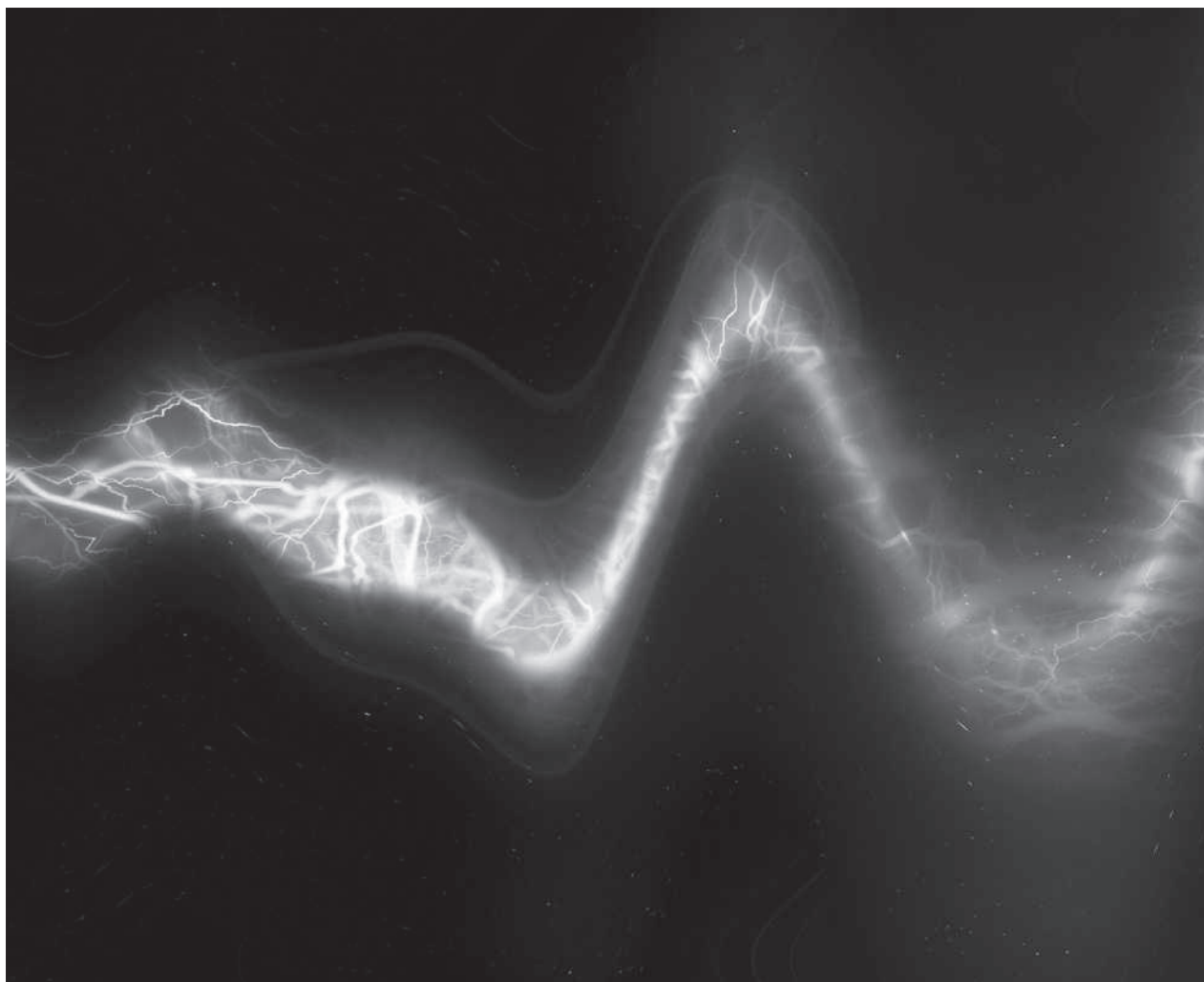


ESSENTIAL

# UNIVERSITY PHYSICS

VOLUME **2** CHAPTERS 20-39

THIRD EDITION



Richard Wolfson  
*Middlebury College*

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Video tutor demonstrations can be accessed by scanning the QR codes in the textbook using a smartphone. They are also available in the Study Area and Instructor's Resource Area on MasteringPhysics and in the eText.

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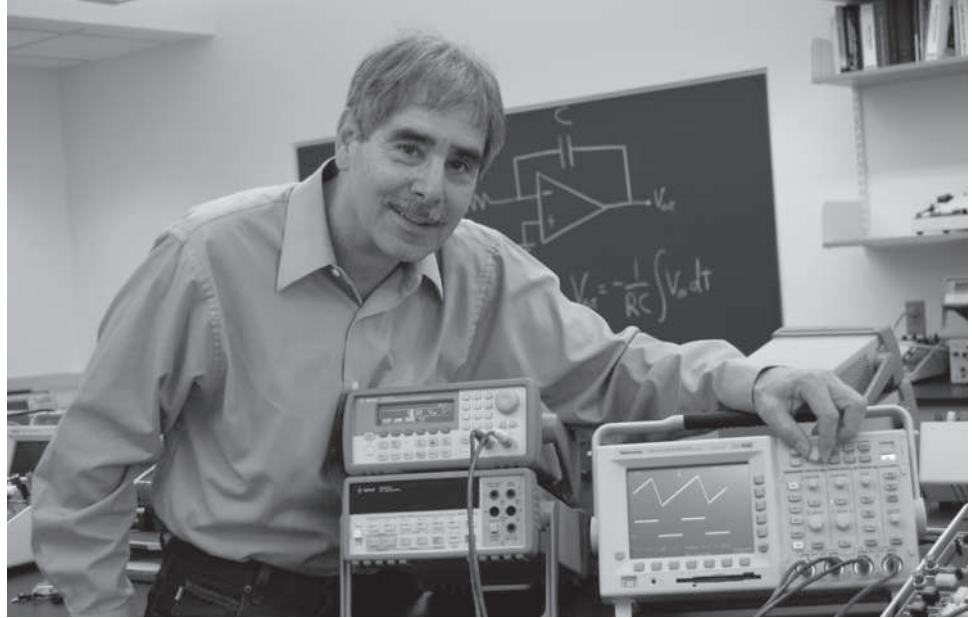
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# About the Author



## richard wolfson

Richard Wolfson is the Benjamin F. Wissler Professor of Physics at Middlebury College, where he has taught since 1976. He did undergraduate work at MIT and Swarthmore College, and he holds an M.S. degree from the University of Michigan and Ph.D. from Dartmouth. His ongoing research on the Sun's corona and climate change has taken him to sabbaticals at the National Center for Atmospheric Research in Boulder, Colorado; St. Andrews University in Scotland; and Stanford University.

Rich is a committed and passionate teacher. This is reflected in his many publications for students and the general public, including the video series *Einstein's Relativity and the Quantum Revolution: Modern Physics for Nonscientists* (The Teaching Company, 1999), *Physics in Your Life* (The Teaching Company, 2004), *Physics and Our Universe: How It All Works* (The Teaching Company, 2011), and *Understanding Modern Electronics* (The Teaching Company, 2014); books *Nuclear Choices: A Citizen's Guide to Nuclear Technology* (MIT Press, 1993), *Simply Einstein: Relativity Demystified* (W. W. Norton, 2003), and *Energy, Environment, and Climate* (W. W. Norton, 2012); and articles for *Scientific American* and the *World Book Encyclopedia*.

Outside of his research and teaching, Rich enjoys hiking, canoeing, gardening, cooking, and watercolor painting.

# Preface to the Instructor

Introductory physics texts have grown ever larger, more massive, more encyclopedic, more colorful, and more expensive. *Essential University Physics* bucks that trend—without compromising coverage, pedagogy, or quality. The text benefits from the author’s three decades of teaching introductory physics, seeing firsthand the difficulties and misconceptions that students face as well as the “Got It!” moments when big ideas become clear. It also builds on the author’s honing multiple editions of a previous calculus-based textbook and on feedback from hundreds of instructors and students.

## Goals of this Book

Physics is the fundamental science, at once fascinating, challenging, and subtle—and yet simple in a way that reflects the few basic principles that govern the physical universe. My goal is to bring this sense of physics alive for students in a range of academic disciplines who need a solid calculus-based physics course—whether they’re engineers, physics majors, premeds, biologists, chemists, geologists, mathematicians, computer scientists, or other majors. My own courses are populated by just such a variety of students, and among my greatest joys as a teacher is having students who took a course only because it was required say afterward that they really enjoyed their exposure to the ideas of physics. More specifically, my goals include:

- Helping students build the analytical and quantitative skills and confidence needed to apply physics in problem solving for science and engineering.
- Addressing key misconceptions and helping students build a stronger conceptual understanding.
- Helping students see the relevance and excitement of the physics they’re studying with contemporary applications in science, technology, and everyday life.
- Helping students develop an appreciation of the physical universe at its most fundamental level.
- Engaging students with an informal, conversational writing style that balances precision with approachability.

## new to the third edition

The overall theme for this third-edition revision is to present a more unified view of physics, emphasizing “big ideas” and the connections among different topics covered throughout the book. We’ve also updated material and features based on feedback from instructors, students, and reviewers. A modest growth, averaging about one page per chapter, allows for expanded coverage of topics where additional elaboration seemed warranted. Several chapters have had major rewrites of key physics topics. We’ve also made a number of additions and modifications aimed at improving students’ understanding, increasing relevancy, and offering expanded problem-solving opportunities.

- Chapter opening pages have been redesigned to include explicit connections, both textual and graphic, with preceding and subsequent chapters.
- The presentation of **energy and work** in Chapters 6 and 7 has been extensively rewritten with a clearer invocation of **systems concepts**. Internal energy is introduced much earlier in the book, and potential energy is carefully presented as a property not of objects but of systems. Two new sections in Chapter 7 emphasize the universality of energy conservation, including the role of internal energy in systems subject to dissipative forces. Forward references tie this material to the chapters on thermodynamics, electromagnetism, and relativity. The updated treatment of energy also allows the text to make a closer connection between the conservation laws for energy and momentum.

- The presentation of **magnetic flux and Faraday’s law** in Chapter 27 has been recast so as to distinguish motional emf from emfs induced by changing magnetic fields—including Einstein’s observation about induction, which is presented as a forward-looking connection to Chapter 33.
- There is more emphasis on calculus in earlier chapters, allowing instructors who wish to do so to use calculus approaches to topics that are usually introduced algebraically. We’ve also added more calculus-based problems. However, we continue to emphasize the standard approach in the main text for those who teach the course with a calculus corequisite or otherwise want to go slowly with more challenging math.
- A host of **new applications** connects the physics concepts that students are learning with contemporary technological and biomedical innovations, as well as recent scientific discoveries. A sample of new applications includes Inertial Guidance Systems, Vehicle Stability Control, Climate Modeling, Electrophoresis, MEMS (Microelectromechanical Systems), The Taser, Uninterruptible Power Supplies, Geomagnetic Storms, PET Scans, Noise-Cancelling Headphones, Femtosecond Chemistry, Windows on the Universe, and many more.
- Additional **worked examples** have been added in areas where students show the need for more practice in problem solving. Many of these are not just artificial textbook problems but are based on contemporary science and technology, such as the Mars *Curiosity* rover landing, the Fukushima accident, and the Chelyabinsk meteor. Following user requests, we’ve added an example of a collision in the center-of-mass reference frame.
- New GOT IT? boxes, now in nearly every section of every chapter, provide quick checks on students’ conceptual understanding. Many of the GOT IT? questions have been formatted as Clicker questions, available on the Instructor’s Resource DVD and in the Instructor’s Resource Area in Mastering.
- End-of chapter problem sets have been extensively revised:
  - Each EOC problem set has at least 10 percent new or substantially revised problems.
  - More “For Thought and Discussion Questions” have been added.
  - Nearly every chapter has more intermediate-level problems.
  - More calculus-based problems have been added.
  - Every chapter now has at least one data problem, designed to help students develop strong quantitative reasoning skills. These problems present a data table and require students to determine appropriate functions of the data to plot in order to achieve a linear relationship and from that to find values of physical quantities involved in the experiment from which the data were taken.
  - New tags have been added to label appropriate problems. These include CH (challenge), ENV (environmental), and DATA, and they join the previous BIO and COMP (computer) problem tags.
- QR codes in margins allow students to use smartphones or other devices for immediate access to video tutor demonstrations that illustrate selected concepts while challenging students to interact with the video by predicting outcomes of simple experiments.
- References to PhET simulations appear in the margins where appropriate.
- As with earlier revisions, we’ve incorporated new research results, new applications of physics principles, and findings from physics education research.

## Pedagogical innovations

This book is *concise*, but it’s also *progressive* in its embrace of proven techniques from physics education research and *strategic* in its approach to learning physics. Chapter 1 introduces the IDEA framework for problem solving, and every one of the book’s subsequent **worked examples** employs this framework. IDEA—an acronym for Identify, Develop, Evaluate, Assess—is not a “cookbook” method for students to apply mindlessly, but rather a tool for organizing students’ thinking and discouraging equation hunting. It begins with an interpretation of the problem and an identification of the key

physics concepts involved; develops a plan for reaching the solution; carries out the mathematical evaluation; and assesses the solution to see that it makes sense, to compare the example with others, and to mine additional insights into physics. In nearly all of the text's worked examples, the Develop phase includes making a drawing, and most of these use a hand-drawn style to encourage students to make their own drawings—a step that research suggests they often skip. IDEA provides a common approach to all physics problem solving, an approach that emphasizes the conceptual unity of physics and helps break the typical student view of physics as a hodgepodge of equations and unrelated ideas. In addition to IDEA-based worked examples, other pedagogical features include:

- **Problem-Solving Strategy boxes** that follow the IDEA framework to provide detailed guidance for specific classes of physics problems, such as Newton's second law, conservation of energy, thermal-energy balance, Gauss's law, or multiloop circuits.
- **Tactics boxes** that reinforce specific essential skills such as differentiation, setting up integrals, vector products, drawing free-body diagrams, simplifying series and parallel circuits, or ray tracing.
- **QR codes** in the textbook allow students to link to video tutor demonstrations as they read, using their smartphones. These "Pause and predict" videos of key physics concepts ask students to submit a prediction before they see the outcome. The videos are also available in the Study Area of Mastering and in the Pearson eText.
- **GOT IT? boxes** that provide quick checks for students to test their conceptual understanding. Many of these use a multiple-choice or quantitative ranking format to probe student misconceptions and facilitate their use with classroom-response systems. Many new GOT IT? boxes have been added in the third edition, and now nearly every section of every chapter has at least one GOT IT? box.
- **Tips** that provide helpful problem-solving hints or warn against common pitfalls and misconceptions.
- **Chapter openers** that include a graphical indication of where the chapter lies in sequence as well as three columns of points that help make connections with other material throughout the book. These include a backward-looking "What You Know," "What You're Learning" for the present chapter, and a forward-looking "How You'll Use It." Each chapter also includes an opening photo, captioned with a question whose answer should be evident after the student has completed the chapter.
- **Applications**, self-contained presentations typically shorter than half a page, provide interesting and contemporary instances of physics in the real world, such as bicycle stability; flywheel energy storage; laser vision correction; ultracapacitors; noise-cancelling headphones; wind energy; magnetic resonance imaging; smartphone gyroscopes; combined-cycle power generation; circuit models of the cell membrane; CD, DVD, and Blu-ray technologies; radiocarbon dating; and many, many more.
- **For Thought and Discussion** questions at the end of each chapter designed for peer learning or for self-study to enhance students' conceptual understanding of physics.
- **Annotated figures** that adopt the research-based approach of including simple "instructor's voice" commentary to help students read and interpret pictorial and graphical information.
- **End-of-chapter** problems that begin with simpler exercises keyed to individual chapter sections and ramp up to more challenging and often multistep problems that synthesize chapter material. Context-rich problems focusing on real-world situations are interspersed throughout each problem set.
- **Chapter summaries** that combine text, art, and equations to provide a synthesized overview of each chapter. Each summary is hierarchical, beginning with the chapter's "big ideas," then focusing on key concepts and equations, and ending with a list of "applications"—specific instances or applications of the physics presented in the chapter.


## Organization

This contemporary book is *concise*, *strategic*, and *progressive*, but it's *traditional* in its organization. Following the introductory Chapter 1, the book is divided into six parts. Part One (Chapters 2–12) develops the basic concepts of mechanics, including Newton's laws and conservation principles as applied to single particles and multiparticle systems. Part Two (Chapters 13–15) extends mechanics to oscillations, waves, and fluids. Part Three (Chapters 16–19) covers thermodynamics. Part Four (Chapters 20–29) deals with electricity and magnetism. Part Five (Chapters 30–32) treats optics, first in the geometrical optics approximation and then including wave phenomena. Part Six (Chapters 33–39) introduces relativity and quantum physics. Each part begins with a brief description of its coverage, and ends with a conceptual summary and a challenge problem that synthesizes ideas from several chapters.

*Essential University Physics* is available in two paperback volumes, so students can purchase only what they need—making the low-cost aspect of this text even more attractive. Volume 1 includes Parts One, Two, and Three, mechanics through thermodynamics. Volume 2 contains Parts Four, Five, and Six, electricity and magnetism along with optics and modern physics.

## Instructor Supplements

**NOTE:** For convenience, all of the following instructor supplements (except the Instructor's Resource DVD) can be downloaded from the Instructor's Resource Area of MasteringPhysics® ([www.masteringphysics.com](http://www.masteringphysics.com)) as well as from the Instructor's Resource Center on [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc).

- The **Instructor's Solutions Manual** (ISBN 0-133-85713-1) contains solutions to all end-of-chapter exercises and problems, written in the Interpret/Develop/Evaluate/Assess (IDEA) problem-solving framework. The solutions are provided in PDF and editable Microsoft® Word formats for Mac and PC, with equations in MathType.
- The **Instructor's Resource DVD** (ISBN 0-133-85714-X) provides all the figures, photos, and tables from the text in JPEG format. All the problem-solving strategies, Tactics Boxes, key equations, and chapter summaries are provided in PDF and editable Microsoft® Word formats with equations in MathType. Each chapter also has a set of PowerPoint® lecture outlines and questions including the new GOT IT! Clickers. A comprehensive library of more than 220 applets from **ActivPhysics OnLine™**, a suite of over 70 PhET simulations, and 40 video tutor demonstrations are also included. Also, the complete Instructor's Solutions Manual is provided in both Word and PDF formats.
-  **MasteringPhysics®** ([www.masteringphysics.com](http://www.masteringphysics.com)) is the most advanced physics homework and tutorial system available. This online homework and tutoring system guides students through the toughest topics in physics with self-paced tutorials that provide individualized coaching. These assignable, in-depth tutorials are designed to coach students with hints and

feedback specific to their individual errors. Instructors can also assign end-of-chapter problems from every chapter, including multiple-choice questions, section-specific exercises, and general problems. Quantitative problems can be assigned with numerical answers and randomized values (with sig fig feedback) or solutions. This third edition includes nearly 400 new problems written by the author explicitly for use with MasteringPhysics.

- **Learning Catalytics** is a “bring your own device” student engagement, assessment, and classroom intelligence system that is based on cutting-edge research, innovation, and implementation of interactive teaching and peer instruction. With Learning Catalytics pre-lecture questions, you can see what students do and don't understand and adjust lectures accordingly.
- **Pearson eText** is available either automatically when MasteringPhysics® is packaged with new books or as a purchased upgrade online. Users can search for words or phrases, create notes, highlight text, bookmark sections, click on definitions to key terms, and launch PhET simulations and video tutor demonstrations as they read. Professors also have the ability to annotate the text for their course and hide chapters not covered in their syllabi.
- The **Test Bank** (ISBN 0-133-85715-8) contains more than 2000 multiple-choice, true-false, and conceptual questions in TestGen® and Microsoft Word® formats for Mac and PC users. More than half of the questions can be assigned with randomized numerical values.

## Student Supplements

- MasteringPhysics®** ([www.masteringphysics.com](http://www.masteringphysics.com)) is the most advanced physics homework and tutorial system available. This online homework and tutoring system guides students through the most important topics in physics with self-paced tutorials that provide individualized coaching. These assignable, in-depth tutorials are designed to coach students with hints and feedback specific to their individual errors. Instructors can also assign end-of-chapter problems from every chapter including multiple-choice questions, section-specific exercises, and general problems. Quantitative problems can be assigned with numerical answers and randomized values (with sig fig feedback) or solutions.
- Pearson eText** is available through MasteringPhysics®, either automatically when MasteringPhysics® is packaged with new books or as a purchased upgrade online. Allowing students access to the text wherever they have access to the Internet, Pearson eText comprises the full text with additional interactive features. Users can search for words or phrases, create notes, highlight text, bookmark sections, click on definitions to key terms, and launch PhET simulations and video tutor demonstrations as they read.

## acknowledgments

A project of this magnitude isn't the work of its author alone. First and foremost among those I thank for their contributions are the now several thousand students I've taught in calculus-based introductory physics courses at Middlebury College. Over the years your questions have taught me how to convey physics ideas in many different ways appropriate to your diverse learning styles. You've helped identify the "sticking points" that challenge introductory physics students, and you've showed me ways to help you avoid and "unlearn" the misconceptions that many students bring to introductory physics.

Thanks also to the numerous instructors and students from around the world who have contributed valuable suggestions for improvement of this text. I've heard you, and you'll find many of your ideas implemented in this third edition of *Essential University Physics*. And special thanks to my Middlebury physics colleagues who have taught from this text and who contribute valuable advice and insights on a regular basis: Jeff Dunham, Anne Goodsell, Noah Graham, Steve Ratcliff, and Susan Watson.

Experienced physics instructors thoroughly reviewed every chapter of this book, and reviewers' comments resulted in substantive changes—and sometimes in major rewrites—to the first drafts of the manuscript. We list all these reviewers below. But first, special thanks are due to several individuals who made exceptional contributions to the quality and in some cases the very existence of this book. First is Professor

Jay Pasachoff of Williams College, whose willingness more than three decades ago to take a chance on an inexperienced coauthor has made writing introductory physics a large part of my professional career. Dr. Adam Black, physics editor and Ph.D. physicist at Pearson, had the vision to see promise in a new introductory text that would respond to the rising chorus of complaints about massive, encyclopedic, and expensive physics texts. Brad Patterson, developmental editor for the first edition, brought his graduate-level knowledge of physics to a role that made him a real collaborator. Brad is responsible for many of the book's innovative features, and it was a pleasure to work with him. John Murdzek and Matt Walker continued with Brad's excellent tradition of developmental editing on this third edition. We've gone to great lengths to make this book as error-free as possible, and much of the credit for that happy situation goes to Sen-Ben Liao, who solved every new and revised homework problem and updated the solutions manual.

I also wish to thank Nancy Whilton and Katie Conley at Pearson Education, and Haylee Schwenk at Lumina Datamatics, for their highly professional efforts in shepherding this book through its vigorous production schedule. Finally, as always, I thank my family, my colleagues, and my students for the patience they showed during the intensive process of writing and revising this book.

## reviewers

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# Preface to the Student

Welcome to physics! Maybe you're taking introductory physics because you're majoring in a field of science or engineering that requires a semester or two of physics. Maybe you're premed, and you know that medical schools are increasingly interested in seeing calculus-based physics on your transcript. Perhaps you're really gung-ho and plan to major in physics. Or maybe you want to study physics further as a minor associated with related fields like math or chemistry or to complement a discipline like economics, environmental studies, or even music. Perhaps you had a great high-school physics course, and you're eager to continue. Maybe high-school physics was an academic disaster for you, and you're approaching this course with trepidation. Or perhaps this is your first experience with physics. Whatever your reason for taking introductory physics, welcome!

And whatever your reason, my goals for you are similar: I'd like to help you develop an understanding and appreciation of the physical universe at a deep and fundamental level; I'd like you to become aware of the broad range of natural and technological phenomena that physics can explain; and I'd like to help you strengthen your analytic and quantitative problem-solving skills. Even if you're studying physics only because it's a requirement, I want to help you engage the subject and come away with an appreciation for this fundamental science and its wide applicability. One of my greatest joys as a physics teacher is having students tell me after the course that they had taken it only because it was required, but found they really enjoyed their exposure to the ideas of physics.

Physics is fundamental. To understand physics is to understand how the world works, both in everyday life and on scales of time and space so small and so large as to defy intuition. For that reason I hope you'll find physics fascinating. But you'll also find it challenging. Learning physics will challenge you with the need for precise thinking and language; with subtle interpretations of even commonplace phenomena; and with the need for skillful application of mathematics. But there's also a simplicity to physics, a simplicity that results because there are in physics only a very few really basic principles to learn. Those succinct principles encompass a universe of natural phenomena and technological applications.

I've been teaching introductory physics for decades, and this book distills everything my students have taught me about the many different ways to approach physics; about the subtle misconceptions students often bring to physics; about the ideas and types of problems that present the greatest challenges; and about ways to make physics engaging, exciting, and relevant to your life and interests.

I have some specific advice for you that grows out of my long experience teaching introductory physics. Keeping this advice in mind will make physics easier (but not necessarily easy!), more interesting, and, I hope, more fun:

- *Read* each chapter thoroughly and carefully before you attempt to work any problem assignments. I've written this text with an informal, conversational style to make it engaging. It's not a reference work to be left alone until you need some specific piece of information; rather, it's an unfolding "story" of physics—its big ideas and their applications in quantitative problem solving. You may think physics is hard because it's mathematical, but in my long experience I've found that failure to *read* thoroughly is the biggest single reason for difficulties in introductory physics.
- *Look for the big ideas.* Physics isn't a hodgepodge of different phenomena, laws, and equations to memorize. Rather, it's a few big ideas from which flow myriad applications, examples, and special cases. In particular, don't think of physics as a jumble of equations that you choose among when solving a problem. Rather, identify those few big ideas and the equations that represent them, and try to see how seemingly distinct examples and special cases relate to the big ideas.
- *When working problems, re-read* the appropriate sections of the text, paying particular attention to the worked examples. Follow the IDEA strategy described in Chapter 1 and used in every subsequent worked example. Don't skimp on the final Assess step. Always ask: Does this answer make sense? How can I understand my answer in relation to the big principles of physics? How was this problem like others I've worked, or like examples in the text?
- *Don't confuse physics with math.* Mathematics is a tool, not an end in itself. Equations in physics aren't abstract math, but statements about the physical world. Be sure you understand each equation for what it says about physics, not just as an equality between mathematical terms.
- *Work with others.* Getting together informally in a room with a blackboard is a great way to explore physics, to clarify your ideas and help others clarify theirs, and to learn from your peers. I urge you to discuss physics problems together with your classmates, to contemplate together the "For Thought and Discussion" questions at the end of each chapter, and to engage one another in lively dialog as you grow your understanding of physics, the fundamental science.

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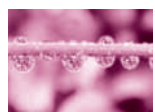
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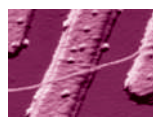
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