

Introduction

Physics 211
Syracuse University, Spring 2023
Walter Freeman

January 16, 2023

Physics 211

Forces and Motion



Course webpage:

<http://walterfreeman.github.io/phy211/>

Course Discord server: <https://discord.gg/bngYwjZRHk>
(link also on the webpage)



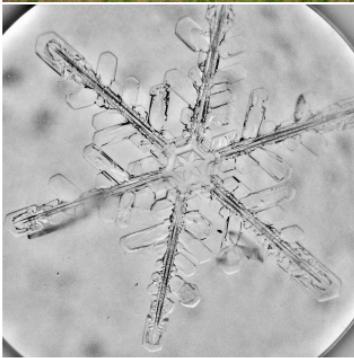
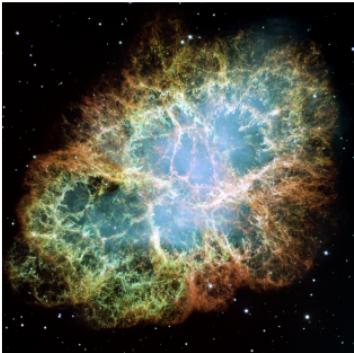
Come say hi; I and the teaching staff monitor this server and can provide assistance pretty quickly most of the time.

Overview of today

- Introduction to physics and mechanics
- Course organization / syllabus
- How to succeed in this course
- Describing the physical world: the SI system
- Mathematics in the context of physics

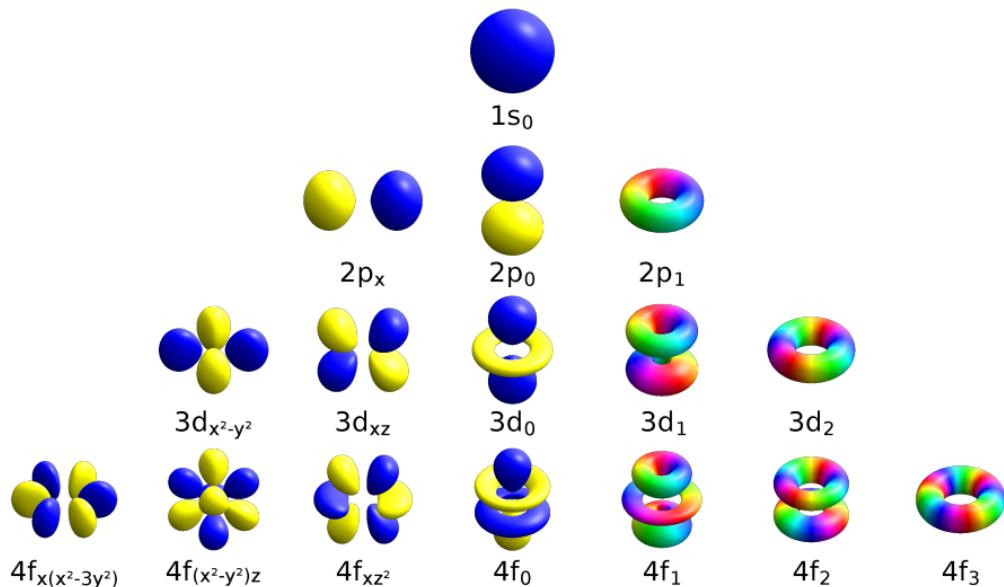
So what is this class?

Physics: what are the fundamental laws of nature?



These phenomena are all governed by the *same few principles*.

What's this?



By the end of the semester, we'll be able to explain the atomic orbitals from your high school chemistry class using Newton's laws (and some drums)...

The most fundamental question physics asks:

“Why do things move in the ways that they do?”

The answer is given by Isaac Newton’s second law of motion:

“Objects accelerate when pushed by forces; they accelerate in the direction of the force, proportional to the size of the force divided by their mass.”

That’s it. We will spend much of our class talking about the meaning and consequences of this one statement.

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The physicist's eye

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- “What phenomena are involved in this thing?”
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It turns out that people with physics training find good jobs all over industry, even in non-STEM fields, because of this skill!

Why study physics?

“The **far-reaching expertise** that physics students develop while receiving their degrees—through exposure to a broad set of skills and techniques—makes them **exceptional problem solvers**. Moreover, their ability to **approach problems from general principles** often means that physicists can **apply their knowledge in novel contexts**, leading to innovative advances in technological development. Their intimate **understanding of the laws of the universe**, along with the ability to harness the **powerful machinery of mathematics to model and predict**, puts physics students in a unique position to tackle some of the world’s biggest challenges.”

—Crystal Bailey, American Physical Society, in the Careers 2020 report

“As a physicist, you have scientific, technical, and problem-solving skills that are valuable in a wide range of employment sectors. You have learned to **approach problems from first principles** and can serve as a **generalist when collaborating on interdisciplinary teams**. You understand how to set up and run experiments, analyze data, and create mathematical or computational models. **Most importantly, you have the confidence to advance beyond the edge of what is known...** This habit of continued learning is a hallmark of a physicist, and **greatly valued in all employment sectors.**”

—Kate Kirby, American Physical Society, in the Careers 2020 report

Course structure and syllabus review

Four broad sections:

① Kinematics (understanding the right hand side of $\vec{F} = m\vec{a}$)

- How do we describe motion?
- How do an object's position, velocity, and acceleration relate?
- How do we deal with things in two or three dimensions?

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- ❷ Forces and motion (both sides of $\vec{F} = m\vec{a}$)
 - What kinds of forces are there?
 - Understanding different physical situations using $\vec{F} = m\vec{a}$
 - What kinds of forces are required to make things move in different ways?

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 - What kinds of forces are required to make things move in different ways?
- ❸ Conservation laws: when you want to do less math
 - Energy: a way to simplify solving $\vec{F} = m\vec{a}$ when you don't care about time
 - Momentum: a way to simplify problems involving collisions and explosions
 - Rotational energy and angular momentum: the equivalents for rotating things
- ❹ Two more mechanics topics
 - Rotational motion in detail
 - How do forces cause things to rotate?
 - What does it mean for an object to *roll*?
 - What properties do waves and vibrations have?
 - What happens to waves when they are trapped?
 - What are the physics of music and musical instruments?
 - How does this relate to chemistry, biology, and engineering?

Clickers

You all should have gotten a clicker from the bookstore.

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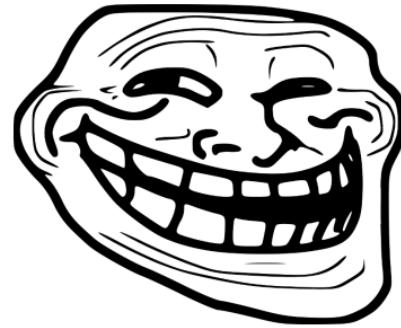
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(This slide will be much less funny if we are out of them!)

- Our philosophy
- How grading works
- The components of the course
- Academic integrity

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- Dealing with COVID

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In recitation:

- You will work in groups of three on exercises
- We'll have teaching staff around to help you
- You will work together for a whole unit and then have a “group exam”

Remember:

- Physics is not about how much you know – it's about **what you can do**
- This class isn't about amassing facts; it's about solving problems
- This takes practice, and the recitations (and the homework) are where you get it
- We have a large and talented group of instructors this year; make use of them!

The course webpage

- All notes, etc., will be posted on the course website
- I will also post course announcements there
- The syllabus is posted there, as is a FAQ
- You really should read the section on the course philosophy in the syllabus

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These things are skills, and they all require practice
... but they also require you to ask questions and ask for guidance!

How to do well in this class: ask for guidance!

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- Ask questions in class (we will often set aside time for homework questions)
- Interrupt me in class and ask questions about the presentation
- Talk to me, your peers, and the teaching staff on the Discord server

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- Interrupt me in class and ask questions about the presentation
- Talk to me, your peers, and the teaching staff on the Discord server
- Ask me questions over email
- Come work with us and with your peers in our help sessions
- Do your homework in the Physics Clinic when you can

Metaphors: sports and music

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How does studying the piano work?

- Your teacher shows you a few techniques, and gives you a piece to learn to play
- You take it home, practice it, and get stuck on difficult parts
- You ask your teacher for advice; they guide you
- You practice some more
- You repeat the previous steps until you've mastered the technique and the music
- Over time, you become fluent in music as a new language

Physics is like this. We don't expect you to master everything immediately; physics takes practice, and it's okay to get stuck and ask questions. In fact, it's what we expect!

The focused assistance program

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I am working with Brendan Parlee to design a “focused assistance” program for this course.

This semester, we will:

- Check in with you at the beginning to see your math background (**Homework 0**)
- Offer assistance to students for specific math skills (trig, etc.)
- Keep track of how you're doing beyond just your grades
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This is new this semester, so we welcome your help in designing it!



**"I don't
understand
this!"**



**"I dont
understand
this ... yet!"**

The Physics Clinic

The Clinic is in room 112; it's a large room with tables, boards, and (usually) a graduate teaching assistant. Often the professors and coaches are there, too.

You can go there whenever the building is open to work in groups on your homework, and ask each other and the GTA for help.

I also hold help hours there. They'll fluctuate based on when homework is due.

This week I'll be in the Physics Clinic today from 2:30-3:30pm and Friday 9-11am.

This is an excellent resource for you to use; why do your homework alone when you can work with your peers and instructors?

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It also became a social space, and many students found that their classmates are awesome folks.



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Many of us still use it; if you want to hang out with classmates or get homework help, come visit us online!

Office hours

You're also always free to drop by my office: Physics 215 (the one with the birds on the door)

I might not be there, and I might have other urgent stuff to do, but helping students learn is a very high priority, so if I'm around, likely I can drop whatever I'm doing and help you with physics.

Dimensions

Things in nature aren't just described by numbers; they have an associated *dimension*, and we measure them using a *system of units*.

We have three different kinds of dimension:

- **Length:** usually measured in **meters**; also inches, miles, light-years...
- **Mass:** usually measured in **kilograms**; also grams, tonnes...
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For the Americans: the pound measures *force*, not mass. The word “weight” means “force due to gravity”; an object with a mass of one kilogram weighs 2.2 pounds on Earth.

“It is two hours from Syracuse to Adirondack State Park”

Does this statement make sense?

- A: Yes
- B: No

Math, physics-style, I: working with dimensions

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“It is two hours from Syracuse to Adirondack State Park”

Does this statement make sense?

A: Yes

B: No

C: Only if I tell you something else, too

I've got to also tell you the car's velocity!

Math, physics-style, I: working with dimensions

“The distance from Syracuse to the Adirondacks is two hours”

$$\text{Distance} = \text{Time}$$

This statement makes no sense!

Math, physics-style, I: working with dimensions

“The distance from Syracuse to the Adirondacks is two hours”

$$\text{Distance} = \text{Time}$$

This statement makes no sense!

“The distance from 'Cuse to the Adirondacks is two hours at 100 km per hour”

$$\text{Distance} = \text{Time} \times \frac{\text{Distance}}{\text{Time}}$$

Here the dimensions match on both sides; this is a valid statement.

Math, physics-style, II: working with units

Units of measure (km, hours) follow the rules of algebra.

$$s = (2 \text{ hr}) \times \frac{100 \text{ km}}{1 \text{ hr}}$$
$$s = 200 \text{ km}$$

Velocity is thus a length divided by a time: km/hr, m/s, etc. What about acceleration?

Math, physics-style, II: working with units

“A falling object’s speed increases by 10 meters per second every second.”

$$10 \frac{\text{meter}}{\text{second}}$$

This is really awkward to write...

$$10 \frac{\text{meter}}{\text{second}^2} = 10 \text{m/s}^2$$

Much better! Even though nobody’s ever seen a “squared second”, this still makes sense mathematically. We can build all kinds of compound units this way.

The beginning: describing motion (1-D)

Recall that at first, we are only concerned with describing motion.

The most fundamental question:

Where is the object I'm talking about?

(and how does it change over time?)

Use a “number line” marked in meters:

- Choose one position to be the origin (“zero”)
- Choose one direction to be positive
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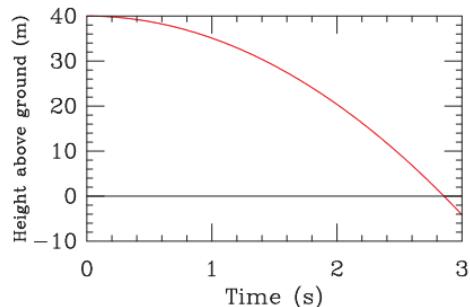
Yvonne Gonzales / Cronkite News Service

Equations of motion

Complete description of motion: “Where is my object at each point in time?”

This corresponds to a mathematical function. Two ways to represent these. Suppose I drop a ball off a building, putting the origin at the ground and calling “up” the positive direction:

Graphical representation



Algebraic representation

$$y(t) = (40 \text{ m}) - Ct^2$$

(C is some number; we'll learn what it is Thursday)

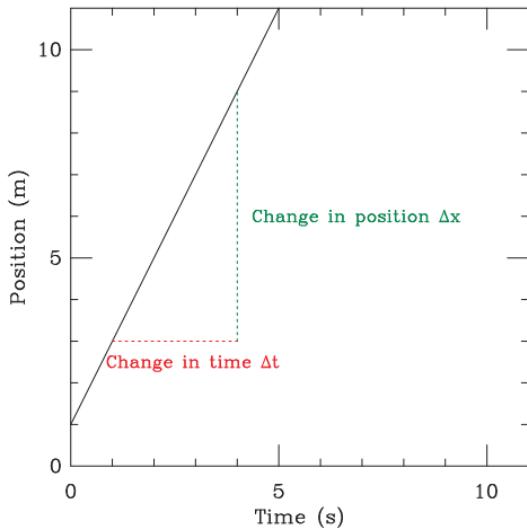
Both let us answer questions like “When does the object hit the ground?”

→ ... the curve's x-intercept

→ ... when $y(t) = 0$

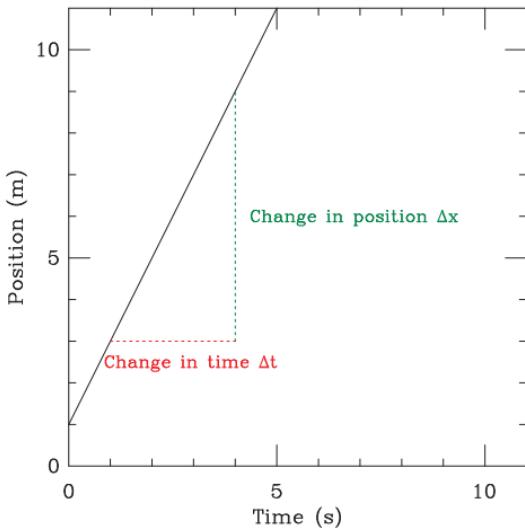
Velocity: how fast position changes

The slope of the position vs. time curve has a special significance. Here's one with a constant slope:



Velocity: how fast position changes

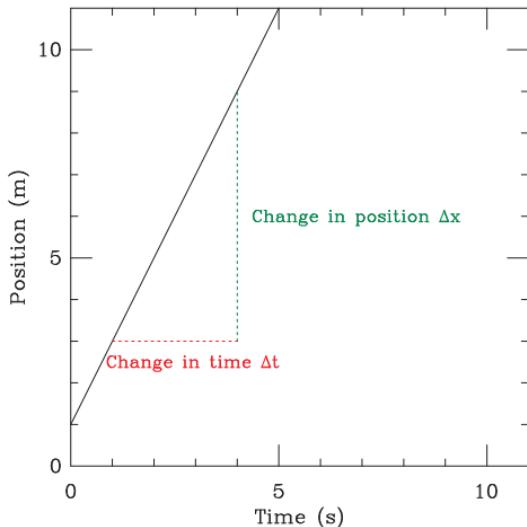
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Slope is $\frac{\text{rise}}{\text{run}} = \frac{\Delta x}{\Delta t} = \frac{2\text{m}}{1\text{s}} = 2$ meters per second (positive; it could well be negative!)

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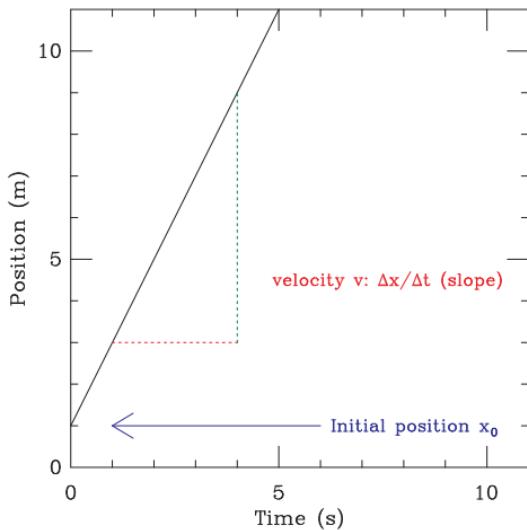


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→ The slope here – change in position over change in time – is the **velocity!** Note that it can be positive or negative, depending on which way the object moves.

Constant-velocity motion: connecting graphs to algebra

If an object moves with constant velocity, its position vs. time graph is a line:



We know the equation of a straight line is $x = mt + b$ (using t and x as our axes).

- m is the slope, which we identified as the velocity
- b is the vertical intercept, which we recognize as the value of x when $t = 0$

We can thus change the variable names to be more descriptive:

$$x(t) = vt + x_0 \text{ (constant-velocity motion)}$$

Going from “equations of motion” to answers

$x(t) = vt + x_0$ is called an *equation of motion*; in this case, it is valid for constant-velocity motion.

It gives you the same information as a position vs. time graph, but in algebraic form.

To solve real problems, we need to be able to translate physical questions into algebraic statements:

- “If a car starts at milepost 30 and drives at 50 mph, where is it an hour later?”

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- “When do two moving objects meet?”

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- “When does a falling object hit the ground?”
 - If the ground is at $y = 0$, then we ask: “What is the value of t when $y = 0$? ”
- “When do two moving objects meet?”
 - Write down $x_1(t)$ and $x_2(t)$, then ask “At what time does $x_1 = x_2$? ”

A rough problem-solving guide for constant-velocity motion

A general framework for solving constant-velocity problems algebraically:

- ❶ Decide on a coordinate system: where is $x = 0$, and which way is positive?
- ❷ Write down the equation of motion $x(t) = x_0 + vt$ for each object
- ❸ Ask “How can I translate the thing I’m looking for into an algebraic statement?”
- ❹ Do the algebra!