Scivault Physics

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Contents

Chapter 1

Introduction

1.1 Dimensional Analysis and SI units

1.1.1 SI Units

The **SI** system of units is the standard used by many scientists throughout the world. There are seven *fundamental* or *base* quantities from which all other measurements are derived. These quantities are listed below:

Table 1.1: **SI Units**

Quantity	**Unit**	**Unit Symbol**
time	second	s
length	meter	m
mass	kilogram	kg
electrical current	Ampere	A
temperature	Kelvin	K
amount of substance	mole	mol
luminous intensity	candela	cd

Of these quantities, mass, time and length are quite common. Thus, this system is sometimes called the MKS (meter, kilogram, second) system. In order to use any equations, all measurements must have correct units. For example, if a time is expressed in hours, it must first be converted into seconds before any calculations can be attempted.

1.1.2 Dimensional Analysis

Dimensional analysis is the process in which the units associated with quantities create *derived units*. For instance, when a distance is divided by a time, the units will be $\frac{m}{s}$ (read *meters per second*).

Dimensional analysis is an important part of solving physics problems. Often, correct dimensional analysis can help you determine if a problem has been solved correctly. One should not even attempt to calculate an answer to a problem until the correct units have been verified.

1.1.3 Unit Conversions

Often you will find that you need to convert a measurement from one unit to another. In order to do this, you must use a *conversion factor.* A conversion factor is a fraction that is based upon a statement of equality. For instance, since 60 seconds = 1 minute, a conversion factor will look like either $\frac{60s}{1min}$ or $\frac{1min}{60s}$. You should chose the version of the conversion factor that eliminates the units that you wish to convert.

Example 1.1.3

Problem: Convert 7.241 hours into seconds.

Solution: Begin by converting 7.241 hours into minutes. Since 60 minutes = 1 hour,

$$7.241\cancel{hr}\frac{60min}{1\cancel{hr}} = 434.46min$$

Knowing that 1 minute = 60 seconds, we can use a second conversion factor to obtain seconds:

$$434.46\cancel{min}\frac{60s}{1\cancel{min}} = \boxed{26067.6s}$$

This problem could be solved in one step if you know that 1 hour = 3600 seconds.

Example 1.1.3.2

Problem: A car travels with a speed of 20 m/s. What is this in miles per hour?

Solution: We begin by converting meters per second into meters per hour:

$$20\frac{m}{\cancel{s}} \cdot \frac{3600\cancel{s}}{1hr} = 72000\frac{m}{hr}$$

We also need to know that 1 mile = 1609.34 meters:

$$72000\frac{\cancel{m}}{hr} \cdot \frac{1mile}{1609.34\cancel{m}} \approx 44.739\frac{miles}{hr}$$

1.2 Vectors and Scalars

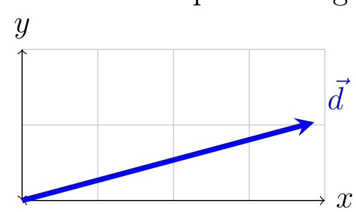
In the study of physics, there are two types of quantities that we will deal with on a regular basis: *scalars* and *vectors*.

A **scalar** is a quantity that you are already most likely very familiar with, as it is just a number; scalars have only a *magnitude* (a number that represents how big or strong it is), and can sometimes include units. Examples of scalars might be the number of people in a room, the mass of a car, or your age in years.

Vectors are different from scalars because in addition to a magnitude, they contain a direction as well. Examples of vectors might include 50 feet to the north, 5 m/s at a 33° angle, or 200 miles straight up. There are many ways of expressing vectors. Symbollically, they are often written with an arrow over them. For example, in the equation $\vec{F} = m\vec{a}$ both force and acceleration are vectors - meaning that both force and acceleration have a direction. Sometimes vectors will be expressed in **bold** typeface. Hence, the expression $\mathbf{F} = \mathrm{m}\ \mathbf{a}$ is equivalent to the expression shown above.

The direction for vectors in 1 dimension is easy - all you need is a positive or a negative. Usually, 1-dimensional motion takes place along the x-axis (left and right), but sometimes it will take place in the y- (forward and backward) and z- (up and down) dimensions. For the purposes of this book, positive is to the right and up unless otherwise stated. In two dimensions, a vector requires two pieces of information. One way of expressing a vector is in polar form. Polar form in two dimensions includes a magnitude of the vector and an angle, usually measured from the x-axis. There are several ways for writing this. 4 cm @ 15°, 4 cm $\angle 15°$ and 4 cm at 15° North of East all represent the following displacement vector:

Figure 1.1: A vector represented graphically.



The magnitude of the above vector is 4 cm. Mathematically, the magnitude of a vector can be written several ways, the most common being $|\vec{A}|$, though sometimes the magnitude of a vector can be written as the vector without the vector sign, as in A.

Unit vectors are vectors that have a length of one unit and are oriented along one axis. The unit vector for the x-direction is written as $\hat{\imath}$ (pronounced i-hat). $\hat{\imath}$ is a 1-unit long vector that is always parallel to the x-axis, and points in the direction of increasing x values. Likewise, the y-direction and z-direction unit vectors are written as $\hat{\jmath}$ and $\hat{k}$ respectively.

Because the surface of a paper is effectively 2-dimensional, it is very hard to draw lines that are oriented directly into or out of your paper. For this purpose, physicists have agreed to the following convention: vectors that point directly into your paper are notated by $\bigotimes$. Vectors that point directly out of your paper are shown by the symbol $\bigodot$.

Sometimes, vectors may be expressed in Cartesian coordinates. This vector could either be expressed as an ordered pair (or triple) with square brackets, such as [3, 4, 5] cm, or as a linear combination of the unit vectors shown above, such as $5\hat{\imath} + 12\hat{\jmath} + 3\hat{k}$ In each case, the distances in each direction are given by the numbers shown. The vector in figure 1.1 could be represented as: $\vec{d} \approx 3.86\hat{\imath} + 1.035\hat{\jmath}$.

When converting between polar and cartesian forms for two dimensional vectors, a little trigonometry shows:

$$x = r\cos(\theta) \tag{1.1}$$

$$y = r\sin(\theta) \tag{1.2}$$

$$r = \sqrt{x^2 + y^2} \tag{1.3}$$

$$\theta = \tan^{-1}(\frac{y}{x}) \tag{1.4}$$

In three dimensions, polar form comes in two types: **cylindrical** and **spherical**. In cylindrical coordinates, expressed as [r, θ, z], the above conversions are used, and the z-coordinate remains unchanged from Cartesian form. We will study spherical coordinates more in INSERT REFERNCE HERE!

1.3 Vector Mathematics

1.3.1 Vector Addition

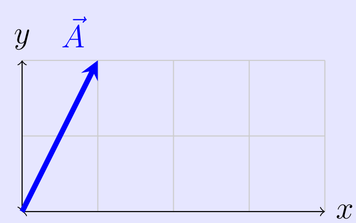
Graphical Addition of Vectors

When vectors are added graphically, they are added **head** to **tail**. This means that the arrowhead for a first vector becomes the origin for the second vector. The **resultant** vector is a straight line between the origin of the first vector and the head of the second.

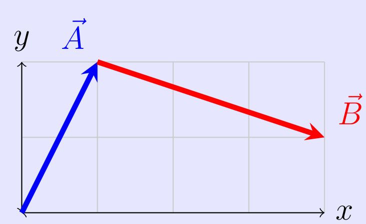
Example 1.3.1

Problem: If $\vec{A} = \hat{i} + 2\hat{j}$ and $\vec{B} = 3\hat{i} - \hat{j}$, find $\vec{C}$ graphically given $\vec{C} = \vec{A} + \vec{B}$

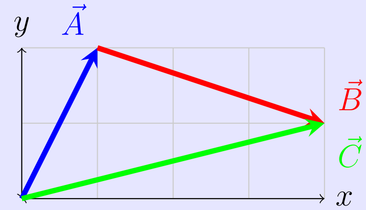
Solution: Begin by drawing $\vec{A}$:



Now use the head of $\vec{A}$ as the origin for $\vec{B}$:



The resulting vector is a straight line from the origin to the end of $\vec{B}$:



The resultant vector is given by $\boxed{\vec{C} = 4\hat{\imath} + \hat{\jmath}}$

Mathematical Addition of Vectors

Mathematical addition of vectors in Cartesian form is quite easy - simply add corresponding x- and y- values together. For instance, in Example 1.3.1 we are given $\vec{A} = \hat{\imath} + 2\hat{\jmath}$ and $\vec{B} = 3\hat{\imath} - \hat{\jmath}$. Adding these together would give $\vec{C} = (1+3)\hat{\imath} + (2-1)\hat{\jmath} \longrightarrow \vec{C} = 4\hat{\imath} + \hat{\jmath}$.

The easiest way to add vectors that are expressed in polar coordinates is to first convert them into cartesian coordinates using Equations (1.1) through (1.4) on page 4.

1.3.2 The Dot Product

In Cartesian Form

When multiplying vectors, it is sometimes necessary to obtain a scalar result. This is done through use of a dot product. A dot product is written as $\vec{A} \cdot \vec{B}$. This means to only multiply the components of the vectors that are in the same direction. In cartesian coordinates, this can be done by multiplying corresponding components, then adding the products.

Example 1.3.2

Problem: Given the vectors $\vec{Y} = 2\hat{\imath} + 3\hat{\jmath}$ and $\vec{Z} = -4\hat{\imath} + 5\hat{\jmath}$ find the dot product of vectors Y and Z.

Solution: Multiply coefficients from each vector, then add the products together:

$$2 \times (-4) + 3 \times 5 = -8 + 15 = \boxed{7}$$

In Polar Form

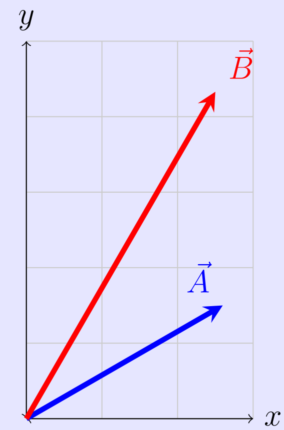
Often, vectors will be expressed in polar notation. If this is the case, the dot product can be found my multiplying the magnitude of the first vector times the magnitude of the second vector times the cosine of the angle between:

$$\vec{A} \cdot \vec{B} = |\vec{A}||\vec{B}| \cos\theta \tag{1.5}$$

Example 1.3.2.2

Problem: Given the vectors $\vec{D} = 3\angle 30°$ and $\vec{E} = 5\angle 60°$ find the dot product of vectors D and E.

Solution: We begin by graphing both vectors starting from a common origin:



Noticing that the angle between the two vectors is 30°, we can use equation 1.5 to calculate:

$$\vec{D} \cdot \vec{E} = |\vec{D}||\vec{E}| \cos\theta = (3)(5)\cos 30° \approx \boxed{12.990}$$

1.3.3 The Cross Product

Cross Products In Cartesian Form

Sometimes two vectors will be multiplied in such a way that they will result in another vector. This is called a **Cross Product**. A cross product is inherently a three-dimensional operation. A cross product can be found by calculating the determinant of a matrix:

$$\vec{A} \times \vec{B} = \begin{vmatrix} \hat{i} & \hat{j} & \hat{k} \\ A_x & A_y & A_z \\ B_x & B_y & B_z \end{vmatrix} \tag{1.6}$$

The most common way to find the determinant of the above matrix is by using minors:

$$\vec{A} \times \vec{B} = \begin{vmatrix} \hat{i} & \hat{j} & \hat{k} \\ A_x & A_y & A_z \\ B_x & B_y & B_z \end{vmatrix} = \hat{i}\begin{vmatrix} A_y & A_z \\ B_y & B_z \end{vmatrix} - \hat{j}\begin{vmatrix} A_x & A_z \\ B_x & B_z \end{vmatrix} + \hat{k}\begin{vmatrix} A_x & A_y \\ B_x & B_y \end{vmatrix}$$

This finding the determinate of each of the 2x2 matrices yields:

$$\vec{A} \times \vec{B} = \hat{i}(A_yB_z - A_zB_y) - \hat{j}(A_xB_z - A_zB_x) + \hat{k}(A_xB_y - A_yB_x)$$

Example 1.3.3

Problem: Given the vectors $\vec{V} = 2\hat{i} + 3\hat{j}$ and $\vec{W} = -4\hat{i} + 5\hat{j}$ find the cross product of vectors V and W.

Solution: Begin by creating a matrix, as shown in equation (1.6). Since both vectors lie in the X-Y plane, the Z-components for both vectors are zero:

$$\vec{V} \times \vec{W} = \begin{vmatrix} \hat{i} & \hat{j} & \hat{k} \\ 2 & 3 & 0 \\ -4 & 5 & 0 \end{vmatrix}$$

Now, use expansion by minors to create three two-by-two matrices:

$$\vec{V} \times \vec{W} = \begin{vmatrix} \hat{i} & \hat{j} & \hat{k} \\ 2 & 3 & 0 \\ -4 & 5 & 0 \end{vmatrix} = \hat{i} \begin{vmatrix} 3 & 0 \\ 5 & 0 \end{vmatrix} - \hat{j} \begin{vmatrix} 2 & 0 \\ -4 & 0 \end{vmatrix} + \hat{k} \begin{vmatrix} 2 & 3 \\ -4 & 5 \end{vmatrix}$$

Finding the determinate of each of the two-by-two matricies yields:

$$\vec{V} \times \vec{W} = \hat{i}(3 \cdot 0 - 0 \cdot 5) - \hat{j}(2 \cdot 0 - 0 \cdot (-4)) + \hat{k}(2 \cdot 5 - 3 \cdot (-4))$$

Both the x-component and the y-components of this cross product are zero. Thus,

$$\boxed{\vec{V} \times \vec{W} = 22\hat{k}}$$

There are some important things you may wish to note.

1. The cross product is not commutative. That is, $\vec{A} \times \vec{B} \neq \vec{B} \times \vec{A}$. In fact, the two cross products are in exactly opposite directions.

2. The cross product of two vectors is always a vector that is perpendicular to both of the original vectors.

Cross Products In Polar Form

When vectors are expressed in polar form, a cross product can often be found using two steps. To find the magnitude of the resulting vector, one would use the following equation:

$$|\vec{A} \times \vec{B}| = |\vec{A}||\vec{B}| \sin\theta \tag{1.7}$$

In Equation 1.7, θ is the angle between the two vectors. To find the direction of the resulting vector, use the **First Right Hand Rule**. To use this rule, you point your index finger in the direction of the first vector to be multiplied. Your middle finger is then pointed in the direction of the second vector to be multiplied. Your thumb will point in the direction of the resultant vector, as shown in the image:

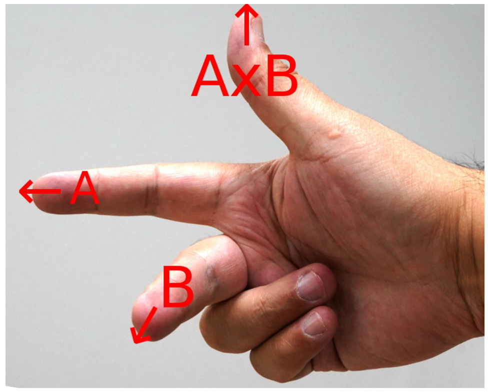


Figure 1.2: The First Right Hand Rule

The right had rule is easiest to use when the first two vectors are at 90° to each other. However, even if the first two vectors are not at right angles to each other, the resultant vector of a cross product will always be perpendicular to the plane of the first two vectors.

1.4 Exercises for Chapter 1

Section 1.1: Dimensional Analysis

1. What are the units for each of the following?

   (a) $\frac{5m}{2s}$

   (b) $\frac{10kg}{5s}$

   (c) $\frac{140kg \cdot 15m}{23s}$

   (d) $\frac{(\frac{15m}{15s})}{14s}$

Section 1.2: Vectors and Scalars

2. Given the vector $4\hat{\imath} - 3\hat{\jmath}$, represent the vector (a) graphically and (b) in polar form.

3. George walks 200 meters north, then walks 400 meters north. What is the vector from his starting position to his ending position in (a) cartesian form and (b) polar form (take north as 0 degrees).

Section 1.3: Vector Mathematics

4. Addition - cartesian

5. Addition - polar

6. Dot Product - Cartesian

7. Dot Product - polar

8. Cross Product - cartesian

9. Cross Product - polar

Chapter 2

Kinematics in One Dimension

2.1 Distance and Displacement

You are probably already familiar with the concept of **distance** - you might get in your car and drive a total of 1.2 miles to school, turning right after 0.45 miles, according to your car's odometer. Distance is a scalar that tells you how far something traveled. The symbol d usually represents distance.

While you may have traveled a total distance of 1.2 miles from your school, you are significantly less than 1.2 miles away from home; in fact, you are approximately 0.874 miles from home, following a direct path directly from your home to the school, at an angle of 59°(not worrying that this path might take you through someone's back yard or kitchen).

Displacement is a vector that tell you how far something is from the origin, and is independent of the path taken to get there. The displacement vector is commonly symbolized by $\vec{r}$ though sometimes it may be written as $\vec{d}$ or $\vec{x}$.

2.2 Average and Instantaneous Speed and Velocity

Speed is a scalar value that represents the change in distance per change in time of an object. Speed is usually represented with the symbol v, without the vector sign. You are probably already familiar with this quantity, since the speedometer on your family car measures speed. For the purposes of physics, speed has little value because it is a scalar that tells us nothing of direction. Much more useful is the concept called velocity. Velocity and speed are related much like distance and displacement.

Velocity is the change in displacement of an object per unit time, and as such is a vector. Positive velocities indicate that the object is moving forward, relative to the axis in question, and negative velocities generally mean that the object is moving backward, relative the the axis. The average velocity of an object is given by:

$$\overrightarrow{v_{avg}} = \frac{\Delta\vec{r}}{\Delta t} \tag{2.1}$$

Average velocity is useful if an object's velocity is not changing. However, many times it is more useful to talk about instantaneous velocity. Instantaneous velocity tells us how fast an object is moving at a given instant in time. In order to calculate instantaneous velocity, we must allow our time interval in the above formula to become infinitesimally small. In this case, a little calculus proves:

$$\vec{v} = \frac{d\vec{r}}{dt} \tag{2.2}$$

Calculation of average velocity is rather straightforward, assuming you know both distance traveled and the time it took. If an object is not speeding up or slowing down during a specific time interval, the instantaneous velocity at any time during this interval is equal to the average velocity. If the object does speed up or slow down during the time interval in question, the average velocity and the instantaneous velocity at a certain time during the interval are not necessarily the same.

Example 2.2.1

Problem: You ride your bicycle in a straight line for a distance of 73 meters in 12.5 second. What is your average speed?

Solution: Begin by drawing a diagram:

$$v_{avg} = \frac{d}{t} = \frac{73m\ \hat{i}}{12.5s} = 5.84\frac{m}{s}\ \hat{i}$$

Example 2.2.2

Problem: A bicyclist rides his bike to the east. His position (in meters) is given by the following expression:

$$\vec{r} = (0.5t^2 + 4t)\hat{i}$$

a. What is his average velocity from t = 0 to t = 5 seconds?

b. What is his instantaneous velocity at t=3 seconds?

Solution:

a. The total displacement (in meters) after five seconds is given by:

$$\hat{r} = (0.5 \times (5s)^2 + 4 \times 5s)\ m\ \hat{i} = 32.5\ m\ \ \hat{i}$$

Thus, the average velocity is -

$$\overrightarrow{v_{avg}} = \frac{\vec{d}}{t} = \frac{32.5m\ \hat{i}}{5s} = \boxed{6.5\frac{m}{s}\ \hat{i}}$$

b. The instantaneous velocity of an object is found using a derivative with respect to time. Thus,

$$\vec{v} = \frac{d\vec{r}}{dt} = \frac{d}{dt}(0.5t^2 + 4t)\hat{i} = (t+4)\hat{i}$$

Evaluating this at t=3s yields:

$$\vec{v} = (3+4)\hat{i} = 7\frac{m}{s}\hat{i}$$

2.3 Relative Motion at Constant Velocity

2.4 Acceleration

2.4.1 Average Acceleration

Velocity is not always constant. For instance, when you are driving through a city, there are times when you might be going 30 mph, and there are times when you might be stopped at a streetlight. City driving requires you to speed up at some times, and slow down at other times – your velocity changes as a function of time. Change in velocity per change in time is called acceleration. Keep in mind, both speeding up and slowing down are forms of acceleration. In the case that an object is traveling with a positive velocity, slowing down causes negative acceleration (or deceleration). Like velocity, acceleration comes in two basic types – average and instantaneous. To find average velocity, we calculate the change in velocity per change in time:

$$\overrightarrow{a_{avg}} = \frac{\Delta\vec{v}}{\Delta t} \tag{2.3}$$

Keep in mind that this can be expressed as:

$$\overrightarrow{a_{avg}} = \frac{\overrightarrow{v_f} - \overrightarrow{v_i}}{\Delta t} \tag{2.4}$$

where v_f and v_i are final velocity and initial velocity, respectively. Sometimes final velocity is expressed as v and initial velocity is symbolized as v_0.

2.4.2 Instantaneous Acceleration

Instantaneous velocity is found by letting the time interval in question become infinitesimally small. A little calculus proves that:

$$\vec{a} = \frac{d\vec{v}}{dt} \tag{2.5}$$

Combining this with equation 2.2, we find:

$$\vec{a} = \frac{d^2\vec{r}}{dt^2} \tag{2.6}$$

Example 2.4

Problem: A car is traveling 20 m/s in the positive x direction. The driver sees a red light, and applies the brakes, causing the vehicle to come to a stop in 4 seconds. What is the average acceleration caused by the brakes?

Solution: Using the definition of Average Acceleration from Equation 2.4, we find:

$$\overrightarrow{a_{avg}} = \frac{\overrightarrow{v_f} - \overrightarrow{v_i}}{\Delta t} = \frac{0\frac{m}{s}\hat{i} - 20\frac{m}{s}\hat{i}}{4s} = -5\frac{m}{s^2}\hat{i}$$

2.5 The Kinematic Equations

Using the definitions above, and a little calculus (or a lot of algebra) we can prove the following four equations:

The Kinematic Equations

$$\vec{d} = \frac{\overrightarrow{v_f} + \overrightarrow{v_i}}{2}t \tag{2.7}$$

$$\overrightarrow{v_f} = \overrightarrow{v_i} + \vec{a}t \tag{2.8}$$

$$\vec{d} = \overrightarrow{v_i}t + \frac{1}{2}\vec{a}t^2 \tag{2.9}$$

$$\overrightarrow{v_i}^2 = \overrightarrow{v_i}^2 + 2\vec{a}\vec{d} \tag{2.10}$$

These equations enable you to solve the vast majority of kinematic problems. Keep in mind that these equations should only be applied in one direction at at time – meaning that 2-dimensional and 3-dimensional problems will require you to split all the quantities into component vectors before you can solve these equations in each direction separately.

2.6 Vertical Motion and Gravity

One of the most common types of acceleration we experience every day is the acceleration due to gravity. Acceleration due to gravity is given a special symbol: g. On Earth, $g \approx 9.81\frac{m}{s^2}$. Keep in mind that this value is only useful for calculations involving gravity that take place on the Earth's surface. All planets, stars, and celestial bodies (in fact, all objects with any mass) have their own gravitational acceleration. Acceleration due to gravity on the moon, for instance, is $1.62\frac{m}{s^2}$.

Objects undergo free fall when they are allowed to continue to accelerate due to gravity until they impact something that breaks their fall (often this is the ground). In order to make the calculations easier, we often ignore air resistance.

Because gravity at the Earth's surface is downward, sign conventions become a little more important than previously. If upward is positive, g will have a negative sign attached to it to indicate the direction of acceleration.

Example 2.6

Problem: You are standing on top of a building. You drop a rock from the top of the building, and let it free fall until it hits the ground, 3.2 seconds later.

a. What is the height of the building?

b. An identical building is build on the moon. How long does it take the rock to fall in this case?

Solution:

a. To solve for distance, we apply equation 1.5.3 in the y-direction, and substitute ay = g and vi = 0 m/s,:

b. Because we know that vi = 0 m/s, and ay = gm = 1.62 m/s2, we can let the final term drop out of equation 1.5.3 to yield:

Chapter 3

Graphing Motion

3.1 Position vs Time Graphs

3.1.1 Constant Position

3.1.2 Constant Velocity

3.1.3 Constant Acceleration

3.2 Velocity vs Time Graphs

3.2.1 Constant Position

3.2.2 Constant Velocity

3.2.3 Constant Acceleration

3.3 Acceleration vs Time Graphs

3.3.1 Constant Position

3.3.2 Constant Velocity

3.3.3 Constant Acceleration

Chapter 4

Kinematics in Two Dimensions

4.1 Horizontal Launch Projectiles

4.2 Projectiles Launched at an Arbitray Angle

Chapter 5

Newtons Laws

5.1 Newton's First Law

> *Corpus omne perseverare in statu suo quiescendi vel movendi uniformiter in directum, nisi quatenus a viribus impressis cogitur statum illum mutare.*
>
> *Every body continues in its state of being at rest or moving uniformly in a direction, except insofar as it is compelled to change its state by means of an imparted force.*
>
> – Newton, Isaac. *Philosophiae Naturalis Principia Mathematica.* tr. J. Williamson

You may have heard Sir Isaac Newton's first law of physics stated in different ways than the above. Often in grade school, students are taught a phrase beginning with "objects in motion...". Sometimes this law is called the "Law of Inertia". This is a very basic understanding of the complexity of this law. In fact, all non-accelerating systems are governed by this law. As long as the vector sum of the forces upon an object is zero, the object will continue in a state of uniform motion (remaining at rest is a type of uniform motion) until something causes the equilibrium of the system to be lost. Likewise, if an object is known to have an acceleration of zero, we can state that the vector sum of the forces is equal to zero. We can use this law to characterize non-accelerating systems:

5.2 Newton's Second Law

Mutationem motus proportionalem esse vi motrici impressae, et fieri secundum lineam rectam qua vis illa imprimitur.

The change in motion is proportional to the amount of force of motion imparted, and according to the straight line made by the force impressed.

-Newton, Isaac. *Philosophiae Naturalis Principia Mathematica.* tr. J. Williamson

5.3 Newton's Third Law

Actioni contrariam semper et aequalem esse reactionem: sive corporum duorum actiones in se mutuo semper esse aequales et in partes contrarias dirigi.

For an action there is always an equal and opposite reaction: or the two bodies on each other are always equal and in opposite directions.

-Newton, Isaac. *Philosophiae Naturalis Principia Mathematica.* tr. J. Williamson

5.4 Applications of Newton's Laws

5.4.1 Friction

5.4.2 Elevators

5.4.3 Pulleys

Chapter 6

Work and Energy

6.1 Work

6.2 Energy

6.2.1 Kinetic Energy

6.2.2 Gravitational Potential Energy

6.2.3 Elastic Potential

6.3 The Work-Energy Theorem

6.4 The Law of Conservation of Energy

Chapter 7

Impulse and Momentum

7.1 Momentum

7.2 Impulse

7.3 The Impulse-Momentum Theorem

7.4 The Law of Conservation of Momentum

Chapter 8

Circular Motion and Orbits

8.1 Centripetal Forces and Accelerations

8.1.1 Centripetal Force

We have already learned that an object in motion will continue to move in a straight line, assuming no forces are acting on the object. In order for an object to move along a circular path, there must therefore be a force acting on the object to keep it from moving in a straight line. If you whirl a mass on a string around in a circle, tension in the string keeps the mass from continuing to move in a straight line. As the Moon orbits the Earth, the gravitational attraction between the Moon and the Earth keeps the Moon in its orbit around the Earth. Any force that keeps an object moving along a circular path is called a **Centripetal Force** (Centripetal literally translates from Latin as "center seeking"). Any centripetal force can be described as:

$$F_c = \frac{mv^2}{r} \tag{8.1}$$

The direction of a centripetal force is always toward the center of the circle.

8.1.2 Centripetal Acceleration

When an object moves in a circle, even if its speed remains constant, its velocity is constantly changing due to its constant change in direction of motion. Thus the object must be constantly accelerating in a direction toward the center of the circle. Using Equation 8.1 and Newton's Second Law, it is possible to prove that centripetal acceleration is given by:

$$a_c = \frac{v^2}{r} \tag{8.2}$$

Just as centripetal force is always directed toward the center of the circle, centripetal acceleration is also always directed toward the center of the circle.

Example 8.1.2

Problem: A children's toy consists of a 0.5kg ball attached to the end of a light 0.3-meter-long rope. A child grabs the toy from the end of the rope and swings the ball around in a circle above his head with a tangential speed of 2 m/s. What is the tension in the rope?

Solution: In order to keep moving in a circle, tension in the rope must act as the centripetal force. Therefore, the tension in the rope is given by:

$$F_T = F_c = \frac{mv^2}{r} = \frac{0.5kg \cdot (2m/s)^2}{0.3m} \approx \boxed{6.667N}$$

Example 8.1.2.2

Problem: A toy car travels around a loop of diameter 0.3 meters. What is the minimum speed the car needs to travel in order to make it around the loop?

Solution: When the car is traveling around the loop, it is most likely to fall off at the top. If gravity is stronger than the needed centripetal force, the car falls. If gravity is equal to, or even less than the required centripetal force, the car stays on the track. Thus:

$$F_g \leq F_c$$

Substituting equations shows:

$$\cancel{m}g \leq \frac{\cancel{m}v^2}{r}$$

Solving for v yields:

$$\sqrt{gr} \leq v$$

Note that the diameter is given in the problem, but the formula requires the radius. Thus, substituting numbers gives:

$$\sqrt{(9.81\frac{m}{s^2})(0.15m)} \leq v$$

Thus:

$$\boxed{1.213\frac{m}{s} \lessapprox v}$$

8.2 Kepler's Laws of Planetary Motion

8.2.1 Kepler's First Law

Kepler's first law stathes that the orbit of a planet is an ellipse with the Sun at one of the two foci:

The Eccentricity of an elipse can be found using:

8.2.2 Kepler's Second Law

A line segment joining a planet and the Sun sweeps out equal areas during equal intervals of time.

8.2.3 Kepler's Third Law

The square of the orbital period of a planet is directly proportional to the cube of the semi-major axis of its orbit.

8.3 Newton's Law of Universal Gravitation

Newton's Law of Universal Gravitation is a way of calculating the gravitational force between any two objects with mass. It is given by:

Newton's Law of Universal Gravtation

$$F_g = \frac{Gm_1m_2}{r^2} \tag{8.3}$$

where G is the Universal Gravitational Constant, ($G = 6.67 \times 10^{-11} \frac{Nm^2}{kg^2}$), m_1 and m_2 are the masses of the objects, and r is the distance between these objects.

Sometimes, you will see equation 8.3 written with a negative sign in order to make it consistent with some of the laws of electrostatics, studied in chapter 13. However, you will likely end up assigning a sign to the force, according to the coordinate system you have defined for the problem.

8.4 Orbital Motion

Whenever a object orbits another that has a much larger mass, if the orbit can be approximated by a circle, the gravitational attraction between the two bodies acts as a centripetal force. Thus, a fundamental realization of orbital mechanics is:

Chapter 9

Rotational Mechanics

9.1 Angular Velocity and Acceleration

An object that is spinning can be described using angular velocity and angular acceleration. Angular velocity is a way of expressing how much an object rotates in a given time. It could be measured in Rotations per Minute (rpms), Degrees per hour, or any other measurement of an angle divided by any measurement of time. However, it is advantageous to use Radians per Second.

Just like velocity measures how fast an object is moving in a line, angular velocity measures how fast an object is rotating. Average ngular velocity is given by the following equation:

$$\vec{\omega}_{avg} = \frac{\Delta\vec{\theta}}{\Delta t} \tag{9.1}$$

and instantaneous angular velocity is given by:

$$\vec{\omega} = \frac{d\vec{\theta}}{dt} \tag{9.2}$$

9.2 Angular Kinematics

9.3 Moment of Inertia

9.4 Torque

9.5 Angular Kinetic Energy

9.6 Angular Momentum

9.6.1 The Definition of Angular Momentum

Angular momentum can be calculated using the formula:

$$\vec{L} = I\vec{\omega} \tag{9.3}$$

where $\vec{L}$ is angular momentum, I is the object's moment of Inertia and $\vec{\omega}$ is the object's angular velocity. The SI units for angular momentum are $\frac{kgm^2}{s}$.

Example 9.6.1

Problem: A bicycle wheel has a mass of 0.3 kg, and can be thought of as a thin ring with a radius of 0.33m. When the wheel is turning at a rate of 2 rotations per second, what its its angular momentum?

Solution: Begin by converting the angular velocity ω to appropriate units:

$$\vec{\omega} = 2\frac{rotations}{s} = 4\pi\frac{rad}{s}$$

Then calculate the moment of inertia. Using the formula for a thin ring:

$$I = mr^2 = 0.3kg(0.33m)^2 \approx 0.033kgm^2$$

Finally, use equation 9.3 to find the angular momentum.

$$\vec{L} = I\vec{\omega} = 0.011kgm^2 \cdot 4\pi\frac{rad}{s} \approx \boxed{0.411\frac{kgm^2}{s}}$$

9.6.2 Conservation of Angular Momentum

Just like linear momentum[1], angular momentum is a quantity that is conserved. Thus, whatever angular momentum a closed system has in its initial state will be equal to the angular momentum the system has in its final state.

The classic example of the Law of Conservation of Momentum is an ice skater who enters a spin. By changing the positioning of his or her arms and legs, an ice skater can change their moment of inertia. When they bring their arms and legs closer to their axis of rotation, their moment of inertia decreases. Since angular momentum is conserved, their angular velocity must increase as their moment of inertia decreases, and thus the ice skater is able to spin very fast.

[1] see momentum in section 9.6

Chapter 10

Waves

10.1 Fundamentals of Waves

You have probably heard of waves in the context of the ocean, a lake, or other bodies of liquid. Waves are also found in earthquakes, sound, light, and even at the stadium when people do "the wave." A *wave* is a distortion that transfers energy from one place to another without the permanent transfer of mass.

The material that a wave travels through is called a *medium*. For instance, the medium for an ocean wave is water, while the medium for light could be air, glass, water, or even empty space (no medium).

10.1.1 Types of Waves

Waves can be categorized into several basic types:

- *Transverse Waves* - are waves that are displaced perpendicular to the direction of travel. For instance, ocean waves are a type of transverse wave because their displacement is vertical, though they travel horizontally. Normally, a transverse wave is drawn similar to the figure below:

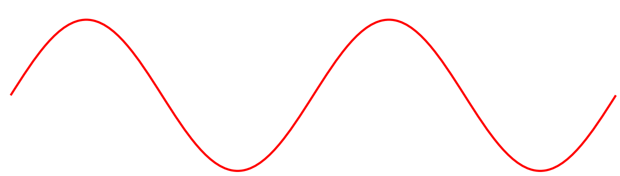


Figure 10.1: A simple transverse wave

- *Longitudinal Waves* - are waves that are displaced in the same direction as the direction of travel. You can think of this as a compression, or shock wave that travels through a medium. The places where a material is closer together than normal are called compressions, while places that are spaced farther apart are called rarefractions, as seen in figure 10.2

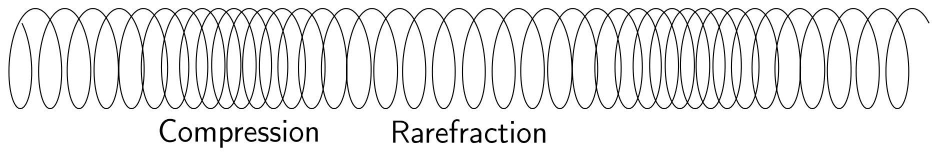


Figure 10.2: A simple longitudinal wave

- *Electromagnetic Waves* - are waves that are made up of oscillating electric and magnetic fields. These are usually modeled as transverse waves, but they are just representations of the strength of the electric and magnetic fields.

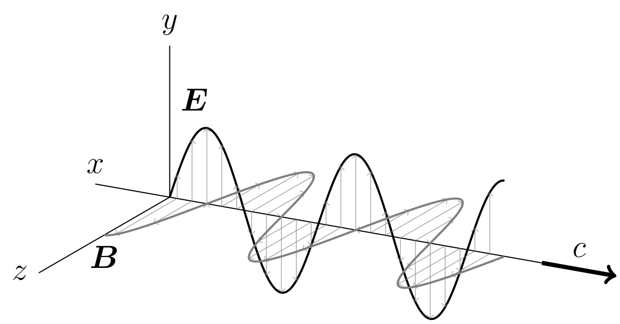


Figure 10.3: An electromagnetic wave

  Electromagnetic waves are what make up the electromagnetic spectrum. Radio waves, microwaves, infrared, visible light, ultraviolet, X-rays and γ-rays are all electromagnetic waves. They are categorized into different types based on their frequency.

There are other types of waves, such as matter waves and gravitational waves that are beyond the scope of this text.

10.1.2 Basic Wave Characteristics and Vocabulary

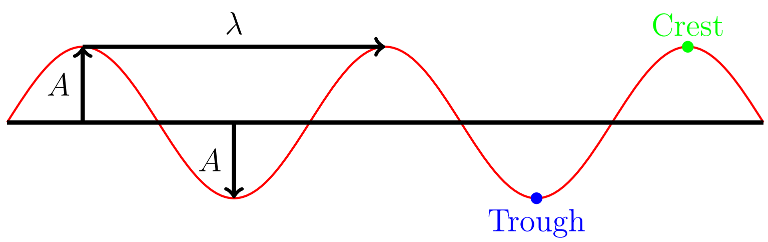


Figure 10.4: The measurements of a wave

Extrema

Crests are each of the highest points of a wave, and **troughs** (rhymes with coughs) are the lowest points of a wave, as seen in the diagram 10.4. The word **extrema** refers to all crests and troughs, as they are the most extreme points of the wave.

Amplitude

Amplitude measures how large or how strong a wave is. It is measured from the center of a wave to one of the extrema - either upward to a crest, or downward to a trough. For a physical, transverse wave, amplitude can be measured in meters. The variable for amplitude is A. For sound, we experience the amplitude of the wave as *volume*, and for light, we experience it as *brightness*.

Wavelength

The **wavelength** of a wave is measured from any point to an identical point on the wave, along the axis of propagation. Wavelength is measured in meters, and the symbol for wavelength is λ (lambda). The easiest way to measure wavelength is from crest to crest or from trough to trough.

Period

The **period** of a wave measures how long it takes a wave to repeat itself. It is measured in seconds, and uses the variable T.

Frequency

The **frequency** of a wave measures how many times a wave repeats itself in one second. The symbol for frequency is f and the units for frequency are $\frac{cycles}{second}$. We give this unit the name *hertz*, abbreviated Hz. For sound, we experience frequency as *pitch*, and for light we experience frequency as *color*.

The frequency of a wave and the period of a wave are inverses of each other. Thus:

$$f = \frac{1}{T} \tag{10.1}$$

Example 10.1.1

Problem: A wave has a frequency of 102.1 MHz. What is the period of the wave?

Solution:
We know that $f = 102.1\,\text{MHz}$ Converting into scientific notation gives:

$$f = 102.1\,\text{MHz} = 102.1 \times 10^6\,\text{Hz} = \boxed{1.021 \times 10^8\,\text{Hz}}$$

Begin by using equation 10.1:

$$f = \frac{1}{T}$$

Solving for T yields:

$$T = \frac{1}{f}$$

Then, substitute numbers:

$$T = \frac{1}{1.021 \times 10^8\,\text{Hz}} \approx \boxed{9.794 \times 10^{-9}\,\text{s}}$$

10.1.3 Velocity of a Wave

We already know from equation 2.1 that the average velocity of any object is given by $\overrightarrow{v_{avg}} = \frac{\vec{d}}{\Delta t}$. In the case of a wave, the time it takes the wave to repeat is the period, T, and distance the wave must move in order to repeat is one wavelength, λ. Thus, $\overrightarrow{v_{avg}} = \frac{\vec{d}}{\Delta t} = \frac{\vec{\lambda}}{T}$. Using equation 10.1, it can be proven that:

$$v = f\lambda \tag{10.2}$$

Example 10.1.2

Problem: An ocean wave has a period of 15 seconds, and is traveling at a speed of 2 meters per second. How far is it from one crest of the wave to another?

Solution: The question asks for the distance from one crest to another, which is the wavelength. Given values:

$$T = 15\,\mathrm{s}$$
$$v = 2\,\mathrm{m/s}$$

First, we use equation 10.1 to find the frequency:

$$f = \frac{1}{T} = \frac{1}{15\,\mathrm{s}} \approx 0.067\,\mathrm{s}$$

We now use equation 10.2:

$$v = f\lambda$$

Solving for wavelength gives:

$$\frac{v}{f} = \lambda$$

Substituting gives:

$$\lambda = \frac{v}{f} \approx \frac{2\,\mathrm{m/s}}{0.067\,\mathrm{s}} \approx \boxed{30\,\mathrm{m}}$$

10.2 The Doppler Effect

We have all experienced a car driving past us while it is honking its horn. As the car drives past, there is a significant change in the pitch of the horn. In fact, when either the source of a wave or an observer of a wave is moving, it causes the observer's perception of the frequency of that wave to change. This is called the **Doppler Effect**.

When the source of a wave moves *toward* an observer, its frequency is shifted higher.

Figure 10.5: Observers hear a higher pitch

When the source of a wave moves *away* from an observer, its frequency is shifted lower.

Figure 10.6: Observers hear a lower pitch

Likewise, when an observer moves *toward* the source of a sound, its frequency is shifted higher.

Figure 10.7: Observer hears a higher pitch

When an observer moves *away* from a source of sound, its frequency is shifted lower.

Figure 10.8: Observer hears a lower pitch

The equation for the Doppler effect is given by equation 10.3:

$$f_{observed} = f_{source}\left(\frac{v_{wave} \pm v_{observer}}{v_{wave} \pm v_{source}}\right) \tag{10.3}$$

In this equation, do not consider the $\pm$ sign to represent both operations. Instead, you must chose which operation to use based on the given situation. In the numerator of the equation it is exactly what is expected: add for a higher frequency and subtract for a lower frequency. In the denominator, it is backward - add for lower frequency, and subtract for higher frequency.

In the air, the speed of sound depends on air pressure, temperature, and even humidity. The standard value for speed of sound in air is **343 m/s**, though in reality this number can change quite significantly depending on atmospheric conditions.

Example 10.2.1

Problem: A car's horn has a pitch of 550 Hz. It is driving at 15 m/s toward a stationary observer.

a. What is the frequency that the observer hears at the car approaches.

b. The car then passes the observer. What is the frequency that the observer hears as the car travels away from him?

Solution: A car's horn produces sound, therefore the velocity of the wave is the speed of sound.

Part a: Given values:

$$f_{source} = 550\,\mathrm{Hz}$$
$$v = 343\,\mathrm{m/s}$$
$$v_{source} = 15\,\mathrm{m/s}$$
$$v_{observer} = 0\,\mathrm{m/s}$$

We can use equation 10.3 to find the frequency the observer hears:

$$f_{observed} = f_{source}(\frac{v_{wave} \pm v_{observer}}{v_{wave} \pm v_{source}})$$

In this case, the observer is not moving, so it does not matter whether we chose a plus or minus. The source is moving toward the observer, causing the observer to hear a higher pitch. Therefore, since the source is in the denominator, we chose a minus. Substituting numbers and chosing correct signs gives:

$$f_{observed} = 550\,\mathrm{Hz}(\frac{343\,\mathrm{m/s} + 0\,\mathrm{m/s}}{343\,\mathrm{m/s} - 15\,\mathrm{m/s}})$$

Evaluating this expression gives:

$$\boxed{f_{observed} \approx 575.152\,\mathrm{Hz}}$$

Part b: After the car has passed the observer, it is now traveling away from the observer. Thus, the only change that needs to be made is that v_{source} should now have a plus sign:

$$f_{observed} = 550\,\mathrm{Hz}(\frac{343\,\mathrm{m/s} + 0\,\mathrm{m/s}}{343\,\mathrm{m/s} + 15\,\mathrm{m/s}})$$

Evaluating this expression yields:

$$\boxed{f_{observed} \approx 526.955\,\mathrm{Hz}}$$

10.3 The Principle of Superposition and Interference

10.3.1 The Principle of Superposition

The **Principle of Superposition** is the idea that waves can overlap. Consider, for instance, a swimming pool where a light breeze creates ripples in the water as shown below:

Figure 10.9: Ripples on a swimming pool

You could also imagine in the same swimming pool on a calm day, a person could jump into the water creating waves that look similar to the ones below:

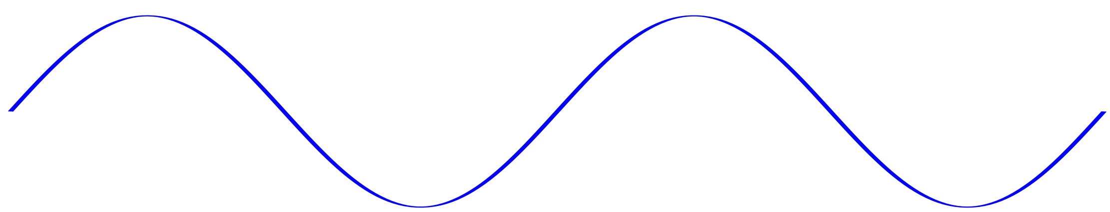


Figure 10.10: Large waves in a swimming pool

Thus, we can use the principle of superposition to predict what the wave will look like should a person jump into the swimming pool on a day when there are ripples in the water. By combining the two types of waves, we would see something like the figure below:

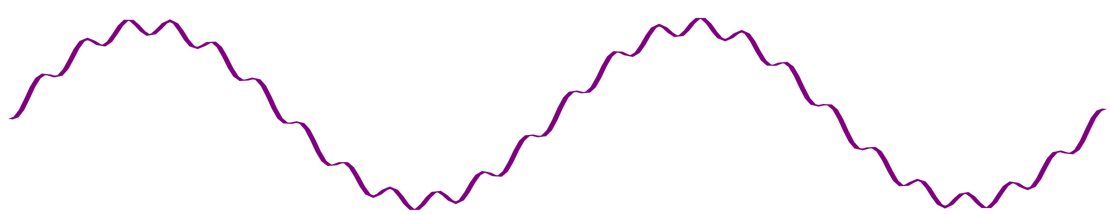


Figure 10.11: Ripples and waves combine

10.3.2 Interference

Constructive Interference

Sometimes, waves of approximately the same amplitude may overlap, causing the amplitude of the resulting wave to become larger. This is called **Constructive Interference**:

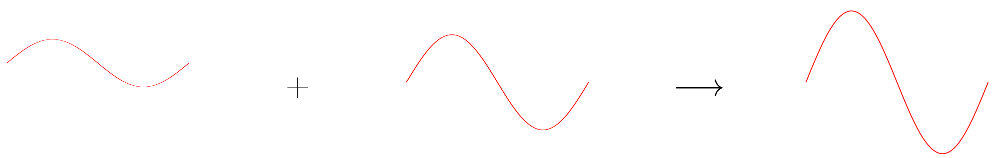


Figure 10.12: Constructive interference

In order for constructive interference to happen, the two waves must be *in phase* - that is, the displacement of the waves must be in the same direction.

When two waves that are continuous overlap, they will interfere constructively if they align perfectly:

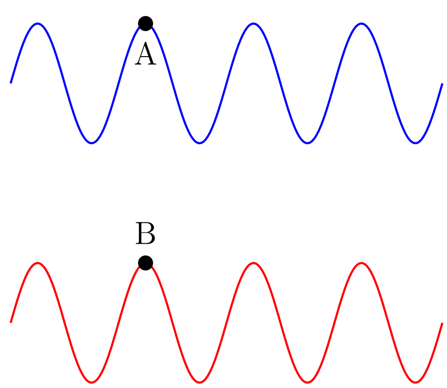


Figure 10.13: Two waves aligned perfectly

Likewise, constructive interference will occur if the wave is shifted by a distance of one wavelength.

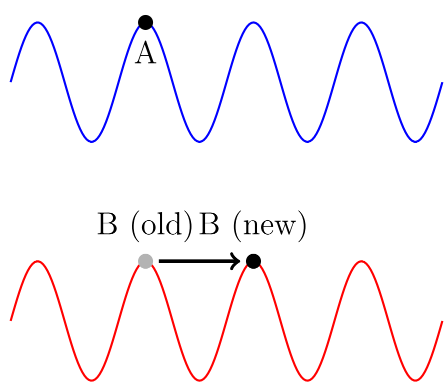


Figure 10.14: The red wave has been shifted one wavelength to the right.

The wave could be shifted in a similar manner by two, three, or any integer number of wavelengths right or left, and the two waves will still cause constructive interference. Thus, the amount of shift between the waves, $\Delta\ell$, is given by:

$$\boxed{\Delta\ell = m\lambda} \tag{10.4}$$

where $\Delta\ell$ is how far the waves are shifted, and m is any integer.

Destructive Interference

At other times, waves may overlap while they are **out of phase** - that is, their displacement is in opposite directions, causing the wave to become smaller. This is called **destructive interference**.

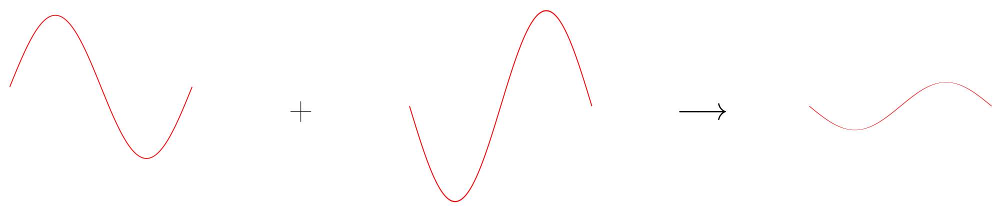


Figure 10.15: Destructive Interference

If two waves are displaced by the same amount in opposite directions, they can even cancel out completely. This would be **perfectly destructive interference**:

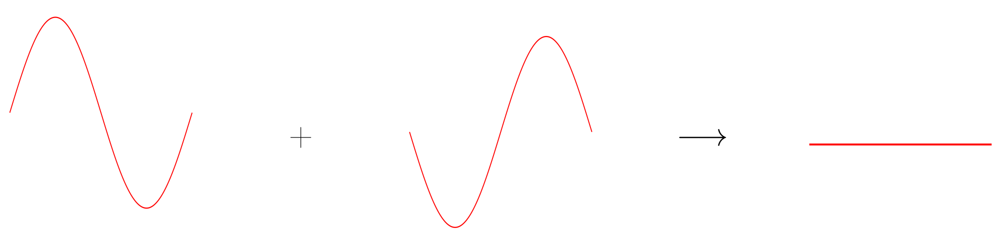


Figure 10.16: Perfectly Destructive Interference

In order for destructive interference to happen, the two waves must be perfectly *out of phase* - that is, the displacement of the waves must be in opposite direction, meaning the waves are already shifted by a half wavelength:

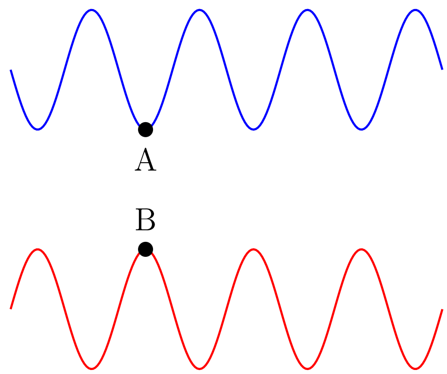


Figure 10.17: Two waves aligned perfectly

Likewise, destructive interference will occur if the wave is shifted by a distance of one wavelength (after already being off by half a wavelength).

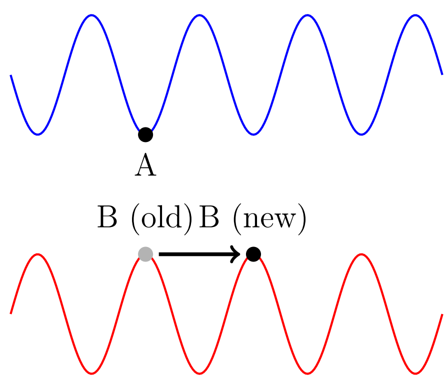


Figure 10.18: The red wave has been shifted one wavelength to the right.

Since destructive interference occurs whenever the waves are shifted by half-integer multiples of the wavelength (ie, 0.5, 1.5, 2.5, etc), the amount of shift between the waves, $\Delta\ell$, is given by:

$$\Delta\ell = (m + \frac{1}{2})\lambda \tag{10.5}$$

where $\Delta\ell$ is how far the waves are shifted, and m is any integer.

Example 10.3.1

Problem: Two trombone players stand in a single file line, with their conductor directly in front of them, as shown in the diagram:

Both trombones play a low-$B\flat$ ($f = 116.54\,\mathrm{Hz}$). What is the smallest, non-zero distance that the players should stand apart in order for the conductor to hear the loudest possible sound? (Assume both players are perfectly in tune and the waves they create are perfectly in phase.)

Solution: We already know:

$$f = 116.54\,\mathrm{Hz}$$
$$v = 343\,\mathrm{m/s}$$

Thus, we can use equation 10.2 to find the wavelength:

$$v = f\lambda \longrightarrow \lambda = \frac{v}{f} = \frac{343\,\mathrm{m/s}}{116.54\,\mathrm{Hz}} \approx 2.943\,\mathrm{m}$$

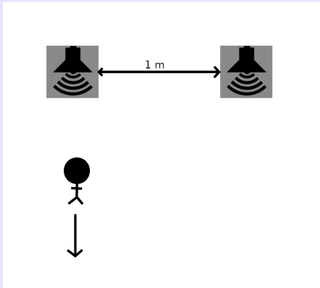
Since we are asked for the loudest sound, we know that this is constructive interference. We know that if $m = 0$, the distance between the two players will be zero. Thus, the smallest non-zero distance is given when $m = 1$. Using equation 10.4, we find:

$$\Delta\ell = m\lambda = (1)(2.943\,\mathrm{m}) = 2.943\,\mathrm{m}$$

Example 10.3.2

Problem: Two speakers are aligned along an east-west line, and are placed 1 meter apart. A single frequency is played on both speakers. A person starts in front of the left-most speaker, and begins to walk to the south. When the person has walked 2 meters to the south, she hears the sound get significantly quieter. As she continues to walk, he hears the sound get louder again. What is the frequency of the sound?

Solution: Begin by drawing a diagram of the situation:



We begin by calculating the difference in distances between the speakers. The distance to the west speaker is 2 meters. The distance to the right speaker can be found using the Pythagorean Theorem:

$$c = \sqrt{a^2 + b^2} = \sqrt{(2\,\mathrm{m})^2 + (1\,\mathrm{m})^2} = \sqrt{5\,\mathrm{m}^2} \approx 2.236\,\mathrm{m}$$

Therefore, $\Delta\ell$, the distance between the two paths the sound is traveling is given by:

$$\Delta\ell = 2.236\,\mathrm{m} - 2\,\mathrm{m} \approx 0.236\,\mathrm{m}$$

Since this problem states that sound gets quieter, we know that this is destructive interference, and we can use equation 10.5:

$$\Delta\ell = (m + \frac{1}{2})\lambda$$

We know that the smallest value m can be is 0, so our equation reduces to:

$$\Delta\ell = (\cancelto{0}{m} + \frac{1}{2})\lambda \longrightarrow \Delta\ell = \frac{\lambda}{2}$$

Solving for λ gives:

$$\lambda = 2\Delta\ell = (2)(0.236\,\mathrm{m}) = 0.472\,\mathrm{m}$$

Knowing that the speed of sound is 343 m/s, we can use equation 10.2 to determine the frequency:

$$v = f\lambda \longrightarrow f = \frac{v}{\lambda} = \frac{343\,\mathrm{m/s}}{0.472\,\mathrm{m}} = \boxed{726.540\,\mathrm{Hz}}$$

10.4 Resonance

Chapter 11

Optics

11.1 Geometric Optics

11.1.1 Refraction

Snell's Law

Total Internal Reflection

Lenses

11.1.2 Reflection

The Law of Reflection

Mirrors

11.2 Physical Optics

11.2.1 Diffraction

11.2.2 Young's Double Slit Experiment

11.2.3 Thin Film Interference

Chapter 12

Heat and Thermodynamics

12.1 Specific Heat

Chapter 13

Electrostatics

13.1 Electrostatic Charge

You've probably experienced electrostatic charges - sometimes we just call it static - in everyday life. Dragging your shoes on carpet, rubbing balloon on your hair, and even just putting on a piece of clothing can cause electrostatic charges to build up, causing articles to cling together, your hair to get frizzy, and can even cause small sparks.

Most electrical charges we encounter in everyday life are due to imbalances of protons and electrons. Electrons are capable of moving from atom to atom under the right conditions. However, protons are stuck in the nucleus of an atom and do not move unless nuclear reactions are taking place. Thus, most electrical charges we encounter in actual life are due to electrons being transferred from one object to another.

The units for charge are Coulombs (C), and it is represented by the variable q. You may remember from chemistry that protons have small positive charges and electrons have small negative charges. Table 13.1 shows the charge of each of the elementary particles that make up normal matter:

Table 13.1: Elementary Charges

Particle	**Charge**	**Mass**
Proton	1.602×10^{-19} C	1.673×10^{-27} kg
Electron	-1.602×10^{-19} C	9.109×10^{-31} kg
Neutron	0 C	1.675×10^{-31} kg

You may notice that the charge of an electron and a proton are exactly the same with the only difference being a negative sign for the electron. Thus a Hydrogen atom, made of 1 proton and 1 electron will have a total charge of zero coulombs. In fact, any combination of the same number of protons and electrons will have no charge.

You should also note that 1 coulomb of electrostatic charge is a large amount. Most charges we encounter in everyday life might be 1 millionth or even 1 billionth of a coulomb.

13.2 Coulomb's Law and Electrostatic Force

When two charged objects interact, it generates a force. This force, often called electrostatic force, is repulsive for charges with the same sign, whereas it is attractive for two charges with opposite signs. So two positive charges will repel, as will two negative charges, but a positive charge will be attracted to a negative charge.

To determine the about of force that will be exerted one charged particle due to another charged particle, we use **Coulomb's Law**:

$$F = \frac{kq_1 q_2}{r^2} \tag{13.1}$$

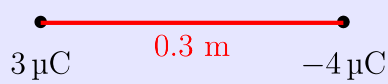
In this equation, q_1 and q_2 are the charges of the particles, r is the distance between the charges, and k is **Coulomb's Constant**. Coulomb's Constant is a universal constant, meaning its value does not change. The value of coulomb's constant is $k \approx 9 \times 10^9\,\mathrm{Nm^2/C^2}$.

It is also important to note that this equation has a non-intuitive sign convention. Repulsive forces will be postive, and attractive forces will be negative. If forces calculated using Coulomb's Law need to be used in further calculations, be sure assign a positive or negative to the calculated force according to the direction the force is actually in.

Example 13.2.1

Problem: A positive charge of $3\,\mu\mathrm{C}$ and a negative charge of $-4\,\mu\mathrm{C}$ are separated by a distance of 0.3 meters. What is the electrostatic force felt by the positive charge due to the negative charge?

Solution: Begin by drawing a diagram of the situation:



We also need to convert the charges into scientific notation:

$$q_1 = 3\,\mu\mathrm{C} = 3 \times 10^{-6}\,\mathrm{C}$$
$$q_2 = -4\,\mu\mathrm{C} = -4 \times 10^{-6}\,\mathrm{C}$$

Note: It does not matter which charge is q_1 and which is q_2. Either way will yield the same answer.

Now, we can use Coulomb's Law, equation 13.1 to calculate the force:

$$F = \frac{kq_1 q_2}{r^2} = \frac{(9 \times 10^9\,\mathrm{Nm^2/C^2})(3 \times 10^{-6}\,\mathrm{C})(-4 \times 10^{-6}\,\mathrm{C})}{(0.3\,\mathrm{m})^2} = \boxed{-1.2\,\mathrm{N}}$$

The negative on the answer does not indicate that the force it to the left. Rather, it indicates that this is an attractive force. Thus, the $3\,\mu\mathrm{C}$ charge feels a 1.2 N force directed to the *right*, whereas the $-4\,\mu\mathrm{C}$ charge feels a 1.2 N force directed to the *left*.

13.3 Electrostatic Potential Energy

13.4 Electric Field

13.5 Electric Potential and Voltage

13.6 Capacitors

13.6.1 Construction of Capacitors

13.6.2 Capacitors in Circuits

Chapter 14

Circuits

14.1 Circuits Symbols

14.2 Resistors

Chapter 15

Magnetic Forces and Fields

15.1 Types of Magnetism

15.1.1 Permanent Magnetism

Paramagnetism

Ferromagnetism

Dimagnetism

15.1.2 Electromagnetism

15.2 Magnetic Force on a Charged Particle

15.3 Magnetic Force on a Current-Carrying Wire

15.4 Magnetic Field Produced by a Current-Carrying Wire

Appendices

Appendix A

Math Skills

A.1 Scientific Notation

- Scientific Notation always has three parts: the *coefficient*, the *base*, and the *exponent*:

$$\underbrace{\text{Coefficient} \rightarrow 6.022}_{} \times \underset{\substack{\uparrow \\ \text{Base}}}{10}^{23 \leftarrow \text{ Exponent}}$$

- In scientific notation the base is always 10.
- A negative in front of the coefficient means the whole number is negative.
- A negative exponent means the number is very small (close to zero).
- The exponent counts how many places the decimal moved, NOT the number of zeroes.
- When comparing numbers in scientific notation, look at (in order):
  1. Negatives in front of the coefficient.
  2. Exponents
  3. Coefficients
- To multiply, multiply coeffients, then ADD exponents.
- To divide, divide coefficients, then SUBTRACT exponents.
- To raise to a power, raise the coefficient to the power, then MULTIPLY exponents.
- To enter scientific notation on most calculators use the "EE" key. 6.022×10^{23} is entered as 6.022E23. Calculator notation should **never** be handwritten.
- Metric Prefixes are really just scientific notation:

Prefix	Letter	Power of 10
nano	n	$\times 10^{-9}$
micro	μ	$\times 10^{-6}$
milli	m	$\times 10^{-3}$
centi	c	$\times 10^{-2}$
deci	d	$\times 10^{-1}$
Deka	D	$\times 10^{1}$
Hecto	H	$\times 10^{2}$
Kilo	k	$\times 10^{3}$
Mega	M	$\times 10^{6}$
Giga	G	$\times 10^{9}$

A.2 Algebra

A.3 Trigonometry

A.4 Arc Length and Radians

Appendix B

Reference Tables

B.1 Greek Letters

Name	**Captial**	**Lower Case**	**Alternate versions**
alpha	A	α	
beta	B	β	
gamma	Γ	γ	
delta	Δ	δ	
epsilon	E	ε	ϵ
zeta	Z	ζ	
eta	H	η	
theta	Θ	θ	$\mathit{\Theta}$, ϑ
iota	I	ι	
kappa	K	κ	
lambda	Λ	λ	$\mathit{\Lambda}$
mu	M	μ	
nu	N	ν	
xi	Ξ	ξ	$\mathit{\Xi}$
omicron	O	o	
pi	Π	π	$\mathit{\Pi}\varpi$
rho	P	ρ	ϱ
sigma	Σ	σ, ς	
tau	T	τ	
upsilon	Υ	υ	$\mathit{\Upsilon}$
phi	Φ	ϕ	$\mathit{\Phi}$, φ
chi	X	χ	
psi	Ψ	ψ	$\mathit{\Psi}$
omega	Ω	ω	$\mathit{\Omega}$

B.2 Musical Notes and Frequencies

Table B.2: Frequencies of Musical Notes, in Hz

Octave:	0	1	2	3	4	5	6	7	8
C	16.35	32.70	65.41	130.81	261.63	523.25	1046.50	2093.00	4186.01
C♯/D♭	17.32	34.65	69.30	138.59	277.18	554.37	1108.733	2217.46	4434.92
D	18.35	36.71	73.42	146.83	293.66	587.33	1174.66	2349.32	4698.64
D♯/E♭	19.45	38.89	77.78	155.56	311.13	622.25	1244.51	2489.02	4978.03
E	20.60	41.20	82.41	164.81	329.63	659.26	1318.51	2637.02	5274.04
F	21.83	43.65	87.31	174.61	349.23	698.46	1396.91	2793.83	5587.65
F♯/G♭	23.12	46.25	92.50	185.00	369.99	739.99	1479.98	2959.96	5919.91
G	24.50	49.00	98.00	196.00	392.00	783.99	1567.98	3135.96	6271.93
G♯/A♭	25.96	51.91	103.83	207.65	415.30	830.61	1661.22	3322.44	6644.88
A	27.50	55.00	110.00	220.00	440.00	880.00	1760.00	3520.00	7040.00
A♯/B♭	29.14	58.27	116.54	233.08	466.16	932.33	1864.66	3729.31	7458.62
B	30.87	61.74	123.47	246.94	493.88	987.77	1975.53	3951.07	7902.13

B.3 Physical Constants

Index