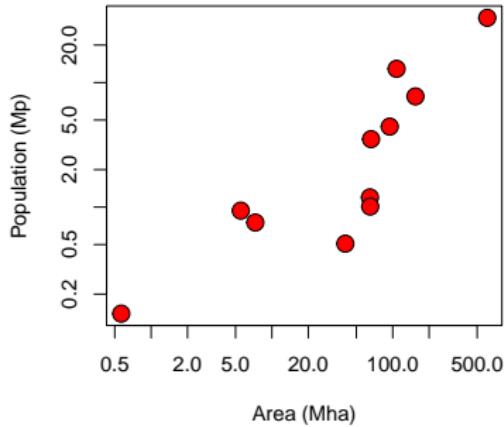
# Canada plus this classroom



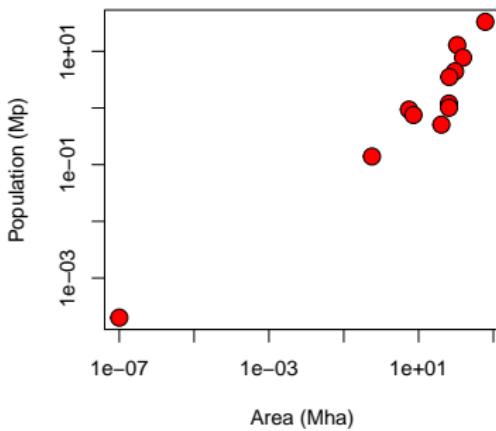
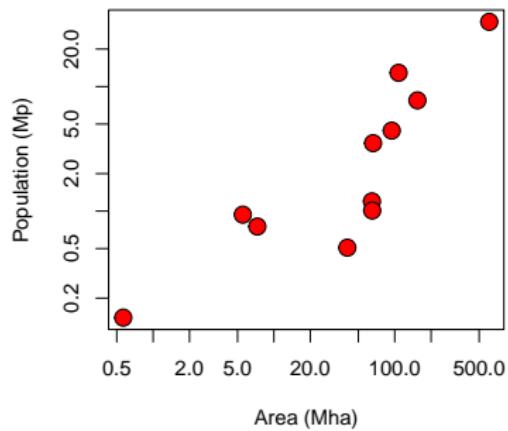
# Canada plus this classroom



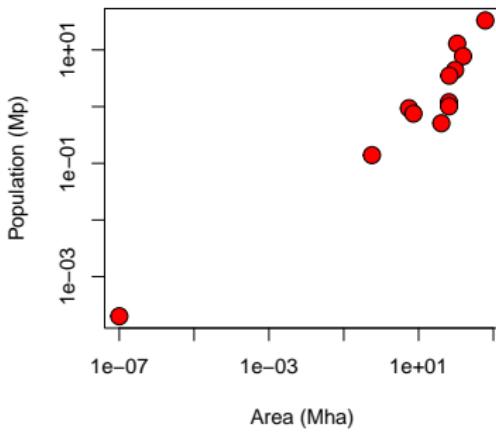
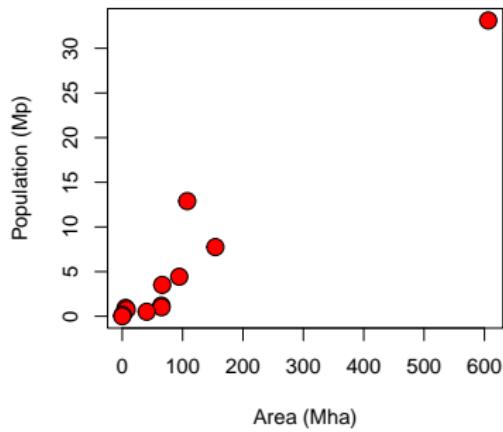
# Canada plus this classroom?



# Canada plus this classroom



## Canada plus this classroom



## Predation comparison



# Predation comparison

- A 300 lb lion is attacking a 600 lb buffalo!



# Predation comparison

- ▶ A 300 lb lion is attacking a 600 lb buffalo!
- ▶ Poll: This is analogous to a 15 lb red fox attacking: a beaver, an elk



# Predation comparison

- ▶ A 300 lb lion is attacking a 600 lb buffalo!
- ▶ Poll: This is analogous to a 15 lb red fox attacking: a beaver, an elk
  - ▶ A 30 lb beaver (twice as heavy)?



# Predation comparison

- ▶ A 300 lb lion is attacking a 600 lb buffalo!
  
- ▶ Poll: This is analogous to a 15 lb red fox attacking: a beaver, an elk
  - ▶ A 30 lb beaver (twice as heavy)?
  - ▶ A 315 lb elk (300 lbs heavier)?



# Predation comparison

- ▶ A 300 lb lion is attacking a 600 lb buffalo!
  
- ▶ Poll: This is analogous to a 15 lb red fox attacking: a beaver, an elk
  - ▶ A 30 lb beaver (twice as heavy)?
  - ▶ A 315 lb elk (300 lbs heavier)?



## Different scales

- The log scale and linear scale provide different ways of looking at the same data

## Different scales

- ▶ The log scale and linear scale provide different ways of looking at the same data
- ▶ Equally valid

## Different scales

- ▶ The log scale and linear scale provide different ways of looking at the same data
- ▶ Equally valid
- ▶ What are some advantages of each?

## Different scales

- ▶ The log scale and linear scale provide different ways of looking at the same data
- ▶ Equally valid
- ▶ What are some advantages of each?

# Advantages of arithmetic view



\*

## Advantages of arithmetic view

- ▶ \* When there is no natural zero (or the natural zero is irrelevant)

## Advantages of arithmetic view

- ▶ \* When there is no natural zero (or the natural zero is irrelevant)
  - ▶ \*

## Advantages of arithmetic view

- ▶ \* When there is no natural zero (or the natural zero is irrelevant)
  - ▶ \* Often the case for time or geography

## Advantages of arithmetic view

- ▶ \* When there is no natural zero (or the natural zero is irrelevant)
  - ▶ \* Often the case for time or geography
- ▶ \*

## Advantages of arithmetic view

- ▶ \* When there is no natural zero (or the natural zero is irrelevant)
  - ▶ \* Often the case for time or geography
- ▶ \* When zeroes (or negative numbers) can occur

## Advantages of arithmetic view

- ▶ \* When there is no natural zero (or the natural zero is irrelevant)
  - ▶ \* Often the case for time or geography
- ▶ \* When zeroes (or negative numbers) can occur
- ▶ \*

## Advantages of arithmetic view

- ▶ \* When there is no natural zero (or the natural zero is irrelevant)
  - ▶ \* Often the case for time or geography
- ▶ \* When zeroes (or negative numbers) can occur
- ▶ \* When we are interested in adding things up

## Advantages of arithmetic view

- ▶ \* When there is no natural zero (or the natural zero is irrelevant)
  - ▶ \* Often the case for time or geography
- ▶ \* When zeroes (or negative numbers) can occur
- ▶ \* When we are interested in adding things up

# Advantages of geometric view



\*

## Advantages of geometric view

- ▶ \* When comparing physical quantities, or quantities with natural units

## Advantages of geometric view

- ▶ \* When comparing physical quantities, or quantities with natural units
- ▶ \*

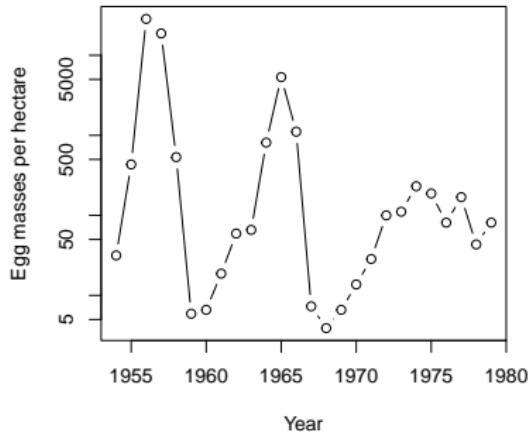
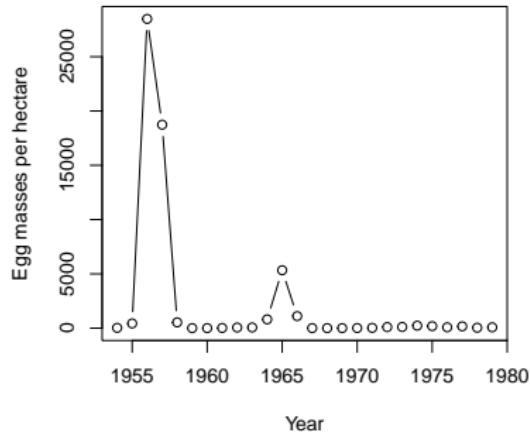
## Advantages of geometric view

- ▶ \* When comparing physical quantities, or quantities with natural units
- ▶ \* When comparing proportionally

## Advantages of geometric view

- ▶ \* When comparing physical quantities, or quantities with natural units
- ▶ \* When comparing proportionally

## Gypsy-moth example



# Scales in population biology

- The linear scale looks at differences at the population scale

# Scales in population biology

- ▶ The linear scale looks at differences at the population scale
- ▶ The log scale looks at differences at the individual scale (per capita)

# Scales in population biology

- ▶ The linear scale looks at differences at the population scale
- ▶ The log scale looks at differences at the individual scale (per capita)

# Outline

Course overview

Course structure

People

Course content

Learning goals

Examples

Example populations

Dandelions

Gypsy moths

Bacteria

Exponential growth

Log and linear scales

Time scales

# *Speeding in Taiwan*

- A life experience



# *Speeding in Taiwan*

- ▶ A life experience
- ▶ Some clarifications



# *Speeding in Taiwan*

- ▶ A life experience
- ▶ Some clarifications
  - ▶ I was reading the sign wrong



# *Speeding in Taiwan*

- ▶ A life experience
- ▶ Some clarifications
  - ▶ I was reading the sign wrong
  - ▶ I didn't actually know how to say speed



# *Speeding in Taiwan*

- ▶ A life experience
- ▶ Some clarifications
  - ▶ I was reading the sign wrong
  - ▶ I didn't actually know how to say speed
  - ▶ The whole thing never happened



# *Speeding in Taiwan*

- ▶ A life experience
- ▶ Some clarifications
  - ▶ I was reading the sign wrong
  - ▶ I didn't actually know how to say speed
  - ▶ The whole thing never happened



# *Speeding in Taiwan*

► Moral:

## *Speeding in Taiwan*

- ▶ Moral:
    - ▶ Units (km is *not* a speed)

# *Speeding in Taiwan*

- ▶ Moral:
  - ▶ Units (km is *not* a speed)
  - ▶ Exponential decay

## *Speeding in Taiwan*

- ▶ Moral:
    - ▶ Units (km is *not* a speed)
    - ▶ Exponential decay
  - ▶ Imagine now that I follow the signs exactly and unrealistically.

# Speeding in Taiwan

- ▶ Moral:
  - ▶ Units (km is *not* a speed)
  - ▶ Exponential decay
- ▶ Imagine now that I follow the signs exactly and unrealistically.
- ▶ Poll: Do I ever arrive in the (ideal) town of Speed?

# *Speeding in Taiwan*

- ▶ Moral:
  - ▶ Units (km is *not* a speed)
  - ▶ Exponential decay
- ▶ Imagine now that I follow the signs exactly and unrealistically.
- ▶ Poll: Do I ever arrive in the (ideal) town of Speed?
  - ▶ \*

# Speeding in Taiwan

- ▶ Moral:
  - ▶ Units (km is *not* a speed)
  - ▶ Exponential decay
- ▶ Imagine now that I follow the signs exactly and unrealistically.
- ▶ Poll: Do I ever arrive in the (ideal) town of Speed?
  - ▶ \* No. I am always an hour away!

# Speeding in Taiwan

- ▶ Moral:
  - ▶ Units (km is *not* a speed)
  - ▶ Exponential decay
- ▶ Imagine now that I follow the signs exactly and unrealistically.
- ▶ Poll: Do I ever arrive in the (ideal) town of Speed?
  - ▶ \* No. I am always an hour away!
  - ▶ \*

# Speeding in Taiwan

- ▶ Moral:
  - ▶ Units (km is *not* a speed)
  - ▶ Exponential decay
- ▶ Imagine now that I follow the signs exactly and unrealistically.
- ▶ Poll: Do I ever arrive in the (ideal) town of Speed?
  - ▶ \* No. I am always an hour away!
  - ▶ \* But I do get extremely close (in terms of distance)

# Speeding in Taiwan

- ▶ Moral:
  - ▶ Units (km is *not* a speed)
  - ▶ Exponential decay
- ▶ Imagine now that I follow the signs exactly and unrealistically.
- ▶ Poll: Do I ever arrive in the (ideal) town of Speed?
  - ▶ \* No. I am always an hour away!
  - ▶ \* But I do get extremely close (in terms of distance)

## Characteristic times

- ▶ Characteristic time is the *ratio* between the thing that is changing (units [widgets]) and the rate of change ([widgets/time]).

## Characteristic times

- ▶ Characteristic time is the *ratio* between the thing that is changing (units [widgets]) and the rate of change ([widgets/time]).
  - ▶ \*

## Characteristic times

- ▶ Characteristic time is the *ratio* between the thing that is changing (units [widgets]) and the rate of change ([widgets/time]).
  - ▶ \* Units are [time]

## Characteristic times

- ▶ Characteristic time is the *ratio* between the thing that is changing (units [widgets]) and the rate of change ([widgets/time]).
  - ▶ \* Units are [time]
- ▶ Exponential change is when the characteristic time stays constant:

## Characteristic times

- ▶ Characteristic time is the *ratio* between the thing that is changing (units [widgets]) and the rate of change ([widgets/time]).
  - ▶ \* Units are [time]
- ▶ Exponential change is when the characteristic time stays constant:
  - ▶ I'm always 1 hour away from the town of Speed

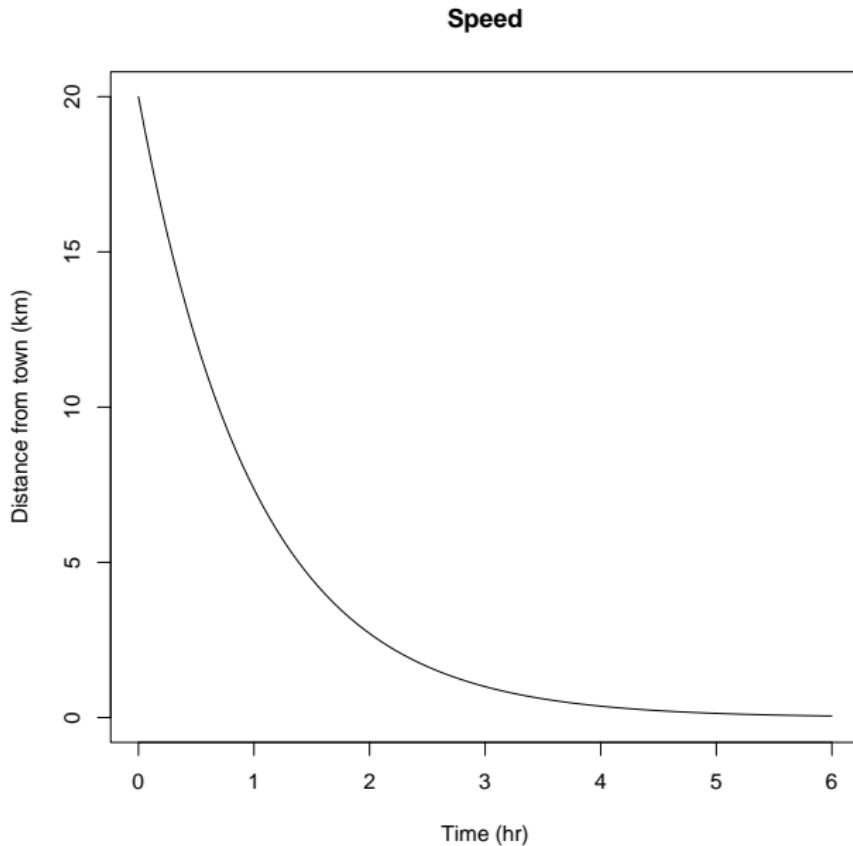
## Characteristic times

- ▶ Characteristic time is the *ratio* between the thing that is changing (units [widgets]) and the rate of change ([widgets/time]).
  - ▶ \* Units are [time]
- ▶ Exponential change is when the characteristic time stays constant:
  - ▶ I'm always 1 hour away from the town of Speed
  - ▶ So I'm approaching it exponentially

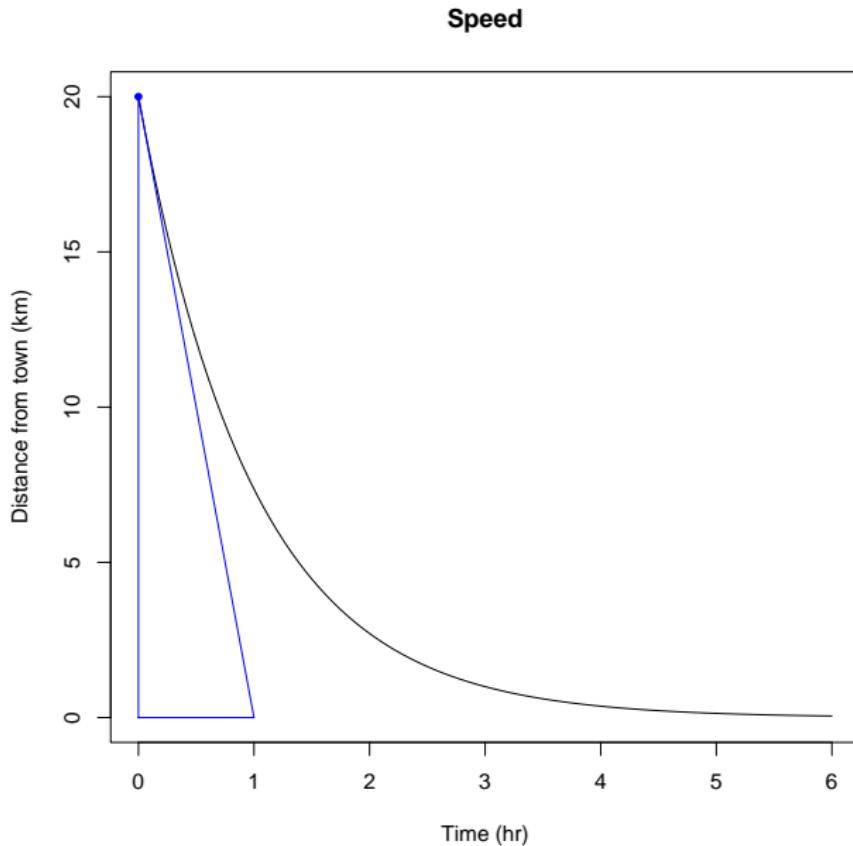
## Characteristic times

- ▶ Characteristic time is the *ratio* between the thing that is changing (units [widgets]) and the rate of change ([widgets/time]).
  - ▶ \* Units are [time]
- ▶ Exponential change is when the characteristic time stays constant:
  - ▶ I'm always 1 hour away from the town of Speed
  - ▶ So I'm approaching it exponentially

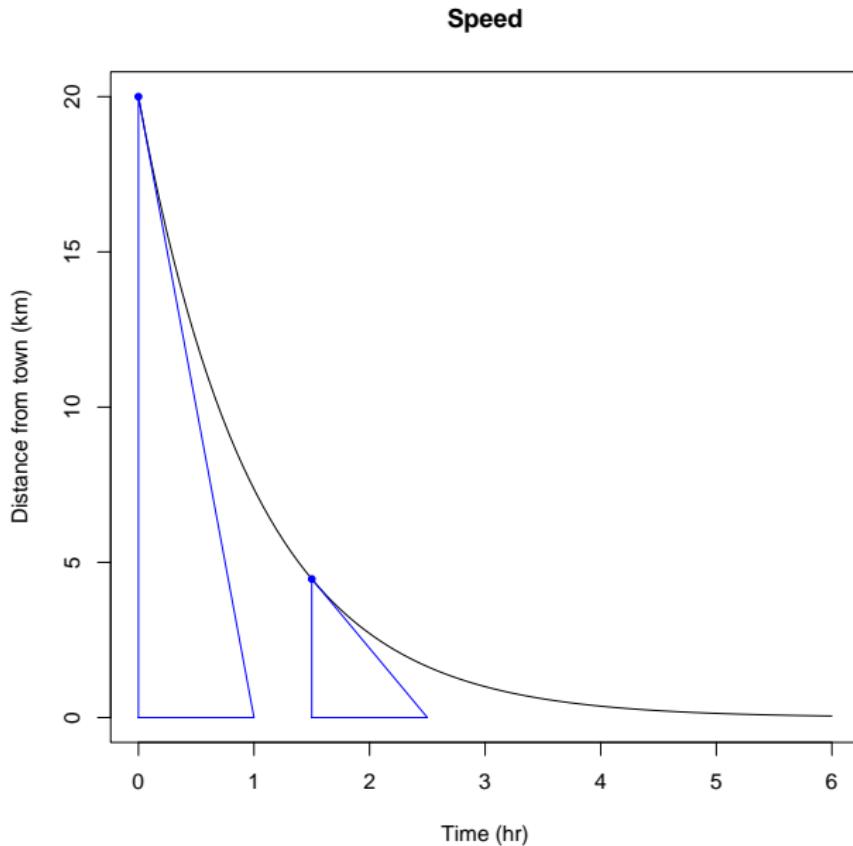
# Characteristic times



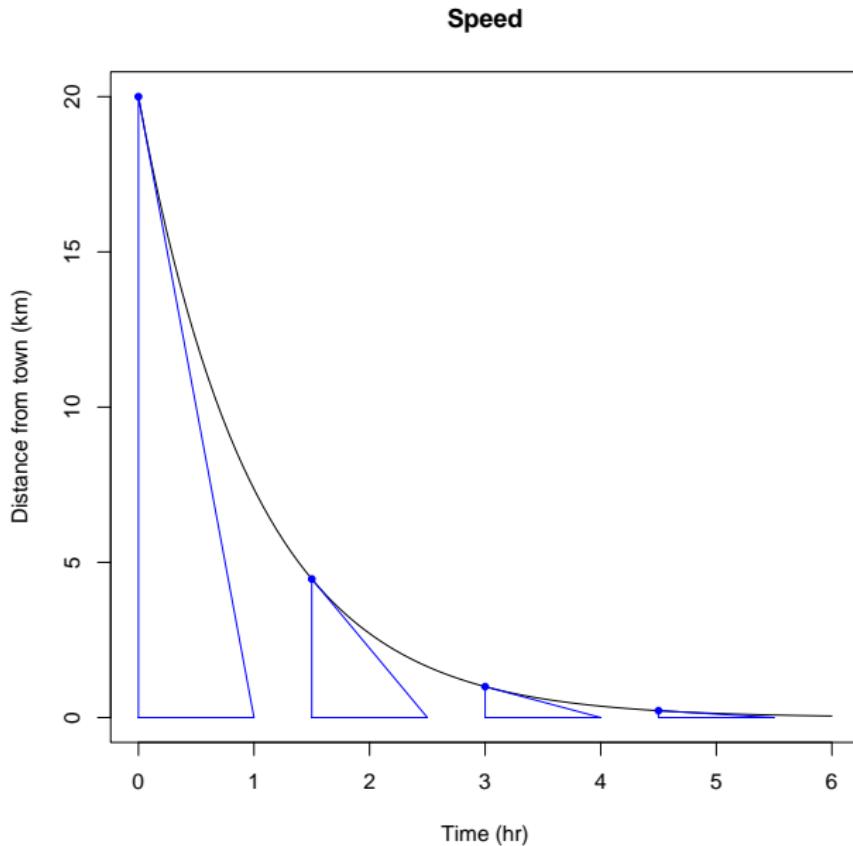
# Characteristic times



## Characteristic times



# Characteristic times



# Bacterostasis

- What if we add an agent to the tank that makes the birth and death rates nearly zero?

## Bacterostasis

- ▶ What if we add an agent to the tank that makes the birth and death rates nearly zero?
- ▶ Now the bacteria are merely washing out at the rate of 0.02/hr

## Bacterostasis

- ▶ What if we add an agent to the tank that makes the birth and death rates nearly zero?
- ▶ Now the bacteria are merely washing out at the rate of 0.02/hr
- ▶ If we start with 10 bacteria/ml, how many do we have after:

## Bacterostasis

- ▶ What if we add an agent to the tank that makes the birth and death rates nearly zero?
- ▶ Now the bacteria are merely washing out at the rate of 0.02/hr
- ▶ If we start with 10 bacteria/ml, how many do we have after:
  - ▶ Poll: 1 hr?

## Bacterostasis

- ▶ What if we add an agent to the tank that makes the birth and death rates nearly zero?
- ▶ Now the bacteria are merely washing out at the rate of 0.02/hr
- ▶ If we start with 10 bacteria/ml, how many do we have after:
  - ▶ Poll: 1 hr?
  - ▶ Poll: 1 wk?

## Bacterostasis

- ▶ What if we add an agent to the tank that makes the birth and death rates nearly zero?
- ▶ Now the bacteria are merely washing out at the rate of 0.02/hr
- ▶ If we start with 10 bacteria/ml, how many do we have after:
  - ▶ Poll: 1 hr?
  - ▶ Poll: 1 wk?

## Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr

## Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr
  - ▶ \*

## Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr
  - ▶ \* This is the **rate of exponential decline**

## Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr
  - ▶ \* This is the **rate of exponential decline**
  - ▶ \*

## Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr
  - ▶ \* This is the **rate of exponential decline**
  - ▶ \*  $N = N_0 \exp(-rt)$

## Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr
  - ▶ \* This is the **rate of exponential decline**
  - ▶ \*  $N = N_0 \exp(-rt)$
- ▶ Start with 10 bacteria/ml:

## Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr
  - ▶ \* This is the **rate of exponential decline**
  - ▶ \*  $N = N_0 \exp(-rt)$
- ▶ Start with 10 bacteria/ml:
  - ▶ \*

## Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr
  - ▶ \* This is the **rate of exponential decline**
  - ▶ \*  $N = N_0 \exp(-rt)$
- ▶ Start with 10 bacteria/ml:
  - ▶ \* After one hour, 9.802 bacteria/ml

# Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr
  - ▶ \* This is the **rate of exponential decline**
  - ▶ \*  $N = N_0 \exp(-rt)$
- ▶ Start with 10 bacteria/ml:
  - ▶ \* After one hour, 9.802 bacteria/ml
  - ▶ \*

# Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr
  - ▶ \* This is the **rate of exponential decline**
  - ▶ \*  $N = N_0 \exp(-rt)$
- ▶ Start with 10 bacteria/ml:
  - ▶ \* After one hour, 9.802 bacteria/ml
  - ▶ \* After one week, 0.347 bacteria/ml

## Bacteriostasis answers

- ▶ Bacteria wash out at the rate of 0.02/hr
  - ▶ \* This is the **rate of exponential decline**
  - ▶ \*  $N = N_0 \exp(-rt)$
- ▶ Start with 10 bacteria/ml:
  - ▶ \* After one hour, 9.802 bacteria/ml
  - ▶ \* After one week, 0.347 bacteria/ml

## Bacteriostasis analysis

- Rate of exponential decline is  $r = 0.02/\text{hr}$

## Bacteriostasis analysis

- ▶ Rate of exponential decline is  $r = 0.02/\text{hr}$
- ▶ Characteristic time is  $T_c = 1/r = 50\text{ hr}$

## Bacteriostasis analysis

- ▶ Rate of exponential decline is  $r = 0.02/\text{hr}$
- ▶ Characteristic time is  $T_c = 1/r = 50\text{ hr}$
- ▶ It is useful to think about time scales in exponential change by *comparing* elapsed time to characteristic time

## Bacteriostasis analysis

- ▶ Rate of exponential decline is  $r = 0.02/\text{hr}$
- ▶ Characteristic time is  $T_c = 1/r = 50\text{ hr}$
- ▶ It is useful to think about time scales in exponential change by *comparing* elapsed time to characteristic time
  - ▶ 1 hour is short (almost linear decline)

## Bacteriostasis analysis

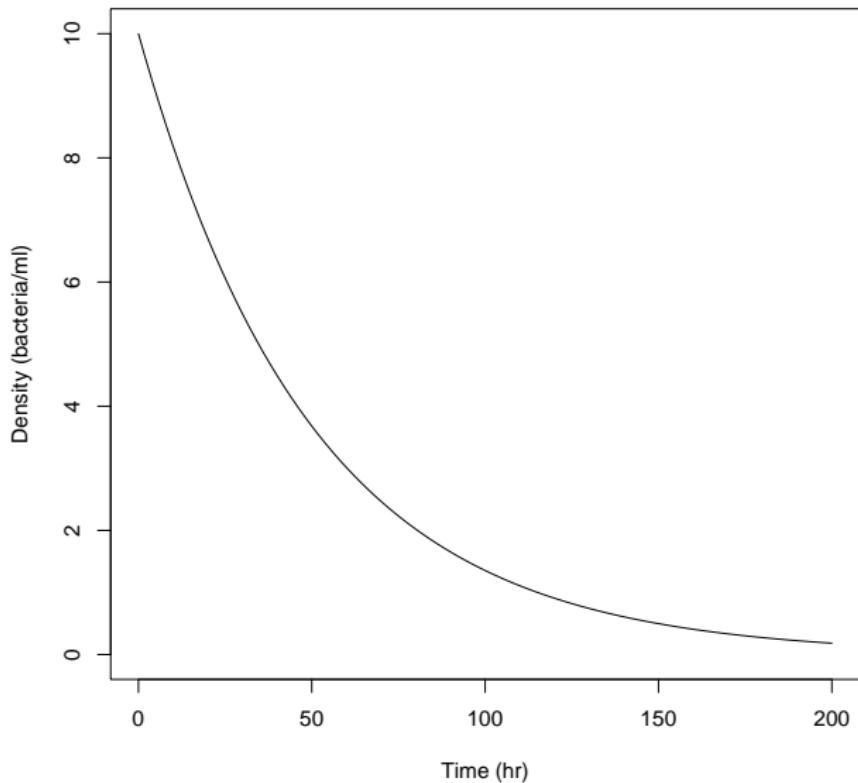
- ▶ Rate of exponential decline is  $r = 0.02/\text{hr}$
- ▶ Characteristic time is  $T_c = 1/r = 50\text{ hr}$
- ▶ It is useful to think about time scales in exponential change by *comparing* elapsed time to characteristic time
  - ▶ 1 hour is short (almost linear decline)
  - ▶ 1 week is long (many exponential changes)

## Bacteriostasis analysis

- ▶ Rate of exponential decline is  $r = 0.02/\text{hr}$
- ▶ Characteristic time is  $T_c = 1/r = 50\text{ hr}$
- ▶ It is useful to think about time scales in exponential change by *comparing* elapsed time to characteristic time
  - ▶ 1 hour is short (almost linear decline)
  - ▶ 1 week is long (many exponential changes)

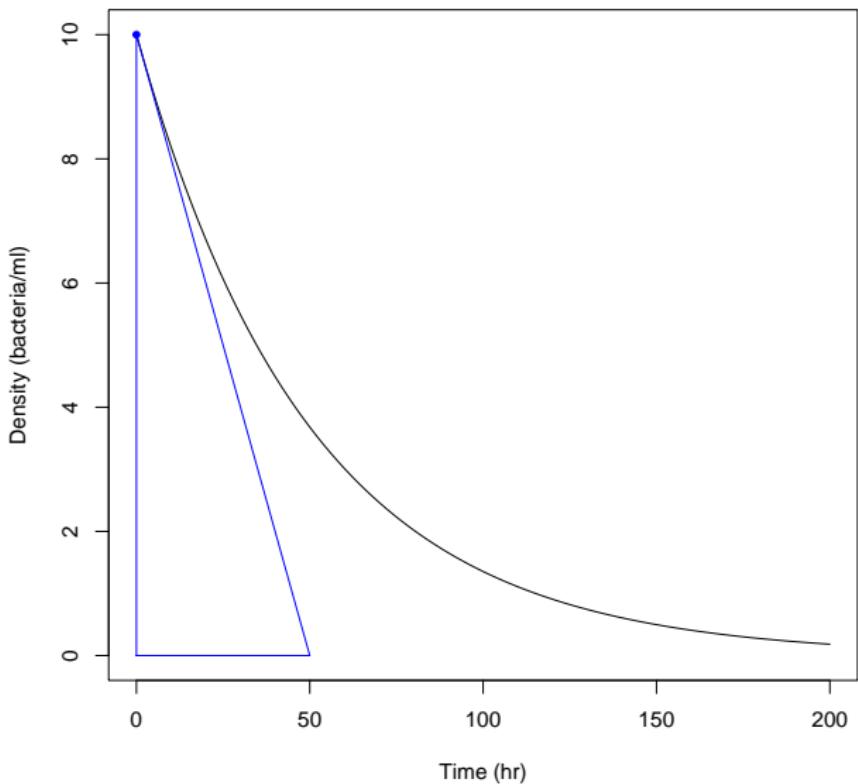
# Characteristic times

Bacteriostasis



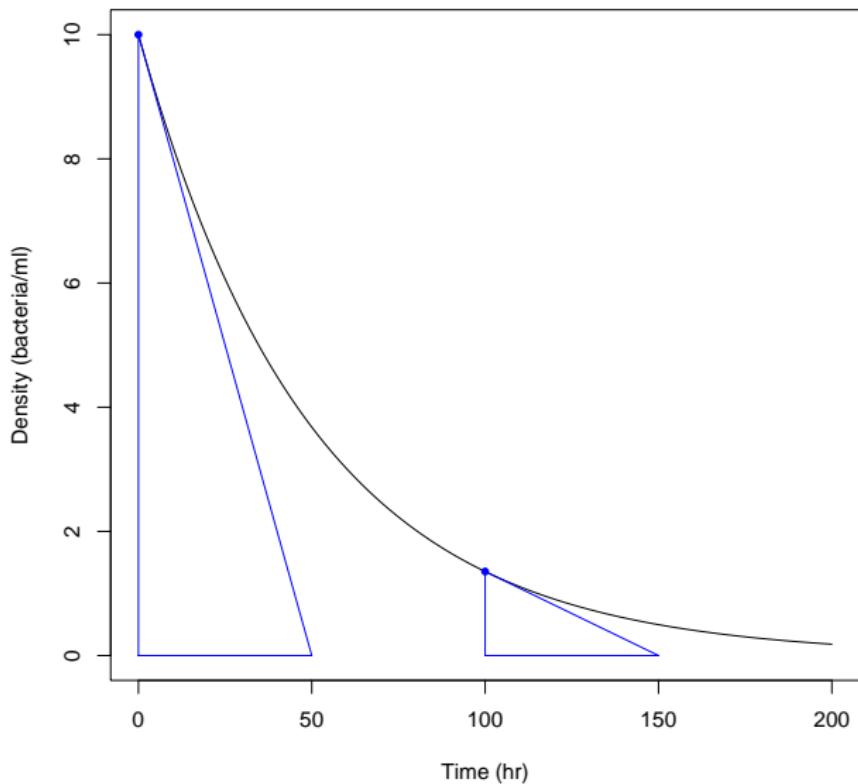
# Characteristic times

Bacteriostasis



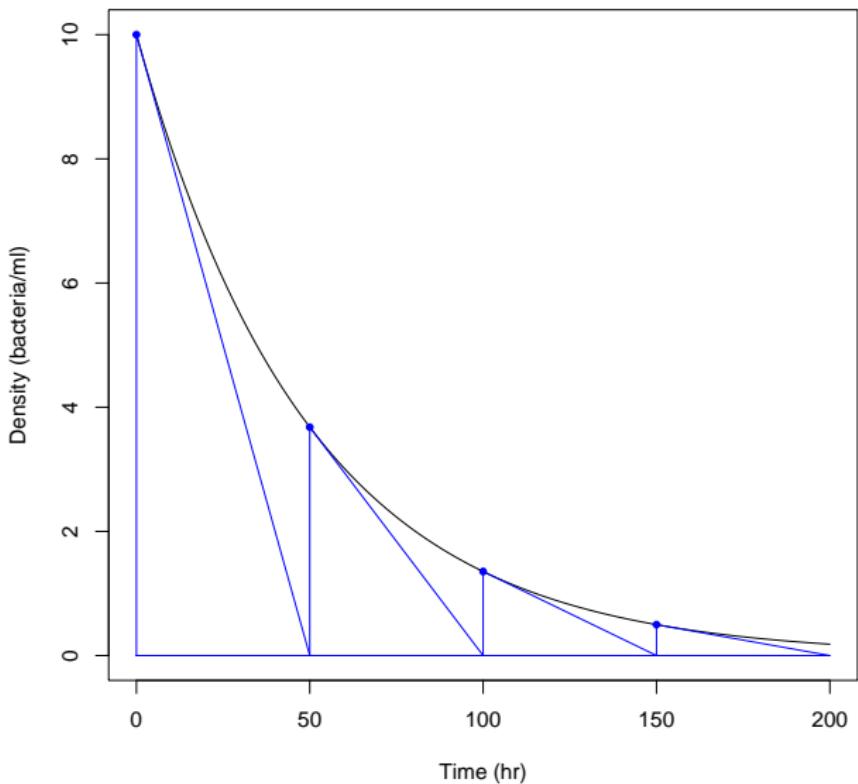
## Characteristic times

Bacteriostasis



# Characteristic times

Bacteriostasis



## Euler's e

- The reason mathematicians like  $e$  is that it makes this link between instantaneous change and long-term behaviour

## Euler's e

- ▶ The reason mathematicians like  $e$  is that it makes this link between instantaneous change and long-term behaviour
- ▶ If I drive for an hour, how much closer do I get to the ideal town of Speed?

## Euler's e

- ▶ The reason mathematicians like  $e$  is that it makes this link between instantaneous change and long-term behaviour
- ▶ If I drive for an hour, how much closer do I get to the ideal town of Speed?

▶ \*

## Euler's e

- ▶ The reason mathematicians like  $e$  is that it makes this link between instantaneous change and long-term behaviour
- ▶ If I drive for an hour, how much closer do I get to the ideal town of Speed?
  - ▶ \*  $e$  times closer

## Euler's e

- ▶ The reason mathematicians like  $e$  is that it makes this link between instantaneous change and long-term behaviour
- ▶ If I drive for an hour, how much closer do I get to the ideal town of Speed?
  - ▶ \*  $e$  times closer

## Euler's e

- ▶  $e$  or  $1/e$  is the approximate answer to a lot of questions like this one

## *Euler's e*

- ▶  $e$  or  $1/e$  is the approximate answer to a lot of questions like this one
  - ▶ If I compound 1%/year interest for 100 years, how much does my money grow?

## Euler's e

- ▶  $e$  or  $1/e$  is the approximate answer to a lot of questions like this one
  - ▶ If I compound 1%/year interest for 100 years, how much does my money grow?
  - ▶ If two people go deal out two decks of cards simultaneously, what is the probability they will never match cards?

## Euler's e

- ▶  $e$  or  $1/e$  is the approximate answer to a lot of questions like this one
  - ▶ If I compound 1%/year interest for 100 years, how much does my money grow?
  - ▶ If two people go deal out two decks of cards simultaneously, what is the probability they will never match cards?
  - ▶ If everyone picks up a backpack at random after a test, what's the probability nobody gets the right backpack?

## Euler's e

- ▶  $e$  or  $1/e$  is the approximate answer to a lot of questions like this one
  - ▶ If I compound 1%/year interest for 100 years, how much does my money grow?
  - ▶ If two people go deal out two decks of cards simultaneously, what is the probability they will never match cards?
  - ▶ If everyone picks up a backpack at random after a test, what's the probability nobody gets the right backpack?

# Exponential growth

- We can think about exponential growth the same way as exponential decline:

# Exponential growth

- ▶ We can think about exponential growth the same way as exponential decline:
  - ▶ Things are always changing at a rate that would take a fixed amount of time to get (back) to zero

# Exponential growth

- ▶ We can think about exponential growth the same way as exponential decline:
  - ▶ Things are always changing at a rate that would take a fixed amount of time to get (back) to zero
  - ▶ This is the characteristic time

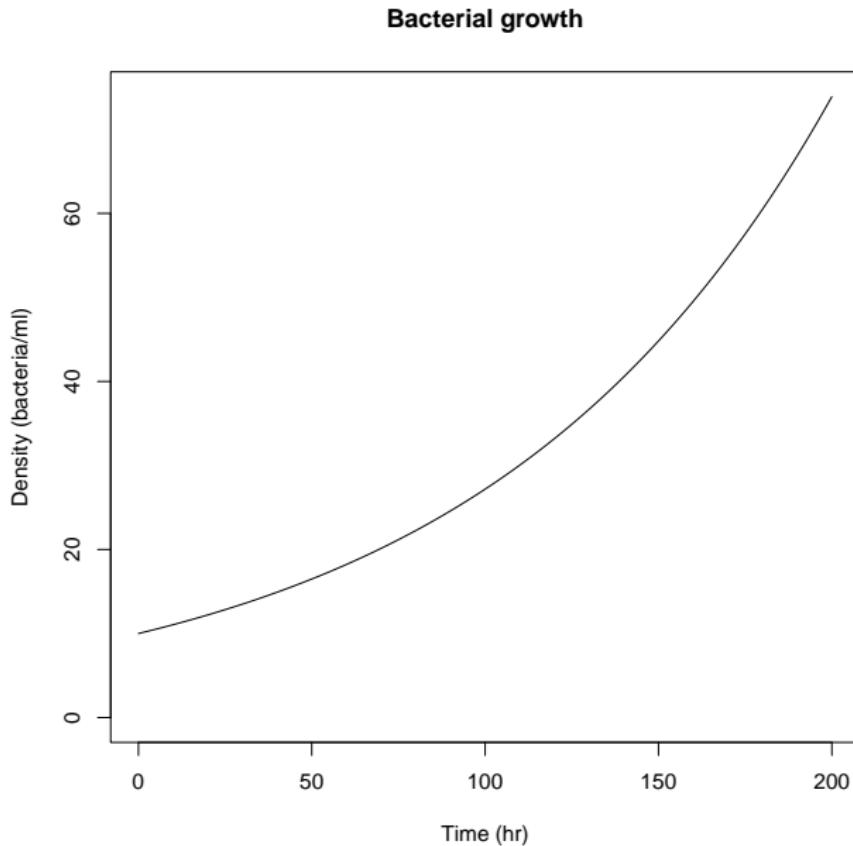
# Exponential growth

- ▶ We can think about exponential growth the same way as exponential decline:
  - ▶ Things are always changing at a rate that would take a fixed amount of time to get (back) to zero
  - ▶ This is the characteristic time
  - ▶ Exponential growth follows  $N = N_0 \exp(rt) = N_0 \exp(t/T_c)$

# Exponential growth

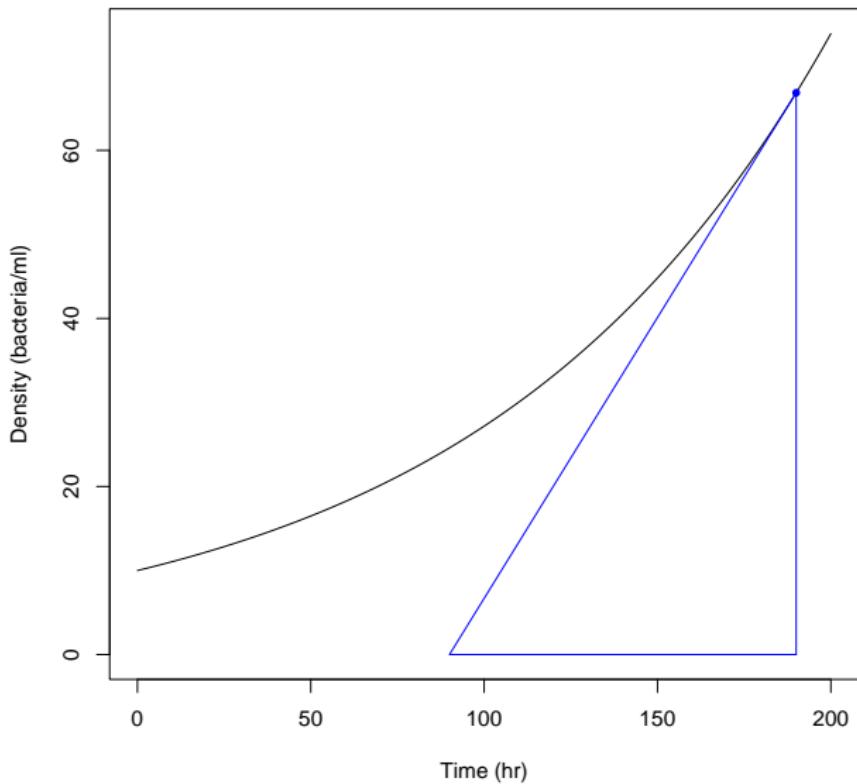
- ▶ We can think about exponential growth the same way as exponential decline:
  - ▶ Things are always changing at a rate that would take a fixed amount of time to get (back) to zero
  - ▶ This is the characteristic time
  - ▶ Exponential growth follows  $N = N_0 \exp(rt) = N_0 \exp(t/T_c)$

# Characteristic times



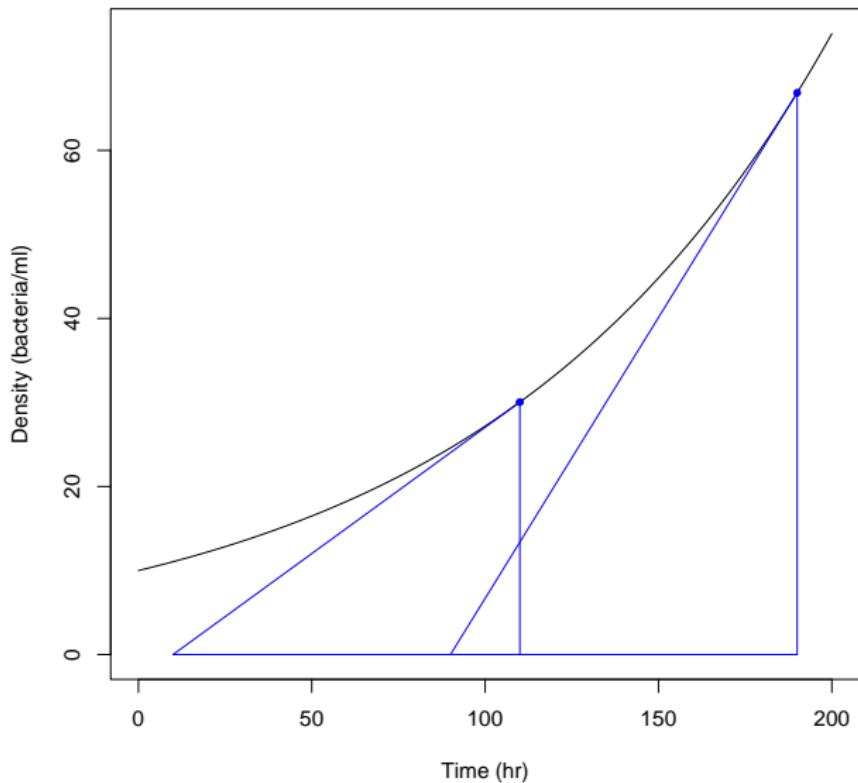
# Characteristic times

Bacterial growth



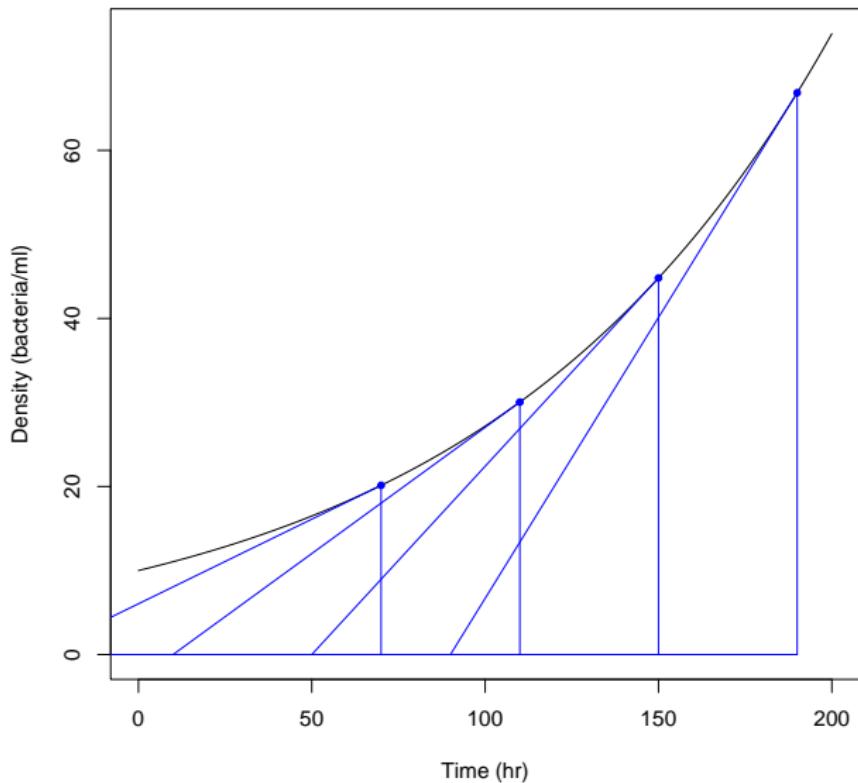
## Characteristic times

Bacterial growth



# Characteristic times

Bacterial growth



## Half life and doubling time

- The characteristic time is how long it takes to change by a factor of e

## Half life and doubling time

- ▶ The characteristic time is how long it takes to change by a factor of  $e$ 
  - ▶ Direct link to rate of instantaneous change.

## Half life and doubling time

- ▶ The characteristic time is how long it takes to change by a factor of  $e$ 
  - ▶ Direct link to rate of instantaneous change.
- ▶ Half life (or doubling time) is how long to change (down or up) by a factor of 2

## Half life and doubling time

- ▶ The characteristic time is how long it takes to change by a factor of  $e$ 
  - ▶ Direct link to rate of instantaneous change.
- ▶ Half life (or doubling time) is how long to change (down or up) by a factor of 2
  - ▶ If it takes  $T_c$  time to change by a factor of  $e$

## Half life and doubling time

- ▶ The characteristic time is how long it takes to change by a factor of  $e$ 
  - ▶ Direct link to rate of instantaneous change.
- ▶ Half life (or doubling time) is how long to change (down or up) by a factor of 2
  - ▶ If it takes  $T_c$  time to change by a factor of  $e$
  - ▶ It takes  $\log_e(2)T_c \approx 0.69T_c$  to change by a factor of 2

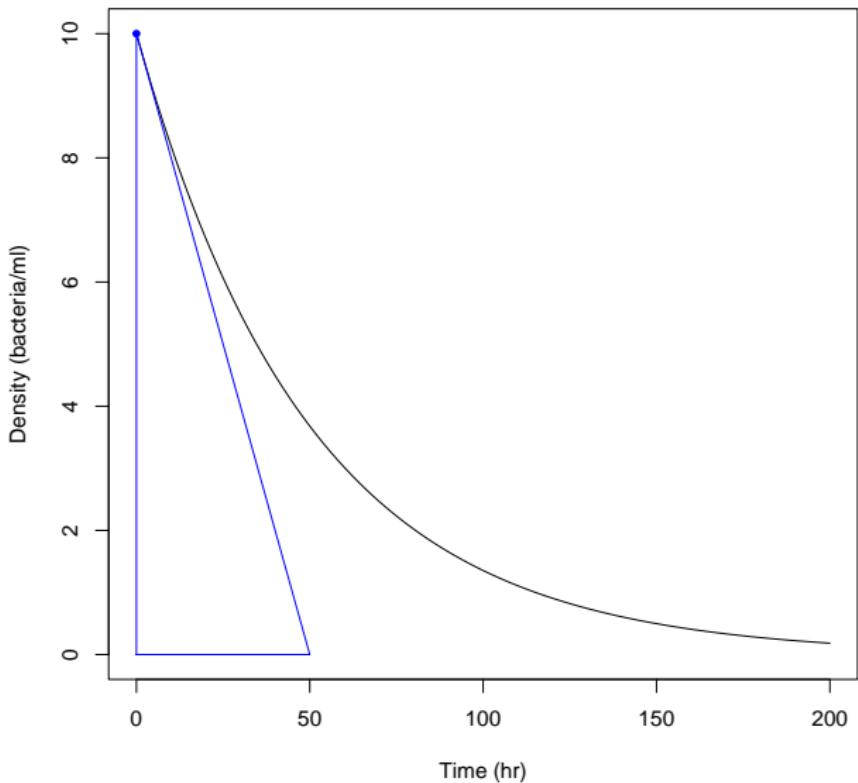
## Half life and doubling time

- ▶ The characteristic time is how long it takes to change by a factor of  $e$ 
  - ▶ Direct link to rate of instantaneous change.
- ▶ Half life (or doubling time) is how long to change (down or up) by a factor of 2
  - ▶ If it takes  $T_c$  time to change by a factor of  $e$
  - ▶ It takes  $\log_e(2)T_c \approx 0.69T_c$  to change by a factor of 2
- ▶ You should be able to do this calculation

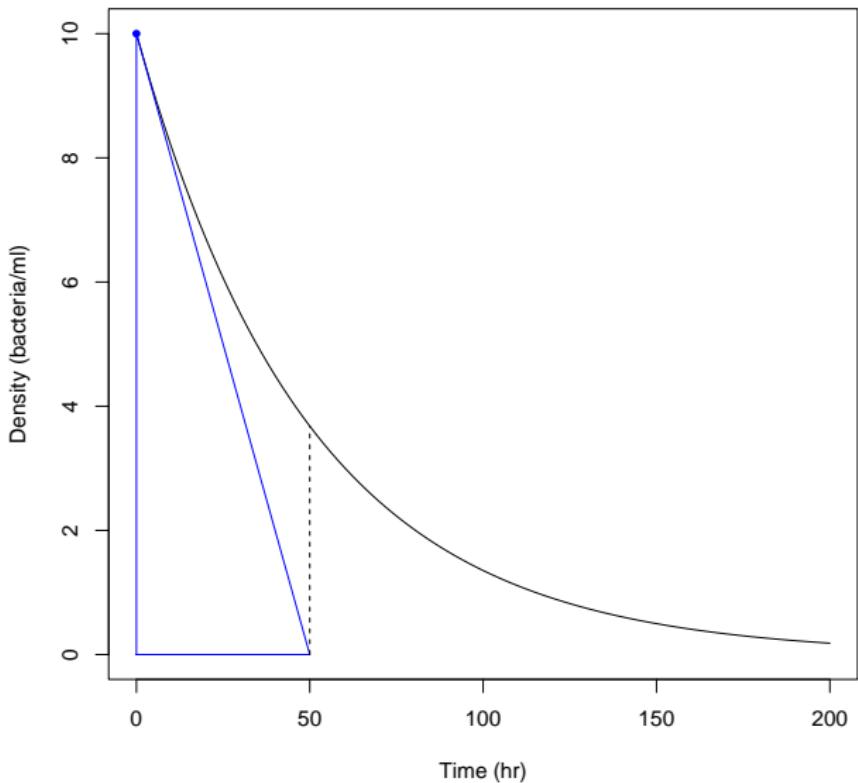
## Half life and doubling time

- ▶ The characteristic time is how long it takes to change by a factor of  $e$ 
  - ▶ Direct link to rate of instantaneous change.
- ▶ Half life (or doubling time) is how long to change (down or up) by a factor of 2
  - ▶ If it takes  $T_c$  time to change by a factor of  $e$
  - ▶ It takes  $\log_e(2)T_c \approx 0.69T_c$  to change by a factor of 2
- ▶ You should be able to do this calculation

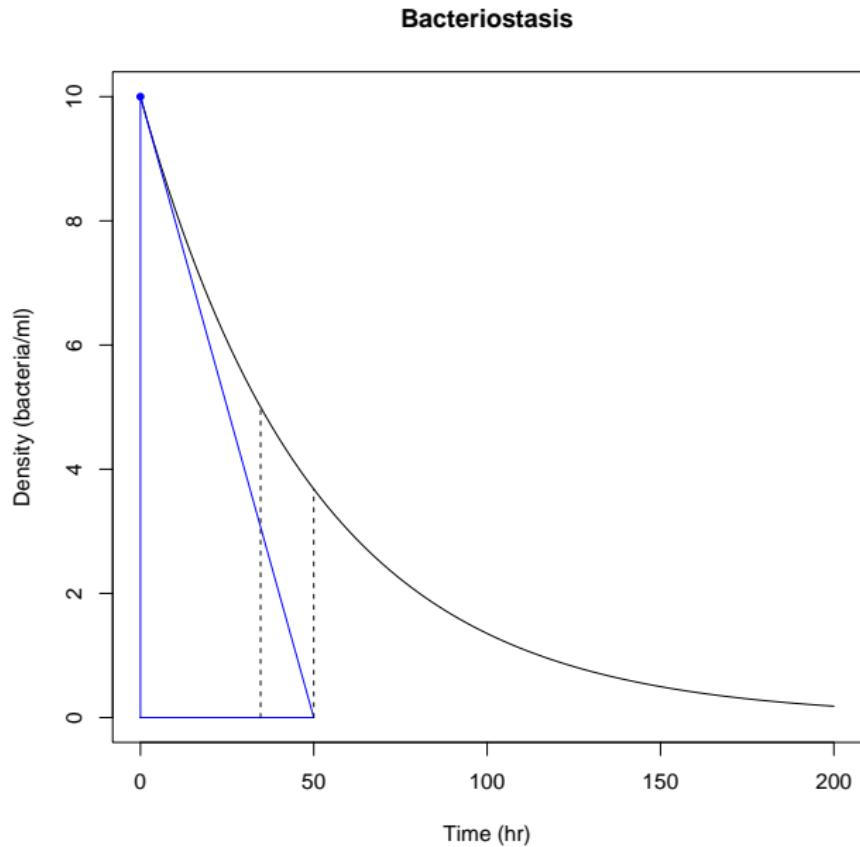
## Bacteriostasis



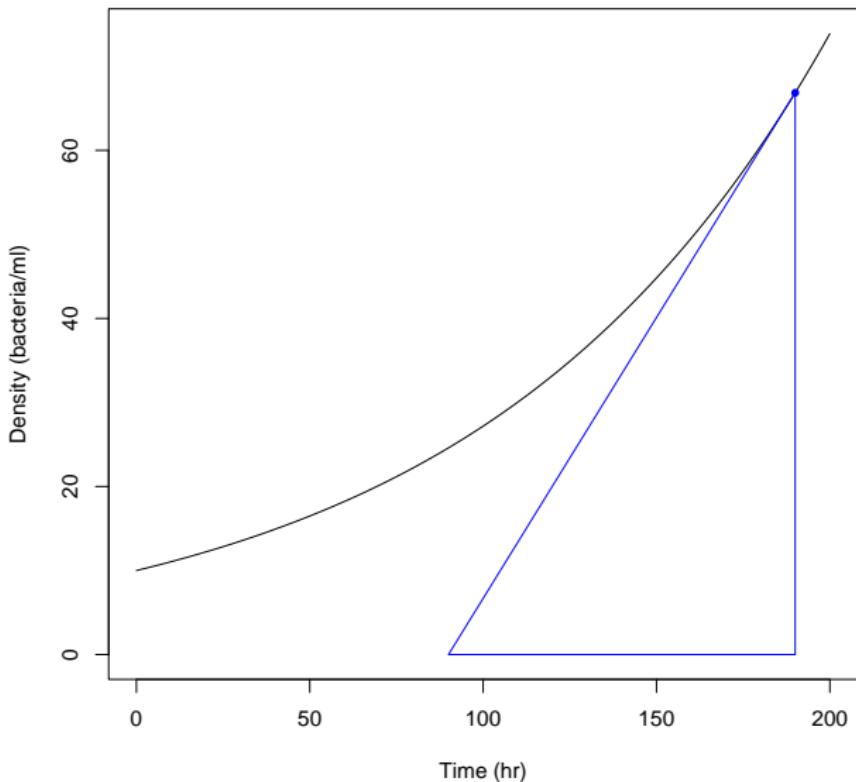
## Bacteriostasis



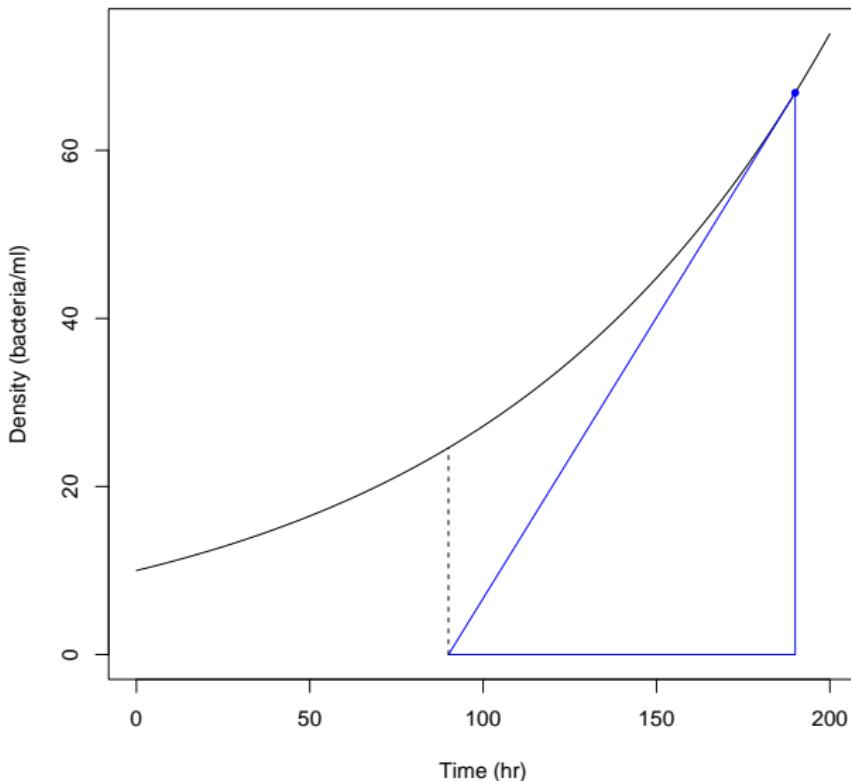
## Characteristic time and half life



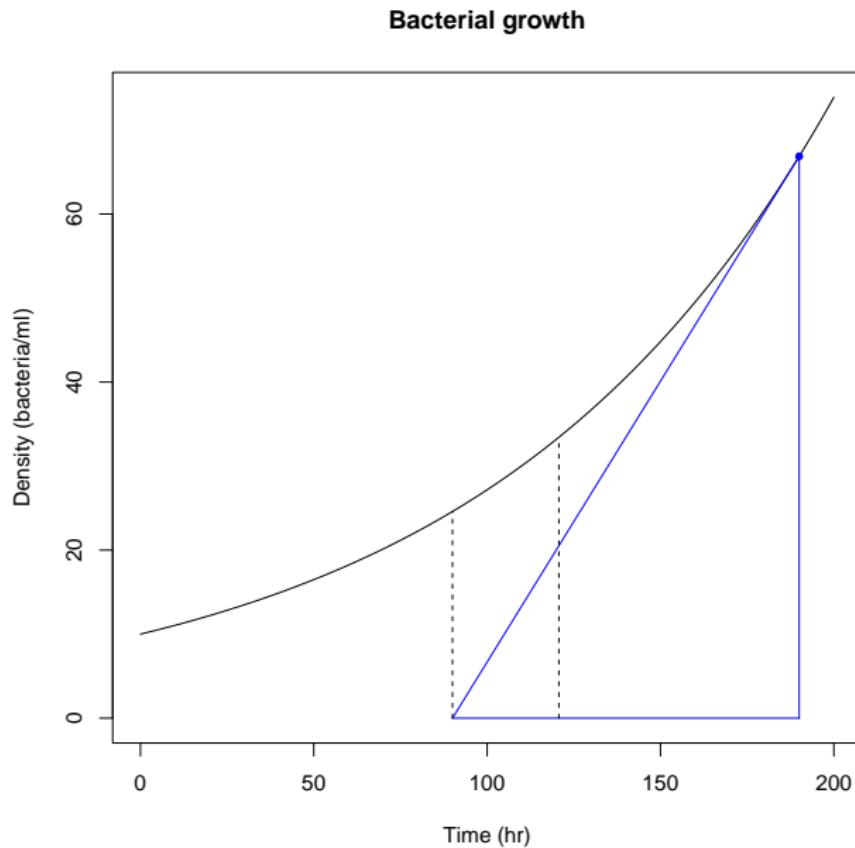
## Bacterial growth



## Bacterial growth



## Characteristic time and doubling time



# Summary

- Exponential growth is a specific thing

# Summary

- ▶ Exponential growth is a specific thing
  - ▶ At least in math and science

# Summary

- ▶ Exponential growth is a specific thing
  - ▶ At least in math and science
- ▶ Often tied to a specific mechanism

# Summary

- ▶ Exponential growth is a specific thing
  - ▶ At least in math and science
- ▶ Often tied to a specific mechanism
  - ▶ \*

# Summary

- ▶ Exponential growth is a specific thing
  - ▶ At least in math and science
- ▶ Often tied to a specific mechanism
  - ▶ \* Individuals growing or declining

# Summary

- ▶ Exponential growth is a specific thing
  - ▶ At least in math and science
- ▶ Often tied to a specific mechanism
  - ▶ \* Individuals growing or declining
  - ▶ \*

# Summary

- ▶ Exponential growth is a specific thing
  - ▶ At least in math and science
- ▶ Often tied to a specific mechanism
  - ▶ \* Individuals growing or declining
  - ▶ \* Population behaves in proportion to number of individuals

# Summary

- ▶ Exponential growth is a specific thing
  - ▶ At least in math and science
- ▶ Often tied to a specific mechanism
  - ▶ \* Individuals growing or declining
  - ▶ \* Population behaves in proportion to number of individuals
- ▶ Units can help us think clearly

# Summary

- ▶ Exponential growth is a specific thing
  - ▶ At least in math and science
- ▶ Often tied to a specific mechanism
  - ▶ \* Individuals growing or declining
  - ▶ \* Population behaves in proportion to number of individuals
- ▶ Units can help us think clearly
  - ▶ or notice our mistakes

# Summary

- ▶ Exponential growth is a specific thing
  - ▶ At least in math and science
- ▶ Often tied to a specific mechanism
  - ▶ \* Individuals growing or declining
  - ▶ \* Population behaves in proportion to number of individuals
- ▶ Units can help us think clearly
  - ▶ or notice our mistakes