

Michael Faraday (1791–1867), English chemist and physicist, self-educated from books he was binding to earn a living. An extremely gifted experimentalist, he formulated the law of electromagnetic induction, invented the first dynamo, formulated the fundamental laws of electrolysis, and discovered benzene. Even though he had no formal education, he became the Director of the Royal Institute at age 34 and is certainly one of the greatest scientists ever.

Joseph Henry (1791–1878), American professor of philosophy at Princeton, discovered electromagnetic induction independently of Faraday. He invented and operated the first telegraph and discovered self-inductance. He was the first director of the Smithsonian Institution.

James Clerk Maxwell (1831–1879), Scottish physicist, the greatest name in classical electromagnetism. He unified the four fundamental laws discovered experimentally by his predecessors by adding the abstract notion of displacement current that enables theoretically wave propagation (described in his famous *Treatise on Electricity and Magnetism*). He predicted theoretically the exact speed of light. He was the first professor of experimental physics at Cambridge. A large portion of his life was dedicated to astronomy, and while investigating Saturn's rings, he formulated the kinetic theory of gases. He was one of the rare scientists who was a brilliant mathematician and experimentalist.

Heinrich Rudolf Hertz (1857–1894), German physicist and the first radio and microwave engineer. An ingenious experimentalist as well as theoretician, he demonstrated radio-wave propagation, antennas, microwave sources, polarizers, reflector antennas, first coaxial cable, and many other high-frequency components as they are used today. He discovered the photoelectric effect, for the explanation of which Einstein received the Nobel Prize. He died at the young age of 37 but accomplished more than most long-lived scientists.

Nikola Tesla (1856–1943), American inventor, the son of a Serbian priest and a gifted mother who invented many gadgets to help her do housework. A brilliant experimentalist with no complete formal education, he invented the rotating magnetic field, the induction motor (billions of which are used at any moment), and wireless transmission. Tesla designed the first hydroelectric power plant on the Niagara Falls using his three-phase system for ac generation and transmission. He had more than 100 patents, some of which are still under U.S. government secrecy order.

INTRODUCTORY ELECTROMAGNETICS

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To Stefania,
with best wishes for
a long and fruitful
career in EM-related
fields.
I hope you will look
back on our years of
collaboration with fond
memories.
Zoya, 08/2000



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Contents

Preface	xii
Note to the Student	xvii

INTRODUCING ELECTROMAGNETICS

1. Electromagnetics Around Us: Some Basic Concepts	1
1.1 Introduction	1
1.2 Electromagnetics in Your Office	2
1.3 Electromagnetics in Your Home	4
1.4 A Brief Historical Introduction	5
1.5 The Concept of Electric and Magnetic Field	12
1.6 The Electromagnetic Field	13
1.7 Chapter Summary	15

2. Circuit Theory and Electromagnetics	19
2.1 Introduction	19
2.2 Circuit Elements as Electromagnetic Structures	20
2.3 Oscillations in Circuits from the Electromagnetic Point of View	23
2.4 Chapter Summary	25

PART 1: TIME-INVARIANT ELECTRIC FIELD

3. Coulomb's Law in Vector Form and Electric Field Strength	28
3.1 Introduction	28
3.2 Coulomb's Law in Vector Form	29
3.3 Electric Field Strength of Known Distribution of Point Charges	30
3.4 Electric Field Strength of Volume, Surface, and Line Charge Distributions	32
3.5 Lines of the Electric Field Strength Vector	35
3.6 Chapter Summary	37

4. The Electric Scalar Potential	41
4.1 Introduction	41
4.2 Definition of the Electric Scalar Potential	41
4.3 Electric Scalar Potential of a Given Charge Distribution	43
4.4 Potential Difference and Voltage	47
4.5 Evaluation of Electric Field Strength from Potential	48
4.6 Equipotential Surfaces	50
4.7 Chapter Summary	51

5. Gauss' Law	55
5.1 Introduction	55
5.2 The Concept of Flux	55
5.3 Gauss' Law	57
5.4 Applications of Gauss' Law	58
5.5 Proof of Gauss' Law	60
5.6 Chapter Summary	61

6. Conductors in the Electrostatic Field	65
6.1 Introduction	65
6.2 Behavior of Conductors in the Electrostatic Field	65
6.3 Charge Distribution on Conductive Bodies of Arbitrary Shapes	70
6.4 Electrostatic Induction	71
6.5 Image Method for Charges Above a Conducting Plane	76
6.6 Chapter Summary	78
 7. Dielectrics in the Electrostatic Field	 83
7.1 Introduction	83
7.2 Polarization of Dielectrics in the Electrostatic Field	83
7.3 The Polarization Vector	84
7.4 Equivalent Charge Distribution of Polarized Dielectrics	87
7.5 Density of Volume and Surface Polarization Charge	88
7.6 Generalized Form of Gauss' Law: The Electric Displacement Vector	90
7.7 Electrostatic Boundary Conditions	94
7.8 Differential Form of Generalized Gauss' Law	96
7.9 Poisson's and Laplace's Equations: The Laplacian	96
7.10 Some Practical Electrical Properties of Dielectrics	98
7.11 Chapter Summary	99
 8. Capacitance and Related Concepts	 104
8.1 Introduction	104
8.2 Capacitors and Capacitance	104
8.3 Electrostatic Coupling in Multibody Systems	113
8.4 Chapter Summary	116
 9. Energy, Forces, and Pressure in the Electrostatic Field	 122
9.1 Introduction	122
9.2 Energy of a Charged Capacitor	123
9.3 Energy Density in the Electrostatic Field	124
9.4 Forces in Electrostatics	126
9.5 Determination of Electrostatic Forces from Energy	128
9.6 Electrostatic Pressure on Boundary Surfaces	132
9.7 Chapter Summary	135

10. Time-Invariant Electric Current in Solid and Liquid Conductors 139

- 10.1 Introduction 139
- 10.2 Current Density and Current Intensity: Point Form of Ohm's and Joule's Laws 141
- 10.3 Current-Continuity Equation and Kirchhoff's Current Law 144
- 10.4 Resistors: Ohm's and Joule's Laws 146
- 10.5 Electric Generators 148
- 10.6 Boundary Conditions for Time-Invariant Currents 149
- 10.7 Grounding Electrodes and an Image Method for Currents 150
- 10.8 Chapter Summary 153

11. Some Applications of Electrostatics 159

- 11.1 Introduction 159
- 11.2 Atmospheric Electricity and Storms 160
- 11.3 Electric Current in a Vacuum and in Gases 161
- 11.4 Corona and Spark Discharge 164
- 11.5 Electrostatic Pollution-Control Filters 164
- 11.6 Electrostatic Imaging—Xerography 168
- 11.7 Industrial Electrostatic Separation 172
- 11.8 Four-Point Probe for Resistivity Measurements 174
- 11.9 Brief Overview of Other Applications 176

PART 2: TIME-INVARIANT MAGNETIC FIELDS

12. Magnetic Field in a Vacuum 183

- 12.1 Introduction 183
- 12.2 Magnetic Force Between Two Current Elements 184
- 12.3 Magnetic Flux Density and the Biot-Savart Law 186
- 12.4 Magnetic Flux 190
- 12.5 Electromagnetic Force on a Point Charge: The Lorentz Force 192
- 12.6 Ampère's Law for Time-Invariant Currents in a Vacuum 194
- 12.7 Chapter Summary 199

13. Magnetic Fields in Materials 209

- 13.1 Introduction 209
- 13.2 Substances in the Presence of a Magnetic Field: Magnetization Vector 210

13.3 Generalized Ampère's Law: Magnetic Field Intensity	211
13.4 Macroscopic Currents Equivalent to Ampère's Currents	214
13.5 Boundary Conditions	216
13.6 Basic Magnetic Properties of Materials	218
13.7 Magnetic Circuits	223
13.8 Chapter Summary	228

PART 3: SLOWLY TIME-VARYING ELECTROMAGNETIC FIELDS

14. Electromagnetic Induction and Faraday's Law	238
14.1 Introduction	238
14.2 The Induced Electric Field	239
14.3 Faraday's Law	242
14.4 Potential Difference and Voltage in a Time-Varying Electric and Magnetic Field	249
14.5 Chapter Summary	250
15. Inductance	265
15.1 Introduction	265
15.2 Mutual Inductance	265
15.3 Self-Inductance	268
15.4 Chapter Summary	271
16. Energy and Forces in the Magnetic Field	278
16.1 Introduction	278
16.2 Energy in the Magnetic Field	278
16.3 Distribution of Energy in the Magnetic Field	281
16.4 Magnetic Forces	285
16.5 Chapter Summary	288
17. Some Examples and Applications of Time-Invariant and Slowly Time-Varying Magnetic Fields	299
17.1 Introduction	299
17.2 The Magnetic Field of the Earth	300
17.3 Applications Related to Motion of Charged Particles in Electric and Magnetic Fields	301
17.4 Magnetic Storage	306
17.5 Transformers	311

- 17.6 Synchronous and Asynchronous (Induction)
Electric Motors 313
- 17.7 Rough Calculation of the Effect of Power Lines on the
Human Body 315

PART 4: TRANSMISSION LINES

18. Transmission Lines 320

- 18.1 Introduction 320
- 18.2 Analysis of Lossless Transmission Lines 322
- 18.3 Analysis of Terminated Lossless Transmission Lines in
Frequency Domain 330
- 18.4 Lossy Transmission Lines 340
- 18.5 Basics of Analysis of Transmission Lines in the
Time Domain 342
- 18.6 The Graphical Solution of Lossless-Line Problems Using the
Smith Chart 346
- 18.7 Chapter Summary 351

PART 5: MAXWELL'S EQUATIONS AND THEIR APPLICATIONS

19. Maxwell's Equations 359

- 19.1 Introduction 359
- 19.2 Displacement Current 360
- 19.3 Maxwell's Equations in Integral Form 362
- 19.4 Maxwell's Equations in Differential Form 366
- 19.5 Maxwell's Equations in Complex (Phasor) Form 368
- 19.6 Poynting's Theorem 370
- 19.7 The Generalized Definition of Conductors and Insulators 374
- 19.8 The Lorentz Potentials 374
- 19.9 Chapter Summary 377

20. The Skin Effect 382

- 20.1 Introduction 382
- 20.2 Skin Effect 383
- 20.3 Proximity Effect 388
- 20.4 Chapter Summary 389

21. Uniform Plane Waves	393
21.1 Introduction	393
21.2 The Wave Equation	393
21.3 Uniform Plane Electromagnetic Waves in Perfect Dielectrics	395
21.4 Time-Harmonic Uniform Plane Waves and Their Complex Form	400
21.5 Polarization of Plane Waves	402
21.6 Phase Velocity and Group Velocity: Dispersion	404
21.7 Chapter Summary	407
 22. Reflection and Refraction of Plane Waves	 411
22.1 Introduction	411
22.2 Plane Waves Normally Incident on a Perfectly Conducting Plane	412
22.3 Reflection and Transmission of Plane Waves Normally Incident on a Planar Boundary Surface Between Two Dielectric Media	414
22.4 Plane Waves Obliquely Incident on a Perfectly Conducting Plane	417
22.5 Reflection and Transmission of Plane Waves Obliquely Incident on a Planar Boundary Surface Between Two Dielectric Media	421
22.6 Fresnel Coefficients	424
22.7 Chapter Summary	428
 23. Waveguides and Resonators	 432
23.1 Introduction	432
23.2 Wave Types (Modes)	433
23.3 Rectangular Metallic Waveguides	438
23.4 TE_{10} Mode in Rectangular Waveguides	442
23.5 The Microstrip Line (Hybrid Modes)	446
23.6 Electromagnetic Resonators	447
23.7 Chapter Summary	452
 24. Fundamentals of Electromagnetic Wave Radiation and Antennas	 457
24.1 Introduction	457
24.2 Transmitting and Receiving Antennas	458
24.3 Electric Dipole Antenna (Hertzian Dipole)	461

24.4	Antenna Directivity	464
24.5	The Receiving Antenna	466
24.6	The Friis Transmission Formula	468
24.7	Brief Overview of Other Antenna Types and Additional Concepts	472
24.8	Chapter Summary	474
25.	Some Practical Aspects of Electromagnetic Waves	477
25.1	Introduction	477
25.2	Power Attenuation of Electromagnetic Waves	478
25.3	Effects of the Ionosphere on Wave Propagation	484
25.4	Choice of Wave Frequencies and Guiding Medium for Different Applications	489
25.5	Radar	493
25.6	Some Electromagnetic Effects in Digital Circuits	495
25.7	Cooking with Electromagnetic Waves: Conventional Ovens and Microwave Ovens	496
Appendix 1:	A Brief Survey of Vectors and Vector Calculus	499
A1.1	Introduction	499
A1.2	Algebraic Operations with Vectors	500
A1.3	Orthogonal Coordinate Systems	505
A1.4	Elements of Vector Calculus	511
Appendix 2:	Summary of Vector Identities	529
Appendix 3:	Values of Some Important Physical Constants	533
Appendix 4:	Electrical Properties of Some Materials at Room Temperature and Low Frequencies	534
Appendix 5:	Magnetic Properties of Some Materials	536
Appendix 6:	Standard (IEC) Multipliers of Fundamental Units	537
Appendix 7:	The Greek Alphabet	538

Appendix 8: Theory of Lossless Metallic Waveguides	539
A8.1 General Theory of Metallic Waveguides	539
A8.2 Quasi-Static Nature of TEM Waves	541
A8.3 Derivation of General Properties of TE Wave Types	541
 Bibliography	 545
 Index	 548

Preface

This text is primarily an intermediate level one-semester textbook in electromagnetic fields, but it can also be used as a two-quarter or two-semester text. Although vector calculus and basic physics are prerequisites, the book is practically self-contained. It is written for engineering and physics students, focusing on physical principles but also applying them to examples from engineering practice.

Below are some points we followed in writing *Introductory Electromagnetics*.

1. The electrical-engineering curricula in most schools are expanding every new academic year. Fundamental subjects, such as electromagnetics, are being covered with fewer hours and in some schools are even being eliminated. Although we believe that this does not benefit future electrical engineers, it is a reality one has to accept. Therefore, we have carefully selected the topics covered in the text to reflect current needs and have stripped it of all less important details.
2. Computers and software tools are now available for solving a large variety of problems. Thus, we feel that it is imperative for future engineers to understand the problems, not so much to be able to perform analytical manipulation of the equations. This textbook stresses the physical basis of applied electromagnetism, including only the necessary minimum of mathematics, which is derived as needed.

3. This text is oriented toward explaining concepts related to what electrical engineers use most frequently—circuit theory. It is our experience that students at the junior level have a better knowledge of circuits than of mathematics and that they need to develop an understanding of where circuit theory comes from. After grasping Kirchoff's and Ohm's laws and understanding distributed capacitance and inductance (Chapters 1 to 17), students learn how circuit theory can be expanded to transmission-line theory, or the wave equation in one dimension (Chapter 18). Subsequently, they learn how this current and voltage-based electromagnetic wave theory can be generalized to waves in three dimensions described by the electric and magnetic field vectors (Chapters 19 to 25).
4. This book includes 25 chapters and 8 appendices. Most of the early chapters are short; they get progressively longer as the knowledge base increases. We believe that short chapters, with clearly marked sections and subsections, make the text clearer and are not intimidating to the reader. In addition, this organization will make it easier for instructors to tailor the lectures to meet their needs.
5. The applications of electromagnetic fields in electrical engineering are becoming progressively more versatile. Many books cover applications of electromagnetic theory; however, in this text, we consider a limited number of applications that are carefully chosen in such a way that they can be understood more than just superficially, which can help the reader solve problems he/she may encounter in the future. The applications are grouped in Chapters 11, 17, and 25, and they combine concepts from all the preceding chapters. We strongly believe that real knowledge is acquired by connecting material studied in different chapters and that practical applications naturally integrate this knowledge, giving it a new depth.
6. We agree with those who state that "examples, questions, and problems make a course." For this reason, we include a large number of examples. At the end of each chapter, questions help the reader to grasp the basic concepts. Carefully selected problems (20 to 40 per chapter) follow the questions.
7. In the authors' opinion, it is extremely useful for students to have a supplement with solved problems, so that they can see what a correct solution should be like. Although students would like to have answers or hints to all questions and problems, it is important that they find solutions themselves. We offer a compromise in *Practice Problems and Labs*, an integral but physically separate part of the text. The supplement provides three answers to questions and three results for problems, one of which is correct. (In some instances, a hint how to approach the problem is given instead.) It also contains short introductory chapter summaries of basic physical theory and equations and units needed to solve all problems in that chapter.
8. Our students have asked us to include some simple laboratories that have been offered as part of this course at the University of Colorado. They told us that, when they did the experiments, the equations that we studied in class came to life. Thus, the supplement includes several very simple and inexpensive experiments. The experiments are designed to use equipment that every electrical engineering and physics department already has: simple oscilloscopes, function

generators, multimeters, and power supplies. If the instructor has the energy, time, and interest to have the students perform some or all of these experiments, the students will benefit. If time or equipment for labs is not available, the instructor might consider using selected experiments as demos, topics for independent study, or just examples on the blackboard. The prelab homework problems can be used as regular problems.

9. This textbook is written by two professors who together have a total of 50 years of teaching experience, both in the United States and in Europe. Both are active in applied electromagnetics research, advise about 20 graduate students, and have many industrial collaborators. The book is also written by a father and a daughter, one contributing experience and the other an outlook to the future.

Suggested Syllabi and Use of Text

The authors' experience is that the majority of the material contained in this text can be covered in a standard one-semester course (three hours a week, for 15–16 weeks) or in a two-quarter or two-semester course with a greater total number of hours. The instructor can easily decide which parts of the text to skip, or which problems to incorporate into the lectures, to tailor the course for the particular profile of the school and/or students. Suggested below are syllabi for a one-semester, two-quarter (10 weeks each) and two-semester course.

One-Semester Course Outline

WEEK	CHAPTERS	WEEK	CHAPTERS	WEEK	CHAPTERS
1	1–3	6	13–14	11	22–23
2	4–5	7	15–16	12	23
3	6–7	8	17–18	13	24
4	8–10	9	18–19	14	25
5	11–13	10	19–21	15	Review

Two-Quarter Course Outline

	FIRST-QUARTER	SECOND-QUARTER
WEEK	CHAPTERS	CHAPTERS
1	1–3	17
2	4–5	18
3	6–7	19–20
4	8–9	21
5	10	22
6	11–12	23
7	13–14	24
8	15	25
9	16	Review
10	Review	Review

For a two-semester course, the outline is straightforward: complete coverage of Chapters 1–17 in the first semester and Chapters 8–25 in the second, whereby one lecture every other week could be devoted to review or additional examples or problem solving.

A few additional notes:

Both at the University of Colorado and at the University of Belgrade, recitation sessions exist in addition to the lectures, and they were found to be extremely useful. If they are not available, a heavier load of homework can replace them. In the authors' opinion, out of the available questions and problems (a total of about 1200), the students should be required to answer at least 200 questions and solve 150 problems chosen by the instructor. This would guarantee a reasonable level of understanding and applicational ability.

It might be interesting for the instructors to know that the authors have used the questions in class competitions, as well as in the first part of every test and exam. They have also incorporated one two-hour lab per week at the University of Colorado, where the prelab problems have to be completed by the students before the beginning of each lab, and the lab report consists of answering about a dozen questions during the lab session. We have thoroughly enjoyed the labs and believe the many students who say that they find them very useful.

Acknowledgments

The text obtained its final form during the stay of Branko D. Popović at the University of Colorado as a Visiting Professor. He was kindly asked to teach the junior-level electromagnetic fields course (which Zoya Popović teaches often) using rough drafts of some parts of the book. Thus, both authors were able to obtain precious feedback from the students concerning the book's final organization. We are indebted to Professor Renjeng Su, current Chairman of the Department of Electrical and Computer Engineering at the University of Colorado, Boulder, and to Professor Edward Kuester, for their kind effort to enable us to work on the final version of the book at the same physical coordinates. We also thank the faculty in the electromagnetics group at the University of Colorado—Ed Kuester, K. C. Gupta, John Dunn, and Melinda Piket-May—for many useful suggestions and helpful technical discussions. A former student of Branko Popović in Belgrade, Dr. Branislav M. Notaroš, now a faculty member at the University of Massachusetts, Dartmouth, contributed significantly to the solutions in the workbook. The authors would also like to express their gratitude to graduate students at the University of Colorado—Todd Marshall, Manoja Weiss, Michael Forman, Joe Tustin, Shawn Stone, and Jan Peeters-Weem—for being excellent teaching assistants and helping with the development of the labs and to their administrative assistant Helen Frey for being a savior many times. Zoya Popović thanks her husband Professor Dana Anderson for letting her occasionally try out her EM teaching in the physics department and for his love and friendship. Finally, we thank Olya Popović, our mother and wife, respectively, for making us

who we are and our children, sisters, and grandchildren—Sofia, Milica, Nina, and Lena—for helping us keep things in perspective and for their many smiles.

Boulder, Colorado, July 1999

Zoya Popović, Associate Professor, University of Colorado

Branko D. Popović, Professor, University of Belgrade, Yugoslavia

Note to the Student

To quote one of our students, this book can be summarized as “400 [or so] pages on four equations.” It is true that Maxwell’s equations can describe all the examples, problems, and applications in this book. However, it is also true that these equations were first derived *experimentally* by Coulomb, Ampère, Faraday, and others. Maxwell added one term in Ampère’s law that connected all four equations. Therefore, even though electromagnetics might at times seem theoretical to you, please remember its roots. The mathematical apparatus was introduced *to model the physical properties* of electromagnetic fields in a compact way. Whether you are an engineer or a physicist, you will realize in later years the experimental and practical nature of the material covered in this book. We have tried to help you connect the theory to engineering practice by adding chapters on applications, by providing you with a number of practice problems and labs, and by giving realistic values whenever possible.

We would like to give you a few “tips” for learning this material so that you will gain an operational knowledge that will serve you past the final exam, and, we hope, during your entire career. Please treat these “tips” as suggestions: Everyone finds his/her own way of learning a topic. However, our many years of experience and many successful, but also a few unsuccessful, students have provided us with an overview that can benefit you. (We are also certain that your instructor will add other useful suggestions to this list.) So, here are some “recipes for learning electromagnetics.”

- Reread each chapter carefully until you can answer most of the questions at the chapter end. If you understand the questions, you can assume you have a good qualitative understanding of the material. You can treat these questions as a game, and study with a friend.
- Make sure you know the basic formulas by heart. This will make it easier for you to use them and understand them, in addition to exercising your brain a little. Write them down on a sheet of paper that you can refer to if you forget them.
- Make sure you know the *units* for all the quantities, as well as some typical values. For example, you should know that capacitance is given in farads (F) and that you probably cannot go to a store and ask for a 2-farad capacitor off the shelf. In addition, units can help you verify many of your solutions, if you know the relationship among the different units (i.e., if you know the basic laws by heart).
- Draw the problems before doing them—many of them are based on physical objects that can be sketched. You will find that, once you know how to sketch a problem, you are half way to solving it.
- Do not get scared by the math. There are a limited number of mathematical tools that you need for this material, and you will master them by the end of the course. It may be a good idea to read through the math appendices first, although some contain more material than you may need.
- As you are studying, try to think of how the material connects with other courses you have taken or are taking now. This will be relatively easy to do for your circuits classes, but you should be able to explain many things in your other courses as well. For example, if you see a “glitch” on your pulse in a digital circuit, it may come from capacitive coupling between two wires or pc-board traces or from the input capacitance of your oscilloscope. Or, you might see a loading effect on a cable that you have not terminated with the right load. You will probably also gain a better understanding of what linear systems mean fundamentally and how time and frequency domain are connected. These are just a few examples of important fundamental concepts that you will learn in this course and that you will use, in one form or another, throughout your career.
- Start studying on time. (You already know this, but it does not hurt to remind you.) This topic might appear easy in the beginning, but *every chapter builds on the previous one*, and so it is important to keep pace. To help you with this, we made the chapters short (except for a few that are technically not easy to divide).

Finally, remember that many people find this topic extremely interesting—but not until they have learned and understood the basics. After you accomplish that, you will have a powerful tool: not only the knowledge of electromagnetics but also a way of thinking that is different from that used in your other classes, as well as techniques that you will be able to apply elsewhere. We hope you work as hard and enjoy yourselves at least as much as we have while preparing this book.

We would like to thank our students from the University of Colorado and the University of Belgrade for putting up with endless lecture notes, correcting many mistakes (true, for extra credit), and being (mostly) enthusiastic about learning. Special thanks to those many students who took time from their busy job schedules after graduating to give us feedback on how they are using this material at work and to thank us for helping them enjoy their professional lives.

Boulder, Colorado, July 1999

Zoya Popović, Associate Professor, University of Colorado

Branko D. Popović, Professor, University of Belgrade, Yugoslavia

*"I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who."*

Rudyard Kipling