Teaching Physics, Conservation Laws First

Webinar
29 April 2015

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$F_d = -bv$ $\quad x(t) = x_m e^{\frac{-bt}{2m}} \cos(\omega' t + \phi)$ $\quad \omega' = \sqrt{\frac{k}{m} - \frac{b^2}{4m^2}}$ $\quad E(t) \approx \frac{1}{2} k x_m^2 e^{\frac{-bt}{m}}$

ω^2

$T = 2\pi\sqrt{\frac{L}{g}}$ simple pend

$T = 2\pi\sqrt{\frac{I}{mgh}}$ physical pend

$v(t) = -\omega x_m \sin(\omega t + \phi)$

$x(t) = x_m \cos(\omega t + \phi)$ $\quad a(t) = -\omega^2 x(t)$

$\omega_d = \omega$ resonance

$y(x,t) = y_m \sin(kx - \omega t)$ wave in pos direction

$k = \frac{2\pi}{\lambda}$ $\quad v = \frac{\omega}{k} = \frac{\lambda}{T} = \lambda f$ $\quad v = \sqrt{\frac{\tau}{\mu}}$ $\quad \mu = \frac{\text{mass}}{\text{length}}$ $\quad P_{ave} = \frac{1}{2}\mu v \omega^2$

$v(t) = \frac{1}{2} k x^2$ $\quad E_{Tot} = U$

$k(t) = \frac{1}{2} m v^2$

critical damp $b^2 = 4km$

under damped $b^2 < 4km$

over damped $b^2 > 4km$

PE=

resonance $\lambda = \frac{2L}{n}$ $n = 1,2,3$

$f = \frac{v}{\lambda} = \frac{nv}{2L}$ $n = 1,2,3$

$v = \sqrt{\frac{B}{\rho}}$ - Bulk modulus

$P_m^2 = 2\rho v I$

$P_m = v \rho \omega S_m$

$\Delta P_m = v \rho \omega S_m$ - displacement

pressure

$f_{beat} = |f_1 - f_2|$

$I = \frac{\text{Power}}{\text{Area}} = \frac{P_s}{4\pi r^2}$

$f = \frac{v}{\lambda} = \frac{nv}{2L}$ $n = 1,2,3$

pipe 2 open e

displacement anti

pressure node

pipe 1 open e

$f = \frac{nv}{4L}$ $(n = 1,2,3)$ displacement anti

at open, node at

Interference

$\frac{\Delta L}{\lambda} = 0,1,2$ fully constructive

$\phi = \frac{\Delta L}{\lambda} 2\pi$ $\quad I = \frac{1}{2} \rho v \omega^2 S_m^2$

$\sin\theta = \frac{v}{v_s}$ $\quad \frac{v_s}{v} = \text{mach } \#$

$\Rightarrow$

$I_0 = 1 \times$

$\frac{\Delta L}{\lambda} = 0.5, 1.5, 2.5$ fully destructive

$B = 3\alpha$

$Q = C\Delta T$

Heat capacity

$f' = f \frac{v \pm v_d}{v \pm v_s}$

$B = (10) \log \frac{I}{I_0}$

$T_F = \frac{9}{5} T_c + 32$

$\Delta L = L\alpha\Delta T$

$\Delta V = V\beta\Delta T$

$Q = cm\Delta T$

specific heat

$Q = Lm$

Heat of transformation

$W = \int_{V_i}^{V_f} p\,dV$

$\log \frac{x}{y} = \log x - \log y$

$\log_a x = y \Leftrightarrow a^y = x$

$\Delta E_{int} = Q_{in} - W_{out}$ $\quad P_{cond} = \frac{Q}{t} = ka \frac{T_H - T_c}{L}$

$n = \frac{\text{molecules}}{6.02 \times 10^{23}}$

$R = \frac{L}{k}$

Multi Slab

$P_{cond} = \frac{A(T_H - T_c)}{\sum L/k}$

emissivity

$P_{radiation} = \sigma \varepsilon A T^4$

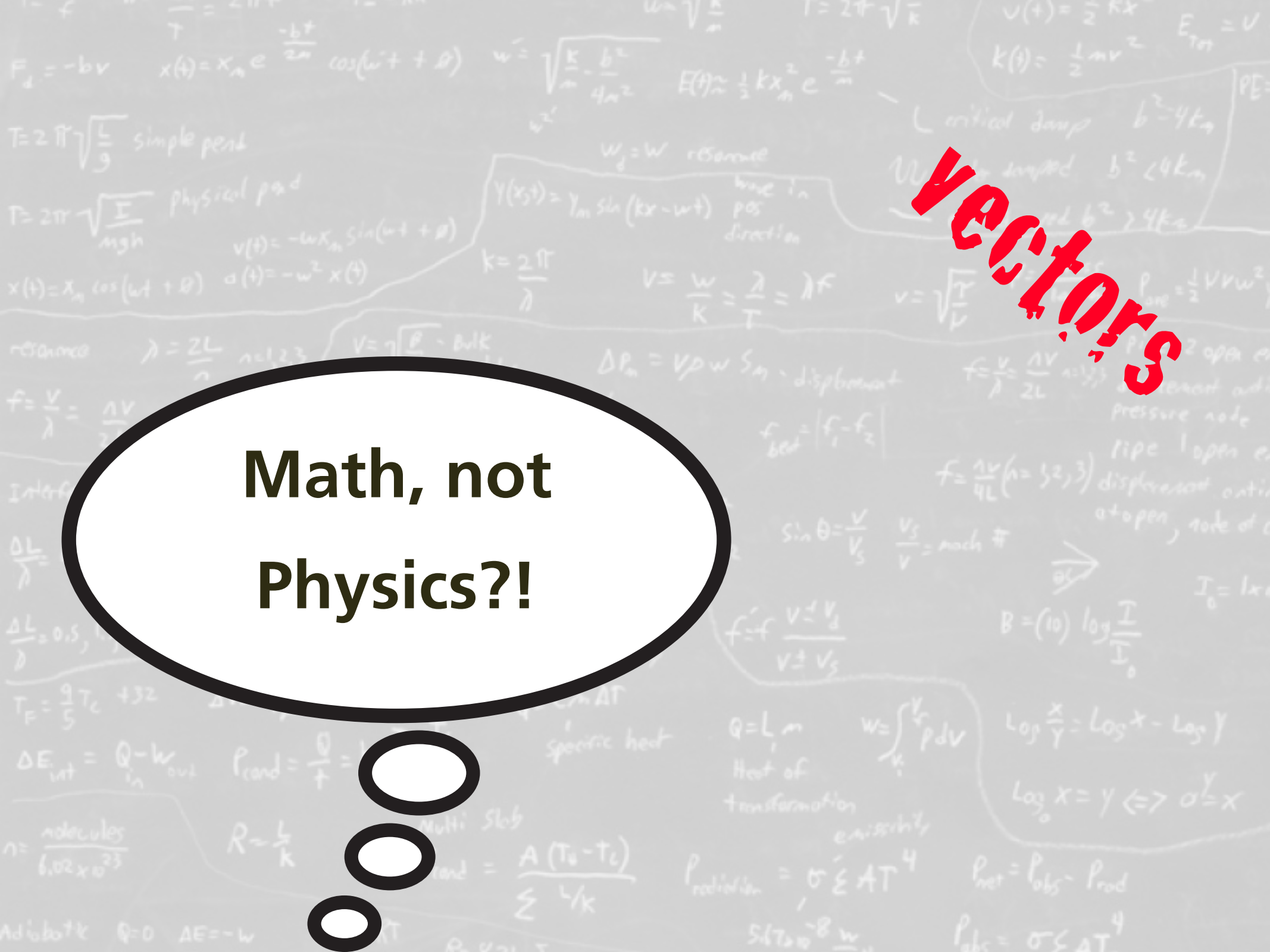
$5.67 \times 10^{-8} \frac{W}{}$

$P_{net} = P_{abs} - P_{rad}$

$P_{abs} = \sigma \varepsilon A T^4$

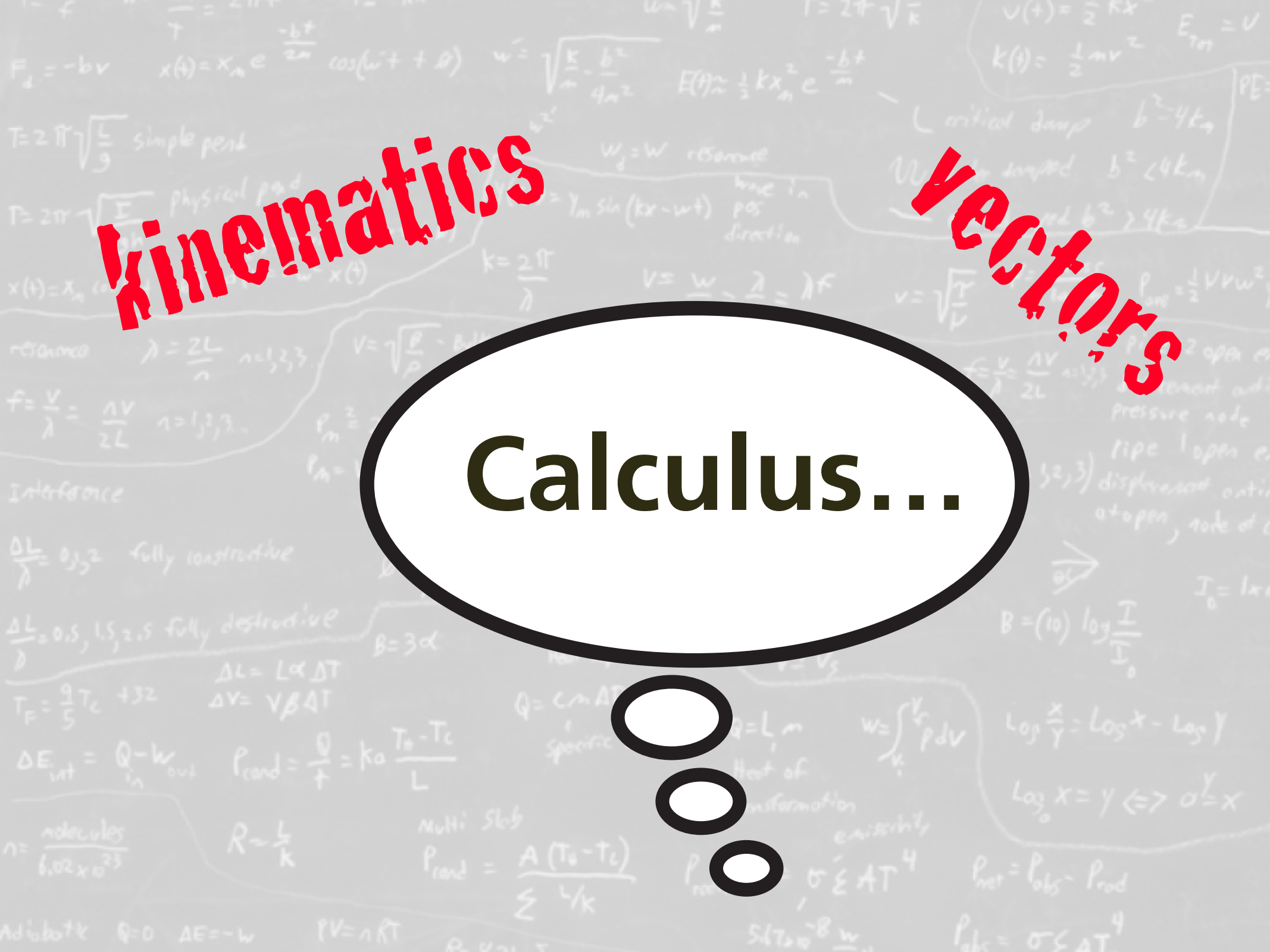
Adiabatic $Q = 0$ $\quad \Delta E = -W$ $\quad PV = nRT$

vectors


vectors
Math, not
Physics?!

Kinematics

vectors


kinematics
vectors
Calculus…

Kinematics

Vectors

$$\vec{F} = m\vec{a}$$

kinematics

vectors

$$\vec{F} = m\vec{a}$$

momentum

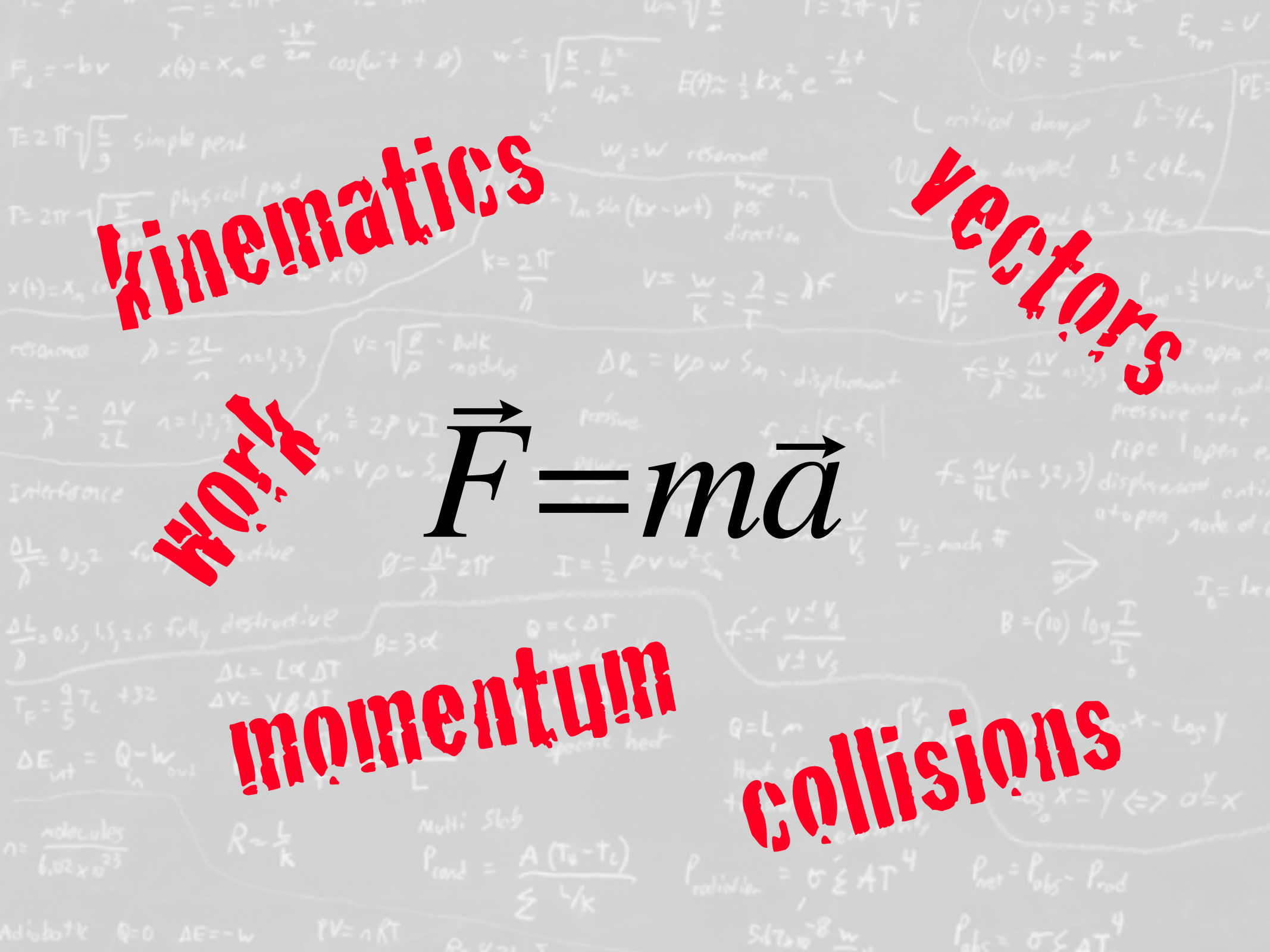
kinematics

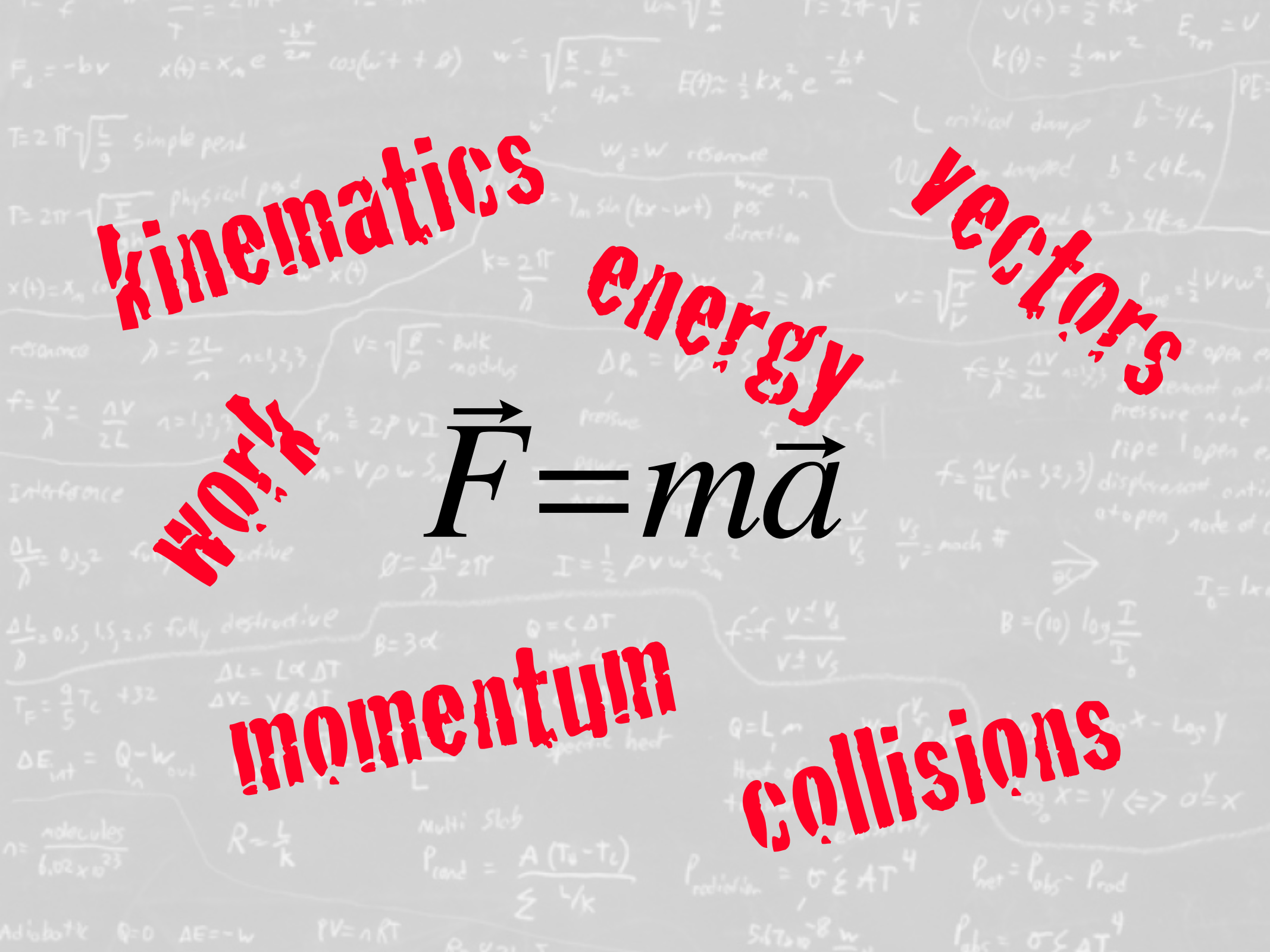
vectors

$$\vec{F} = m\vec{a}$$

momentum

collisions


kinematics
vectors
work
$\vec{F}=m\vec{a}$
momentum
collisions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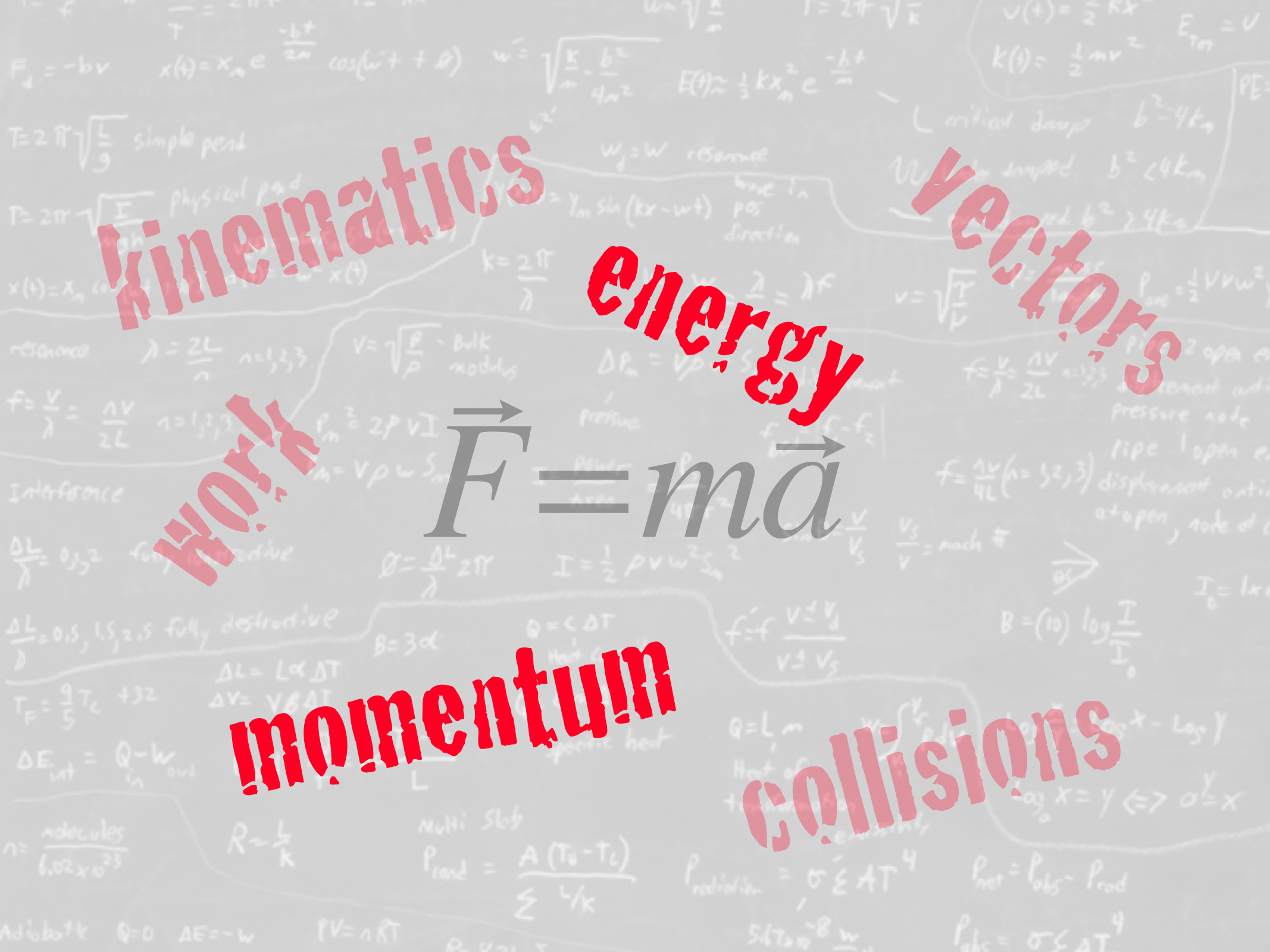
kinematics
energy
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work
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momentum
collisions

kinematics

vectors

work

energy

$\vec{F} = m\vec{a}$

momentum

collisions

conservation of energy

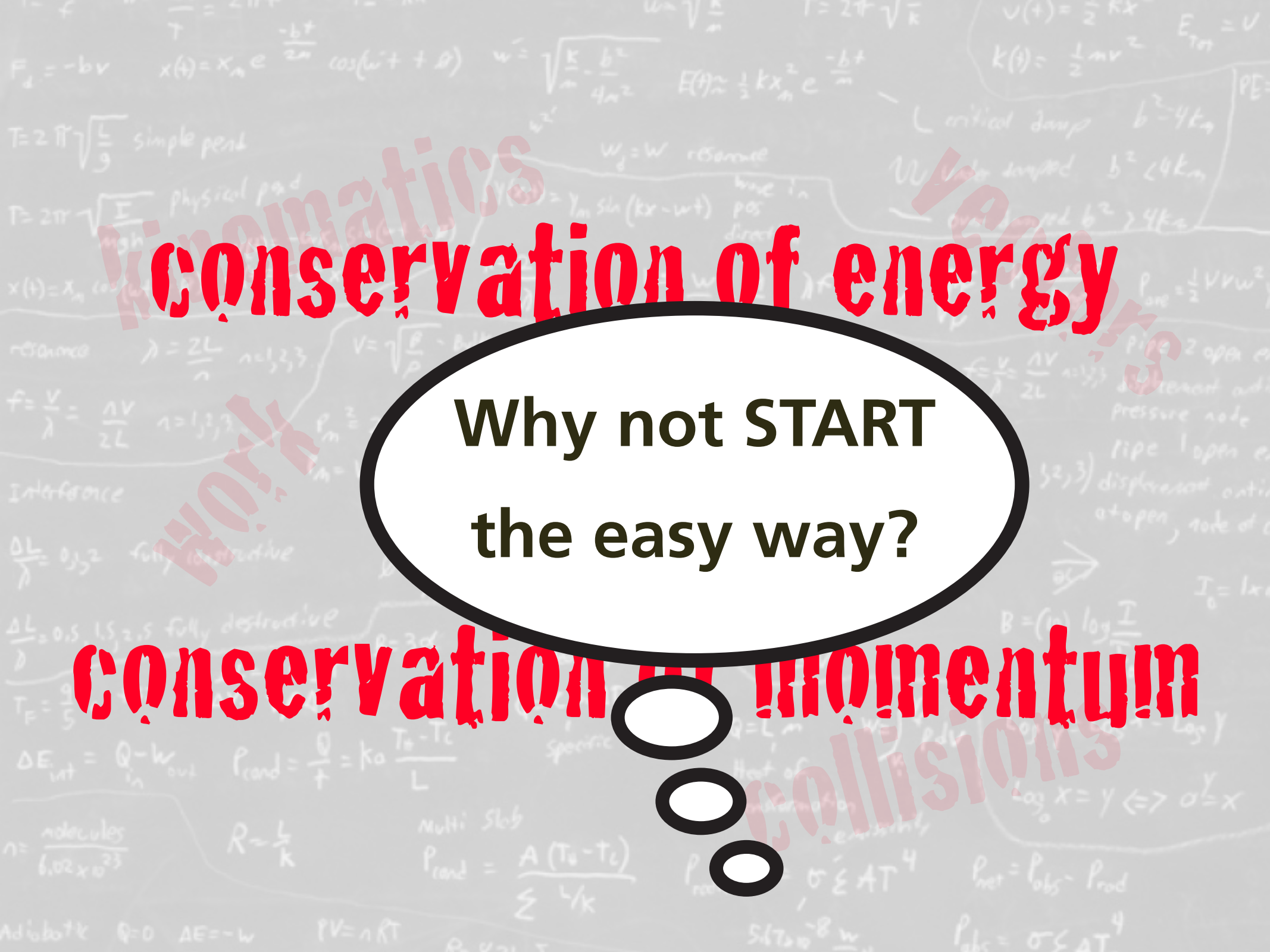
$\vec{F} = m\vec{a}$

conservation of momentum

conservation of energy

Just algebra!

conservation of momentum


conservation of energy
Why not START
the easy way?
conservation of momentum

The historical approach

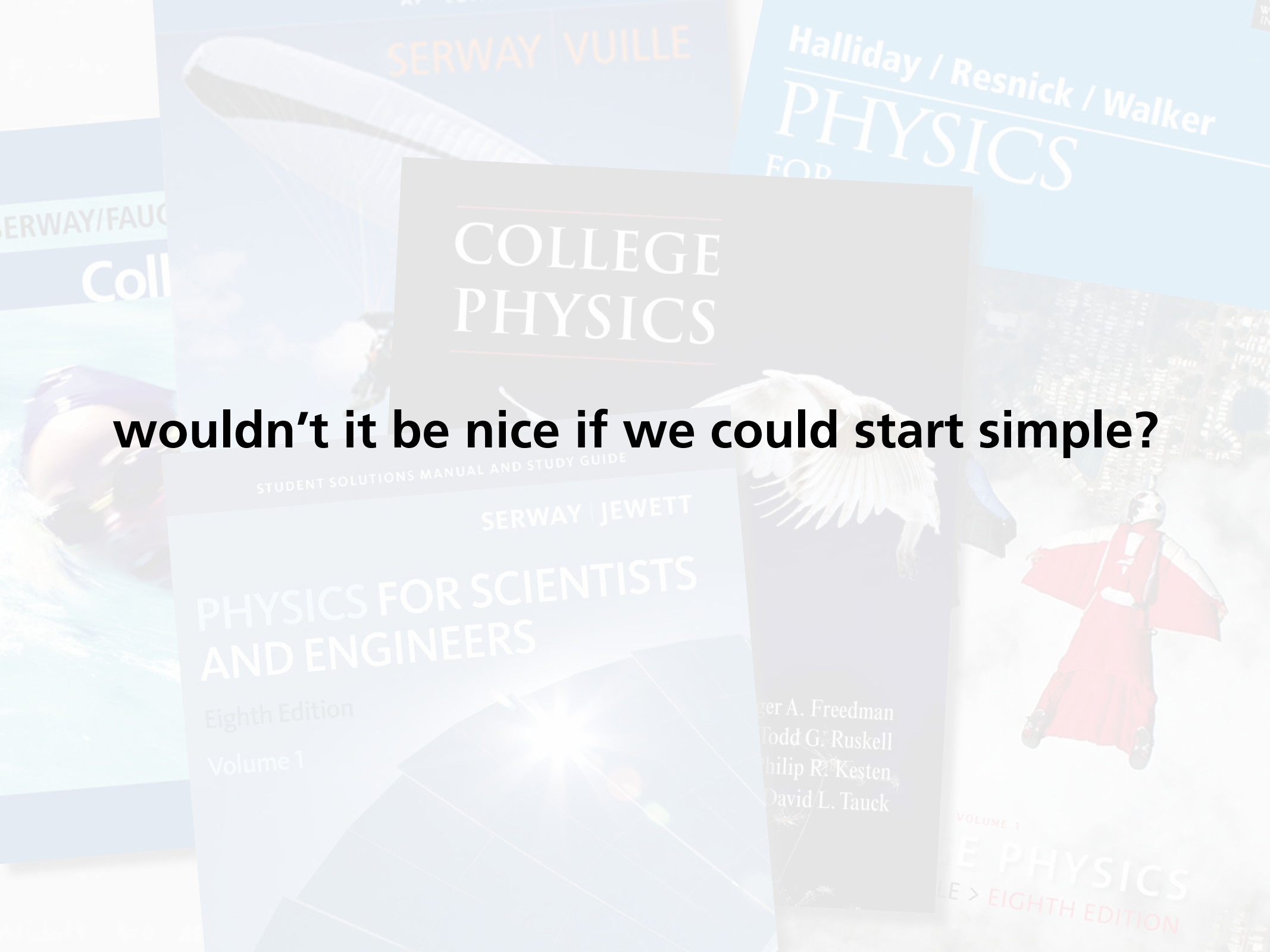
- Newton's laws
- Collisions
- Momentum (and conservation)
- Work and energy
- Conservation of energy

Ernst Mach (1838–1916)

- Collisions
- Conservation of momentum
- Newton's laws
- Work and energy
- Conservation of energy

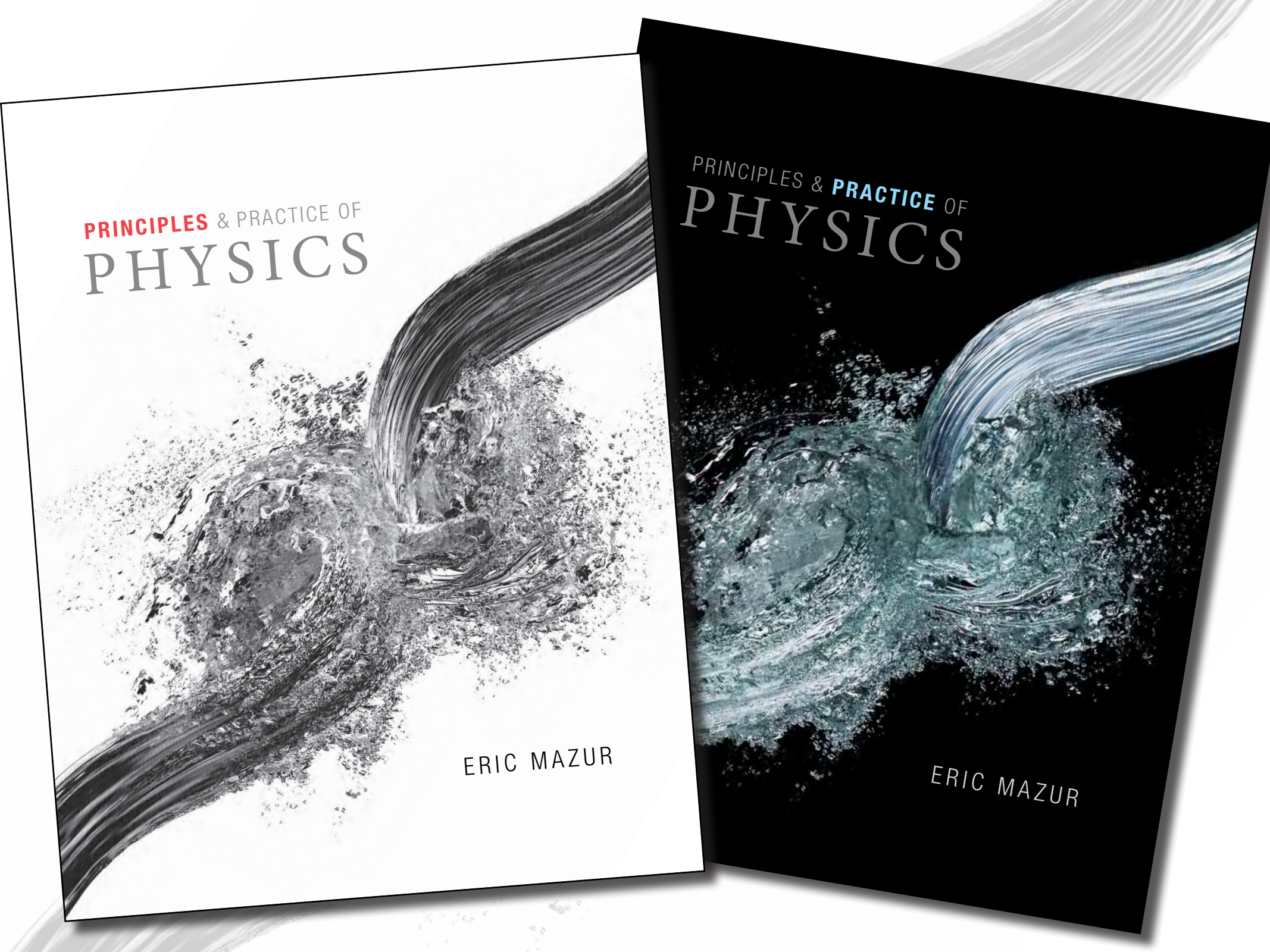
Ernst Mach (1838–1916)

- Collisions (experimental)
- Conservation of momentum (experimental)
- Newton's laws
- Work and energy
- Conservation of energy



wouldn’t it be nice if we could start simple?

we can!


PRINCIPLES & PRACTICE OF
PHYSICS
ERIC MAZUR
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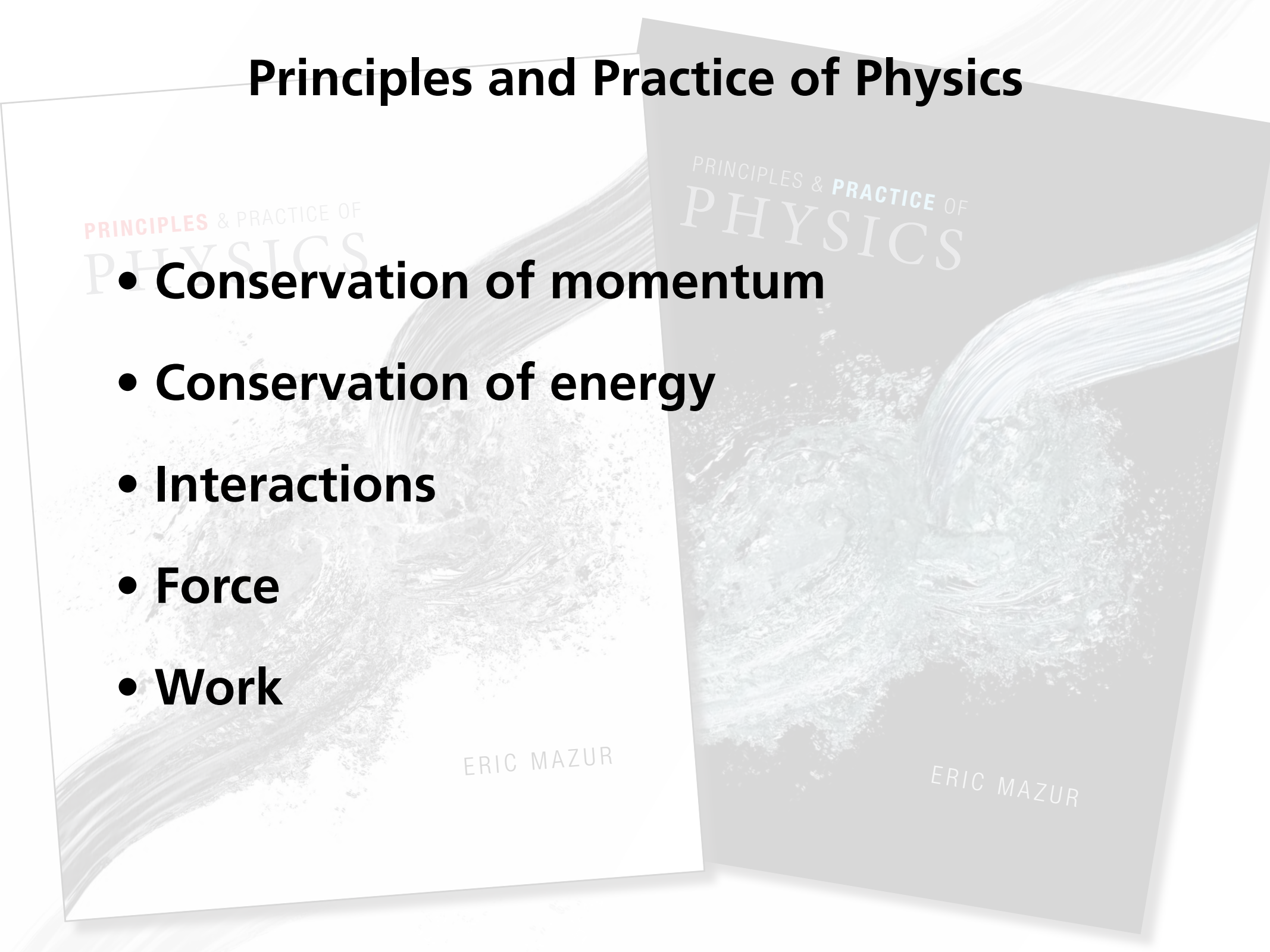
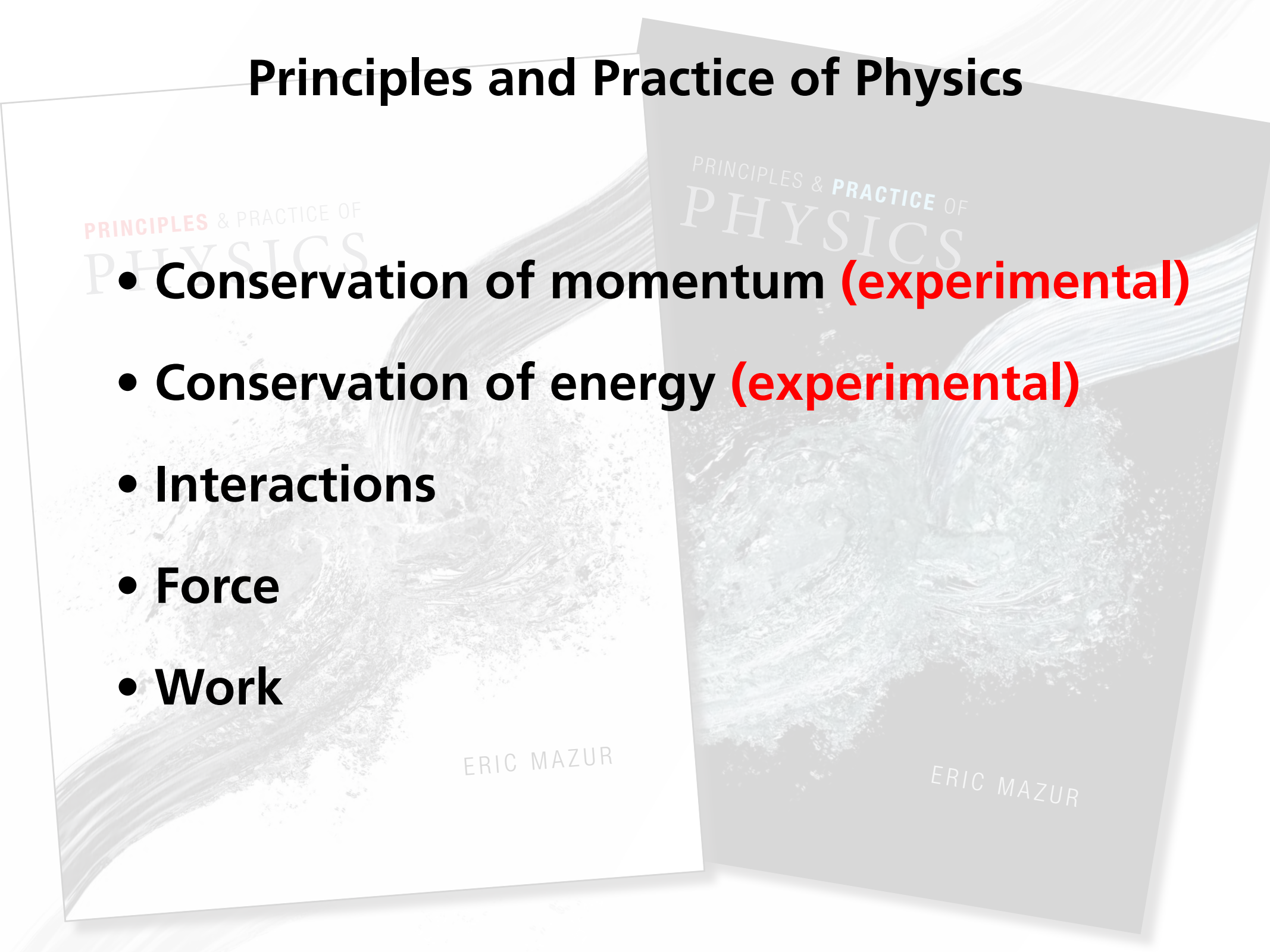
PHYSICS
ERIC MAZUR

Principles and Practice of Physics



- Conservation of momentum
- Conservation of energy
- Interactions
- Force
- Work

Principles and Practice of Physics



- Conservation of momentum (experimental)
- Conservation of energy (experimental)
- Interactions
- Force
- Work

Principles and Practice of Physics

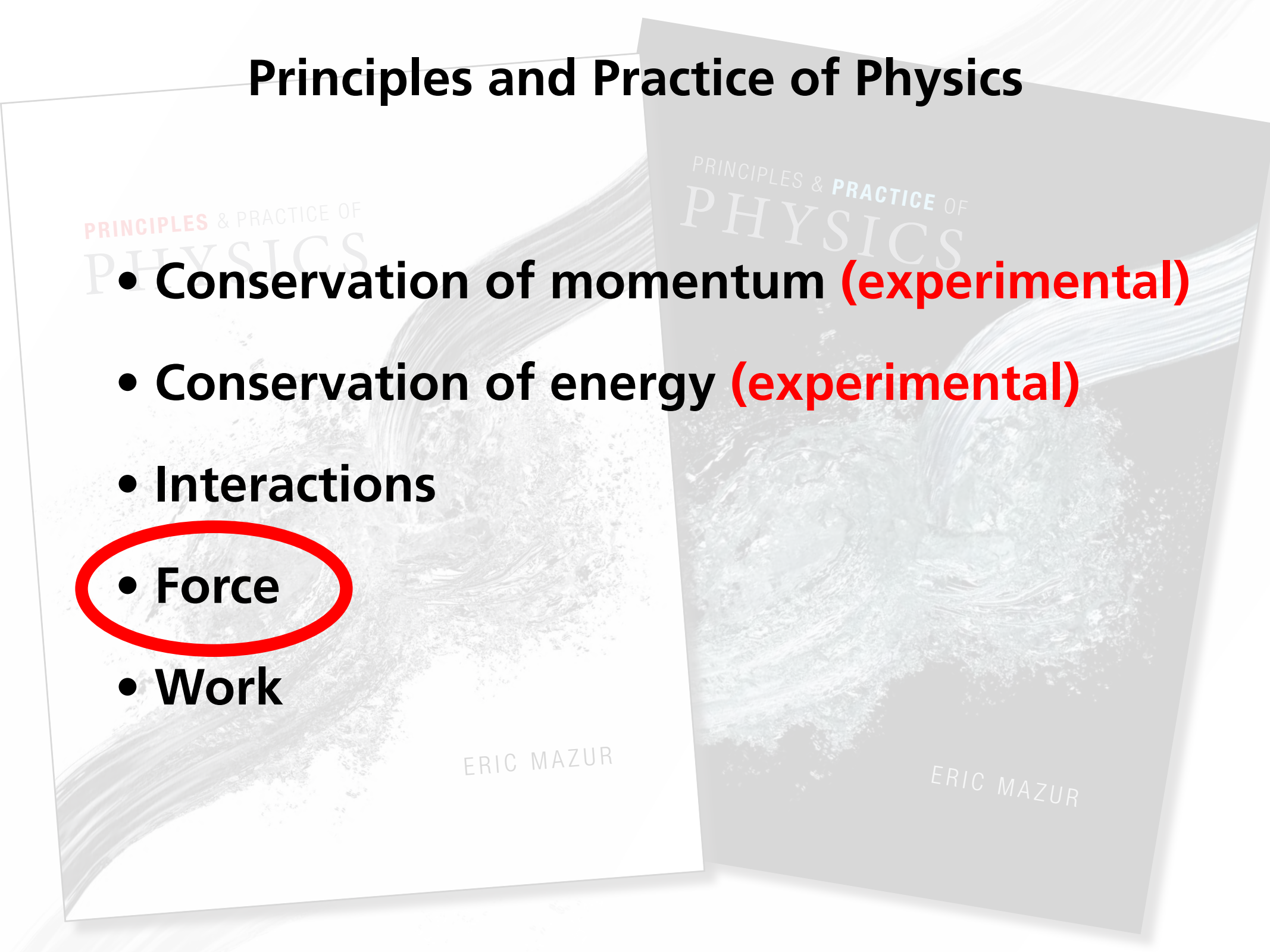
- Conservation of momentum (experimental)
- Conservation of [illegible]perimental)
- Interacti[illegible]
- Force
- Work

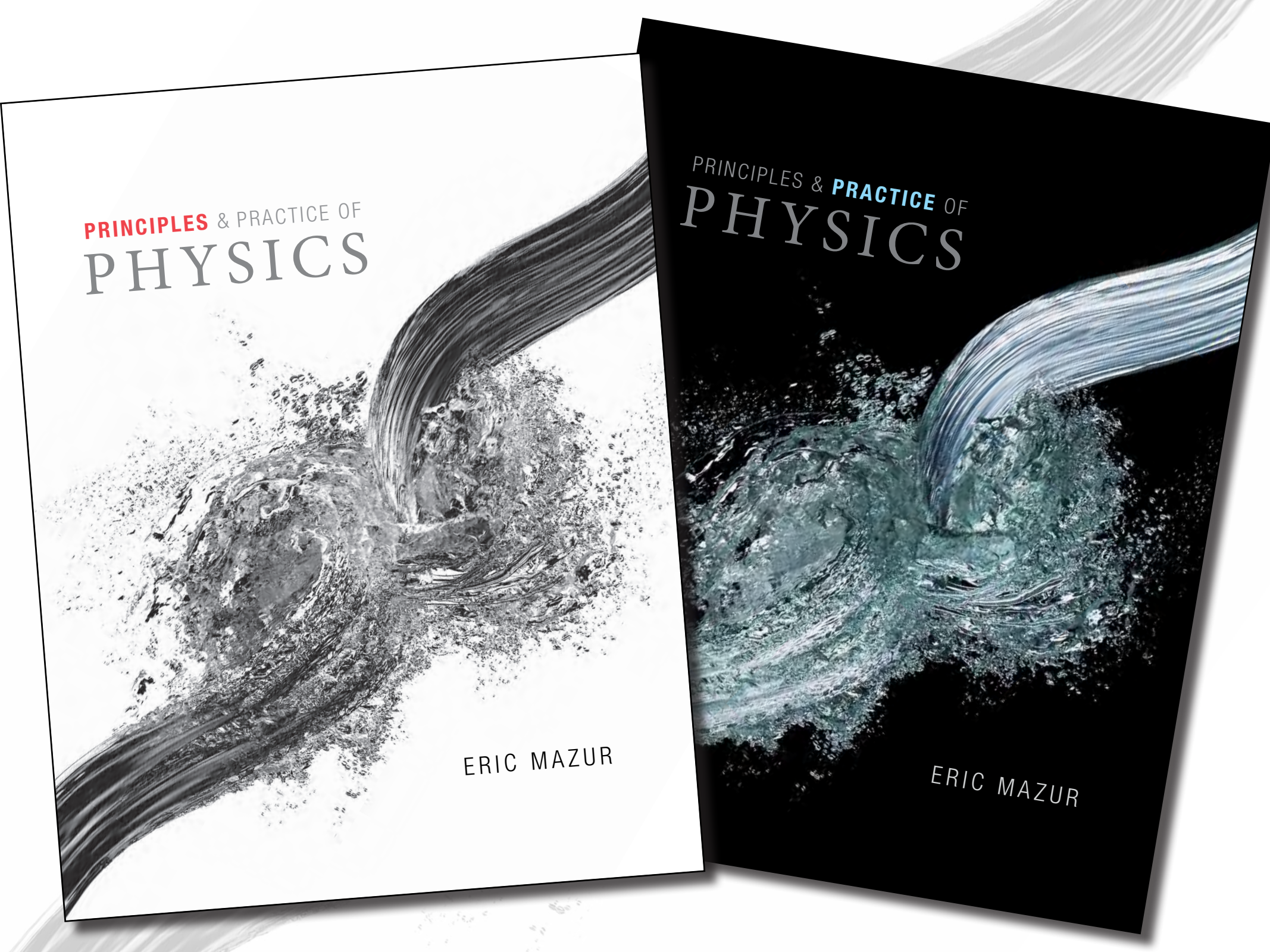
"Shouldn't engineers know about force?"

PRINCIPLES & PRACTICE OF PHYSICS
ERIC MAZUR

Principles and Practice of Physics

- Conservation of momentum (experimental)
- Conservation of energy (experimental)
- Interactions
- Force
- Work

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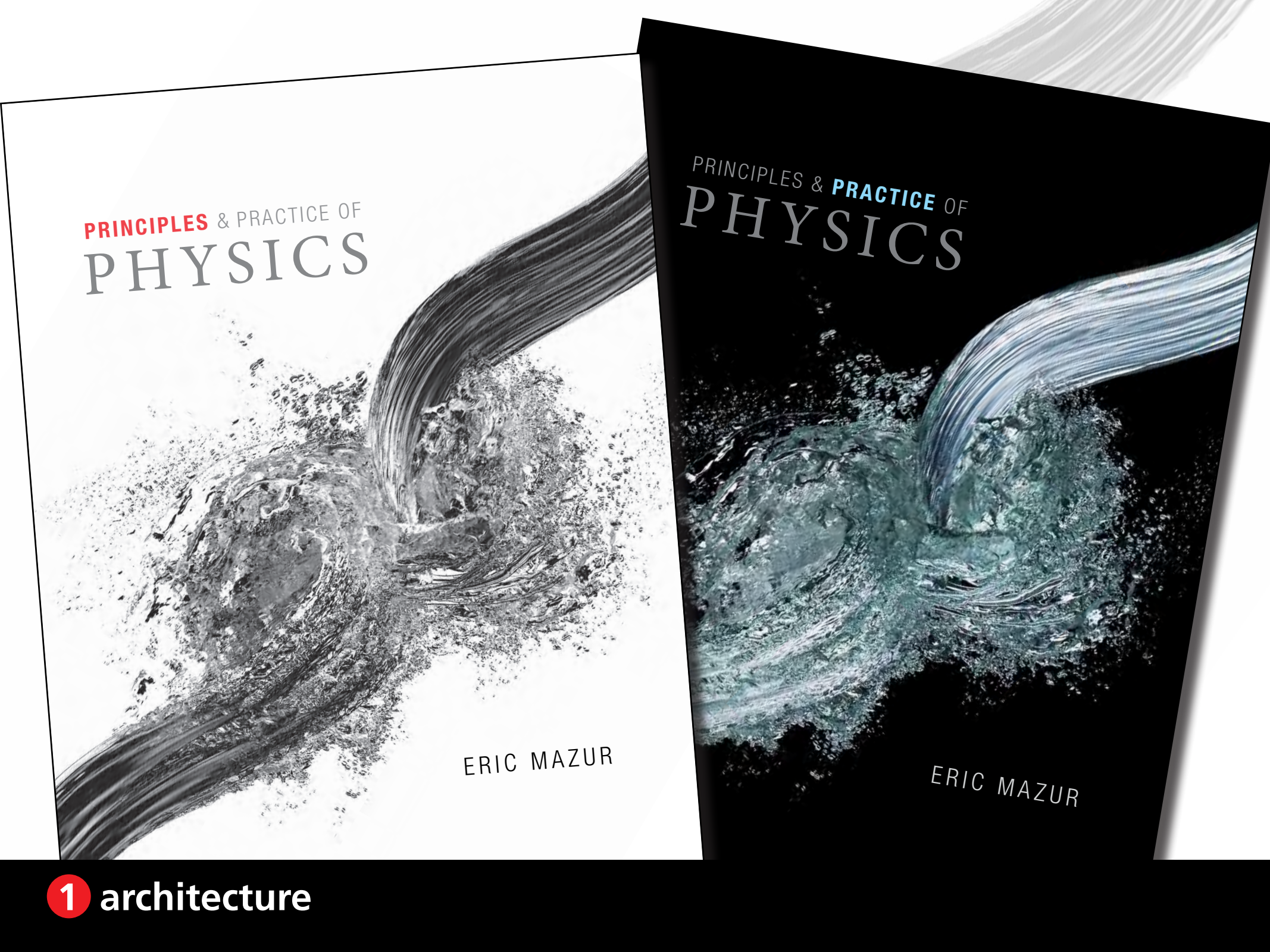
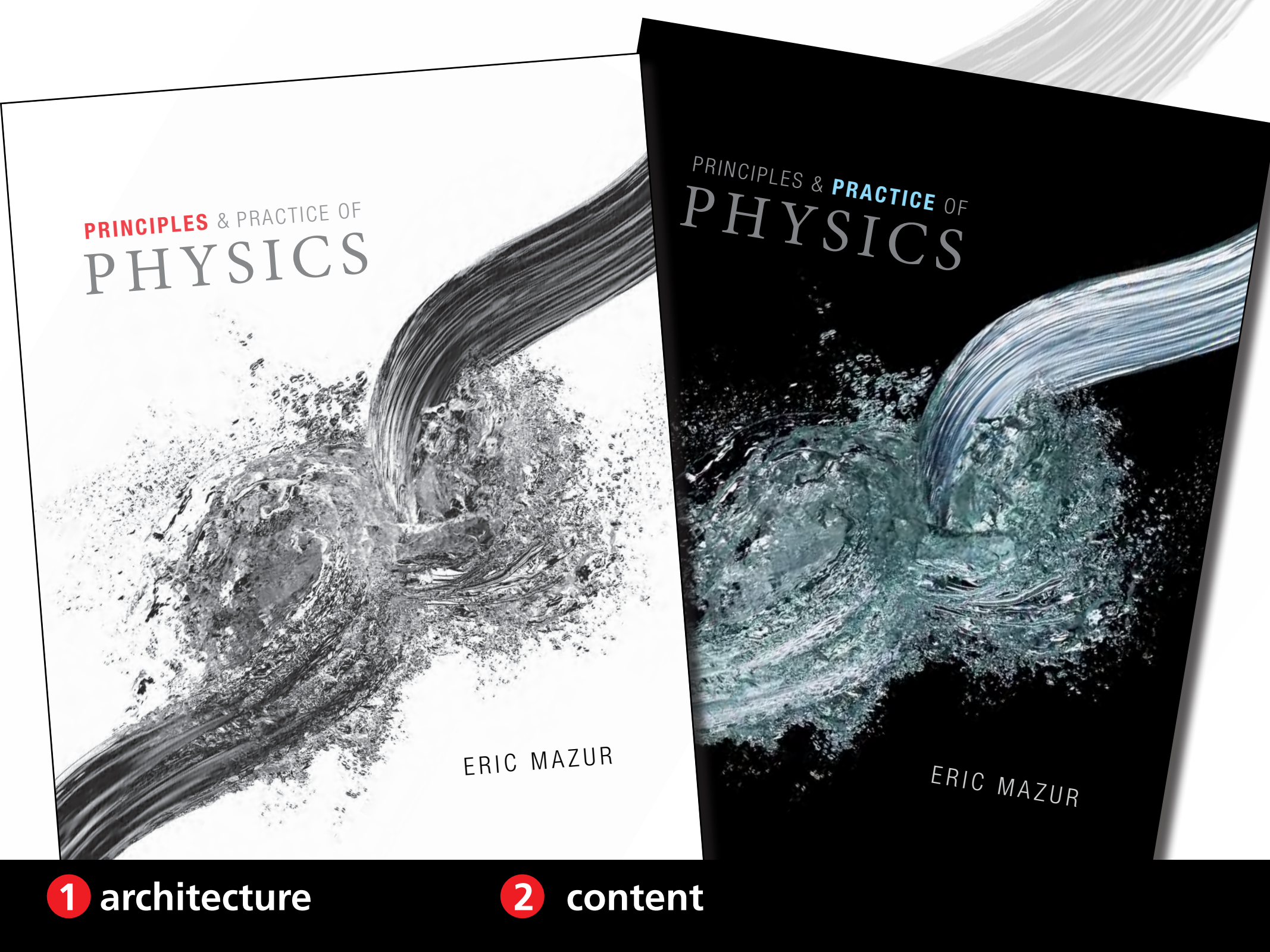
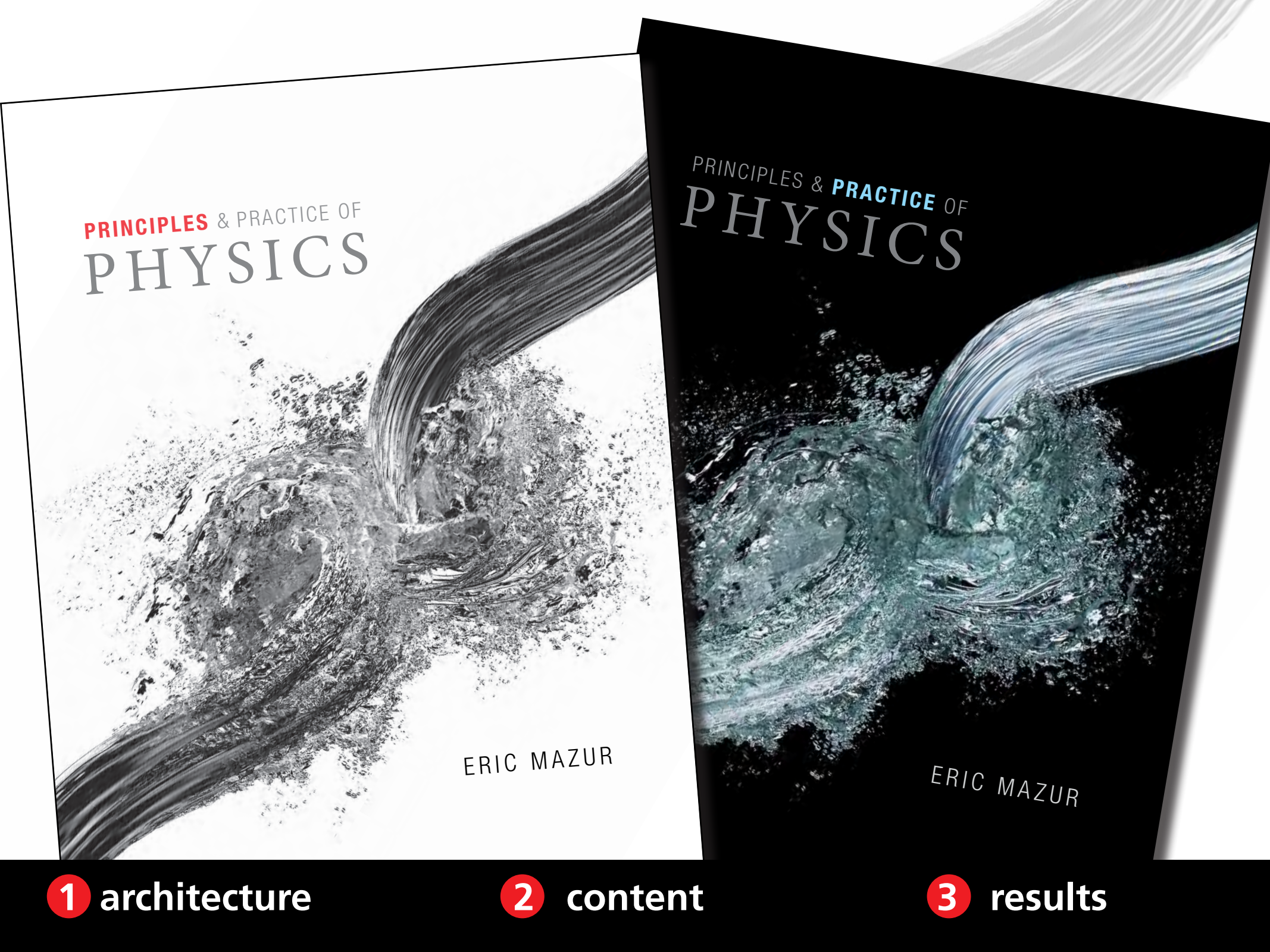


1 architecture



1 architecture

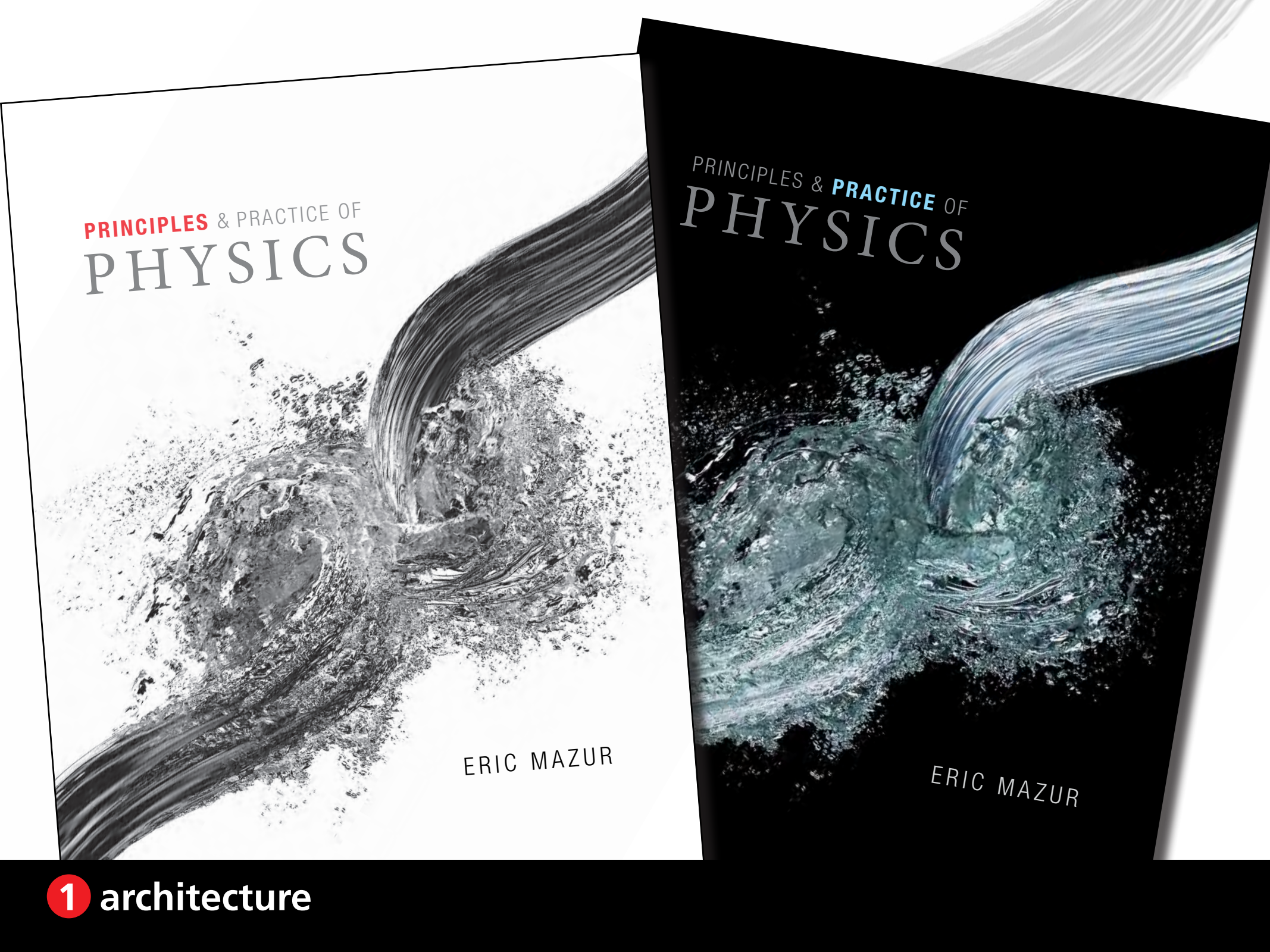
2 content



1 architecture

2 content

3 results



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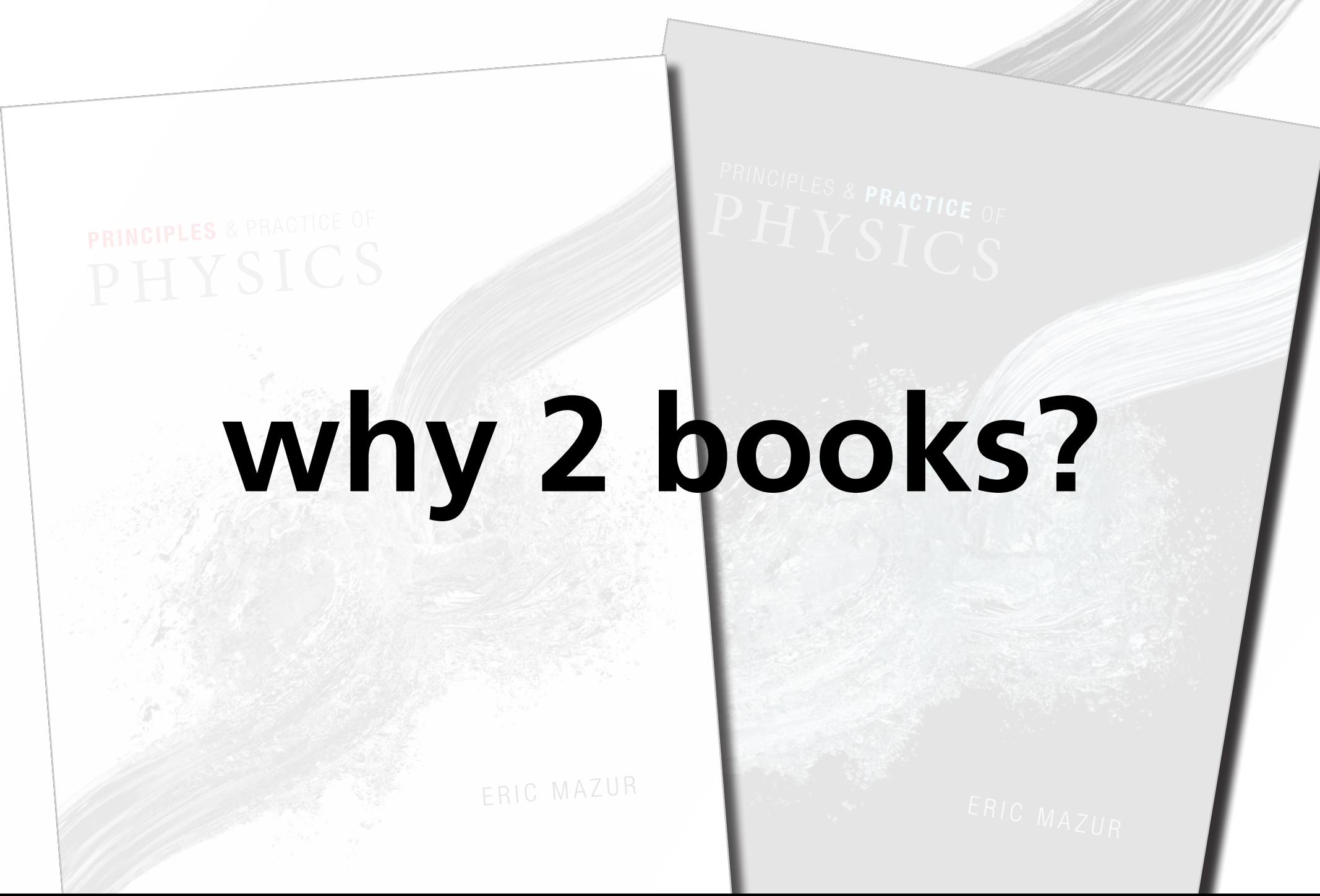
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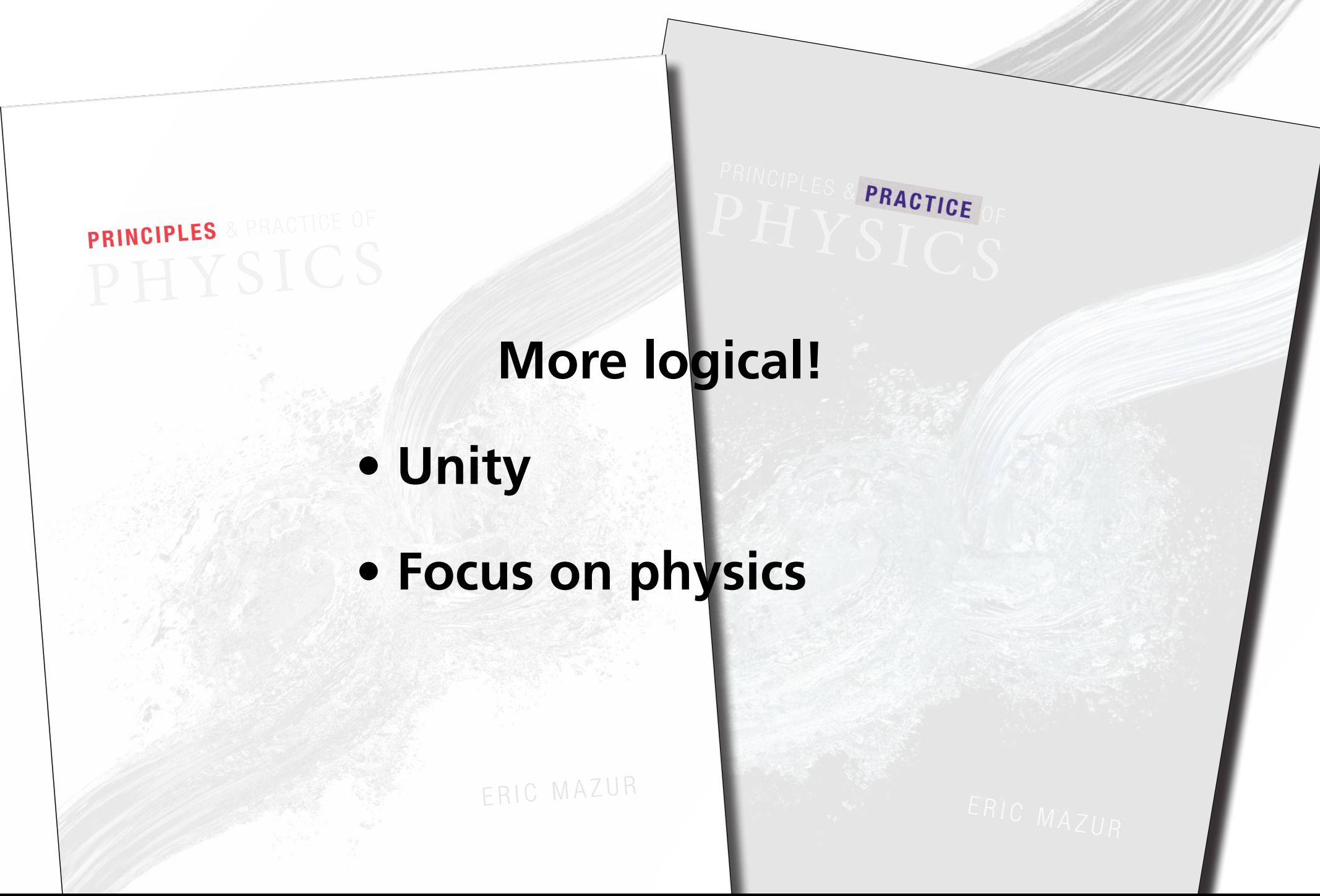
why 2 books?

1 architecture

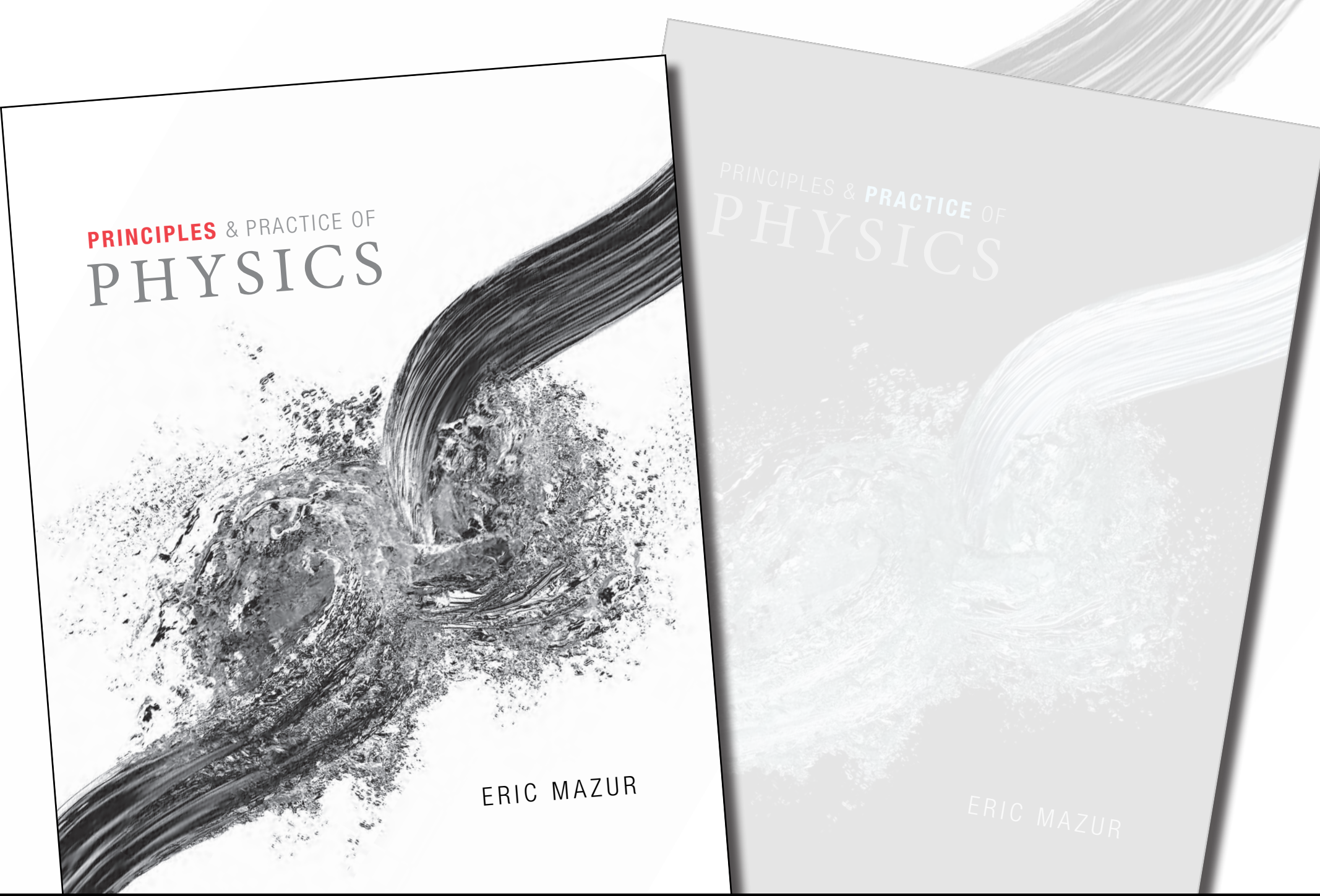


More logical!

- Unity
- Focus on physics

More practical!

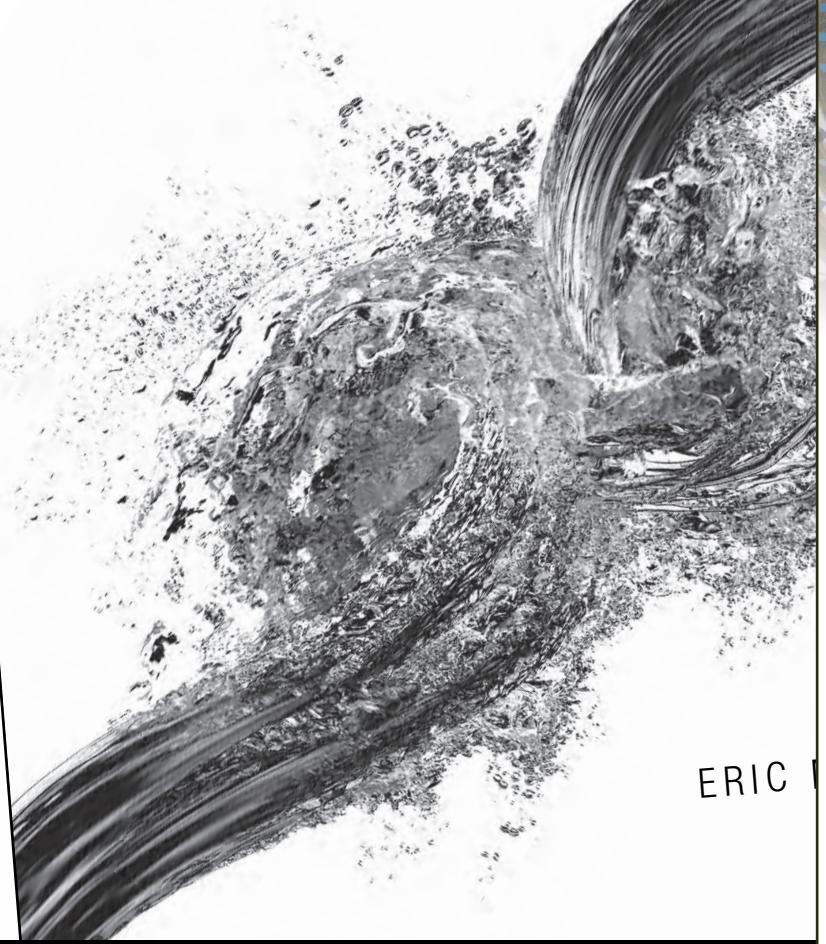
- **Contexts different**
- **Lighter**



1 architecture

PRINCIPLES & PRACTICE OF

PHYSICS



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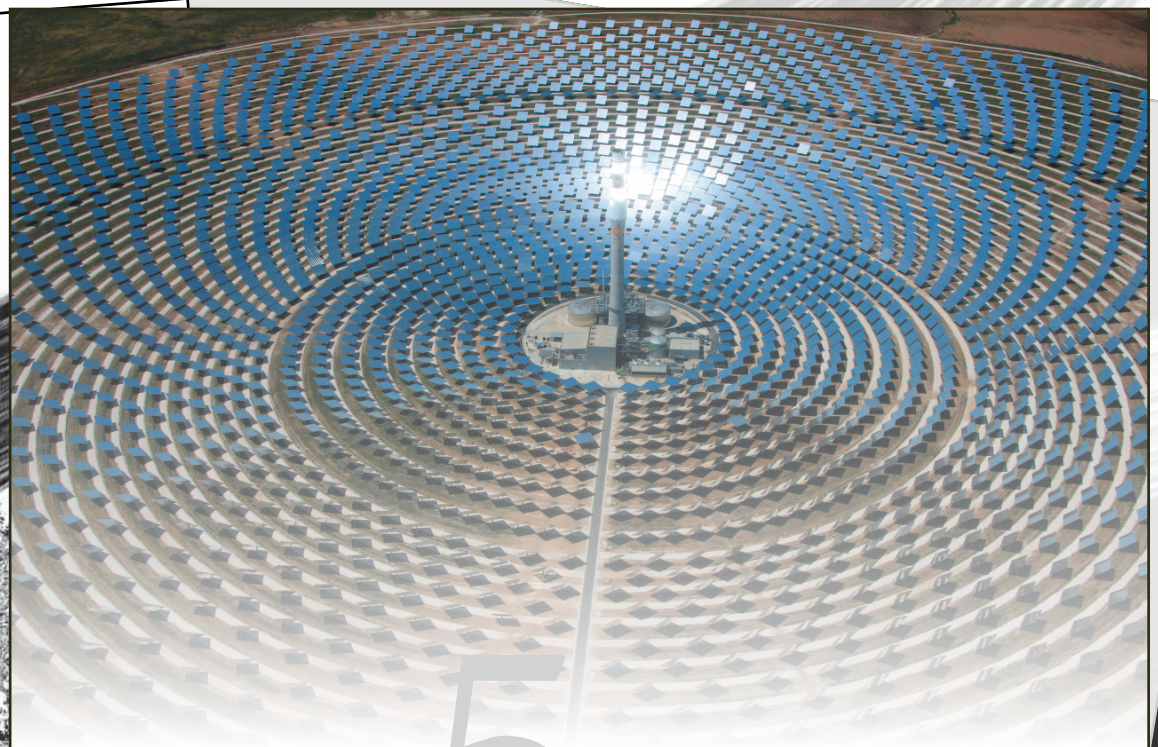

5 Energy

5.1 Classification of collisions
5.2 Kinetic energy
5.3 Internal energy
5.4 Closed systems

5.5 Elastic collisions
5.6 Inelastic collisions
5.7 Conservation of energy
5.8 Explosive separations

CONCEPTS

QUANTITATIVE TOOLS

1 architecture

PRINCIPLES & PRACTICE OF

PHYSICS

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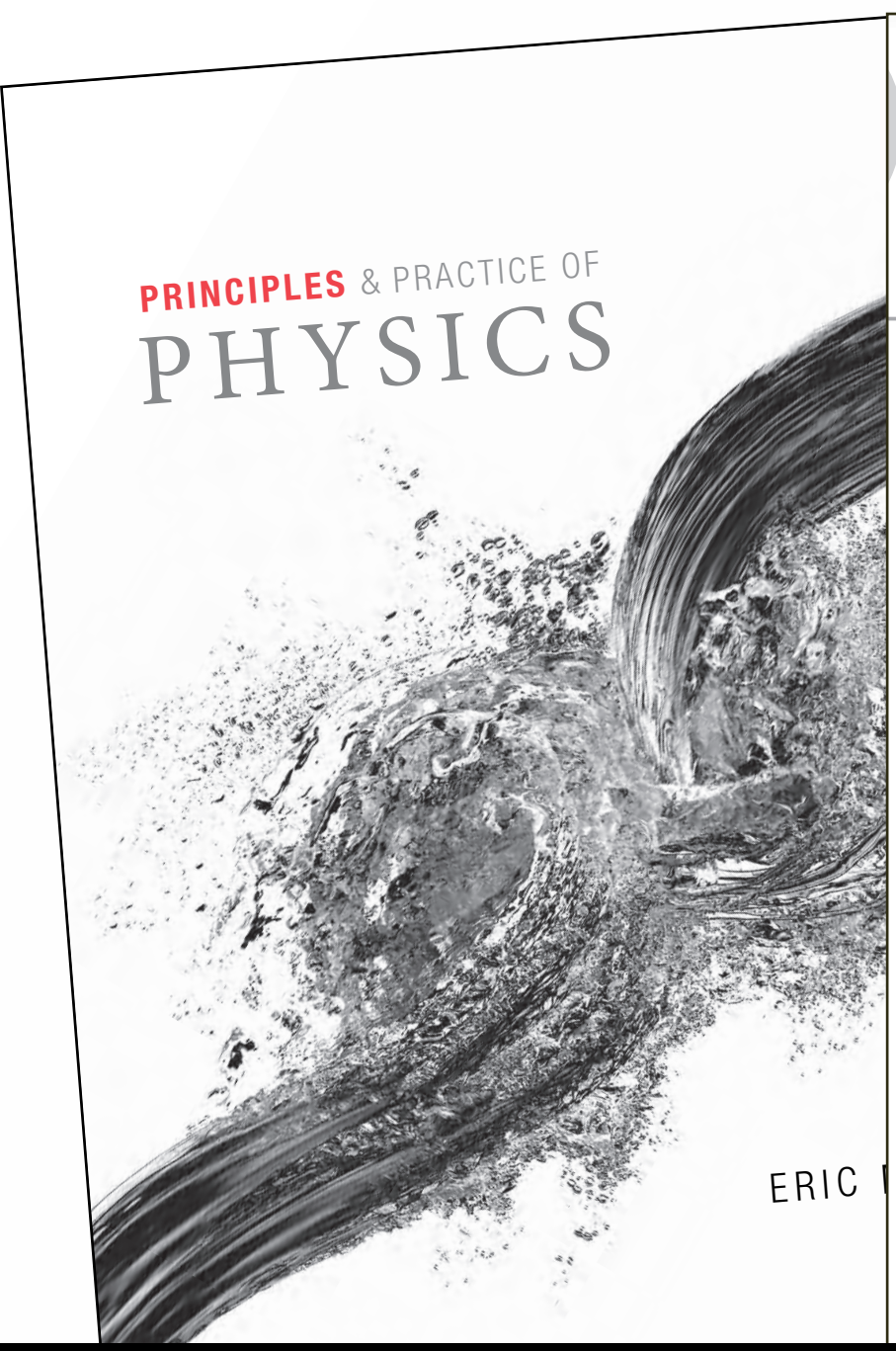

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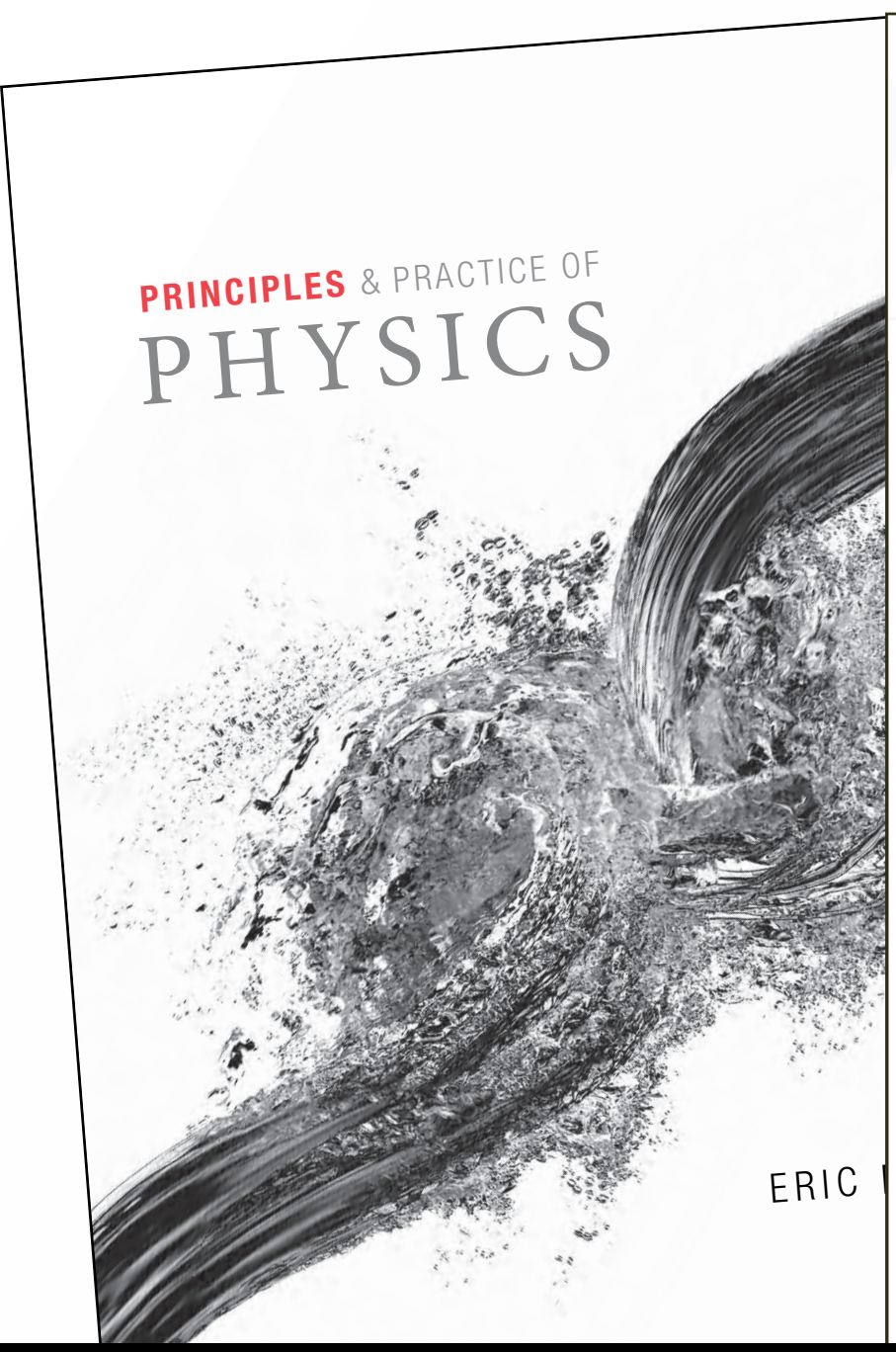

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CONCEPTS

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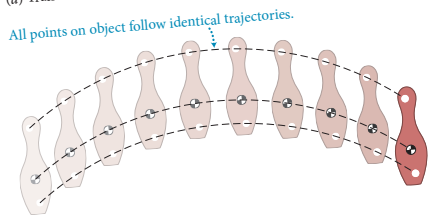
The motion we have been dealing with so far in this text is called **translational motion** (Figure 11.1*a*). This type of motion involves no change in an object's orientation; in other words, all the particles in the object move along identical parallel trajectories. During **rotational motion,** which we begin to study in this chapter, the orientation of the object changes, and the particles in an object follow different circular paths centered on a straight line called the *axis of rotation* (Figure 11.1*b*). Generally, the motion of rigid objects is a combination of these two types of motion (Figure 11.1*c*), but as we shall see in Chapter 12 this combined motion can be broken down into translational and rotational parts that can be analyzed separately. Because we already know how to describe translational motion, knowing how to describe rotational motion will complete our description of the motion of rigid objects.

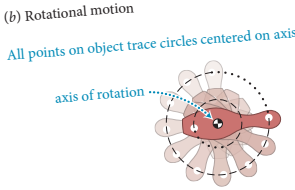
As Figure 11.1*b* shows, each particle in a rotating object traces out a circular path, moving in what we call *circular motion*. We therefore begin our analysis of rotational motion by describing circular motion. Circular motion occurs all around us. A speck of dust stuck to a spinning CD, a stone being whirled around on a string, a person on a Ferris wheel—all travel along the perimeter of a circle, repeating their motion over and over. Circular motion takes place in a plane, and so in principle we have already developed all the tools required to describe it. To describe circular and rotational motion we shall follow an approach that is analogous to the one we followed for the description of translational motion. Exploiting this analogy, we can then use the same results and insights gained in earlier chapters to introduce a third conservation law.

Figure 11.1 Translational and rotational motion of a rigid object.

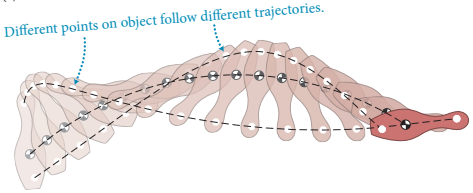
(*a*) Translational motion



(*b*) Rotational motion



(*c*) Combined translation and rotation

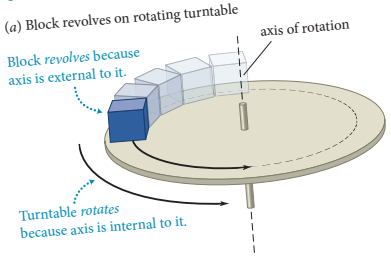


11.1 Circular motion at constant speed

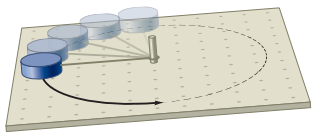
Figure 11.2 shows two examples of circular motion: a block dragged along a circle by a rotating turntable and a puck constrained by a string to move in a circle. The block and puck are said to *revolve* around the vertical axis through the center of each circular path. Note that the axis about which they revolve is external to the block and puck and perpendicular to the plane of rotation. This is the definition of *revolve*—to move in circular motion around an *external* center. Objects that turn about an *internal* axis, such as the turntable in Figure 11.2*a*, are said to *rotate*. These two types of motion are closely related because a rotating object can be considered as a system of an enormous number of particles, each revolving around the axis of rotation.

Figure 11.2 Examples of circular motion.

(*a*) Block revolves on rotating turntable



(*b*) Tethered puck revolves on air table



CONCEPTS

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As Figure 11.1*b* shows, each particle in a rotating object trace

Figure 11.1 Translational and rotational motion of a rigid object.

(*a*) Translational motion

All points on object follow identical trajectories.

(*b*) Rotational motion

All points on object trace circles centered on axis of rotation.

axis of rotation

(*c*) Combined translation and rotation

Different points on object follow different trajectories.

motion. We therefore begin our analysis of rotational motion by describing circular motion. Circular motion occurs all around us. A speck of dust stuck to a spinning CD, a stone being whirled around on a string, a person on a Ferris wheel—all travel along the perimeter of a circle, repeating their motion over and over. Circular motion takes place in a plane, and so in principle we have already developed all the tools required to describe it. To describe circular and rotational motion we shall follow an approach that is analogous to the one we followed for the description of translational motion. Exploiting this analogy, we can then use the same results and insights gained in earlier chapters to introduce a third conservation law.

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Figure 11.2 Examples of circular motion.

Block *revolves* because axis is external to it.

axis of rotation

Turntable *rotates* because axis is internal to it.

(*b*) Tethered puck revolves on air table

CONCEPTS

teach concepts using

verbal and visual

representations

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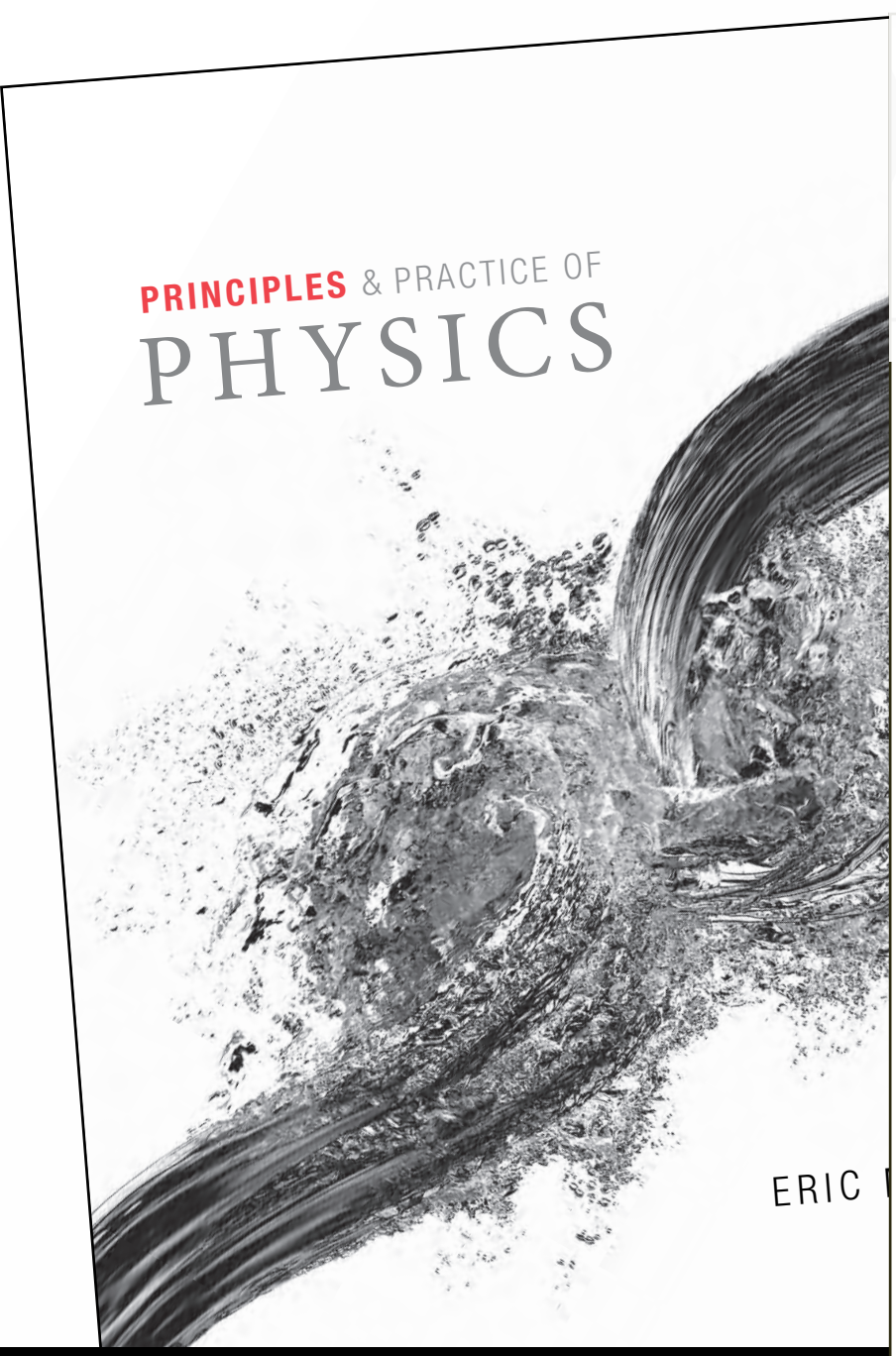
CONCEPTS

QUANTITATIVE TOOLS



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CONCEPTS

QUANTITATIVE TOOLS

6.5 Galilean relativity

Consider two observers, A and B, moving at constant velocity relative to each other. Suppose they observe the same event and describe it relative to their respective reference frames and clocks (Figure 6.13). Let the origins of the two observers' reference frames coincide at $t = 0$ (Figure 6.13*a*). Observer A sees the event as happening at position $\vec{r}_{Ae}$ at clock reading t_{Ae} (Figure 6.13*b*).* Observer B sees the event at position $\vec{r}_{Be}$ at clock reading t_{Be}. What is the relationship between these clock readings and positions?

If, as we discussed in Chapter 1, we assume time is absolute—the same everywhere—and if the two observers have synchronized their (identical) clocks, they both observe the event at the same clock readings, which means

$$t_{Ae} = t_{Be}. \tag{6.1}$$

Because the clock readings of the two observers always agree, we can omit the subscripts referring to the reference frames:

$$t_A = t_B = t. \tag{6.2}$$

From Figure 6.13 we see that the position $\vec{r}_{AB}$ of observer B in reference frame A at instant t_e is equal to B's displacement over the time interval $\Delta t = t_e - 0 = t_e$, and so $\vec{r}_{AB} = \vec{v}_{AB}\, t_e$ because B moves at constant velocity $\vec{v}_{AB}$. Therefore

$$\vec{r}_{Ae} = \vec{r}_{AB} + \vec{r}_{Be} = \vec{v}_{AB}\, t_e + \vec{r}_{Be}. \tag{6.3}$$

Equations 6.2 and 6.3 allow us to relate event data collected in one reference frame to data on the same event e collected in a reference frame that moves at constant velocity relative to the first one (neither of these has to be at rest relative to Earth, but their origins must coincide at $t = 0$). To this end we rewrite these equations so that they give the values of time and position in reference frame B

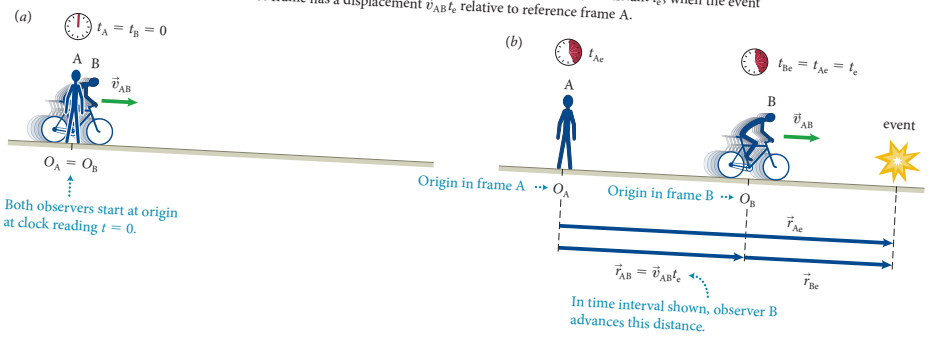

Figure 6.13 Two observers moving relative to each other observe the same event. Observer B moves at constant velocity $\vec{v}_{AB}$ relative to observer A. (*a*) The origins *O* of the two reference frames overlap at instant $t = 0$. (*b*) At instant t_e, when the event occurs, the origin of observer B's reference frame has a displacement $\vec{v}_{AB}\, t_e$ relative to reference frame A.

*Remember our subscript form: The capital letter refers to the reference frame; the lowercase e is for "event." Thus the vector $\vec{r}_{Ae}$ represents observer **A**'s measurement of the position at which the **e**vent occurs.

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6.5 GALILEAN RELATIVITY 133

6.5 Galilean relativity

Consider two observers, A and B, moving at constant velocity relative to each other. Suppose they observe the same event and describe it relative to their respective reference frames and clocks (Figure 6.13). Let the origins of the two observers' reference frames coincide at $t = 0$ (Figure 6.13*a*). Observer A sees the event as happening at position $\vec{r}_{Ae}$ at clock reading t_{Ae} (Figure 6.13*b*).* Observer B sees the event at position $\vec{r}_{Be}$ at clock reading t_{Be}. What is the relationship between these clock readings and positions?

If, as we discussed in Chapter 1, we assume time is absolute—the same everywhere—and if the two observers have synchronized their (identical) clocks, they both observe the event at the same clock readings, which means

$$t_A = t_B = t. \tag{6.2}$$

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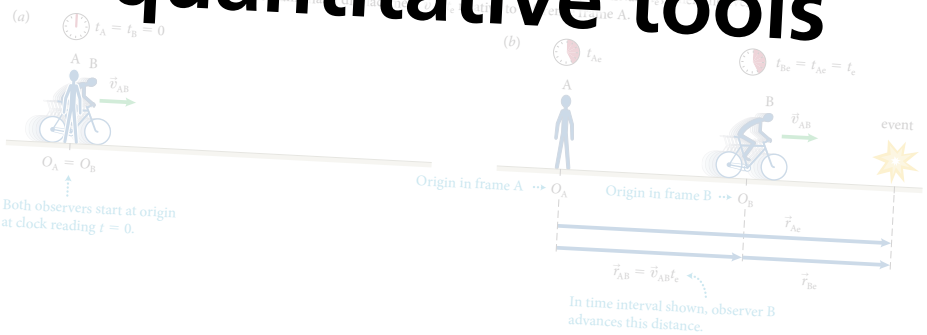

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QUANTITATIVE TOOLS

build on conceptual underpinnings to effectively teach quantitative tools

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(b) From Figure 10.18 I see that $\tan\theta = |F^c_{spx}|/|F^c_{spy}|$. For $\theta < 45°$, $\tan\theta < 1$, and so $|F^c_{spx}| < |F^c_{spy}|$. Because $|F^c_{spy}| = F^G_{Ep}$ and $|F^c_{spx}| = F^c_{rp}$, I find that for $\theta < 45°$, $F^c_{rp} < F^G_{Ep}$. When $\theta > 45°$, $\tan\theta > 1$, and so $|F^c_{spx}| > |F^c_{spy}|$ and $F^c_{rp} > F^G_{Ep}$. ✔

(c) $|\vec{F}^c_{spy}| = F^G_{Ep}$ and $F^c_{sp} = \sqrt{(F^c_{spx})^2 + (F^c_{spy})^2}$. Therefore, F^c_{sp} must always be larger than F^G_{Ep} when $\theta \neq 0$. ✔

4 EVALUATE RESULT I know from experience that you have to pull harder to move a swing farther from its equilibrium position, and so my answer to part a makes sense. With regard to part b, when the swing is at rest at 45°, the forces $\vec{F}^c_{Ep}$ and $\vec{F}^G_{Ep}$ on your friend make the same angle with the force $\vec{F}^c_{sp}$, and so $\vec{F}^c_{rp}$ and $\vec{F}^G_{Ep}$ should be equal in magnitude. The force of gravity is independent of the angle, but the force exerted by the rope increases with increasing angle, and so it makes sense that for angles larger than 45°, $\vec{F}^c_{rp}$ is larger than $\vec{F}^G_{Ep}$. In part c, because the vertical component of the force $\vec{F}^c_{sp}$ exerted by the seat on your friend always has to be equal to the force of gravity, adding a horizontal component makes $\vec{F}^c_{sp}$ larger than $\vec{F}^G_{Ep}$, as I found.

10.4 You decide to move a heavy file cabinet by sliding it across the floor. You push against the cabinet, but it doesn't budge. Draw a free-body diagram for it.

10.4 Friction

The force that opposes your push on the file cabinet in Checkpoint 10.4—the tangential component of the contact force exerted by the floor on the cabinet—has to do with friction. If the floor were very slick or if the cabinet had casters, there would be little friction and your push would easily move the cabinet. Instead, you have to lean against it with all your strength until, with a jerk, it suddenly begins to slide. Once you get the cabinet moving, you must keep pushing to keep it in motion. If you stop pushing, friction stops the motion.

CONCEPTS

10.5 (a) Suppose you push the file cabinet just enough to keep it moving at constant speed. Draw a free-body diagram for the cabinet while it slides at constant speed. (b) Suddenly you stop pushing. Draw a free-body diagram for the file cabinet at this instant.

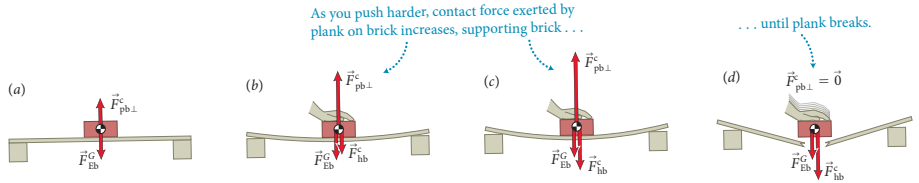
Don't skip Checkpoint 10.5! It will be harder to understand the rest of this section if you haven't thought about these situations.

Even though the normal and tangential components of the contact force exerted by the floor on the cabinet belong to the same interaction, they behave differently and are usually treated as two separate forces: the normal component being called the **normal force** and the tangential component being called the **force of friction.**

To understand the difference between normal and frictional forces, consider a brick on a horizontal wooden plank supported at both ends (Figure 10.19a). Because the brick is at rest, the normal force $\vec{F}^c_{pb\perp}$ exerted by the plank on it is equal in magnitude to the gravitational force exerted on it. Now imagine using your hand to push down on the brick with a force $\vec{F}^c_{hb}$. Your downward push increases the total downward force exerted on the brick, and, like a spring under compression, the plank bends until the normal force it exerts on the brick balances the combined downward forces exerted by your hand and by Earth on the brick (Figure 10.19b). As you push down harder, the plank bends more, and the normal force continues to increase (Figure 10.19c) until you exceed the plank's capacity to provide support and it snaps, at which point the normal force suddenly disappears (Figure 10.19d). So, normal forces take on whatever value is required to prevent whatever is pushing down on a surface from moving through that surface—up to the breaking point of the supporting material.

Next imagine that instead of pushing down on the brick of Figure 10.19a, you gently push it to the right, as in Figure 10.20. As long as you don't push hard, the brick remains at rest. This tells you that the horizontal forces exerted on the brick add to zero, and so the plank must be exerting on the brick a horizontal frictional force that is equal in magnitude to your push but in the opposite direction. This horizontal force is caused by microscopic bonds between the surfaces in contact. Whenever two objects are placed in contact, such bonds form at the extremities of microscopic bumps on the surfaces of the objects. When you try to slide the surfaces past each other, these tiny bonds prevent sideways motion. As you push the brick to the right, the bumps resist bending and, like microscopic springs, each bump exerts a force to the left. The net effect of all these microscopic forces is to hold the brick in place. As you increase the force of your push, the bumps resist bending more and the tangential component of the contact force grows. This friction exerted by surfaces that are not moving relative to each other is called **static friction.**

Figure 10.19 A demonstration of the normal force.



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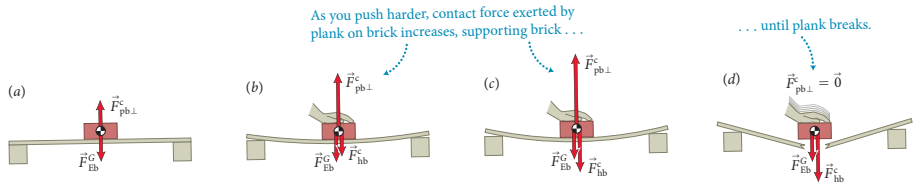

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10.4 Friction

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Figure 10.19 A demonstration of the normal force.

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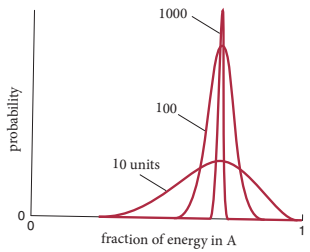
Figure 19.14 Probability of finding a given fraction of the system's energy in compartment A of the box in Figure 19.13. As the number of energy units increases from 10 to 1000, the probability distribution becomes narrower but remains centered about the mean energy.



basic states available to the system is obtained by multiplying Ω_A by Ω_B: $\Omega = \Omega_A\Omega_B$.

The probability of each macrostate is obtained by dividing Ω, the number of basic states associated with that macrostate, by Ω_{tot}, the number of basic states associated with all macrostates (2.00×10^7; see Table 19.2). The table shows you that this probability is greatest for the macrostate $E_A = 7$, as you would expect. Given that there are 14 particles in A and six in B, on average each particle has half an energy unit, and so the $E_A = 7$ macrostate corresponds to an equipartitioning of the energy. The curve labeled 10 units in Figure 19.14 shows this probability as a function of the fraction of energy contained in A.

Example 19.6 Probability of macrostates

In Figure 19.13, after a very large number of particle-partition collisions have occurred, what is the probability of finding the system in (*a*) the macrostate $E_A = 1$ and (*b*) the macrostate $E_A = 7$?

1 GETTING STARTED Because all basic states are equally likely, the probability of finding the system in macrostate E_A is equal to the fraction Ω/Ω_{tot}, where Ω is the number of basic states of the system associated with the macrostate E_A and Ω_{tot} is the total number of basic states associated with all macrostates (2.00×10^7; Table 19.2).

2 DEVISE PLAN To find the probability of a given macrostate E_A, I divide the value of Ω for that macrostate given in Table 19.2 by $\Omega_{tot} = 2.00 \times 10^7$.

3 EXECUTE PLAN (*a*) For $E_A = 1$, Table 19.2 tells me that $\Omega = 2.80 \times 10^4$. The probability of macrostate $E_A = 1$ is thus $(2.80 \times 10^4)/(2.00 \times 10^7) = 1.40 \times 10^{-3}$. ✔

(*b*) For the macrostate $E_A = 7$, $\Omega = 4.34 \times 10^6$. So the probability of this macrostate occurring is $(4.34 \times 10^6)/(2.00 \times 10^7) = 2.17 \times 10^{-1}$. ✔

4 EVALUATE RESULT My result shows that the macrostate $E_A = 7$ is more than 150 times more probable than the macrostate $E_A = 1$. This makes sense because, as we saw earlier, the macrostate $E_A = 7$ is the equilibrium state for which there is an equipartition of energy.

If we increase the number of energy units in the box of Figure 19.13 to 100 or 1000, the number of basic states grows exponentially, and if we plot the probability of each macrostate as a function of the fraction of energy in A, we obtain the two curves labeled 100 and 1000 in Figure 19.14. Just as we saw in Figure 19.7, the most probable macrostate doesn't change, but the probability peaks much more narrowly around this state. In other words, the most probable macrostate—the equilibrium state—is now even more likely than any other macrostate.

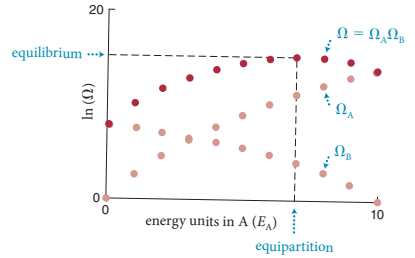
Note that the number of basic states is very large, even with just ten energy units and 20 particles. In a box of volume 1 m^3 containing air at atmospheric pressure and room temperature, there are on the order of 10^{25} particles and 10^{20} energy units per particle, and so the number of basic states becomes unimaginably large—on the order of ten raised to the power 10^{21}! Because the number of basic states is so large, it is more convenient to work with the natural logarithm of that number. As you can see from the rightmost column in Table 19.2, the natural logarithm of the number of basic states is indeed much more manageable.

Figure 19.15 shows how the natural logarithms of Ω_A, Ω_B, and Ω vary with the number of energy units in compartment A in Figure 19.13. As you can see, the natural logarithm of the number of basic states changes much less rapidly than the number of basic states. Note that as E_A increases, the number of basic states Ω_A increases. As E_A increases, however, E_B decreases and so Ω_B decreases. The number of basic states Ω is maximum when $E_A = 7$ and $E_B = 3$, representing an equipartition of energy. The most probable macrostate (equilibrium) is achieved when there is equipartition of energy.

19.15 What is the average energy per particle in compartments A and B in Figure 19.13 (*a*) when there is one energy unit in A and (*b*) when the system is at equilibrium?

As you can see from Table 19.2, with $E_A = 1$ the number of basic states for the system (2.80×10^4) is more than 100 times smaller than it is at equilibrium ($E_A = 7$, $\Omega = 4.34 \times 10^6$). Collisions between the particles and the partition redistribute

Figure 19.15 Natural logarithm of the number of basic states for compartment A, for compartment B, and for the two compartments in Figure 19.13 combined. The number of basic states is maximal when the energy is equipartitioned (seven energy units in A).



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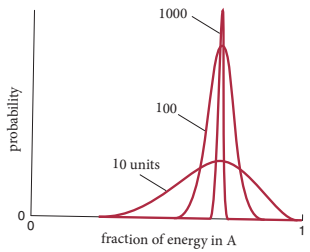

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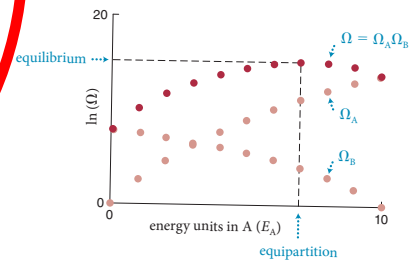
Figure 19.15 Natural logarithm of the number of basic states for compartment A, for compartment B, and for the two compartments in Figure 19.13 combined. The number of basic states is maximal when the energy is equipartitioned (seven energy units in A).



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Example 19.6 Probability of macrostates

In Figure 19.13, after a very large number of particle-partition collisions have occurred, what is the probability of finding the system in (*a*) the macrostate $E_A = 1$ and (*b*) the macrostate $E_A = 7$?

1 GETTING STARTED Because all basic states are equally likely, the probability of finding the system in macrostate E_A is equal to the fraction Ω/Ω_{tot}, where Ω is the number of basic states of the system associated with the macrostate E_A and Ω_{tot} is the total number of basic states associated with all macrostates (2.00×10^7; Table 19.2).

2 DEVISE PLAN To find the probability of a given macrostate E_A, I divide the value of Ω for that macrostate given in Table 19.2 by $\Omega_{tot} = 2.00 \times 10^7$.

3 EXECUTE PLAN (*a*) For $E_A = 1$, Table 19.2 tells me that $\Omega = 2.80 \times 10^4$. The probability of macrostate $E_A = 1$ is thus $(2.80 \times 10^4)/(2.00 \times 10^7) = 1.40 \times 10^{-3}$. ✔

(*b*) For the macrostate $E_A = 7$, $\Omega = 4.34 \times 10^6$. So the probability of this macrostate occurring is $(4.34 \times 10^6)/(2.00 \times 10^7) = 2.17 \times 10^{-1}$. ✔

4 EVALUATE RESULT My result shows that the macrostate $E_A = 7$ is more than 150 times more probable than the macrostate $E_A = 1$. This makes sense because, as we saw earlier, the macrostate $E_A = 7$ is the equilibrium state for which there is an equipartition of energy.

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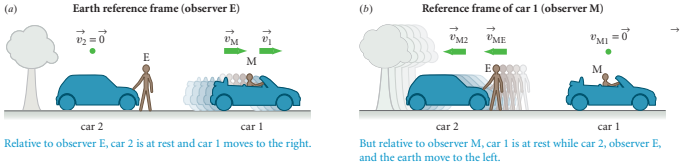
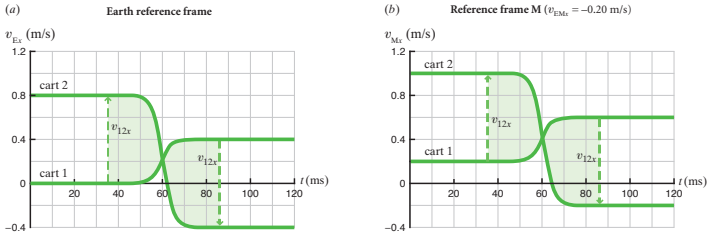
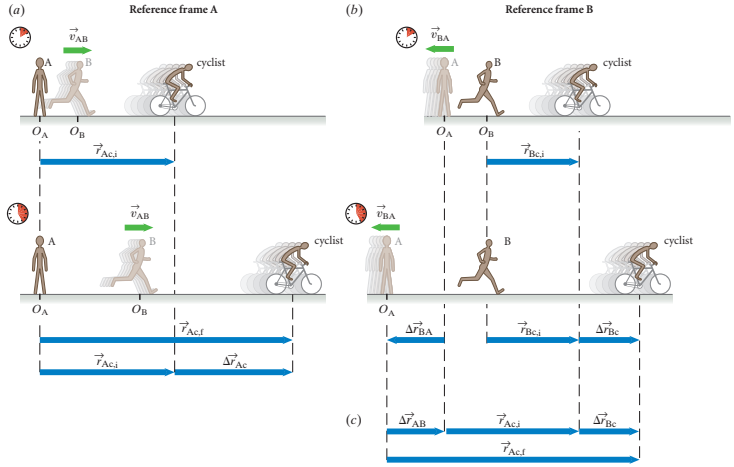
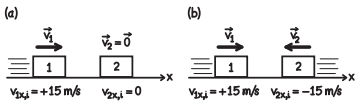


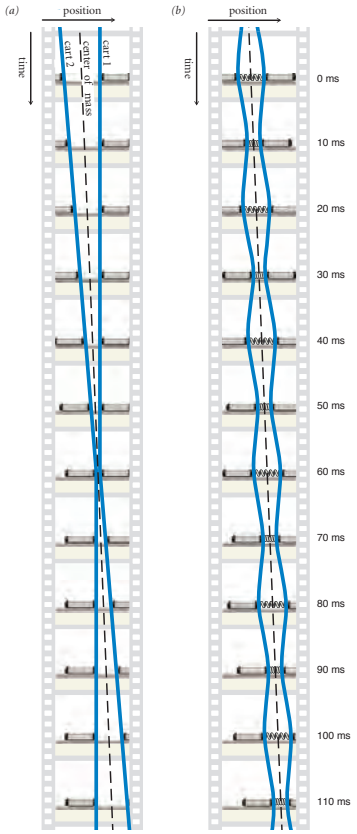
Relative to observer E, car 2 is at rest and car 1 moves to the right.

But relative to observer M, car 1 is at rest while car 2, observer E, and the earth move to the left.

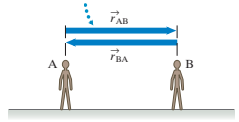


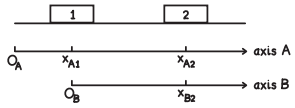


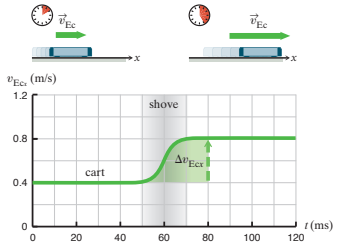


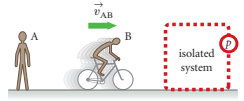


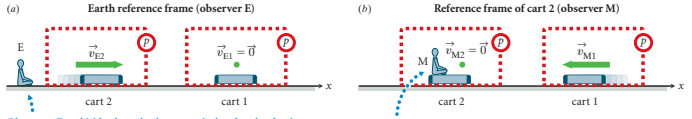
Position vectors are each other's opposites.



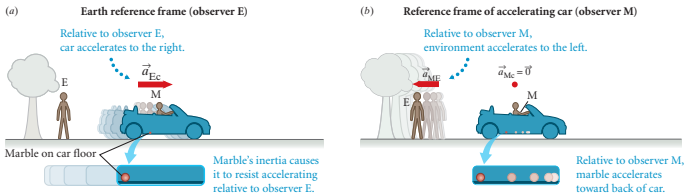








Observers E and M both see both carts as isolated and as having constant momentum.



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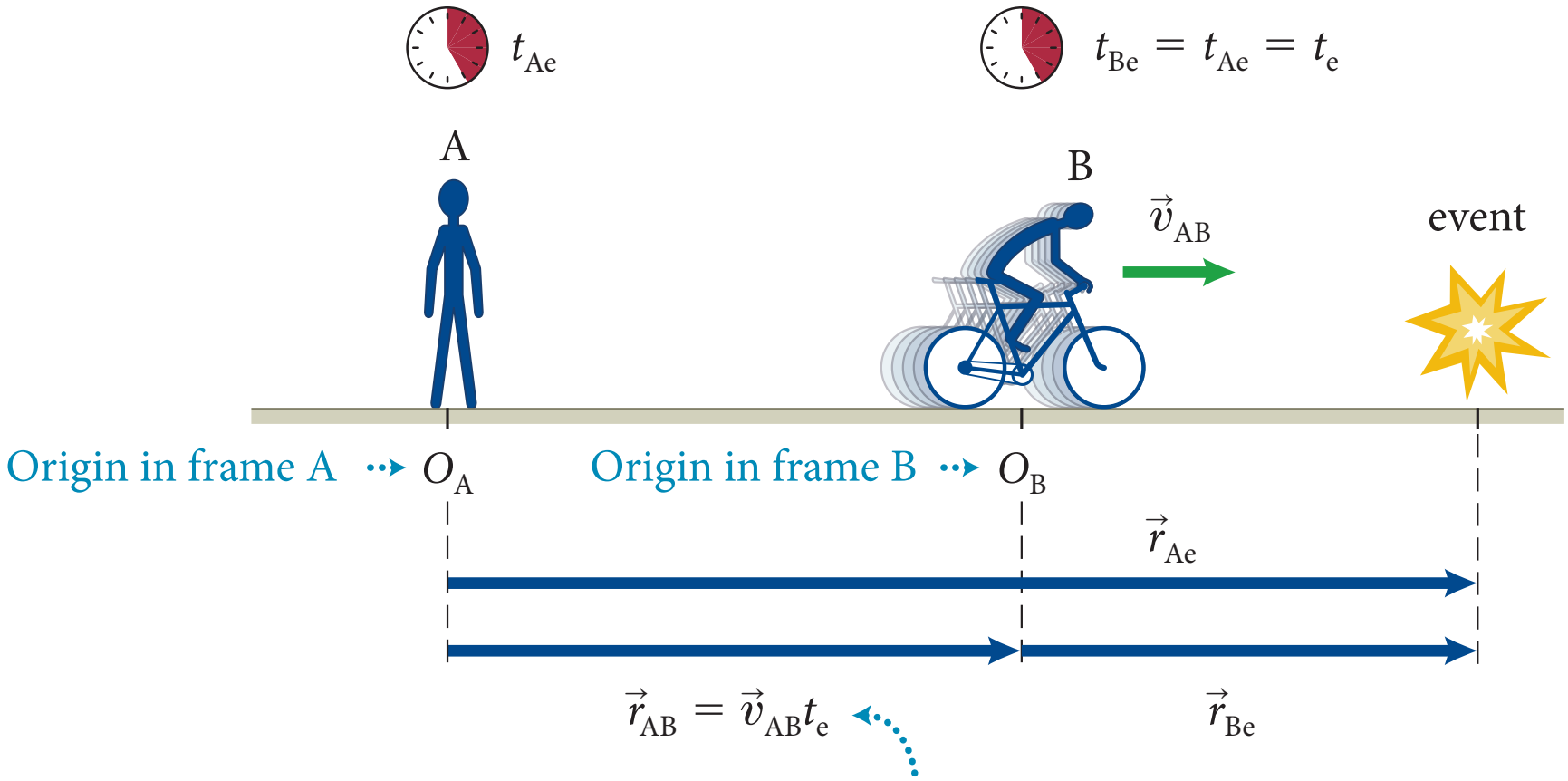

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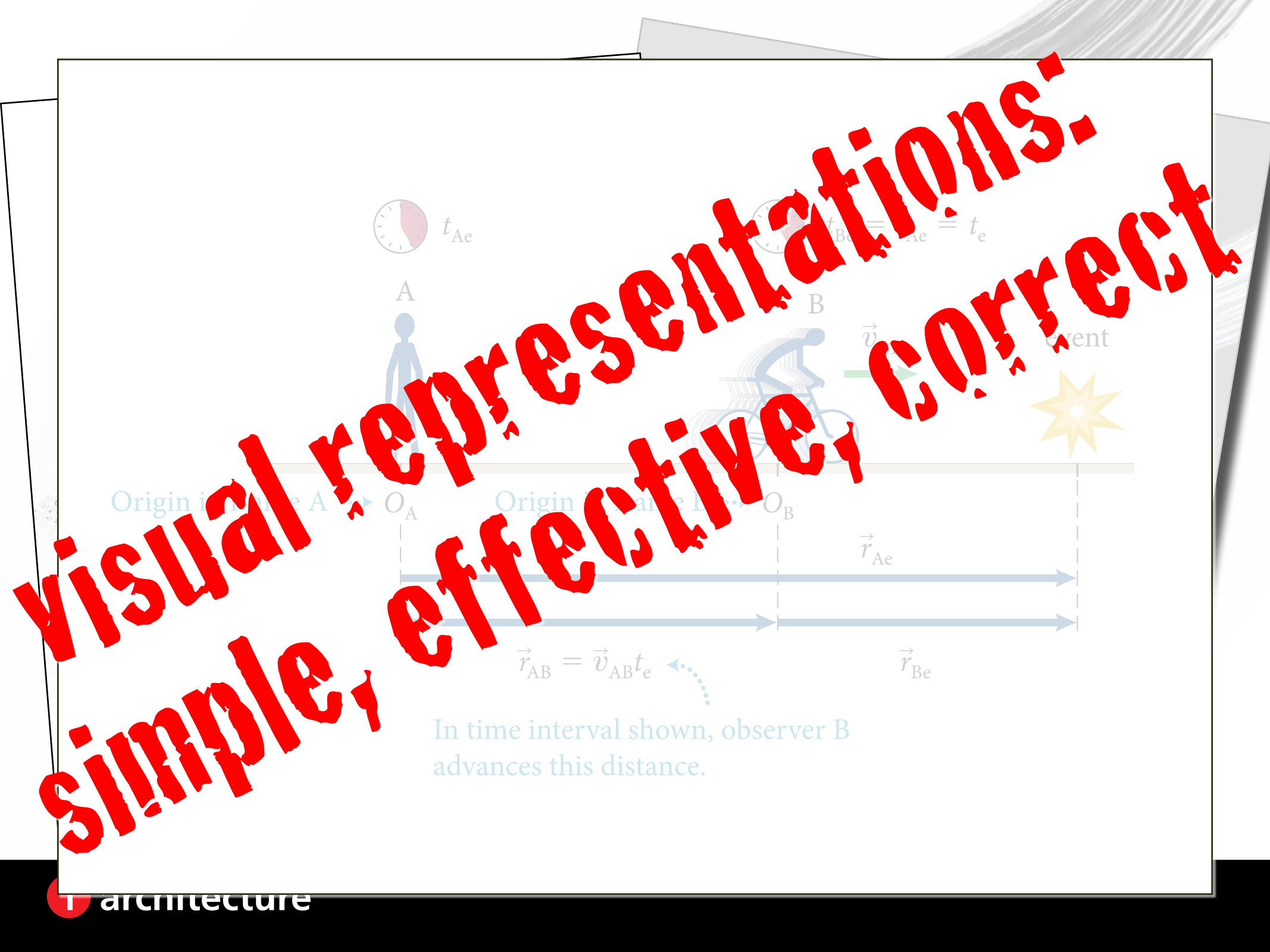
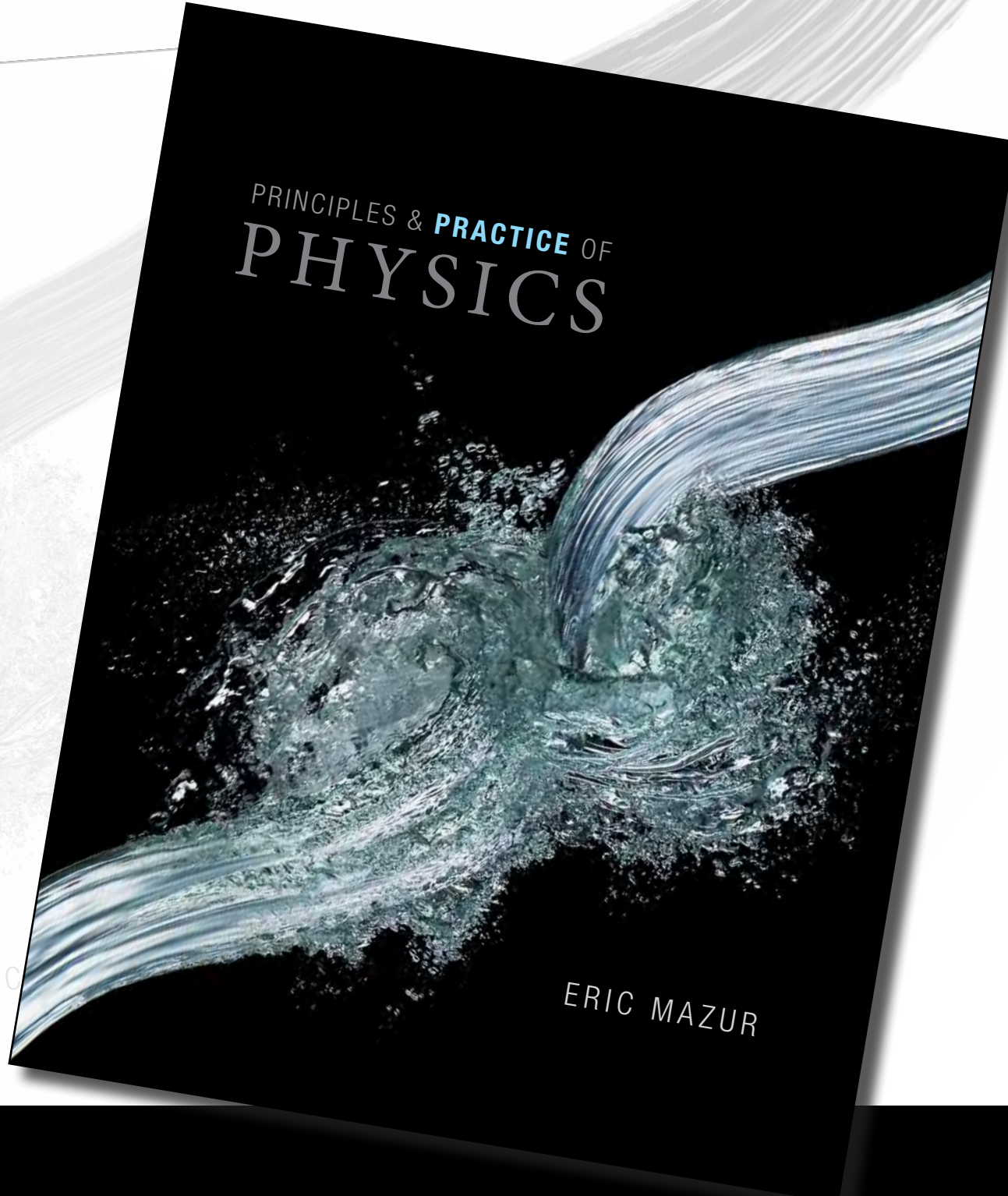


Visual representations: simple, effective, correct

PRINCIPLES VOLUME

- concepts before quantitative tools
- checkpoints to thinking
- 4-step worked examples
- research-based illustrations
- research-based pedagogy



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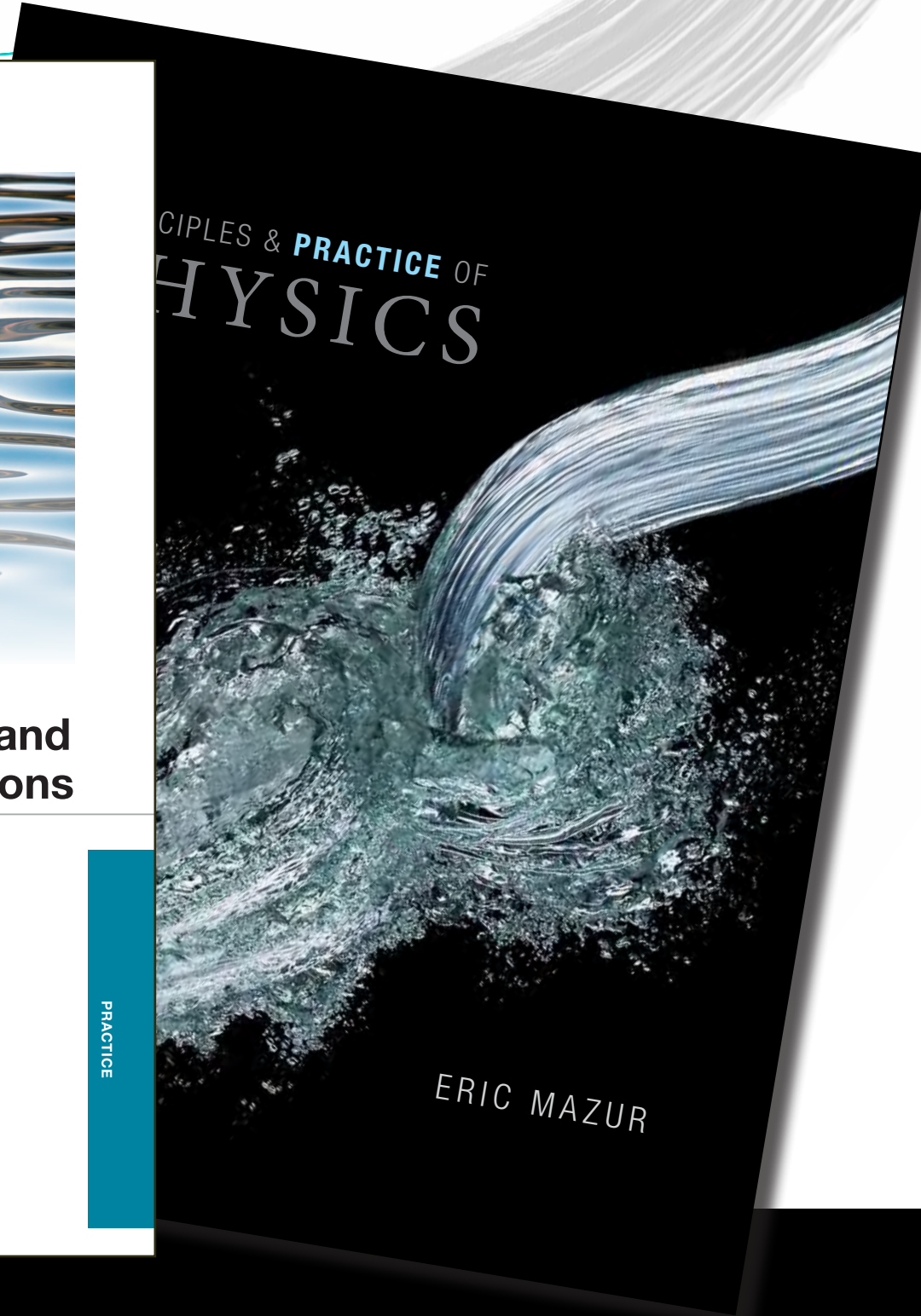

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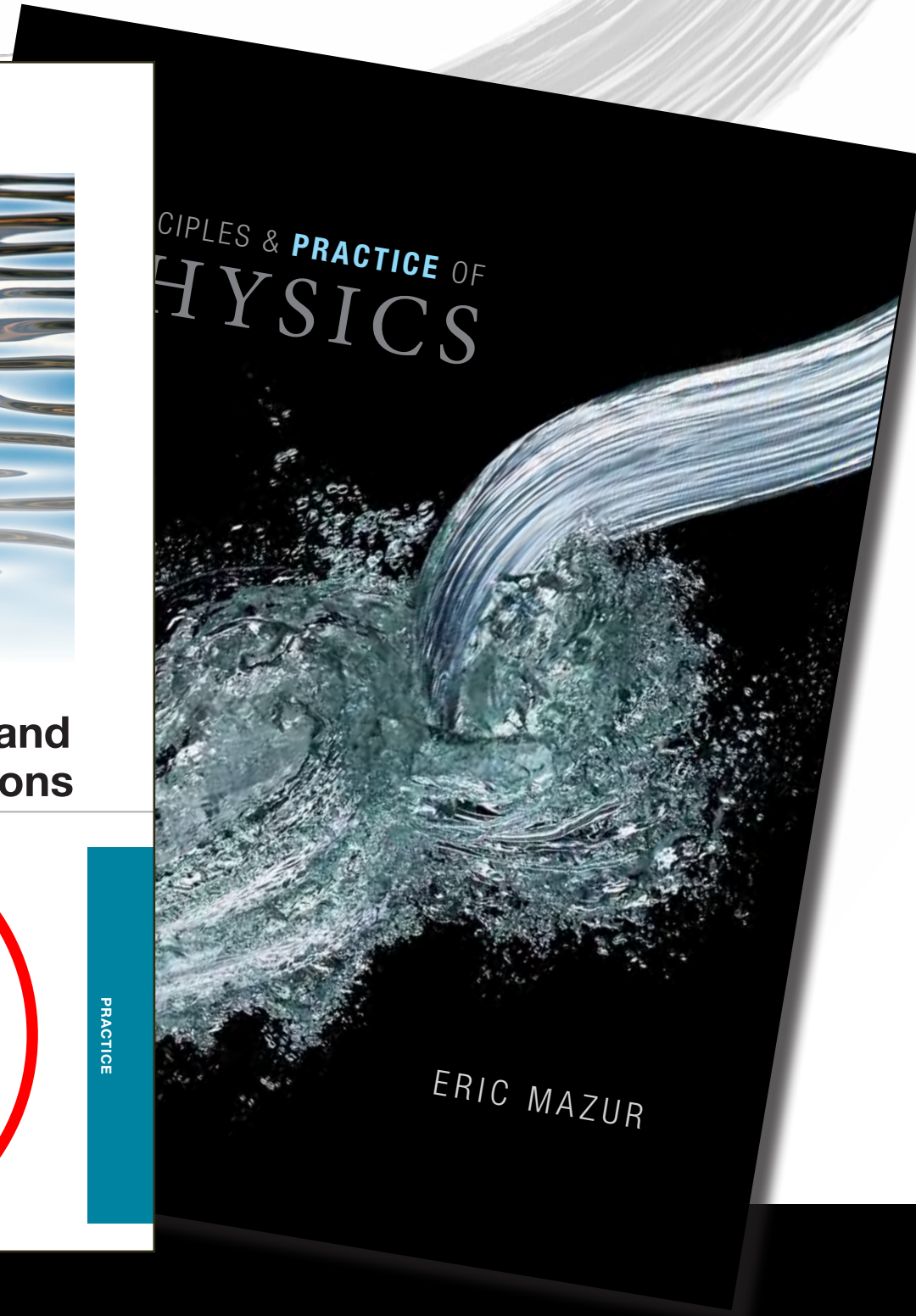

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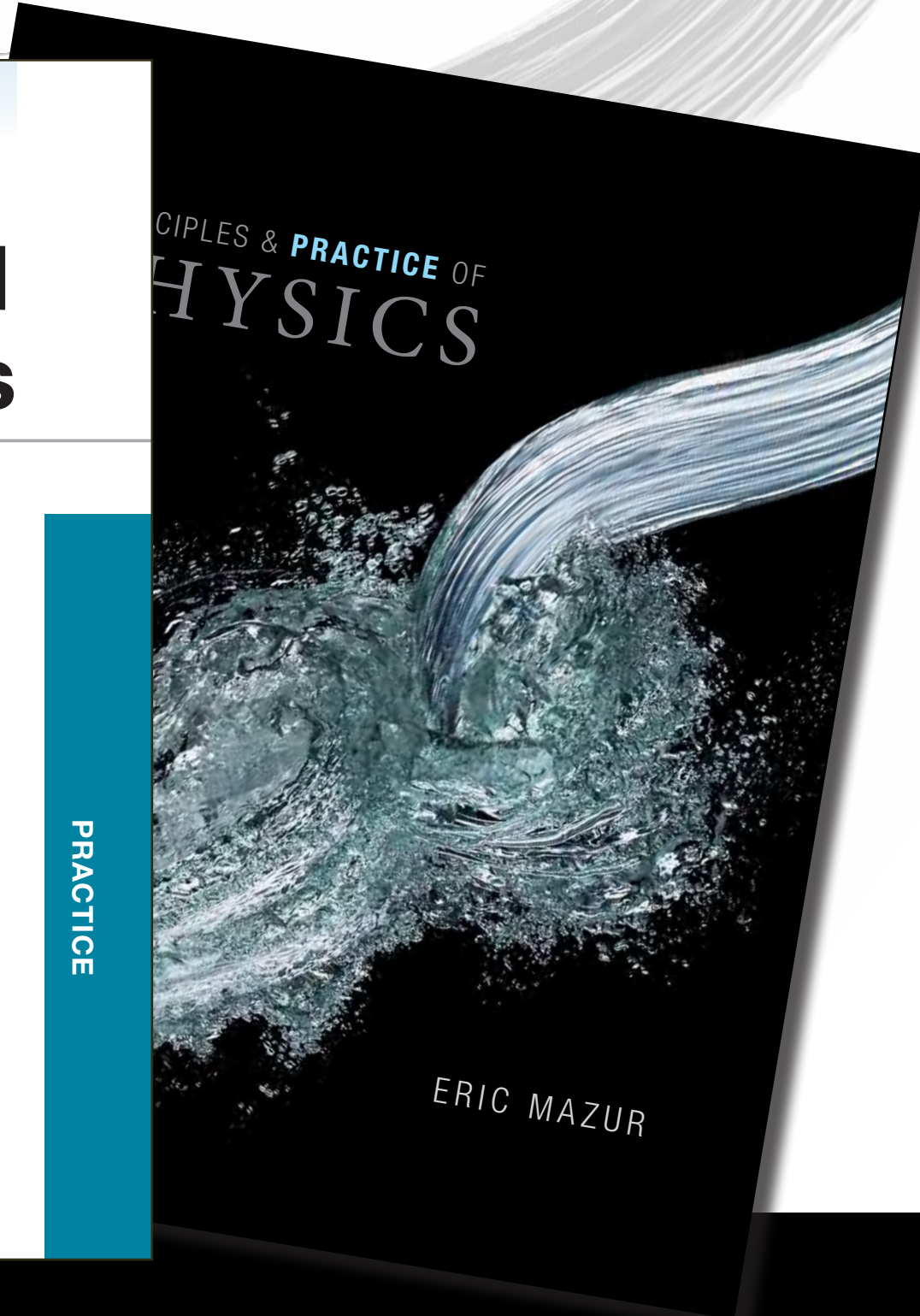

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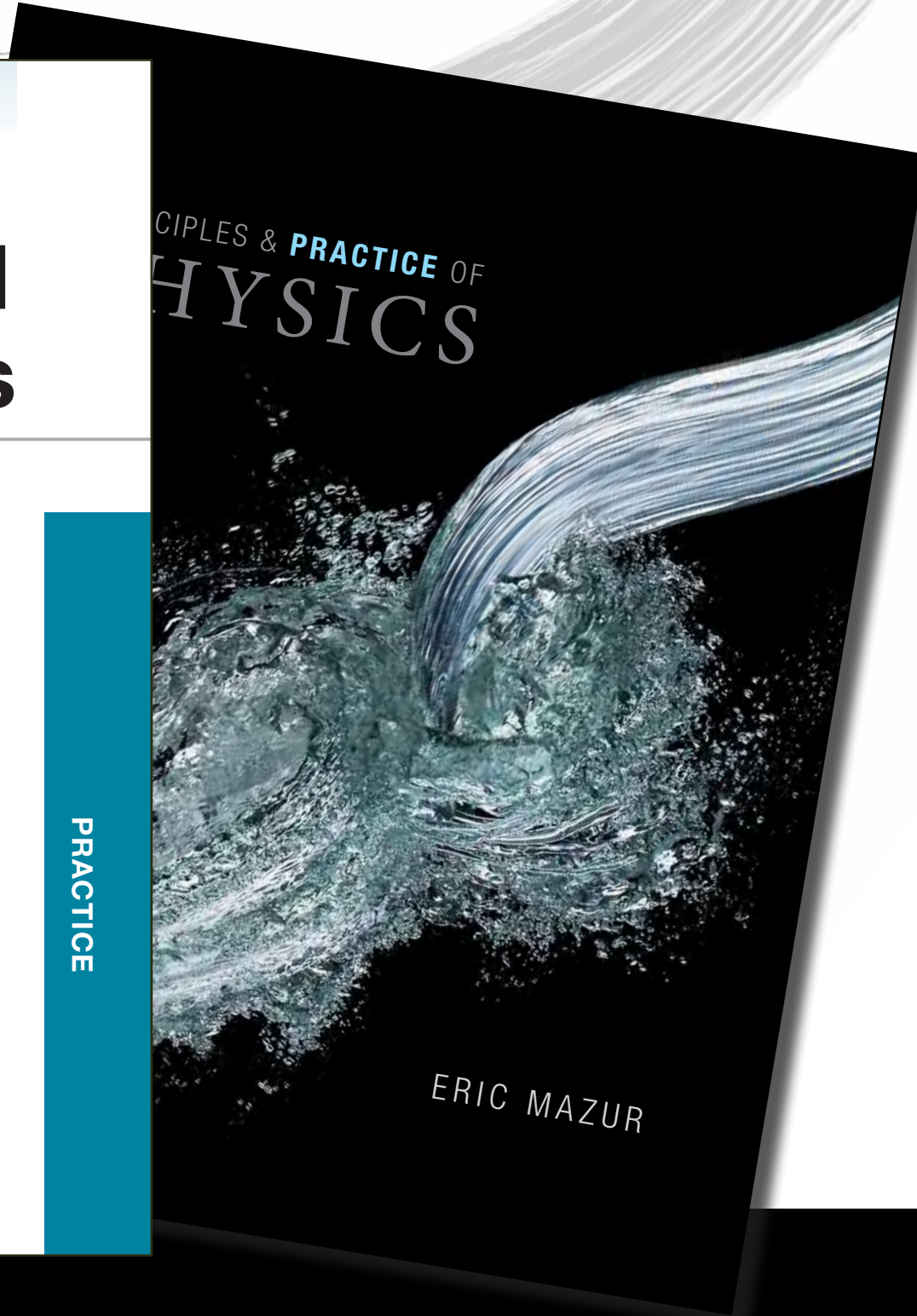

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Developing a Feel

Make an order-of-magnitude estimate of each of the following quantities. Letters in parentheses refer to hints below. Use them as needed to guide your thinking:

1. The speed v of a point on the equator as Earth rotates (D, P)
2. The rotational inertia of a bowling ball about an axis tangent to its surface (A, R, X)
3. Your rotational inertia as you turn over in your sleep (V, C)
4. The angular momentum around the axle of a wheel/tire combination on your car as you cruise on the freeway (E, I, O, AA, S)
5. The angular momentum of a spinning ice skater with each arm held out to the side and parallel to the ice (G, X, N, U)
6. The speed you would need to orbit Earth in a low orbit (F, P)
7. The magnitude of the force exerted by the Sun on Earth to hold Earth in orbit (B, L, T, Z)
8. The kinetic energy associated with Earth's rotation (Z, P, D)
9. The angular momentum, about a vertical axis through your house, of a large car driving down your street (H, Y, M)
10. The kinetic energy of a spinning yo-yo (K, W, J, Q)

Hints

If needed, see Key for answers to these guiding questions.

A. What is the inertia of a bowling ball?
B. How long a time interval is needed for Earth to make one revolution around the Sun?
C. What simple geometric shape is an appropriate model for a sleeping person?
D. What is Earth's rotational speed?
E. What is the combined inertia of the wheel and tire?
F. What is the relationship between force and acceleration for this orbit?
G. How can you model the skater's shape during her spin?
H. What is the inertia of a midsize car?
I. What is the radius of the tire?
J. How many turns are needed to rewind the yo-yo?
K. What is the yo-yo's rotational inertia?
L. What is the radius of Earth's orbit?
M. What is the perpendicular distance from the house to the car's line of motion?
N. What is the skater's rotational inertia with arms held out?
O. How can you model the combined rotational inertia of the wheel and tire?
P. What is Earth's radius?
Q. What is the final rotational speed?
R. What is the radius of a bowling ball?
S. What is the rotational speed of the tire?
T. What is the required centripetal acceleration?
U. What is the skater's initial rotational speed?
V. What is your inertia?
W. When thrown, how long a time interval does the yo-yo take to reach the end of the string?
X. What is needed in addition to the formulas in *Principles* Table 11.3 in order to determine this quantity?
Y. What is a typical speed for a car moving on a city street?
Z. What is Earth's inertia?
AA. What is a typical freeway cruising speed?

Key (all values approximate)

A. 7 kg; B. $1\ \text{y} = 3 \times 10^{7}$ s; C. solid cylinder of radius 0.2 m; D. period = 24 h, so $\omega = 7 \times 10^{-5}\ \text{s}^{-1}$; E. 10^{1} kg; F. from Eqs. 8.6, 8.17, and 11.16, $\sum \vec{F} = m\vec{a}$, so $mg = mv^2/r$; G. a solid cylinder with two thin-rod arms of inertia 4 kg held out perpendicularly; H. 2×10^{3} kg; I. 0.3 m; J. 2×10^{1} turns; K. $6 \times 10^{-5}\ \text{kg} \cdot \text{m}^2$ (with yo-yo modeled as solid cylinder); L. 2×10^{11} m; M. 2×10^{1} m; N. $4\ \text{kg} \cdot \text{m}^2$; O. between MR^2 (cylindrical shell representing tire) and $MR^2/2$ (solid cylinder representing wheel)—say, $3MR^2/4$; P. 6×10^{6} m; Q. about twice the average rotational speed, or $\omega = 5 \times 10^{2}\ \text{s}^{-1}$; R. 0.1 m; S. no slipping, so $\omega = v/r \approx 10^{2}\ \text{s}^{-1}$; T. $8 \times 10^{-3}\ \text{m/s}^2$; U. $\omega \approx 10\ \text{s}^{-1}$; V. 7×10^{1} kg; W. 0.5 s; X. the parallel-axis theorem; Y. 3×10^{1} mi/h; Z. 6×10^{24} kg; AA. 3×10^{1} m/s

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5. The angular momentum of a spinning ice skater with each arm held out to the side and parallel to the ice (G, X, N, U)
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Hints

If needed, see Key for answers to these guiding questions.

A. What is the inertia of a bowling ball?
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Y. What is a typical speed for a car moving on a city street?
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AA. What is a typical freeway cruising speed?

Key (all values approximate)

A. 7 kg; B. $1\ \text{y} = 3 \times 10^7$ s; C. solid cylinder of radius 0.2 m; D. period $= 24$ h, so $\omega = 7 \times 10^{-5}\ \text{s}^{-1}$; E. 10^1 kg; F. from Eqs. 8.6, 8.17, and 11.16, $\sum F = ma$, so $mg = mv^2/r$; G. a solid cylinder with two thin-rod arms of inertia 4 kg held out perpendicularly; H. 2×10^3 kg; I. 0.3 m; J. 2×10^1 turns; K. $6 \times 10^{-5}\ \text{kg} \cdot \text{m}^2$ (with yo-yo modeled as solid cylinder); L. 2×10^{11} m; M. 2×10^1 m; N. $4\ \text{kg} \cdot \text{m}^2$; O. between MR^2 (cylindrical shell representing tire) and $MR^2/2$ (solid cylinder representing wheel)—say, $3MR^2/4$; P. 6×10^6 m; Q. about twice the average rotational speed, or $\omega = 5 \times 10^2\ \text{s}^{-1}$; R. 0.1 m; S. no slipping, so $\omega = v/r \approx 10^2\ \text{s}^{-1}$; T. $8 \times 10^{-3}\ \text{m/s}^2$; U. $\omega \approx 10\ \text{s}^{-1}$; V. 7×10^1 kg; W. 0.5 s; X. the parallel-axis theorem; Y. 3×10^1 mi/h; Z. 6×10^{24} kg; AA. 3×10^1 m/s

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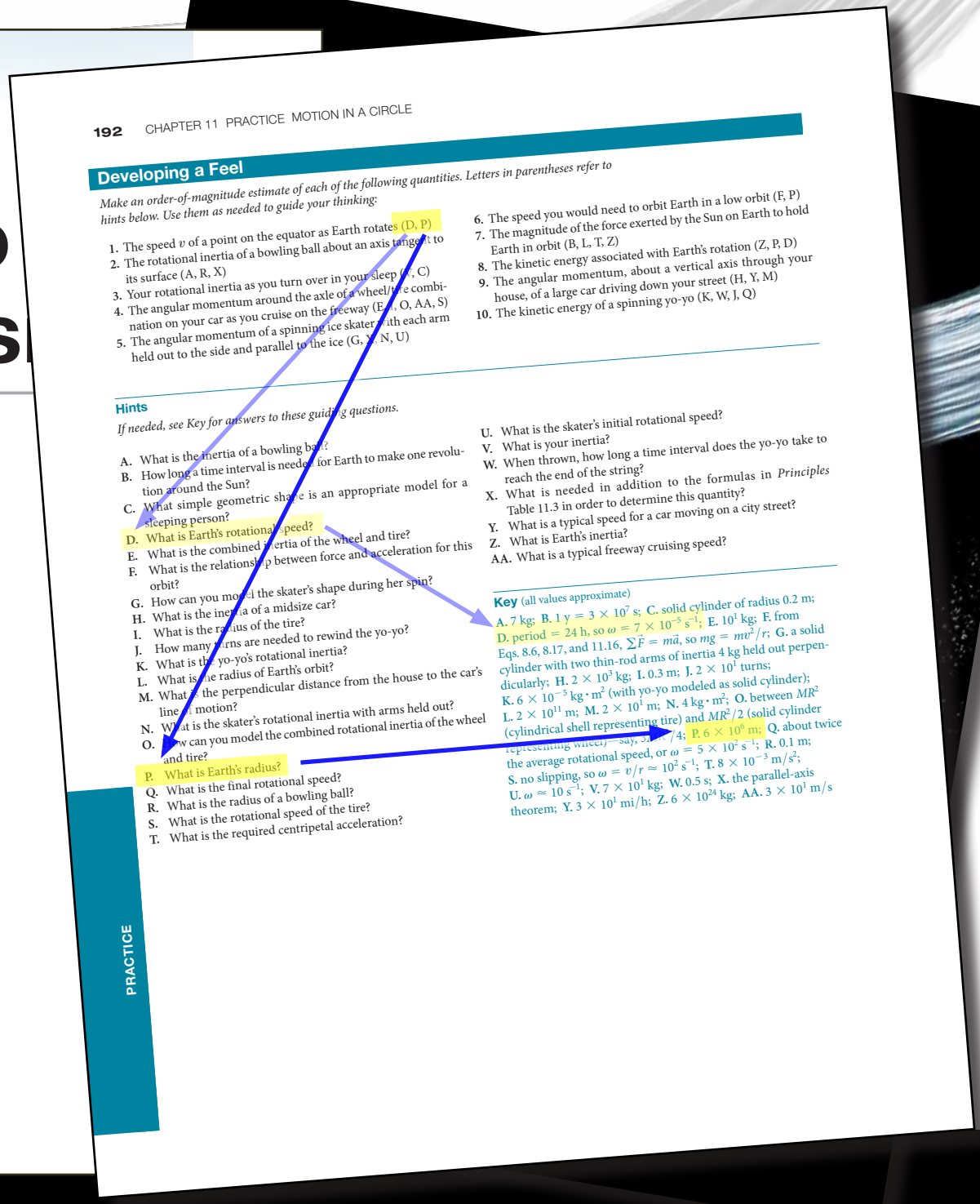

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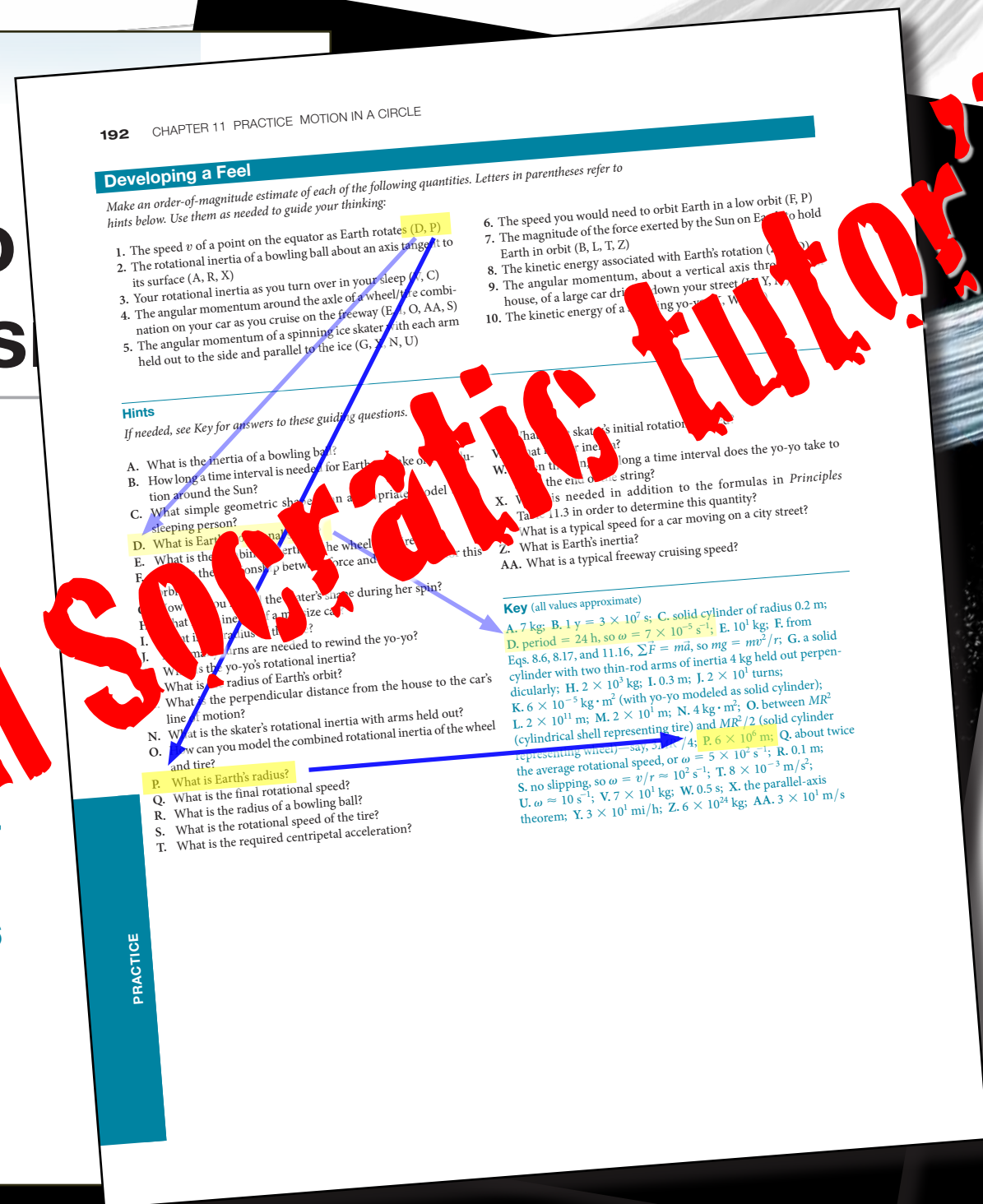

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Developing a Feel

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6. The speed you would need to orbit Earth in a low orbit (F, P)
7. The magnitude of the force exerted by the Sun on Earth to hold Earth in orbit (B, L, T, Z)
8. The kinetic energy associated with Earth's rotation (X, D)
9. The angular momentum, about a vertical axis thro[illegible] house, of a large car dri[illegible] down your street (Y, Y, [illegible])
10. The kinetic energy of a [illegible]ing yo-yo (T, W)

Hints

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F. [illegible] the [illegible]onship betw[illegible] force and [illegible]
[illegible] the [illegible]ater's shape during her spin?
[illegible] ow [illegible] ou [illegible] ize ca[illegible]
H. [illegible] hat [illegible] ine[illegible] f a m[illegible]
I. [illegible] t i[illegible] radius [illegible] th[illegible]?
J. [illegible] urns are needed to rewind the yo-yo?
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P. What is Earth's radius?
Q. What is the final rotational speed?
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T. What is the required centripetal acceleration?
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X. W[illegible] is needed in addition to the formulas in *Principles* Table 11.3 in order to determine this quantity?
Y. What is a typical speed for a car moving on a city street?
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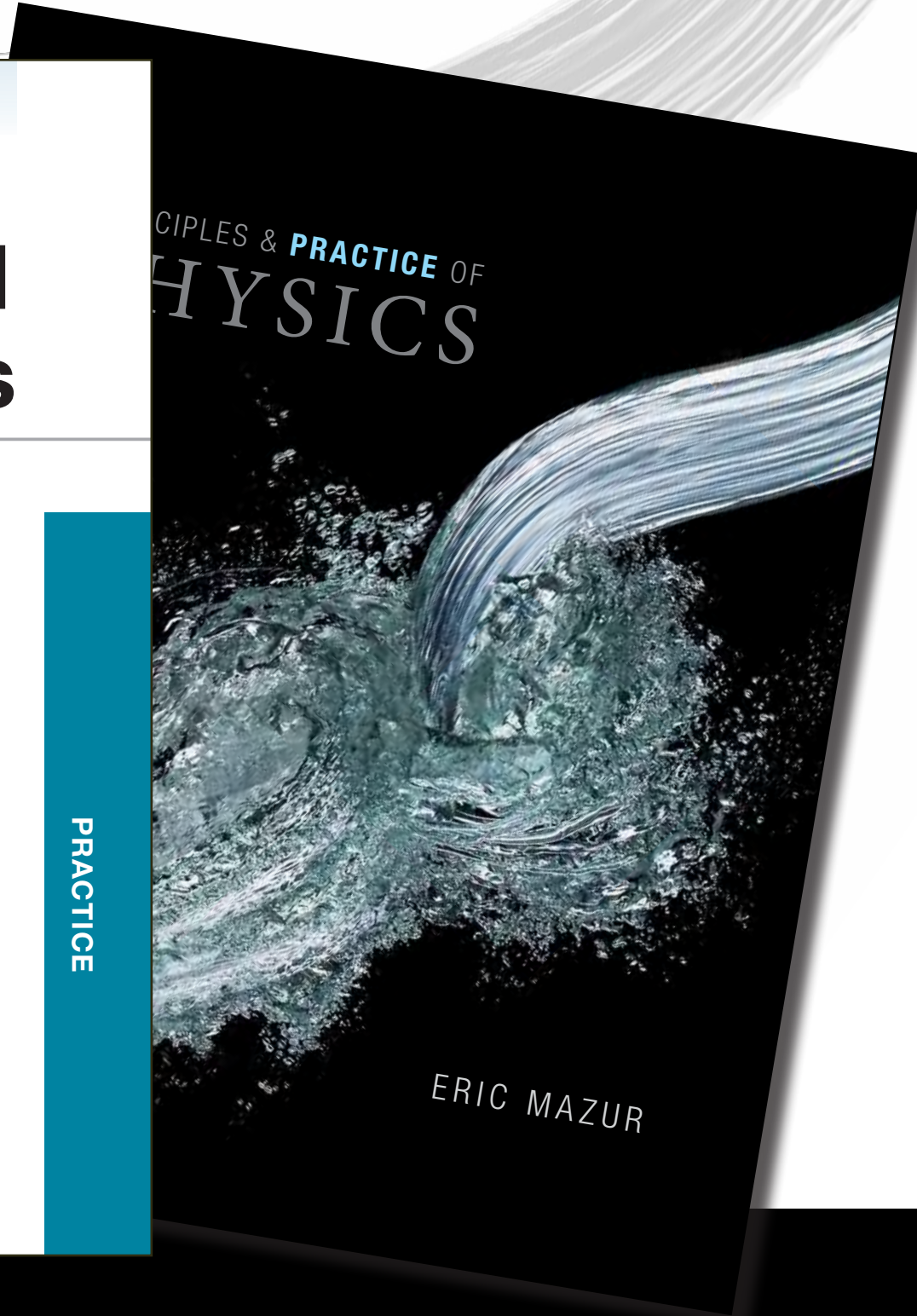

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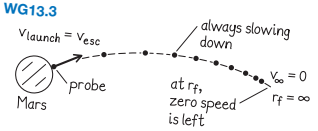
Worked Problem 13.3 Escape at last

The Mars Colony wants to launch a deep-space probe, but they have no rocket engines. They decide to launch a probe with an electromagnetic cannon, which means they must launch at escape speed. Determine this speed.

1 GETTING STARTED Let us do a quick sketch to help our thinking (Figure WG13.3). We select the Mars-probe system for analysis. In order to reach "deep space," the probe must attain a very great distance from Mars. This will require a significant amount of initial kinetic energy, which the probe must acquire during launch. After launch, the kinetic energy immediately begins to decrease, and the potential energy of the Mars-probe system increases as the separation distance increases. We assume a reference frame where Mars is fixed and only the probe moves. When the probe is far enough away (infinity, really, but practically it doesn't need to go quite this far), the kinetic energy has its minimum value, which we can take to be zero because the colonists presumably do not want to supply any more energy than needed to get the probe out there. The gravitational potential energy has its maximum value, which is also zero. (Remember that universal gravitational potential energy is *negative*.) We also assume that the Sun and other planets have a negligible influence on our system, and we ignore the rotation of Mars.

Figure WG13.3



2 DEVISE PLAN We can use conservation of energy because the probe has all of the needed kinetic energy at the beginning, as it is shot from a cannon. As the probe travels, this kinetic energy is converted to gravitational potential energy of the Mars-probe system. We want to know the initial speed of the probe acquired at launch. The initial potential energy is the value when the probe is still near the Martian surface. The final state of the probe is zero speed at an infinite distance from Mars. The *Principles* volume analyzes a similar situation in Section 13.7, leading to Eq. 13.23, so there is no need to derive this result again here. We begin with Eq. 13.23, solving this version of an energy conservation equation for $v_i = v_{esc}$ in terms of the known quantities.

3 EXECUTE PLAN Let us use r_i for the initial Mars-probe radial center-to-center separation distance, $r_f = \infty$ for the final separation distance, R_M for the radius of Mars, and m_M and m_p for the two masses. We begin with Eq. 13.23:

$$E_{mech} = \tfrac{1}{2}m_p v_{esc}^2 - G\frac{m_M m_p}{R_M} = 0$$

$$\tfrac{1}{2}v_{esc}^2 - G\frac{m_M}{R_M} = 0$$

$$\tfrac{1}{2}v_{esc}^2 = G\frac{m_M}{R_M}$$

$$v_{esc} = \sqrt{2G\frac{m_M}{R_M}}$$

$$v_{esc} = \sqrt{2(6.67 \times 10^{-11}\,\mathrm{N \cdot m^2/kg^2})\frac{6.42 \times 10^{23}\,\mathrm{kg}}{3.40 \times 10^{6}\,\mathrm{m}}}$$

$$= 5.02 \times 10^{3}\,\mathrm{m/s} = 5\,\mathrm{km/s}. \checkmark$$

Notice that this speed does not depend on the mass of the probe. A probe of any other size shot from the cannon would need the same minimum speed to break free of Mars's gravitational pull.

4 EVALUATE RESULT Our algebraic expression for the escape speed is plausible because it involves the mass of Mars, the initial center-to-center radial separation distance of our two objects (which is Mars's radius), and G. We expect v_{esc} to increase with m_M because the gravitational pull increases with increasing mass. We also expect v_{esc} to decrease as the distance between the launch position and Mars's center increases because the gravitational force exerted by the planet on the probe decreases with increasing separation distance. All this is just what our result predicts.

An escape speed of 18,000 km/h is smaller than (but on the order of) the escape speed from Earth, and so the answer is not unreasonable.

We assumed that the initial Mars-probe separation distance is equal to the planet's radius. Of course, the length of the cannon may be tens of meters, but this tiny difference would have no impact on the numerical answer. We ignored the rotation of Mars, which could supply a small amount of the needed kinetic energy. We also ignored the effect of the Sun, which is fine for getting away from the surface of Mars, but we would need to account for it if the destination was another star.

Guided Problem 13.4 Spring to the stars

Suppose that, instead of using chemical rockets, NASA decided to use a compressed spring to launch a spacecraft. If the spring constant is 100,000 N/m and the mass of the spacecraft is 10,000 kg, how far must the spring be compressed in order to launch the craft to a position outside Earth's gravitational influence?

1 GETTING STARTED

1. Describe the problem in your own words. Are there similarities to Worked Problem 13.3?
2. Draw a diagram showing the initial and final states. What is the spacecraft's situation in the final state?
3. How does the spacecraft gain the necessary escape speed?

2 DEVISE PLAN

4. What law of physics should you invoke?
5. As the spring is compressed, is the gravitational potential energy of the Earth-spacecraft system affected? If so, can you ignore this effect?
6. What equation allows you to relate the initial and final states?

3 EXECUTE PLAN

7. What is your target unknown quantity? Algebraically isolate it on one side of your equation.
8. Substitute the numerical values you know to get a numerical answer.

4 EVALUATE RESULT

9. Is your algebraic expression for the compression plausible for how the compression changes as the spring constant and Earth's mass and radius change?
10. If you were the head of a design team, would you recommend pursuing this launch method?

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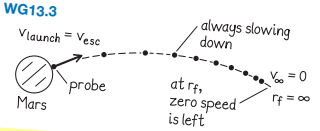

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4-step procedure

Worked Problem 13.3 Escape at last

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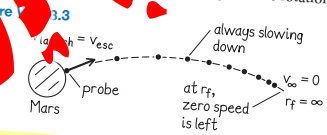

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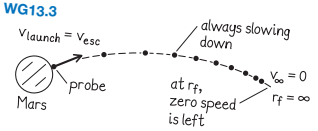
Figure WG13.3



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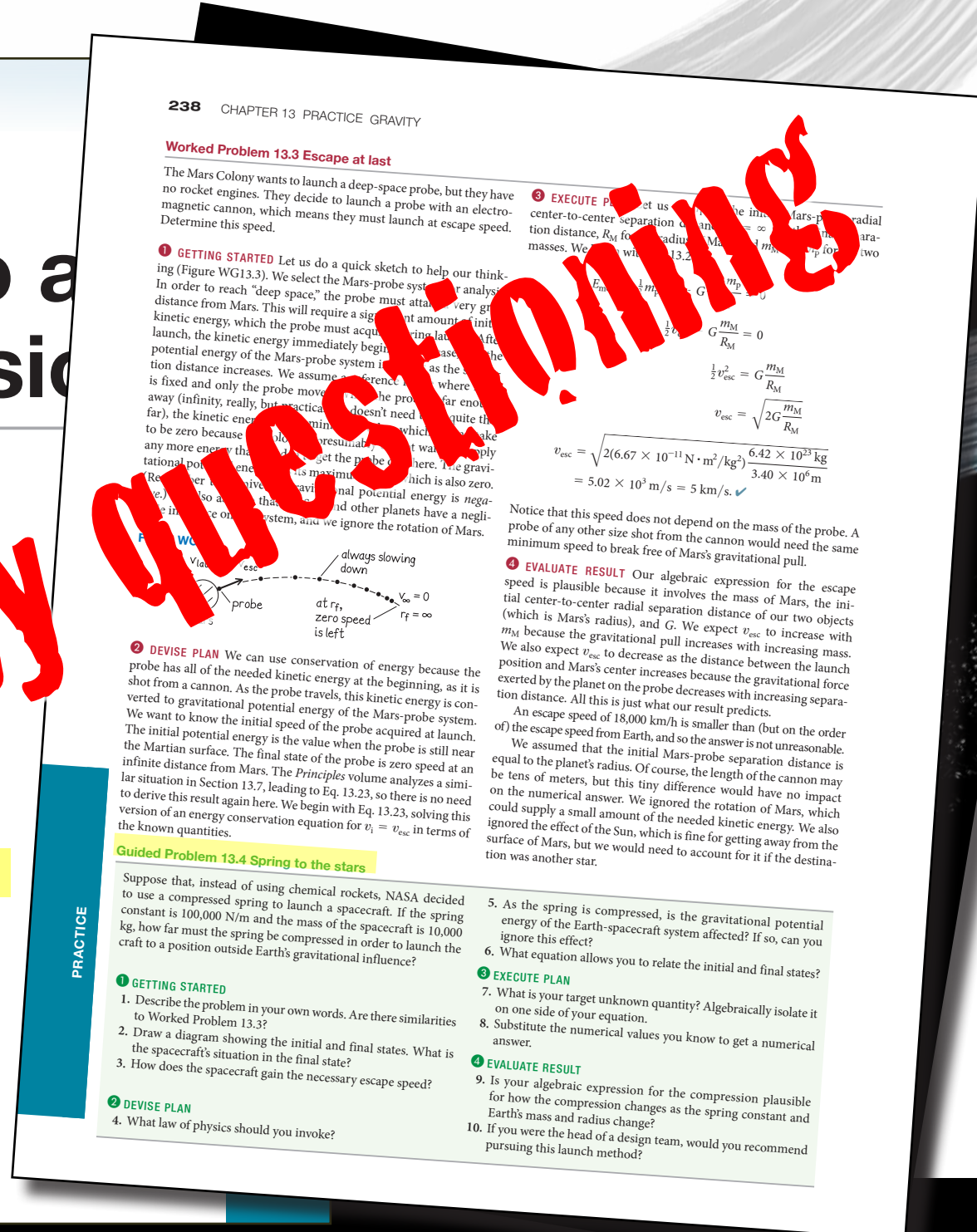

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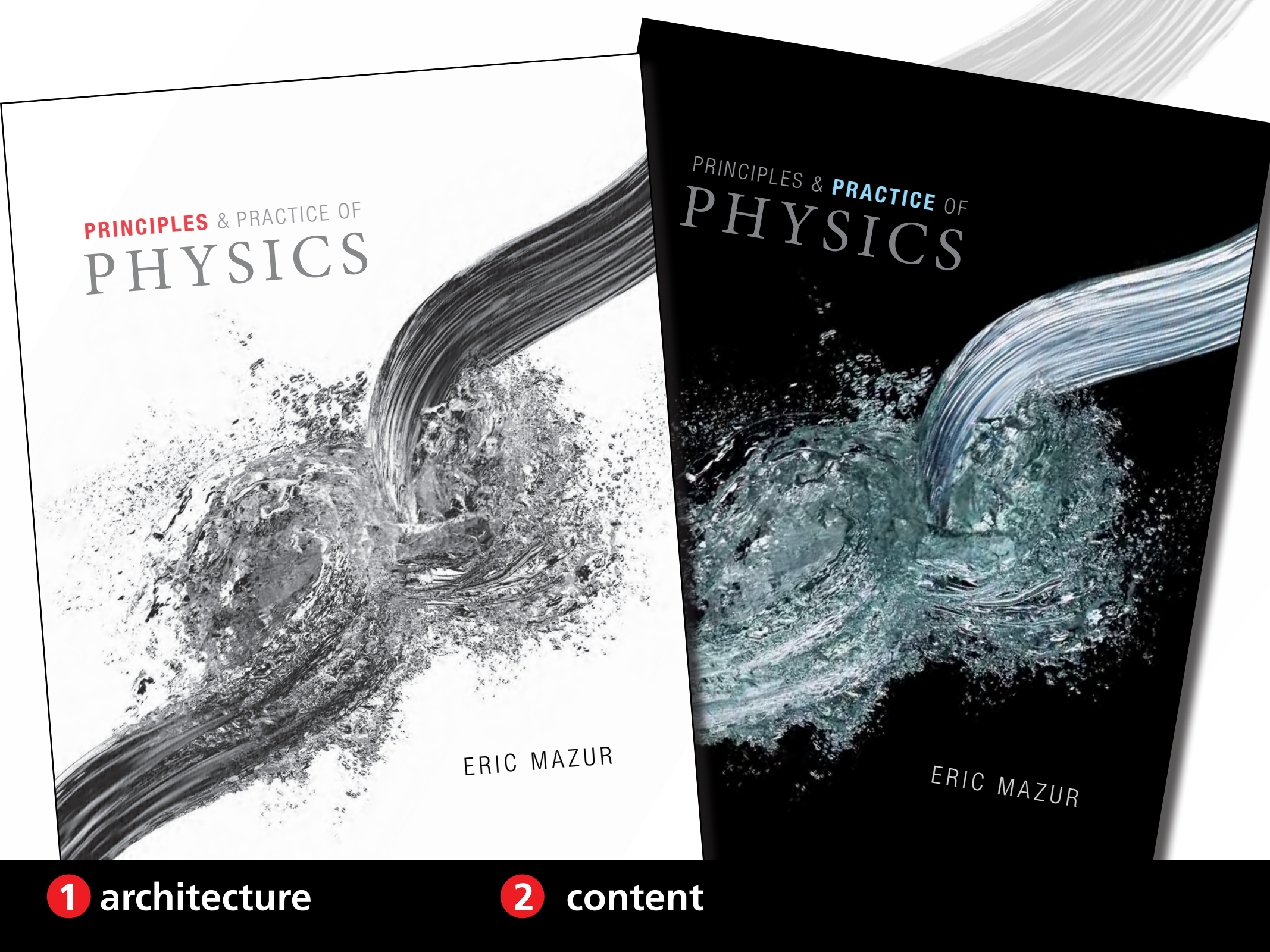

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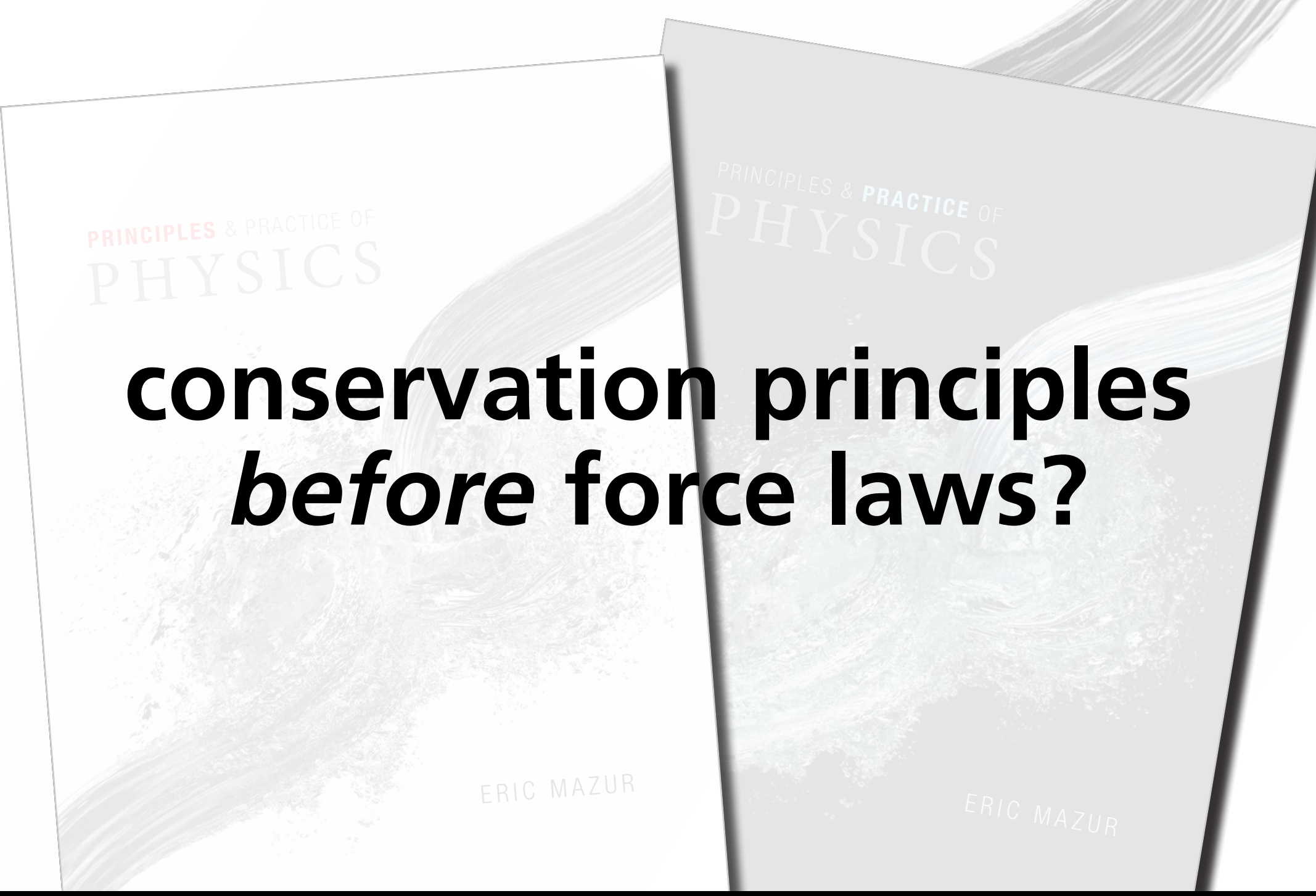

conservation principles *before* force laws?

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1 Foundations

1.1 The scientific method
1.2 Symmetry
1.3 Matter and the universe
1.4 Time and change
1.5 Representations

1.6 Physical quantities and units
1.7 Significant digits
1.8 Solving problems
1.9 Developing a feel

CONCEPTS

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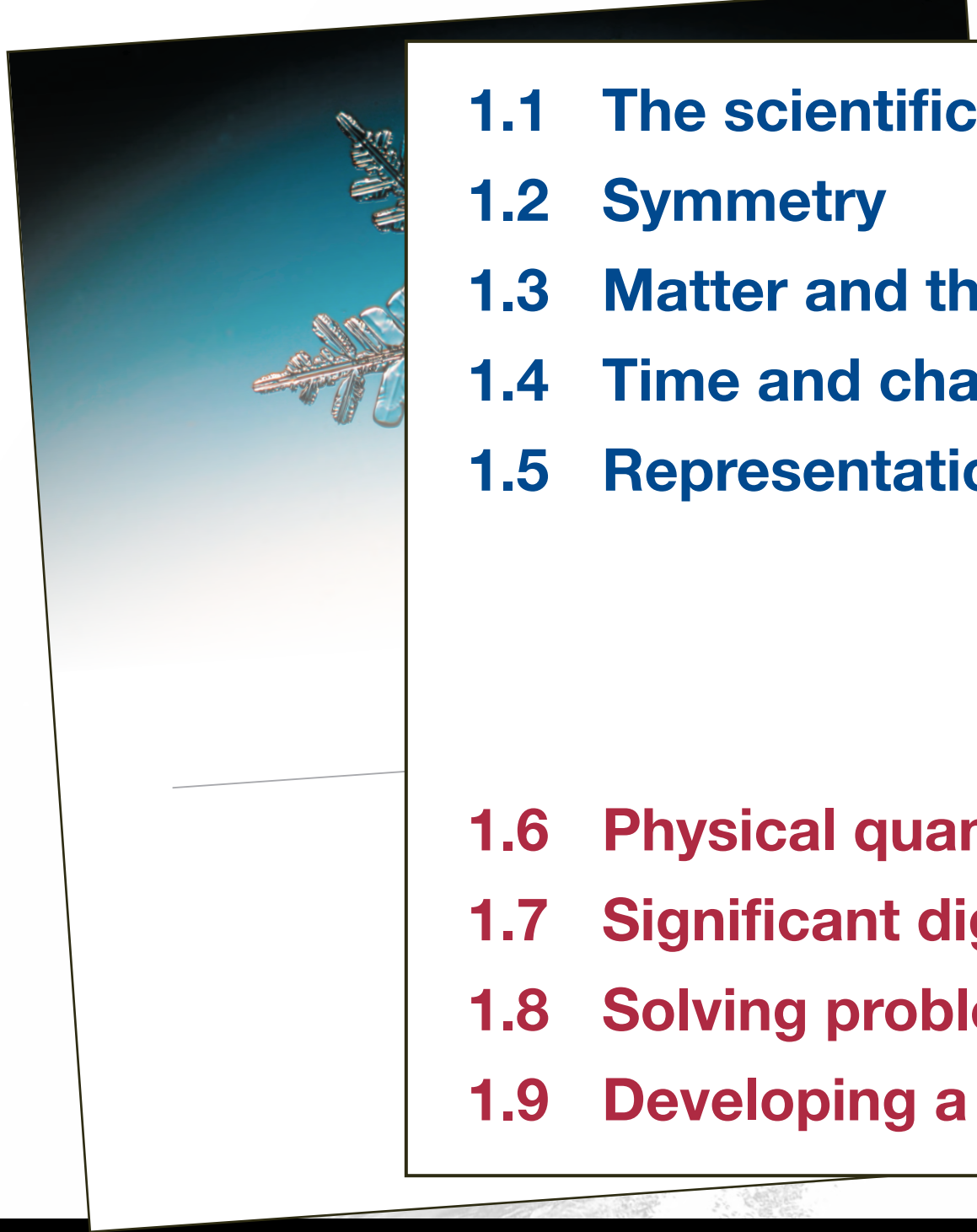

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2 Motion in Dimensi

CONCEPTS

2.1 From reality to model
2.2 Position and displacement
2.3 Representing motion
2.4 Average speed and average velocity

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2.5 Scalars and vectors
2.6 Position and displacement vectors
2.7 Velocity as a vector
2.8 Motion at constant velocity
2.9 Instantaneous velocity

3 Acceleration

CONCEPTS

3.1 Changes in velocity
3.2 Acceleration due to gravity
3.3 Projectile motion
3.4 Motion diagrams

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3.5 Motion with constant acceleration
3.6 Free-fall equations
3.7 Inclined planes
3.8 Instantaneous acceleration

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4 Momentum

4.1 Friction
4.2 Inertia
4.3 What determines inertia?
4.4 Systems

4.5 Inertial standard
4.6 Momentum
4.7 Isolated systems
4.8 Conservation of momentum

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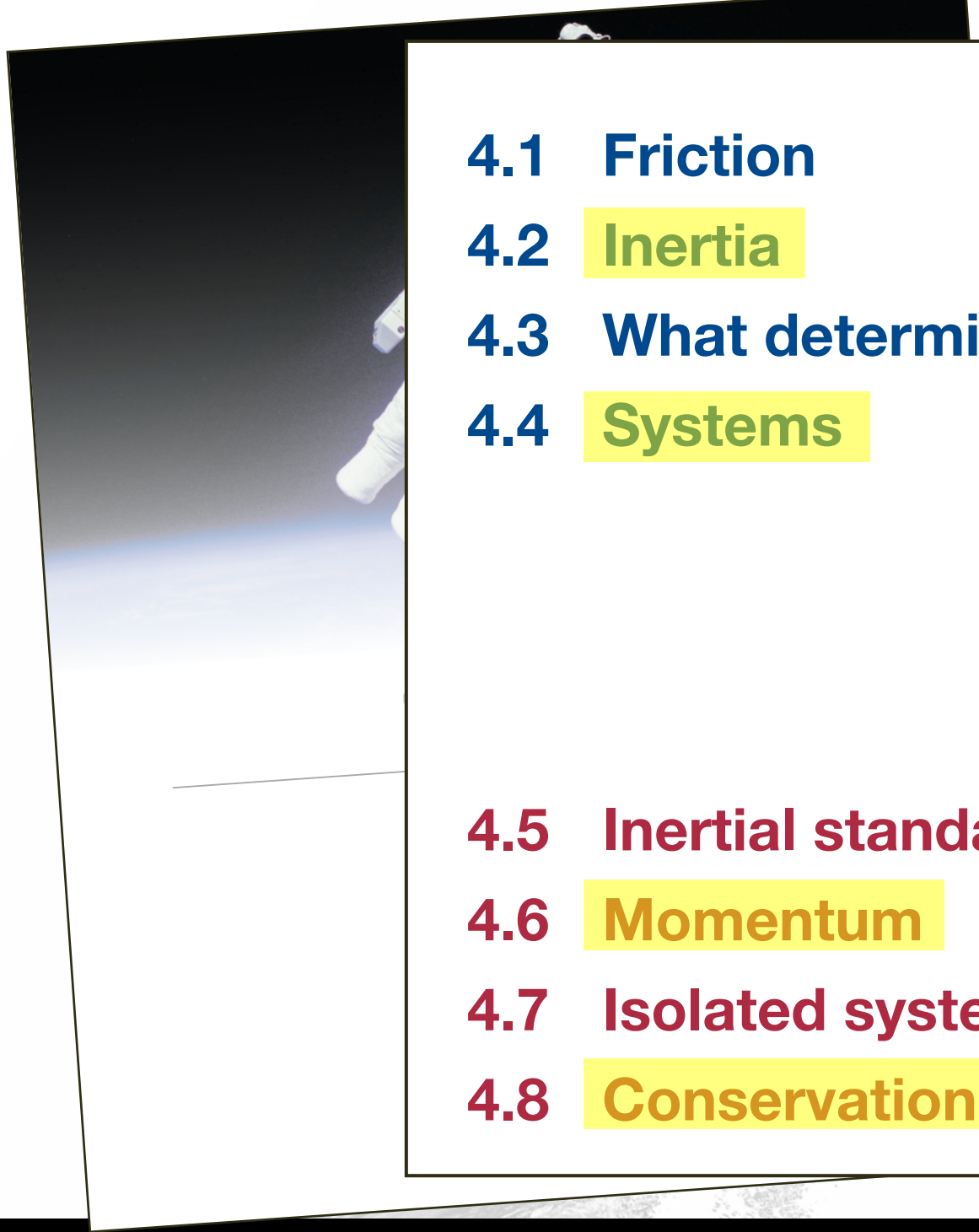

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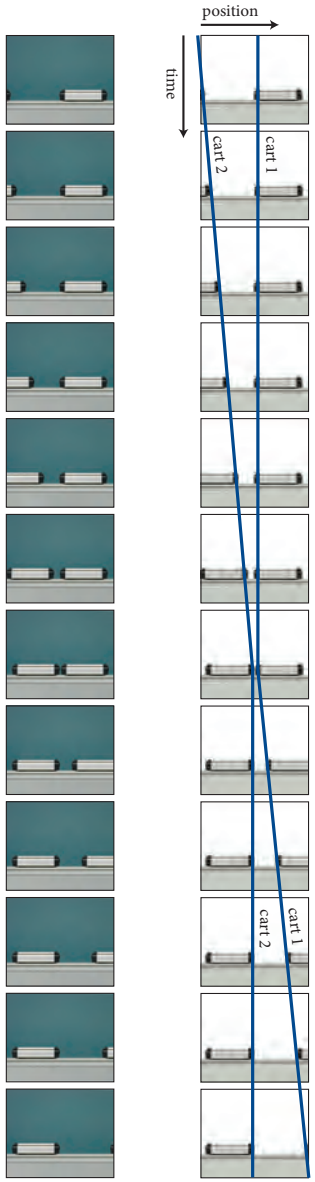

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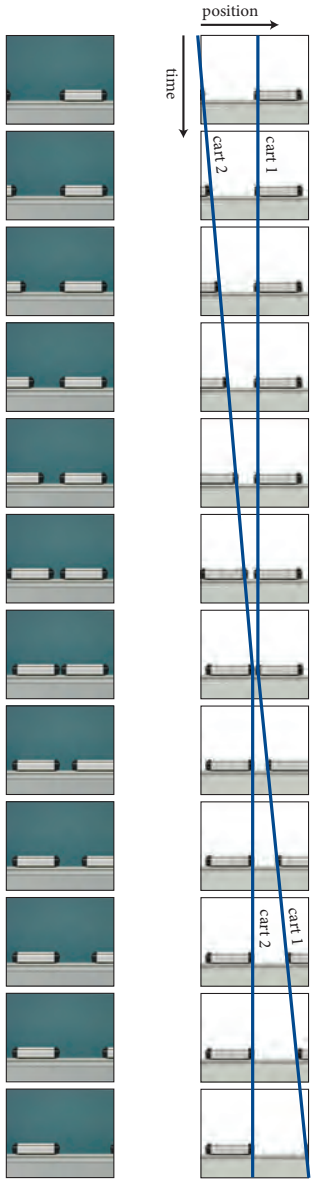

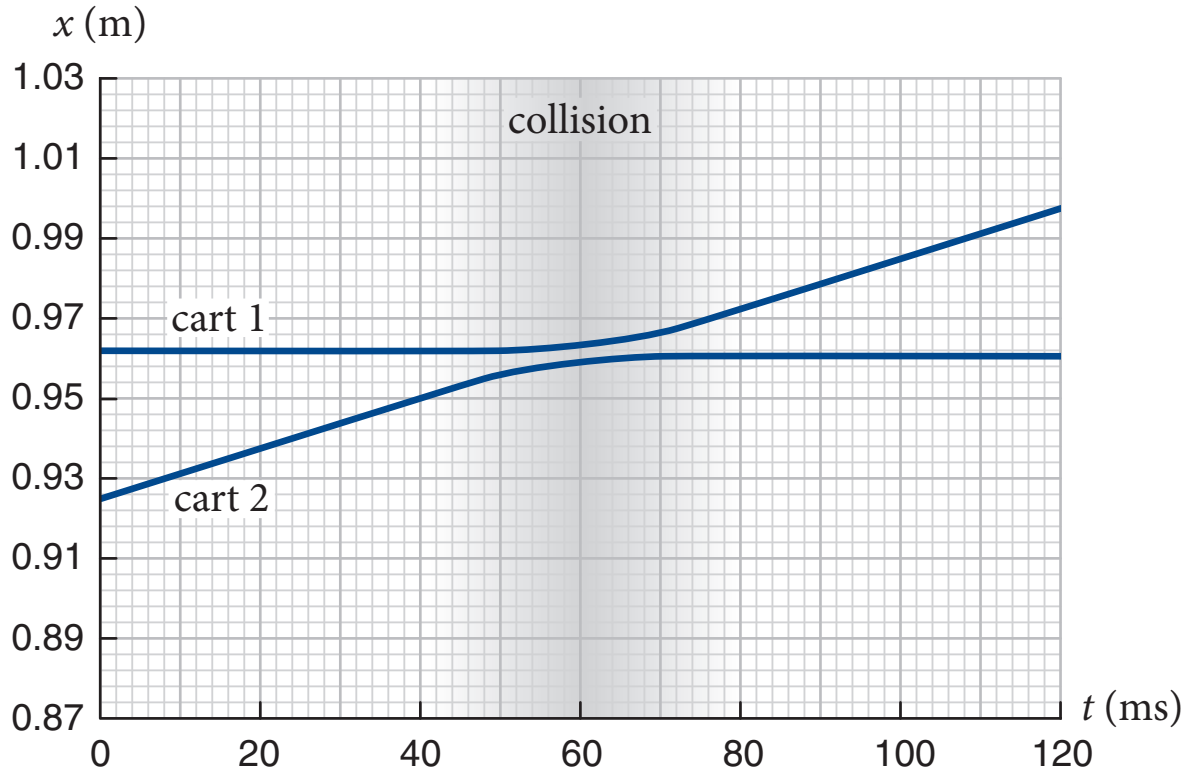

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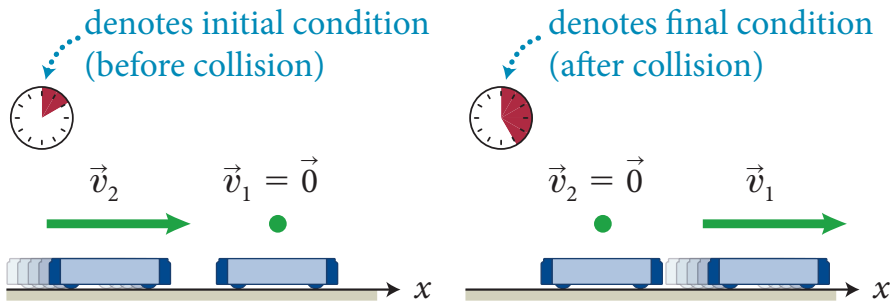
denotes initial condition
(before collision)
denotes final condition
(after collision)
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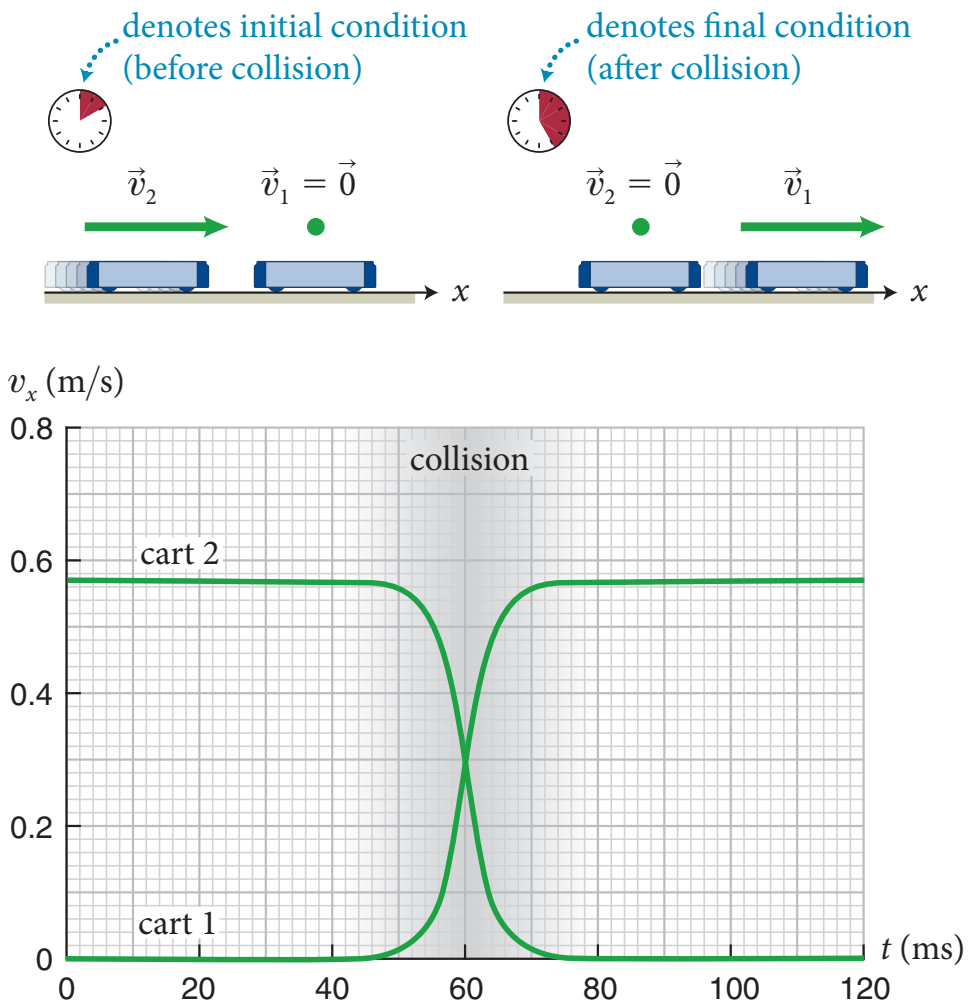
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collision
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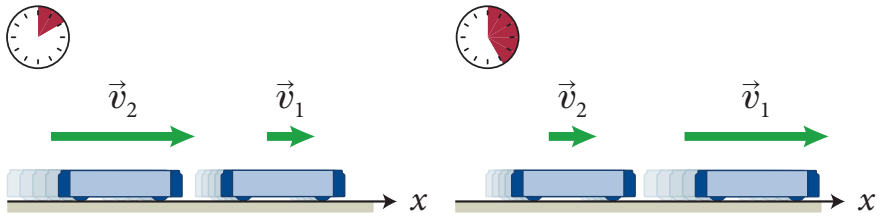
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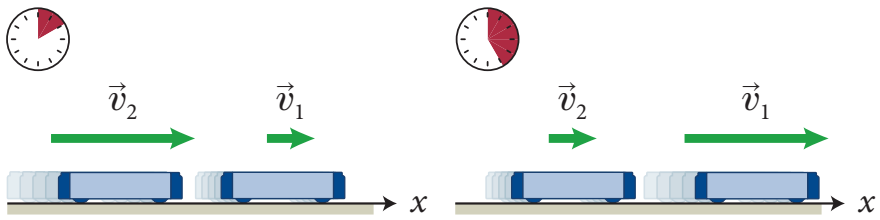
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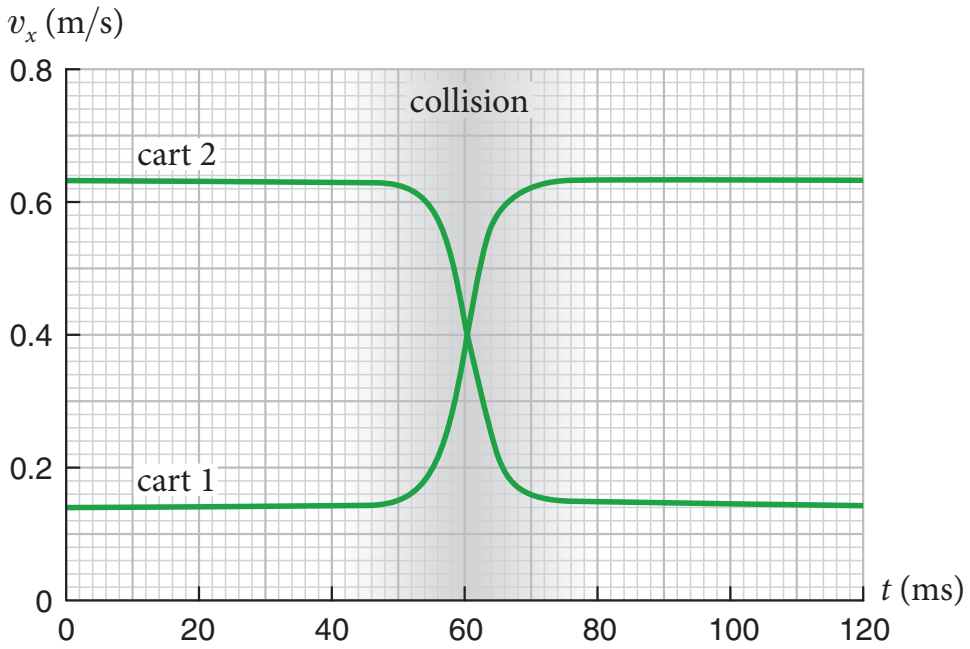
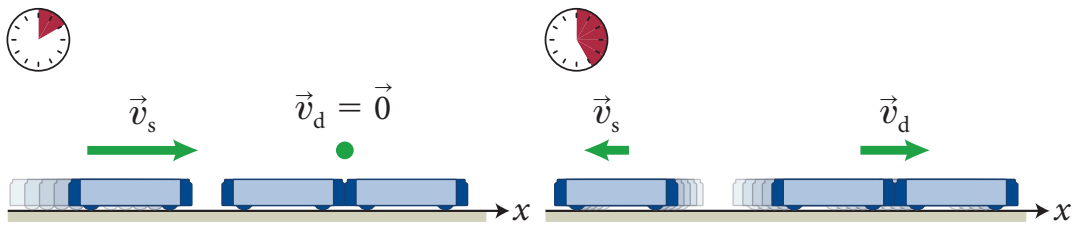
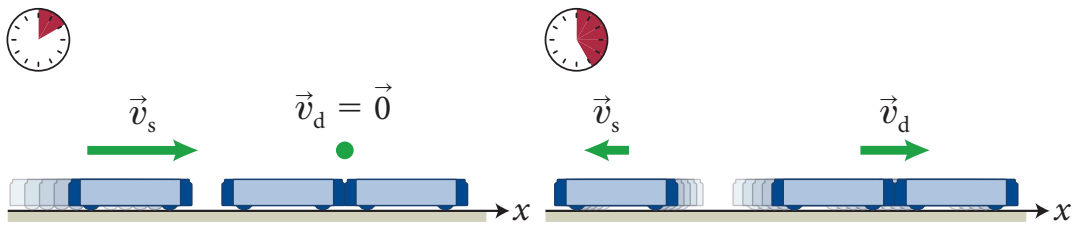
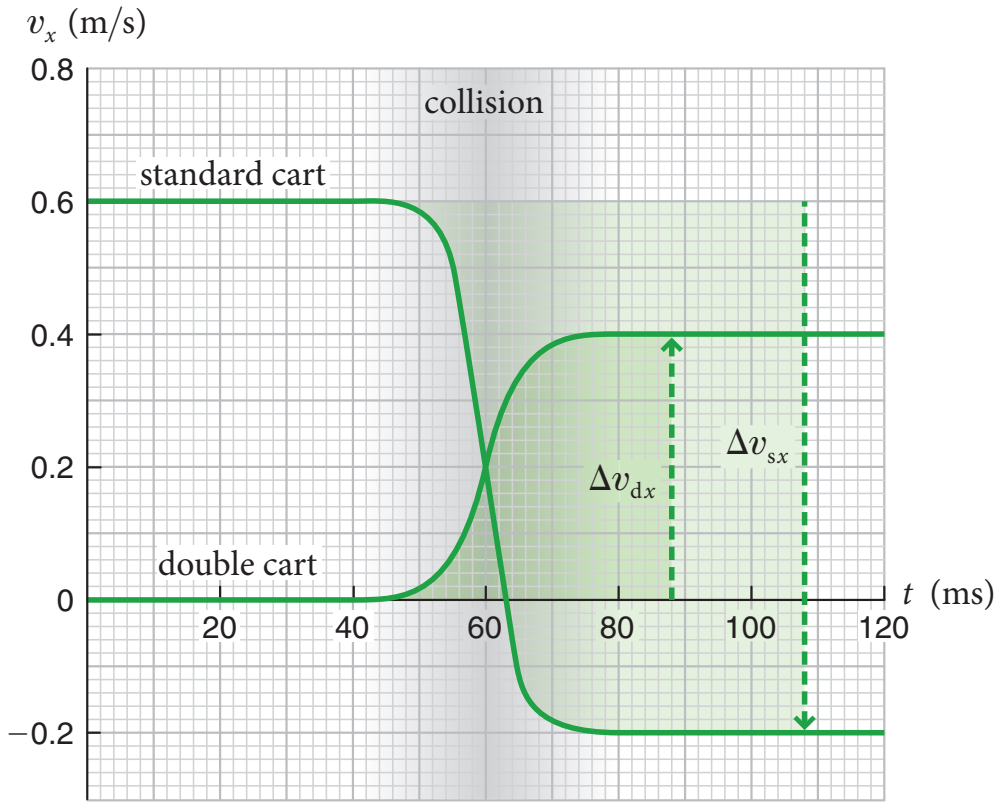
x

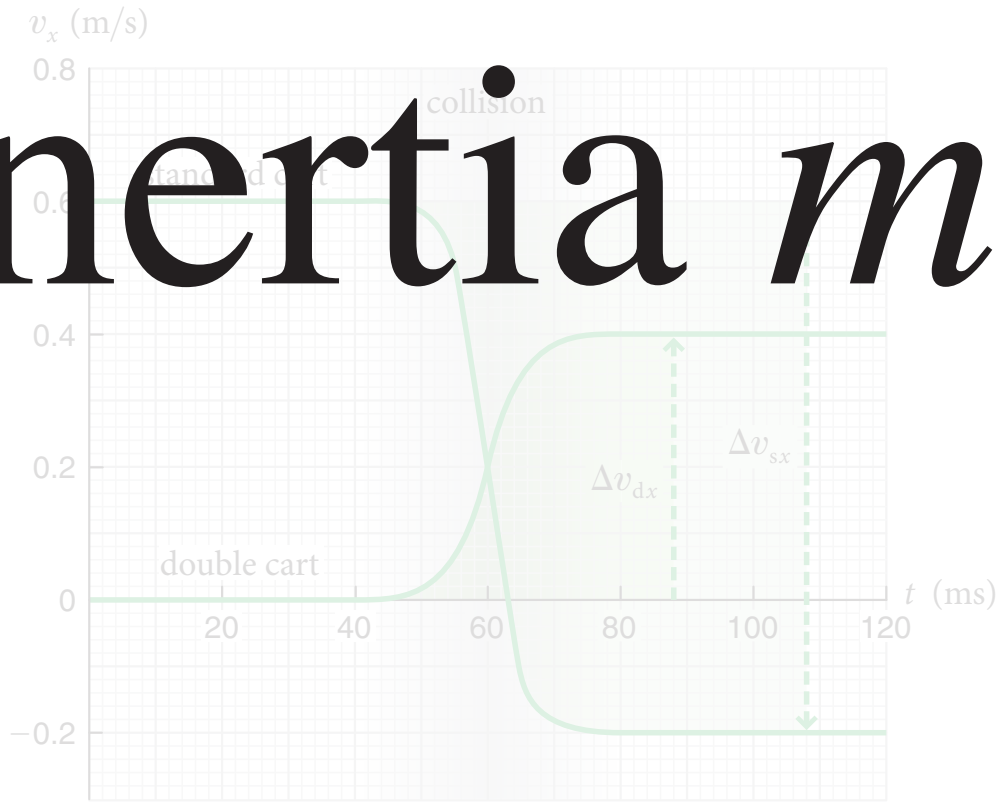

v_x (m/s)
0.8
0.6
0.4
0.2
0
collision
cart 2
cart 1
0
20
40
60
80
100
120
t (ms)


$\vec{v}_s$
$\vec{v}_d = \vec{0}$
$\vec{v}_s$
$\vec{v}_d$
x
x


$\vec{v}_s$
$\vec{v}_d = \vec{0}$
$\vec{v}_s$
$\vec{v}_d$
x
x


v_x (m/s)
0.8
0.6
0.4
0.2
0
−0.2
collision
standard cart
double cart
Δv_{dx}
Δv_{sx}
20
40
60
80
100
120
t (ms)

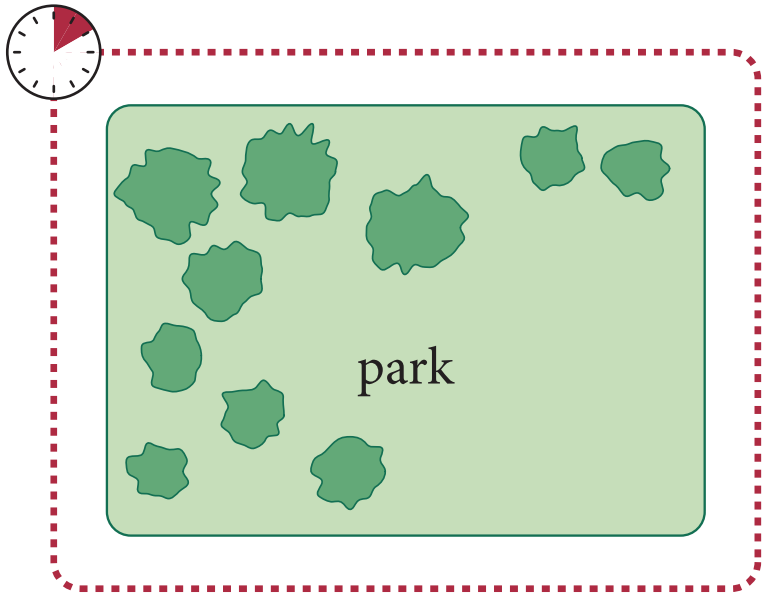
$\vec{v}_s$
$\vec{v}_d = \vec{0}$
$\vec{v}_s$
$\vec{v}_d$
x
x


v_x (m/s)
0.8
collision
0.4
0.2
Δv_{dx}
Δv_{sx}
double cart
0
t (ms)
20
40
60
80
100
120
−0.2

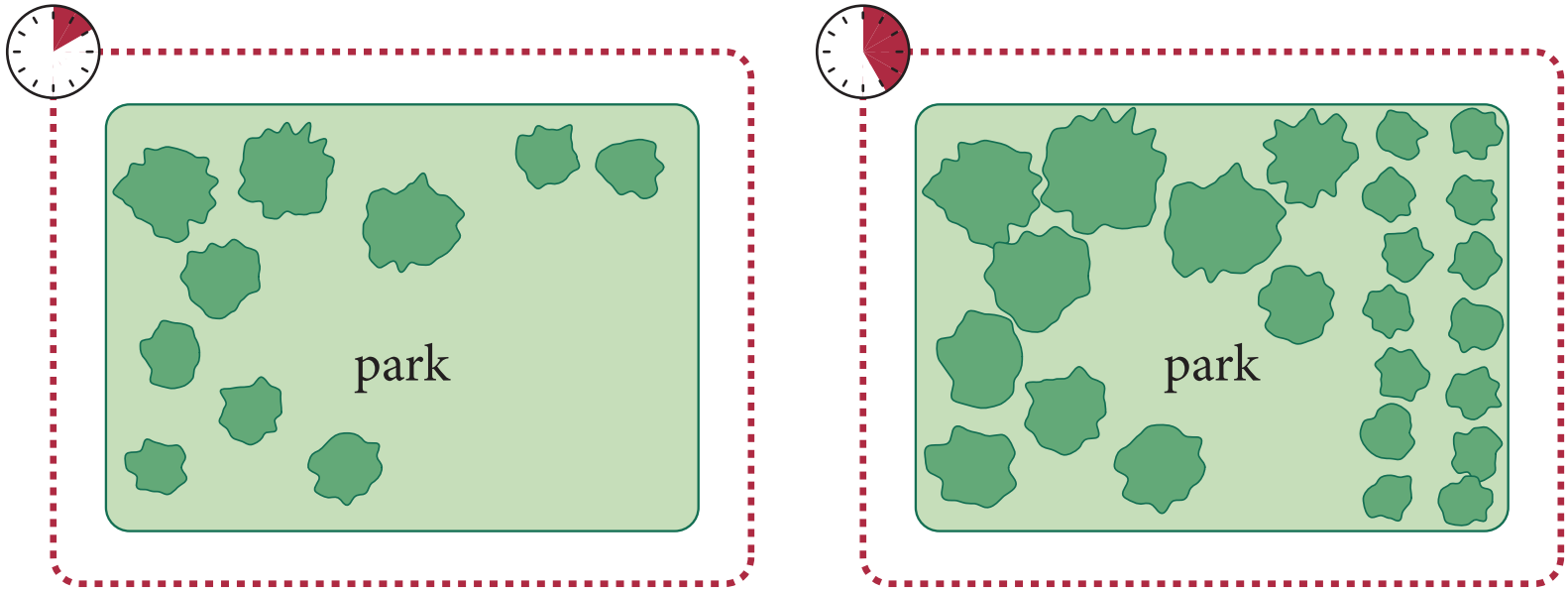
inertia *m*

systems & extensive quantities

systems & extensive quantities



systems & extensive quantities

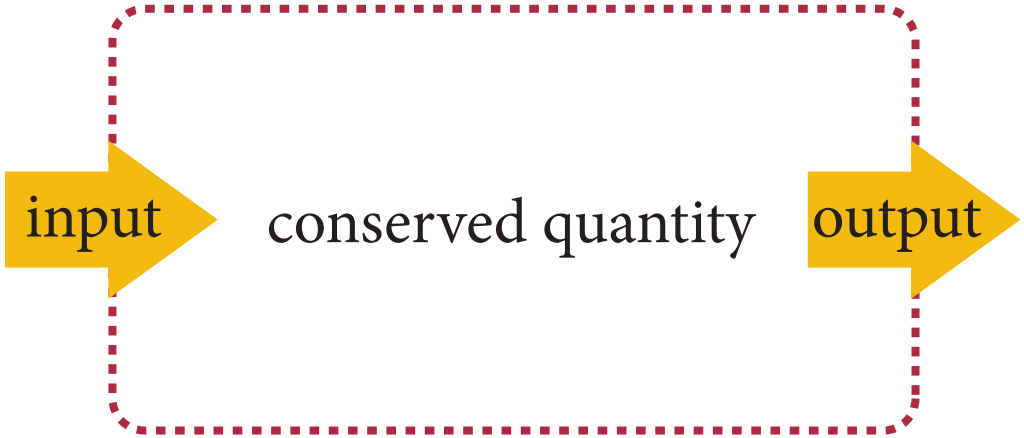


systems & extensive quantities

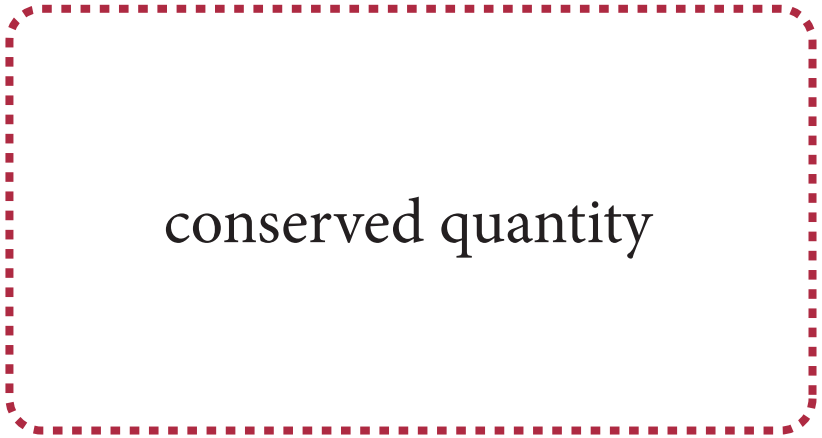
systems & extensive quantities

systems & extensive quantities

systems & extensive quantities



systems & extensive quantities



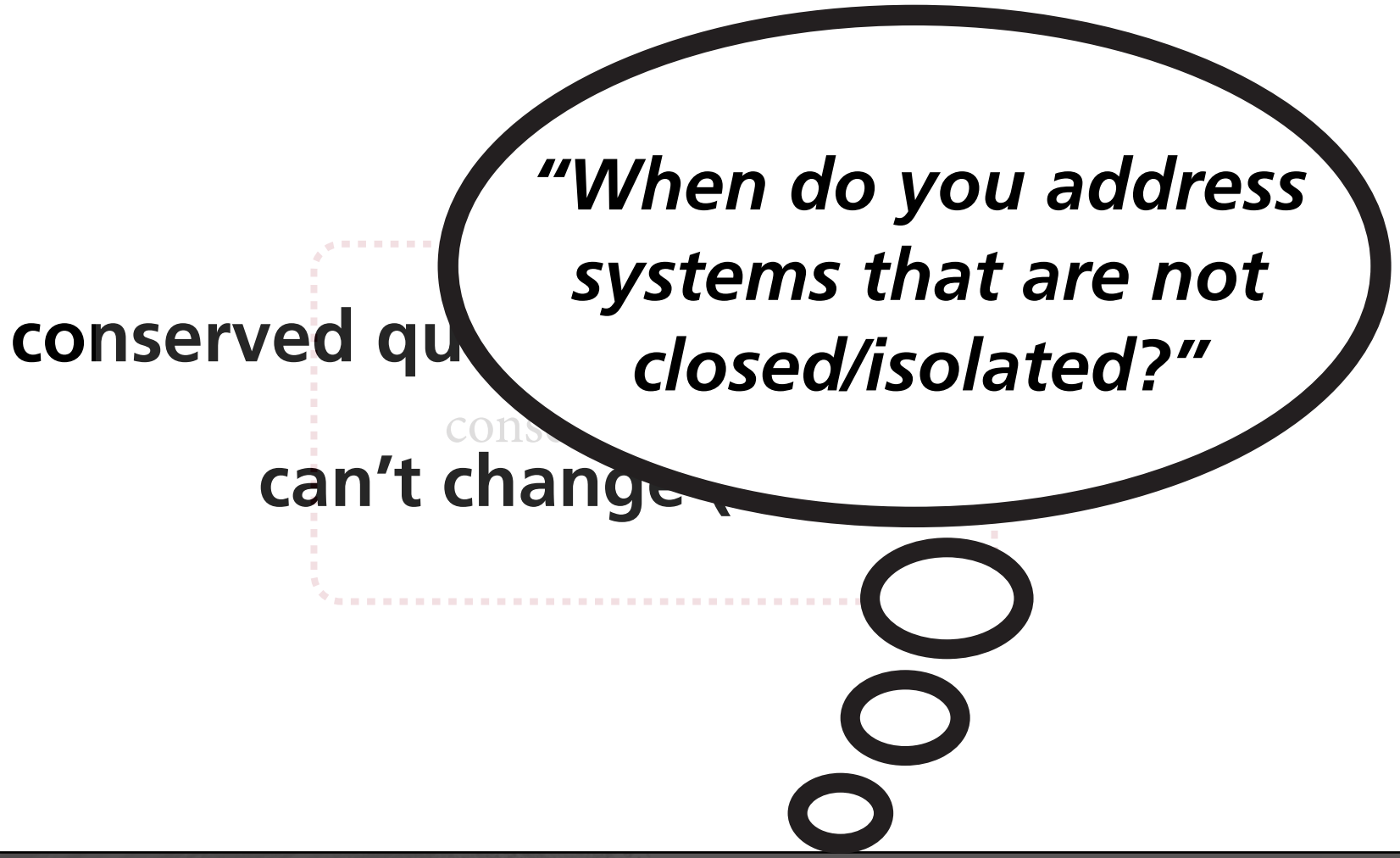
systems & extensive quantities

conserved quantity in isolated system

conserved quantity

can’t change (constant)

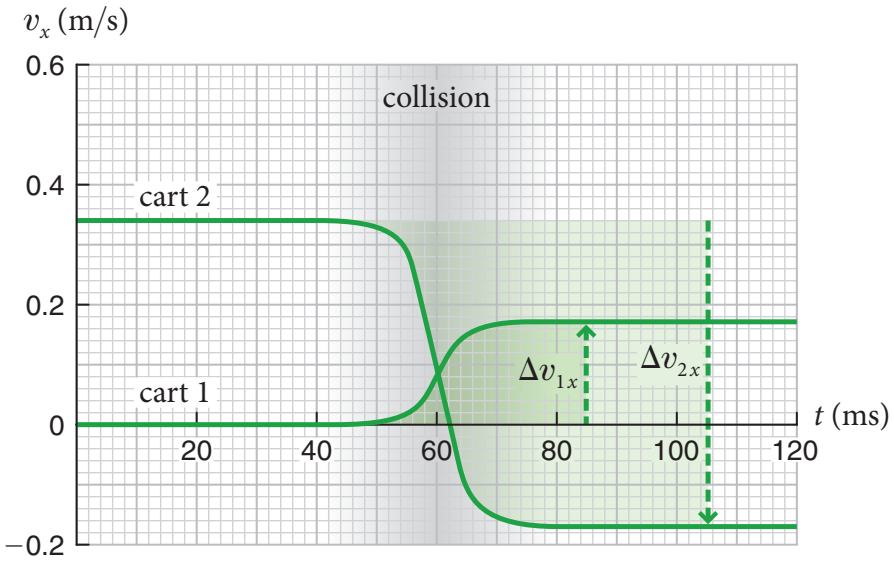
systems & extensive quantities

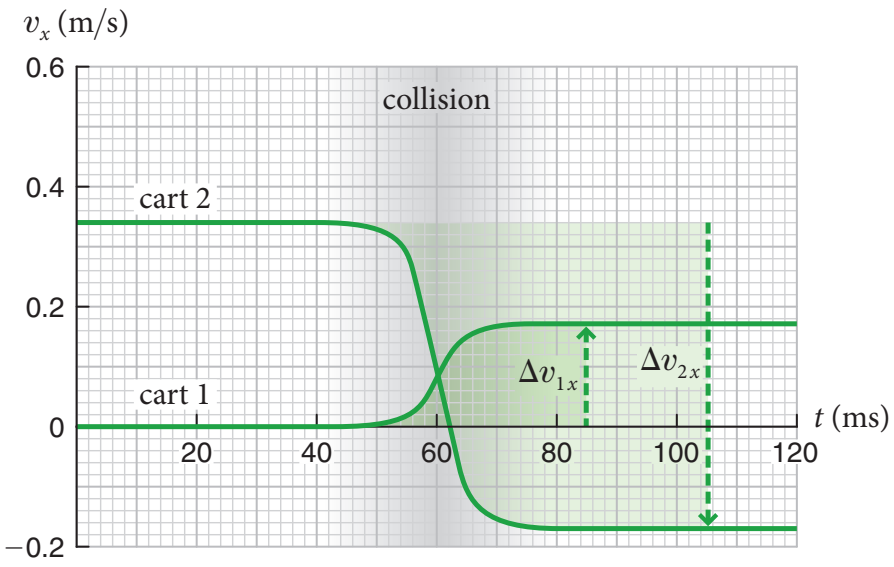


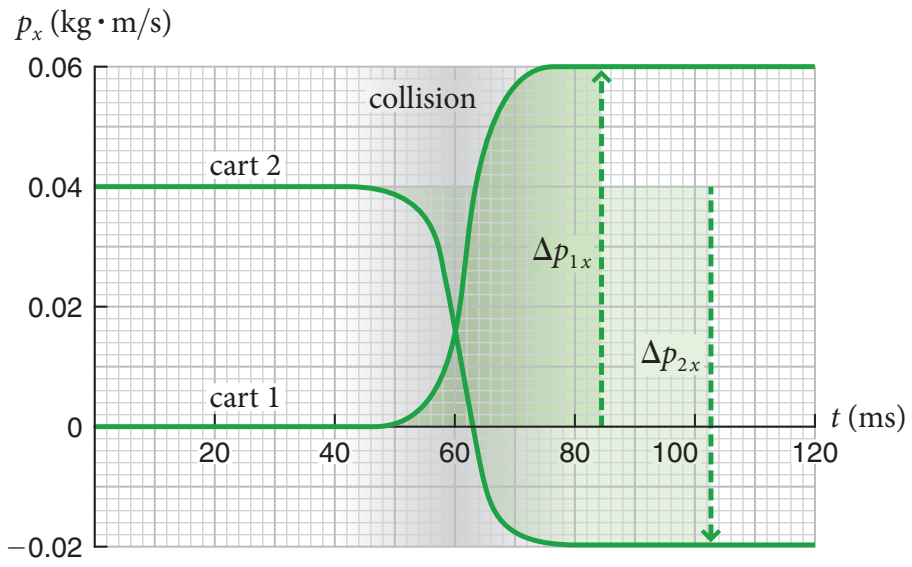
systems & extensive quantities

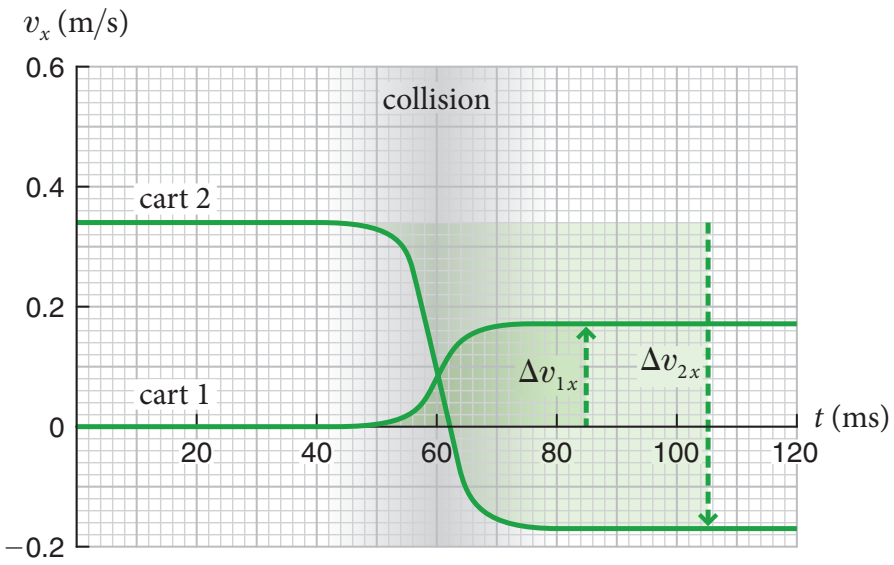
$$\vec{p} \equiv m\vec{v}$$

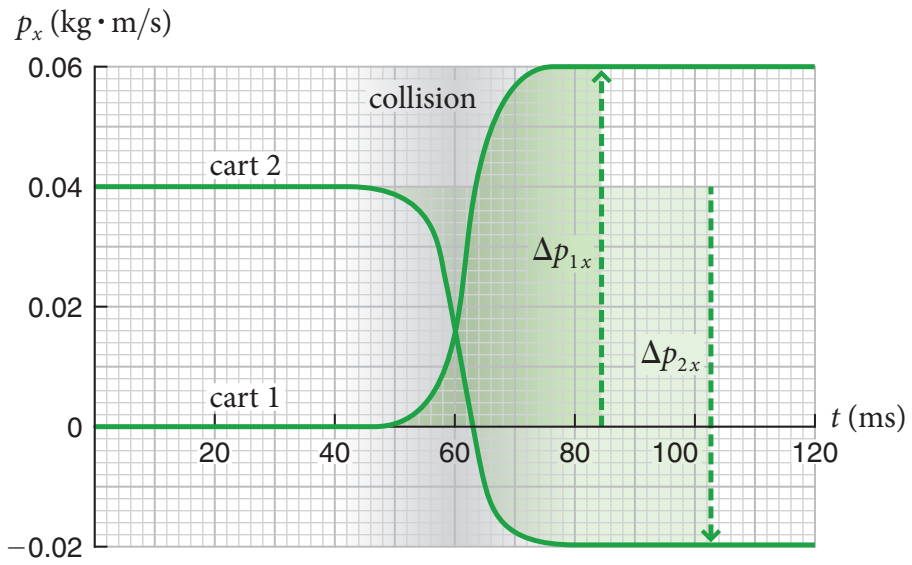
conserved quantity


v_x (m/s)
0.6
0.4
0.2
0
−0.2
collision
cart 2
cart 1
Δv_{1x}
Δv_{2x}
t (ms)
20
40
60
80
100
120

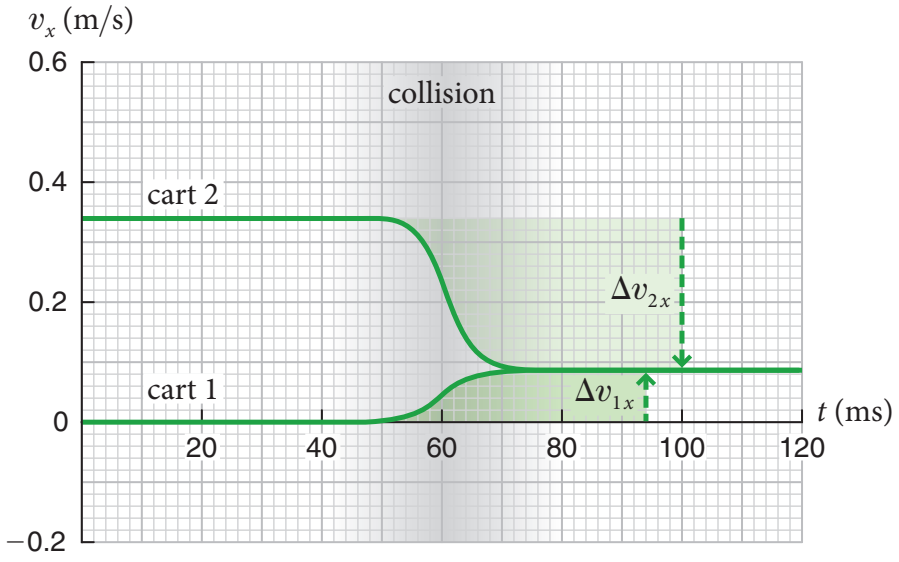

v_x (m/s)
0.6
0.4
0.2
0
−0.2
collision
cart 2
cart 1
Δv_{1x}
Δv_{2x}
20
40
60
80
100
120
t (ms)

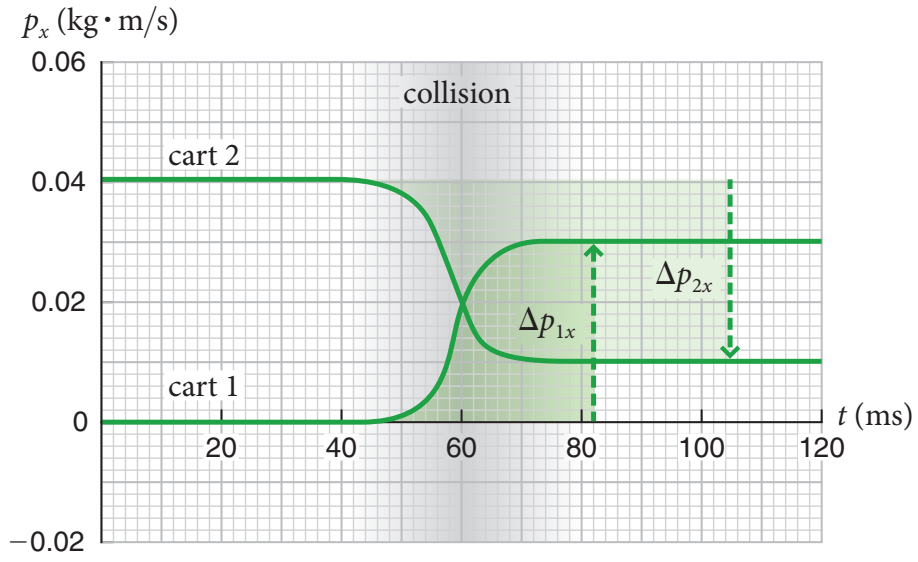

p_x (kg · m/s)
0.06
0.04
0.02
0
−0.02
collision
cart 2
cart 1
Δp_{1x}
Δp_{2x}
20
40
60
80
100
120
t (ms)



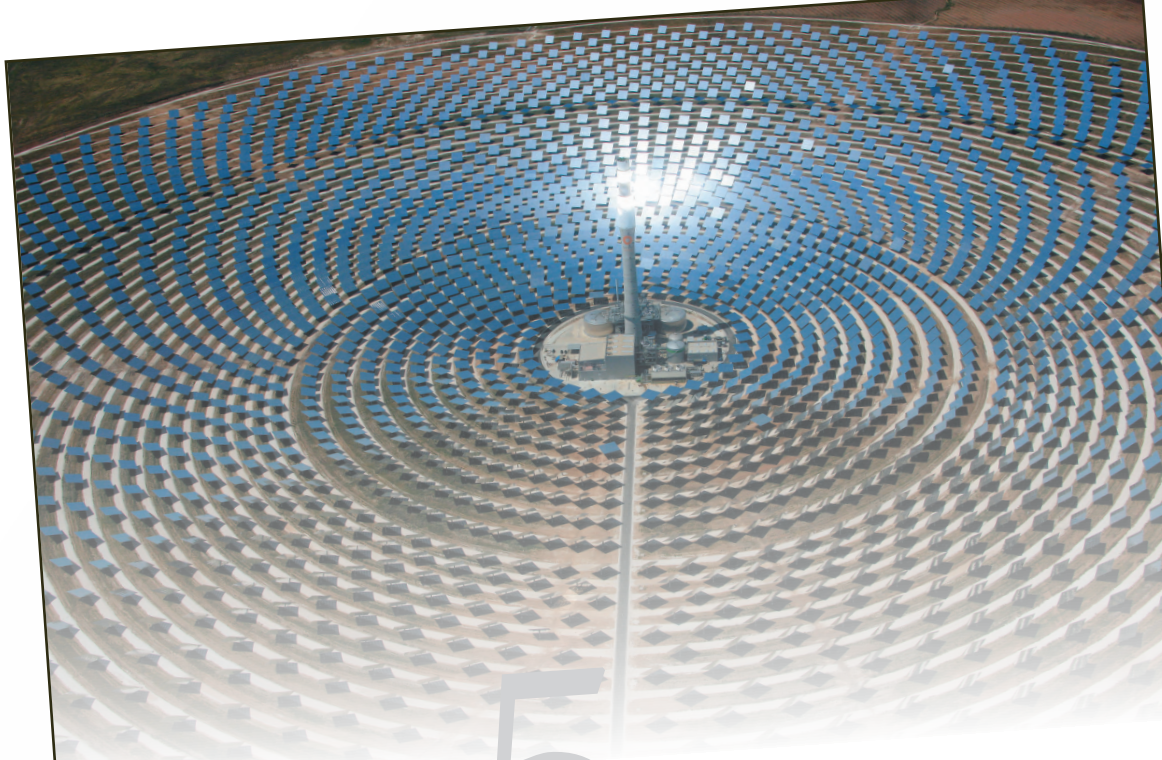


$$\Delta\vec{p} \equiv \Delta\vec{p}_1 + \Delta\vec{p}_2 = \vec{0}.$$





$$\Delta\vec{p} \equiv \Delta\vec{p}_1 + \Delta\vec{p}_2 = \vec{0}.$$



5 Energy

5.1 Classification of collisions
5.2 Kinetic energy
5.3 Internal energy
5.4 Closed systems

5.5 Elastic collisions
5.6 Inelastic collisions
5.7 Conservation of energy
5.8 Explosive separations

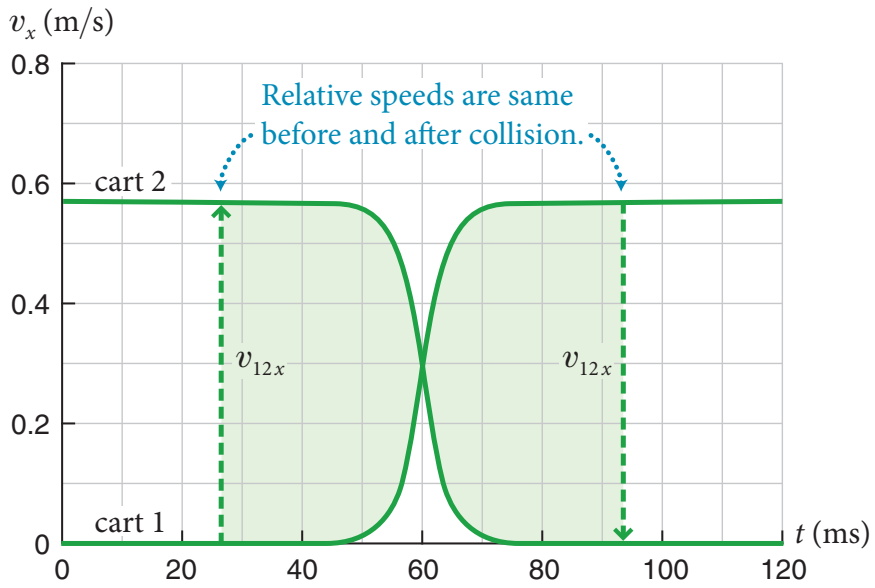
CONCEPTS

QUANTITATIVE TOOLS

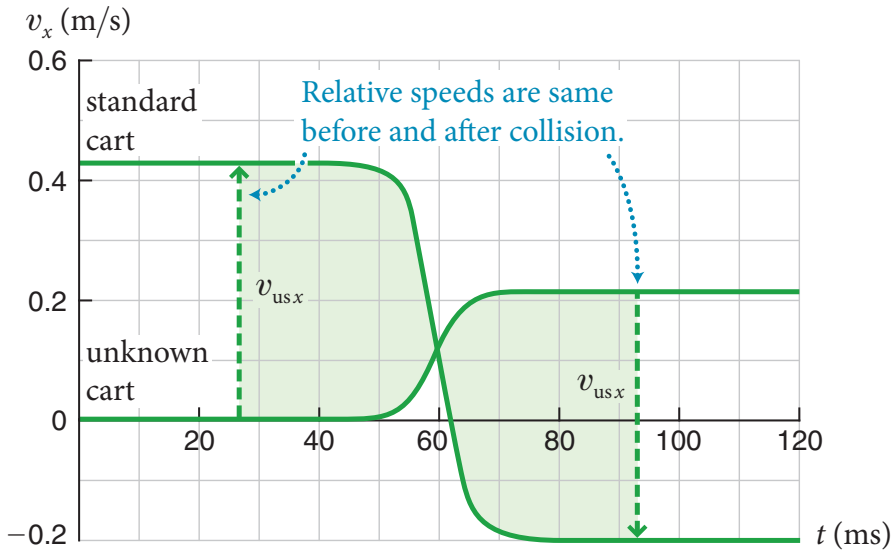
1 architecture

2 content

elastic: relative speed unchanged



elastic: relative speed unchanged

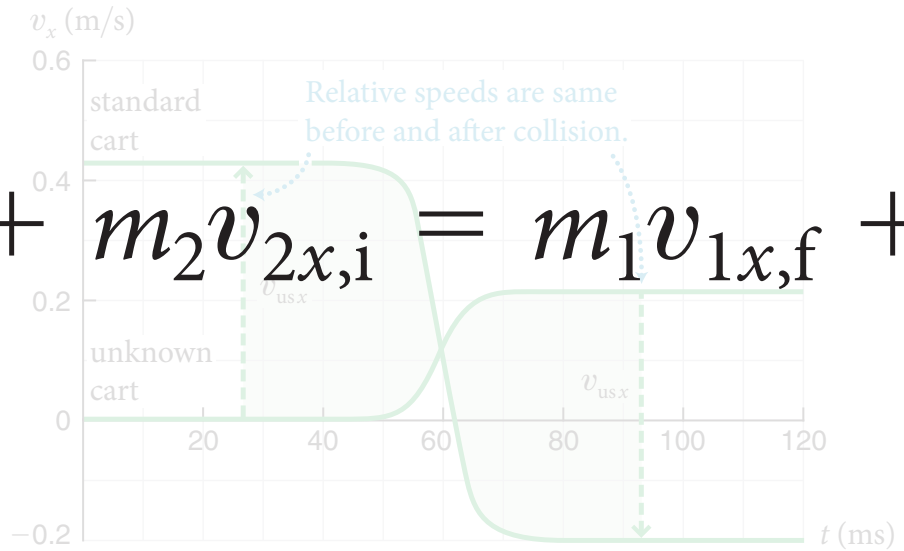


elastic: relative speed unchanged

$$v_{12\mathrm{i}} = v_{12\mathrm{f}}$$

elastic: relative speed unchanged

$$v_{12\mathrm{i}} = v_{12\mathrm{f}}$$

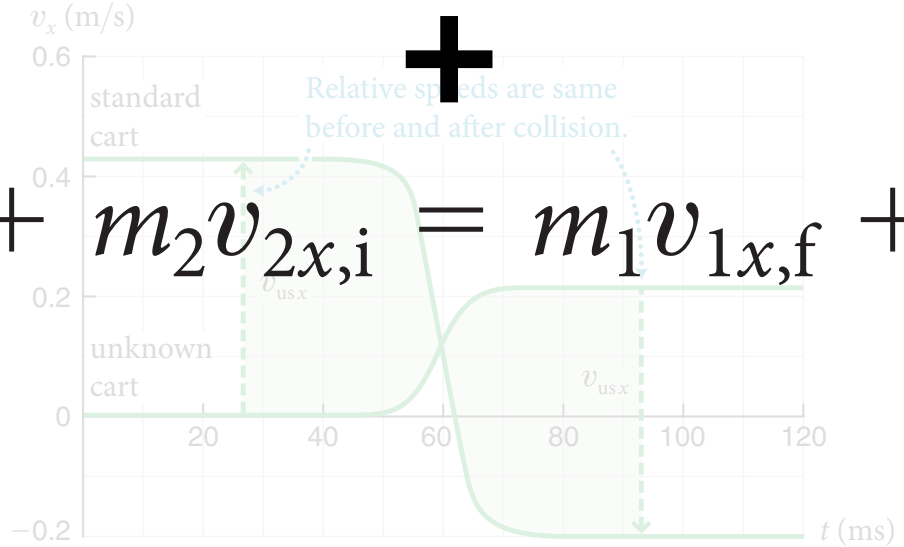


$$m_1 v_{1x,\mathrm{i}} + m_2 v_{2x,\mathrm{i}} = m_1 v_{1x,\mathrm{f}} + m_2 v_{2x,\mathrm{f}}$$

elastic: relative speed unchanged

$$v_{12\mathrm{i}} = v_{12\mathrm{f}}$$

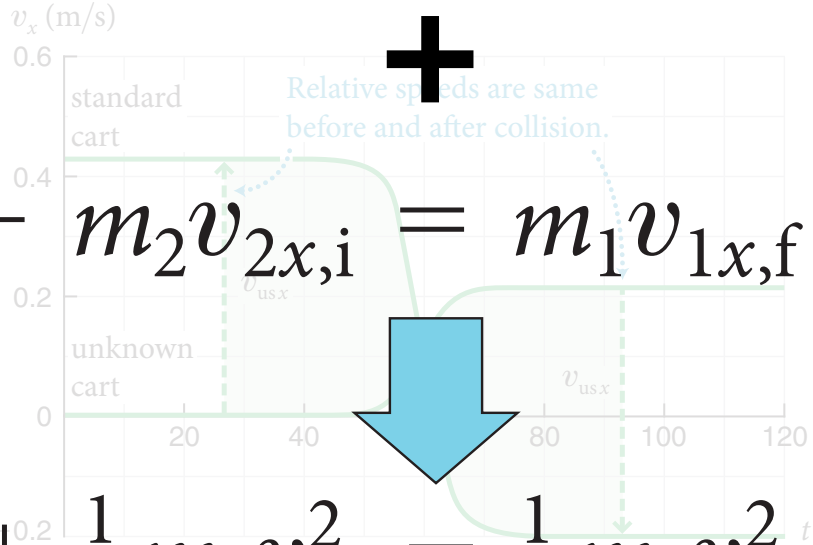
$$+$$



$$m_1 v_{1x,\mathrm{i}} + m_2 v_{2x,\mathrm{i}} = m_1 v_{1x,\mathrm{f}} + m_2 v_{2x,\mathrm{f}}$$

elastic: relative speed unchanged

$$v_{12\mathrm{i}} = v_{12\mathrm{f}}$$



+

$$m_1 v_{1x,\mathrm{i}} + m_2 v_{2x,\mathrm{i}} = m_1 v_{1x,\mathrm{f}} + m_2 v_{2x,\mathrm{f}}$$

$$\frac{1}{2} m_1 v_{1\mathrm{i}}^2 + \frac{1}{2} m_2 v_{2\mathrm{i}}^2 = \frac{1}{2} m_1 v_{1\mathrm{f}}^2 + \frac{1}{2} m_2 v_{2\mathrm{f}}^2.$$

elastic vs. inelastic

elastic vs. inelastic

before or after?

elastic vs. inelastic

elastic: reversible

inelastic: irreversible

elastic vs. inelastic

type	relative speed	state
elastic	unchanged	unchanged
inelastic	changed	changed

elastic vs. inelastic

type	relative speed	state
elastic	unchanged	unchanged
inelastic	changed	changed

$$\Delta K$$

elastic vs. inelastic

type	relative speed	state
elastic	unchanged	unchanged
inelastic	changed	changed
	ΔK	ΔE_{int}

conservation of energy

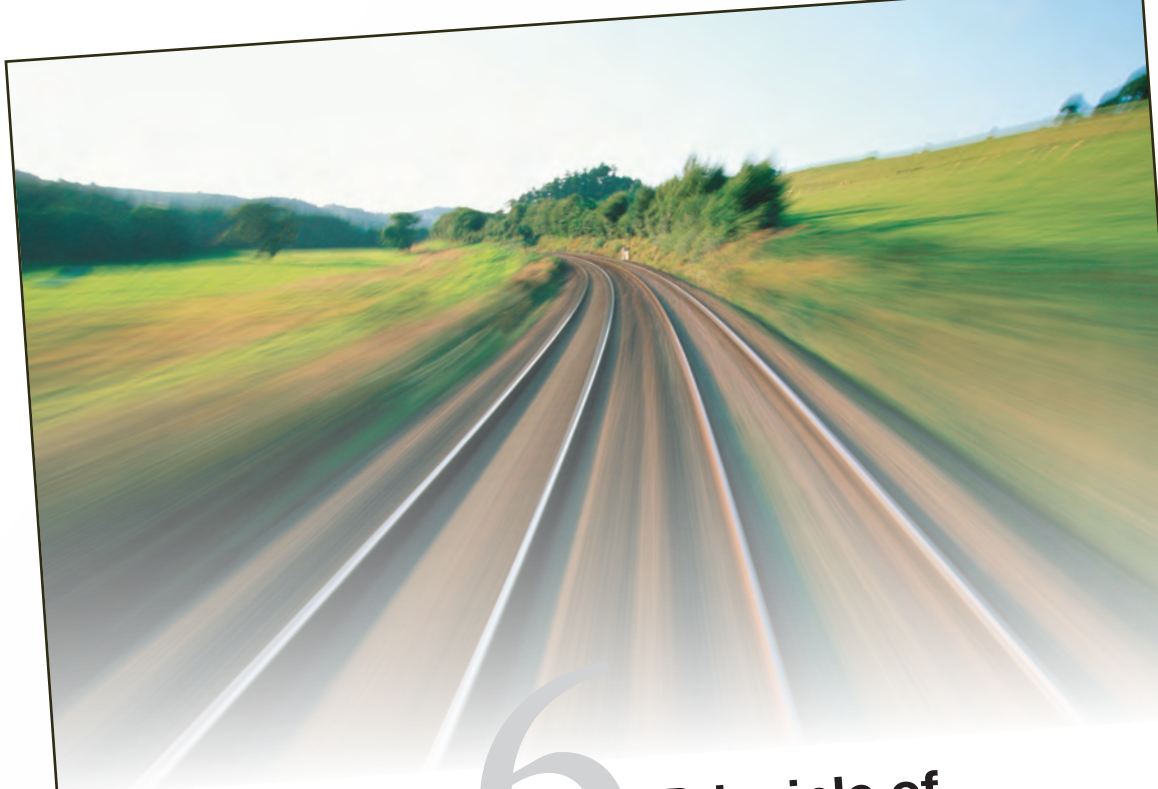
$$E = K + E_{\text{int}}$$

conservation of energy

$$E = K + E_{\text{int}}$$

closed system:

$$\Delta E = 0$$



6 Principle of Relativity

6.1 Relativity of motion
6.2 Inertial reference frames
6.3 Principle of relativity
6.4 Zero-momentum reference frame

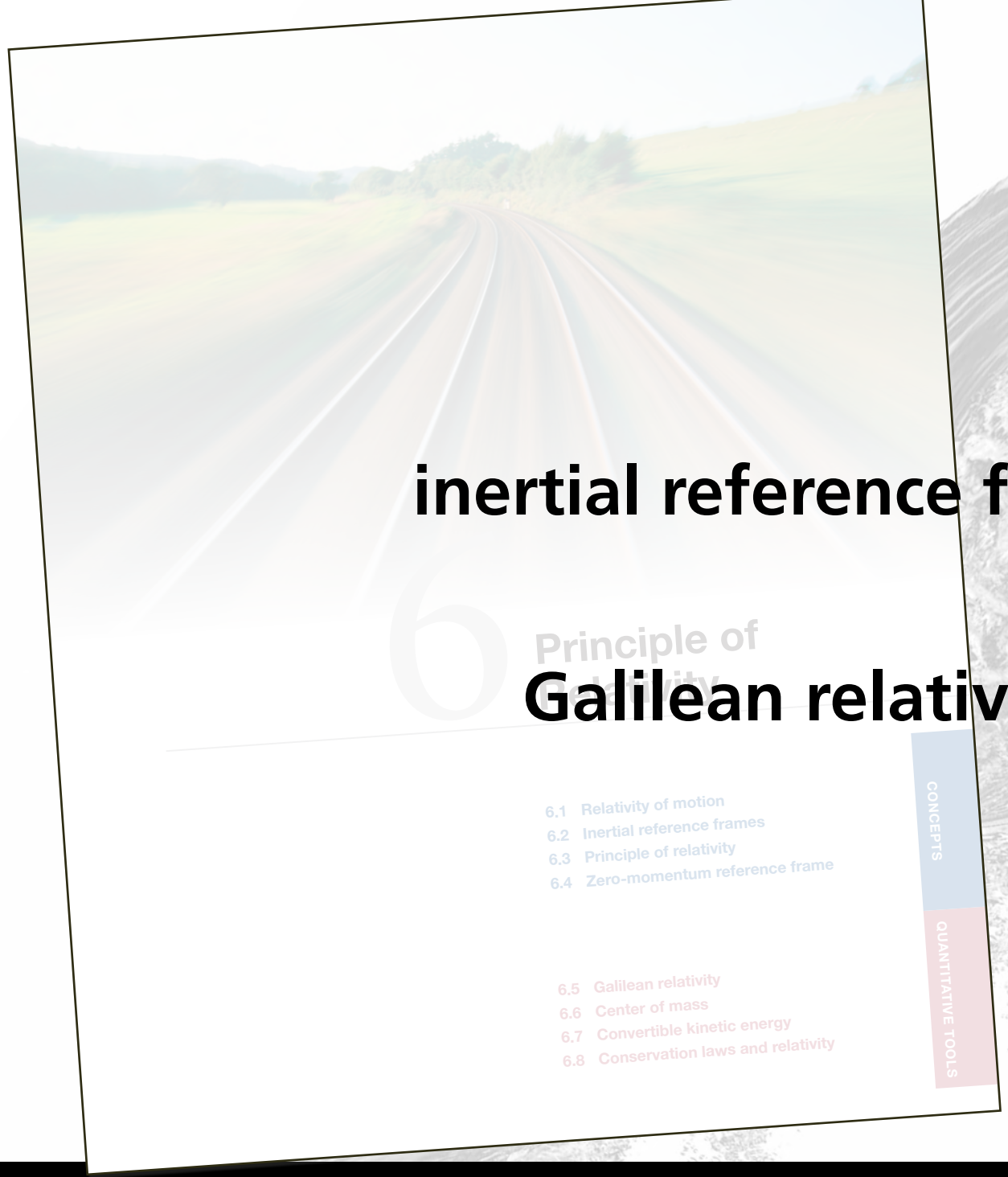
6.5 Galilean relativity
6.6 Center of mass
6.7 Convertible kinetic energy
6.8 Conservation laws and relativity

CONCEPTS

QUANTITATIVE TOOLS

1 architecture

2 content



inertial reference frames

Galilean relativity

6 Principle of

6.1 Relativity of motion
6.2 Inertial reference frames
6.3 Principle of relativity
6.4 Zero-momentum reference frame

6.5 Galilean relativity
6.6 Center of mass
6.7 Convertible kinetic energy
6.8 Conservation laws and relativity

CONCEPTS

QUANTITATIVE TOOLS

1 architecture

2 content

7 Interactions

CONCEPTS

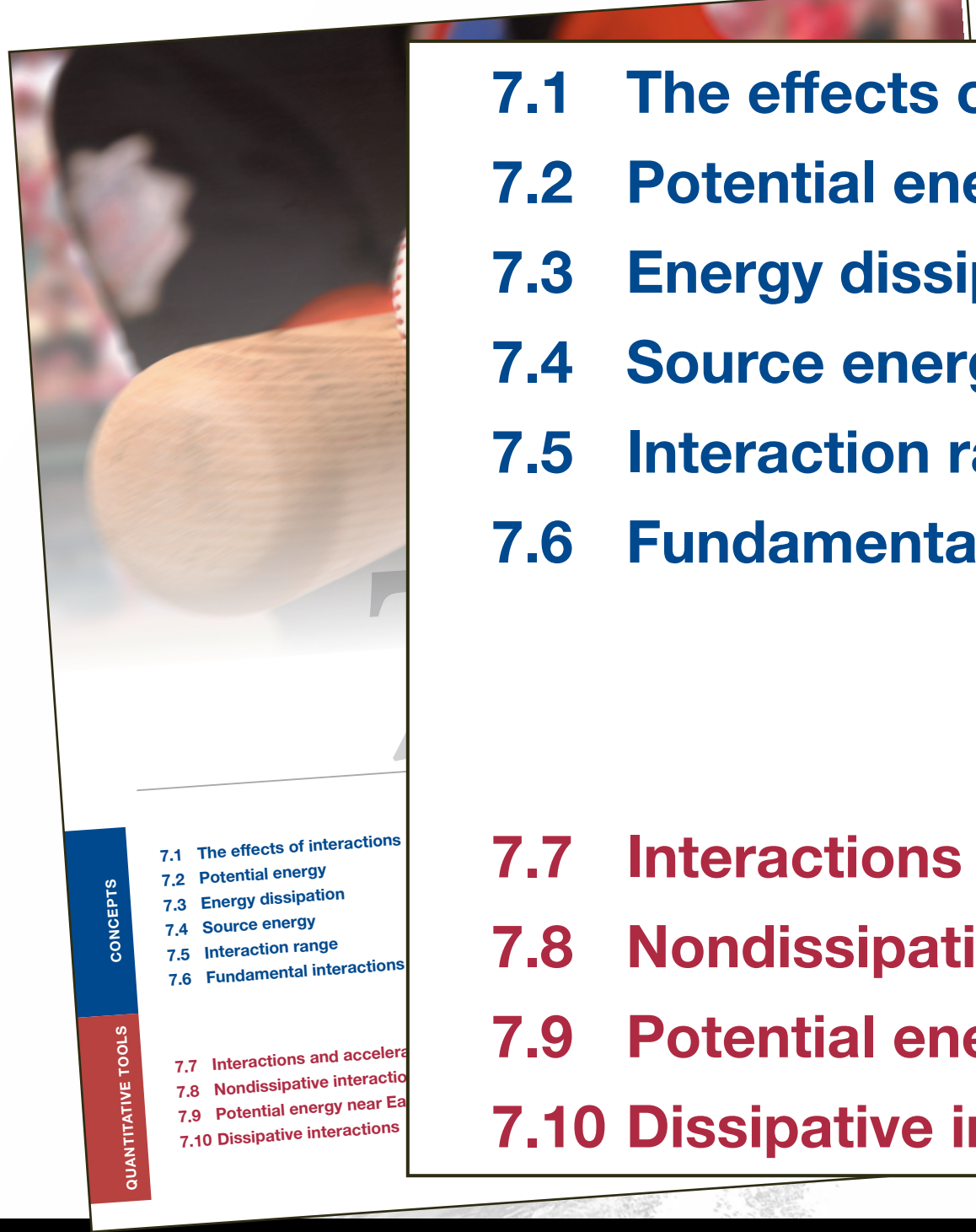
7.1 The effects of interactions
7.2 Potential energy
7.3 Energy dissipation
7.4 Source energy
7.5 Interaction range
7.6 Fundamental interactions

QUANTITATIVE TOOLS

7.7 Interactions and accelerations
7.8 Nondissipative interactions
7.9 Potential energy near Earth's surface
7.10 Dissipative interactions

1 architecture

2 content



CONCEPTS

7.1 The effects of interactions
7.2 Potential energy
7.3 Energy dissipation
7.4 Source energy
7.5 Interaction range
7.6 Fundamental interactions

QUANTITATIVE TOOLS

7.7 Interactions and accelera
7.8 Nondissipative interactio
7.9 Potential energy near Ea
7.10 Dissipative interactions

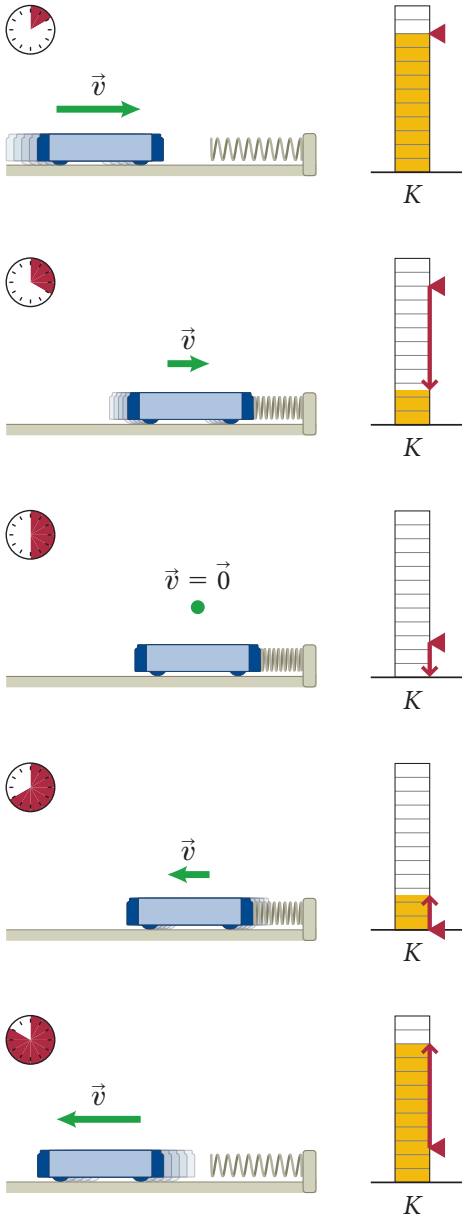
7.1 The effects of interactions
7.2 Potential energy
7.3 Energy dissipation
7.4 Source energy
7.5 Interaction range
7.6 Fundamental interactions

7.7 Interactions and accelerations
7.8 Nondissipative interactions
7.9 Potential energy near Earth's surface
7.10 Dissipative interactions

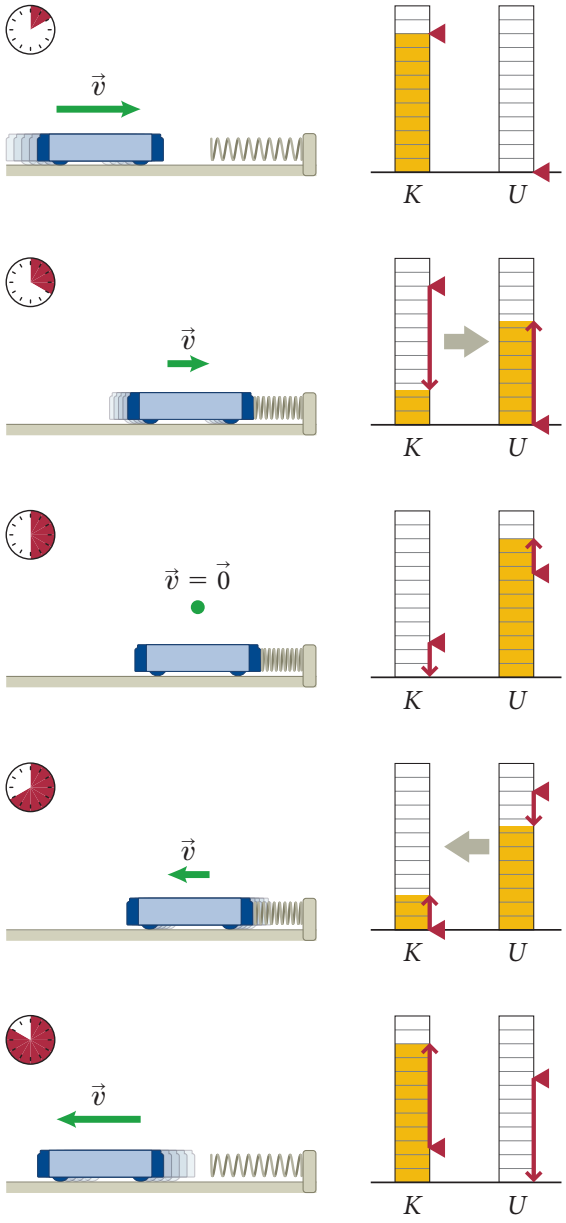
1 architecture

2 content

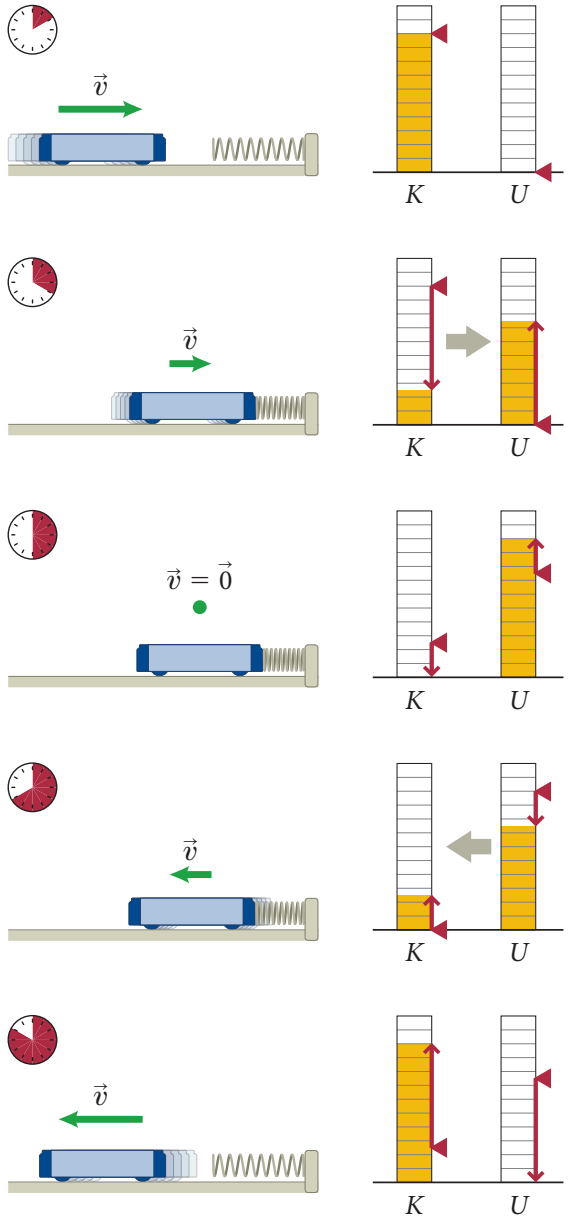
potential energy



potential energy



potential energy

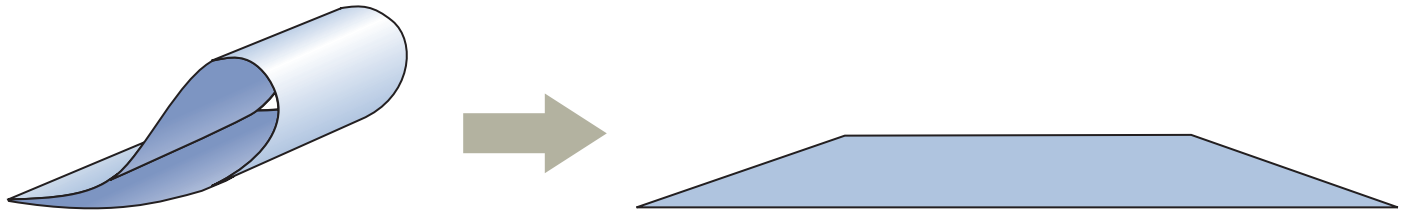


reversible

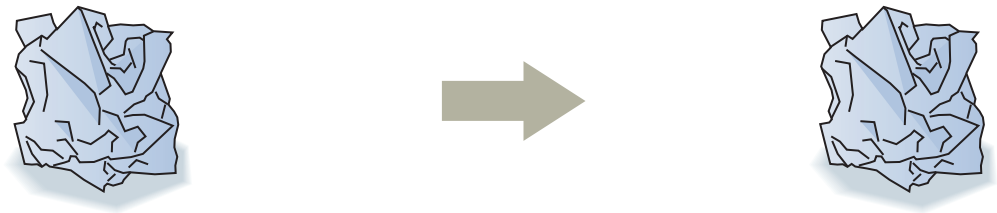
state change

reversible and irreversible state changes

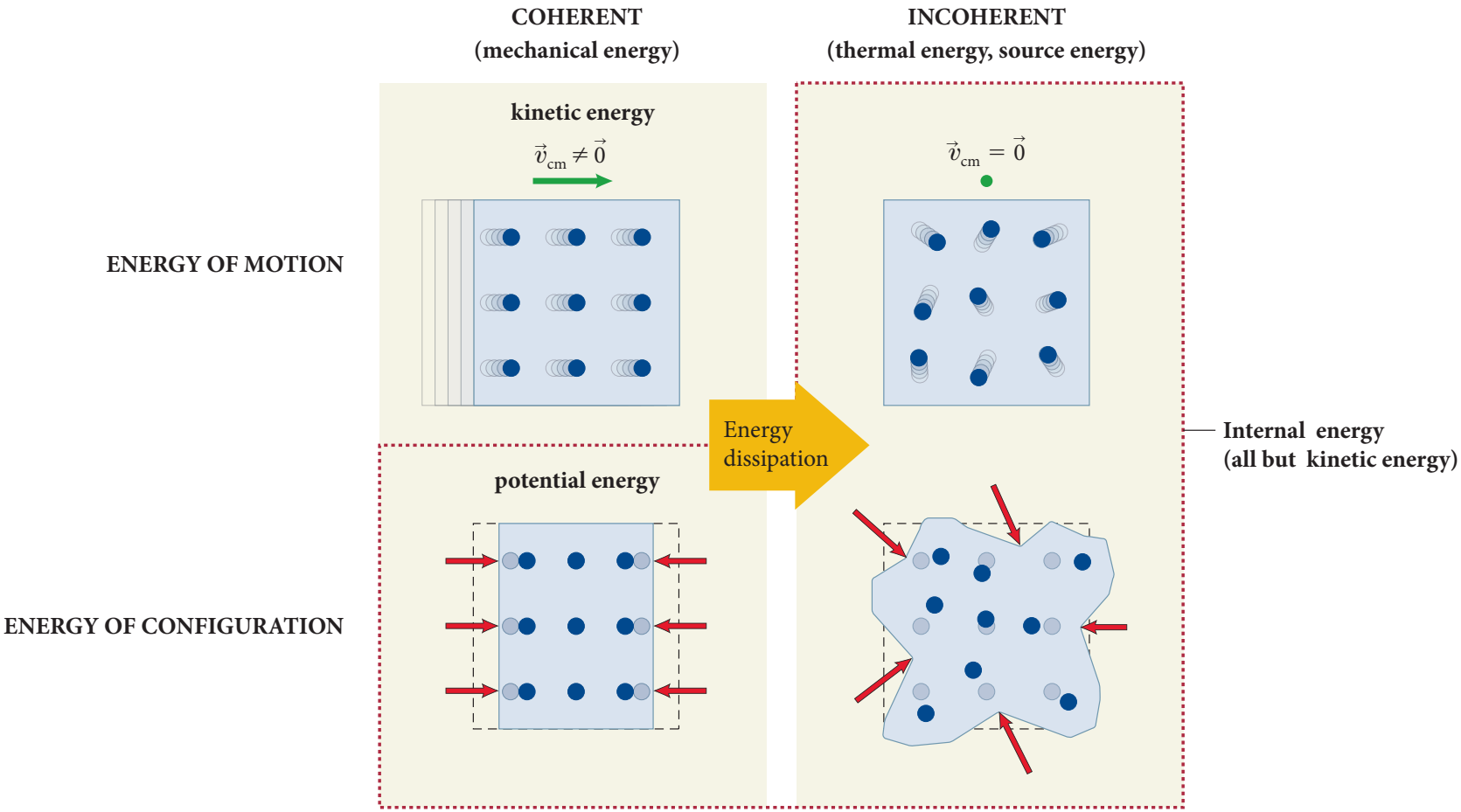
(*a*) Coherent deformation: reversible



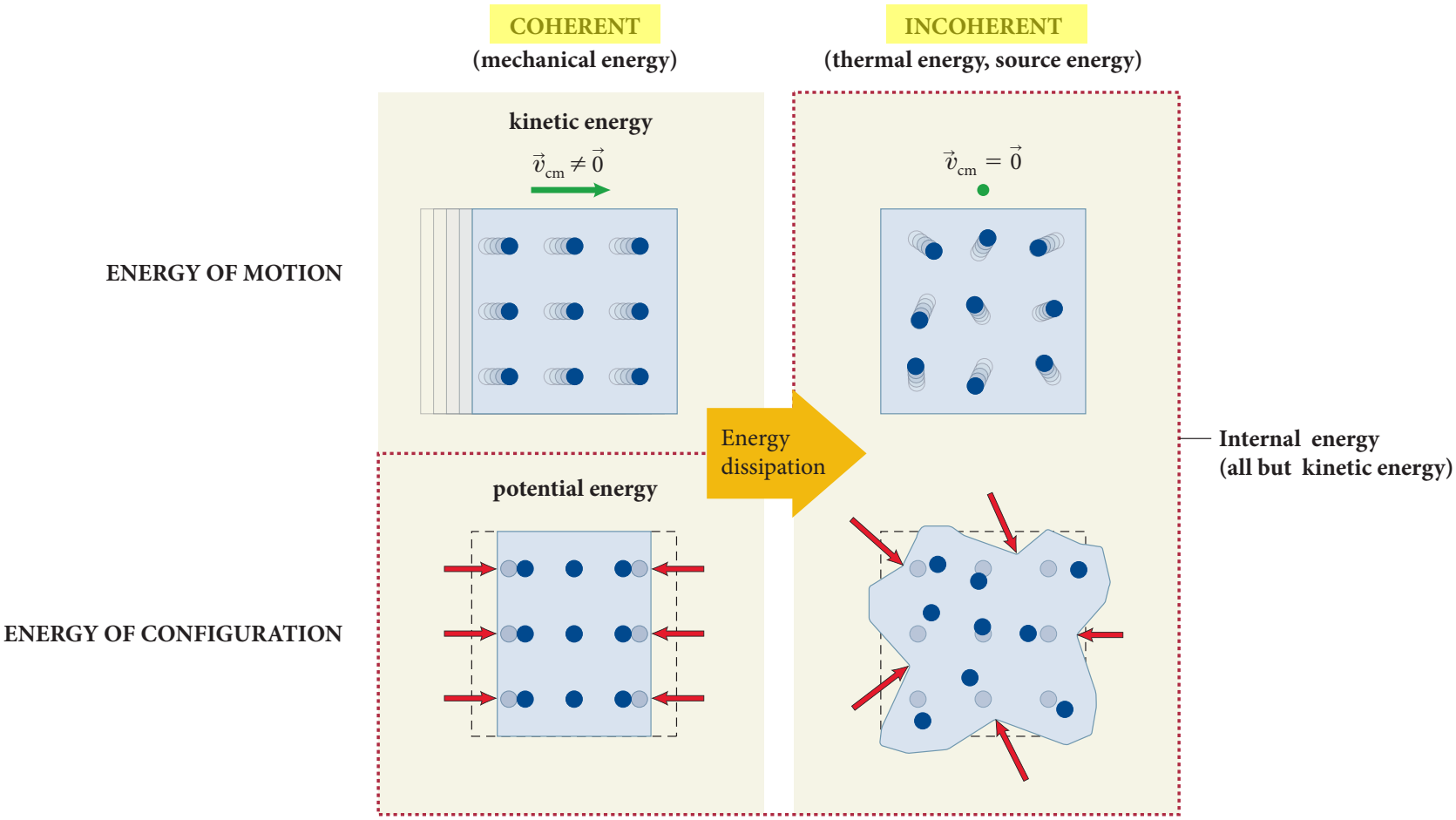
(*b*) Incoherent deformation: irreversible



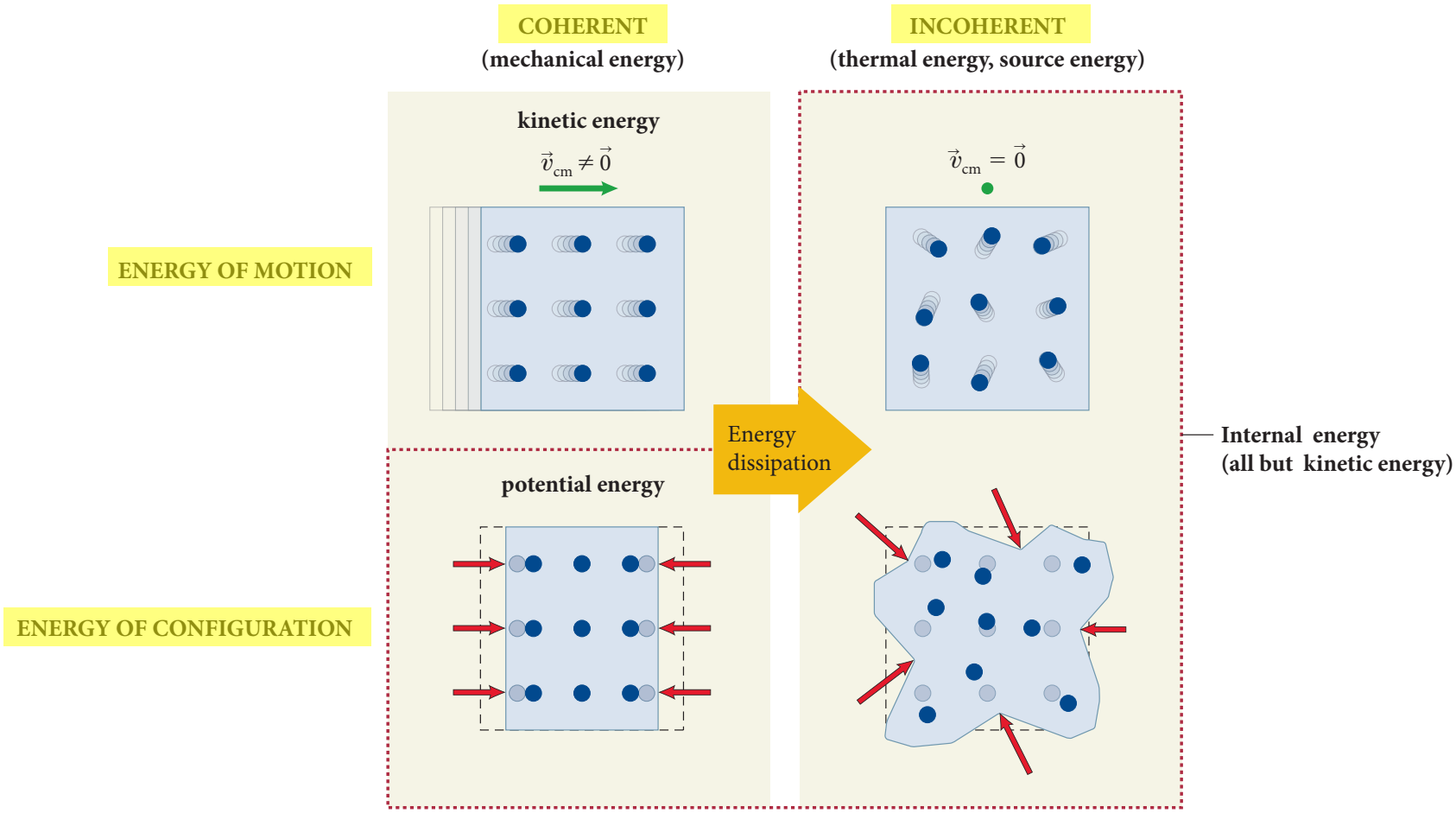
classification of energy



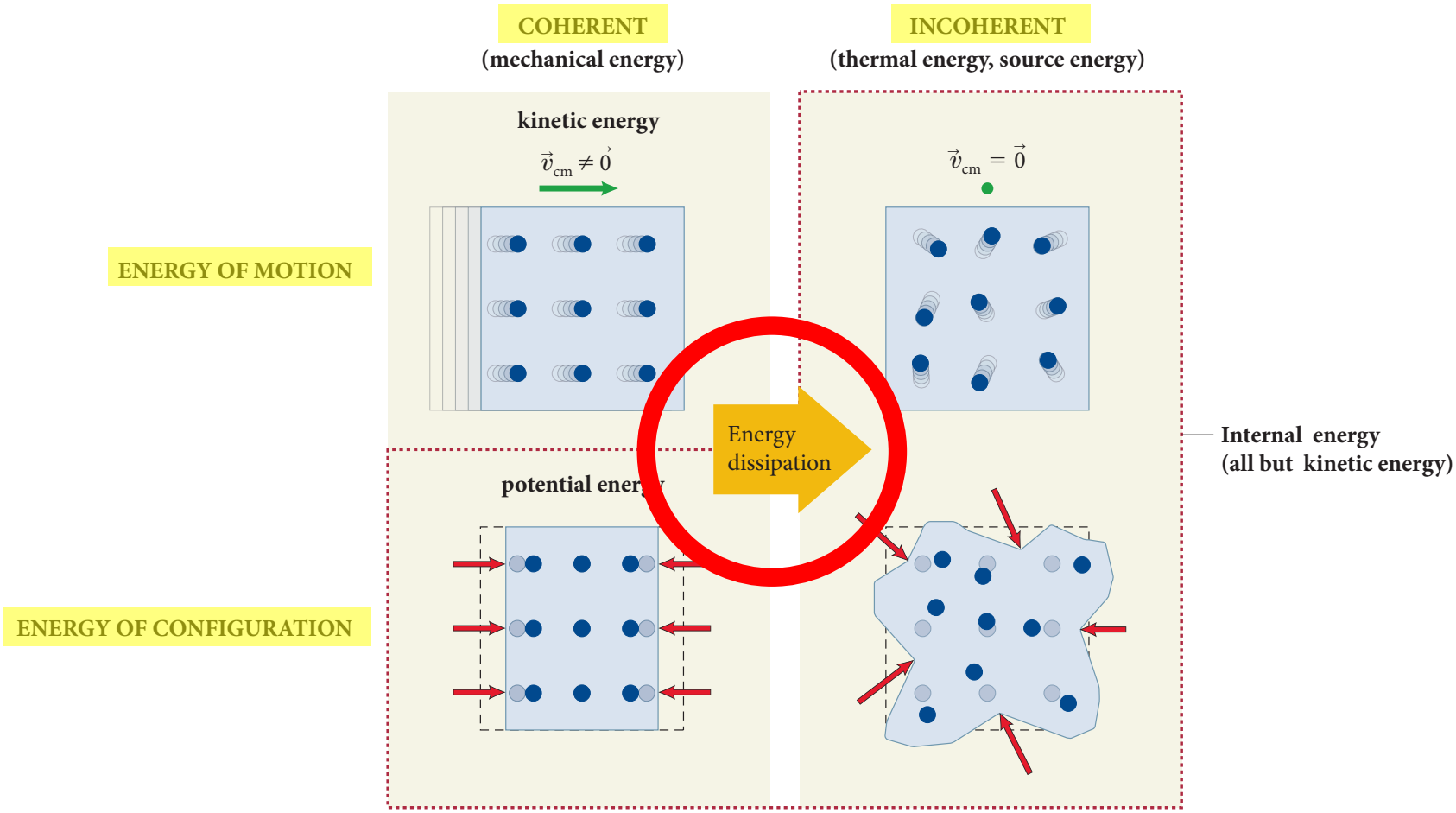
classification of energy



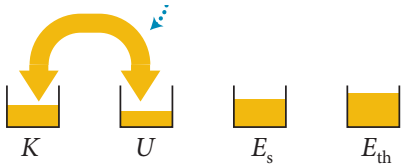
classification of energy



classification of energy

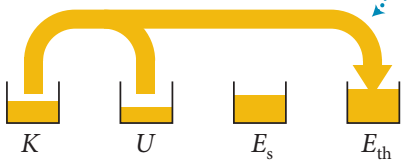


energy conversions

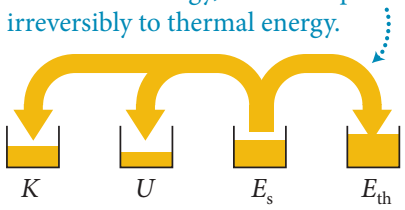


NONDISSIPATIVE
(reversible)

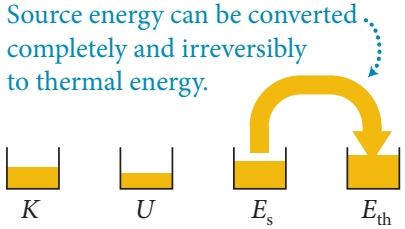
Friction dissipates mechanical energy irreversibly to thermal energy.



When source energy is converted to mechanical energy, some dissipates irreversibly to thermal energy.

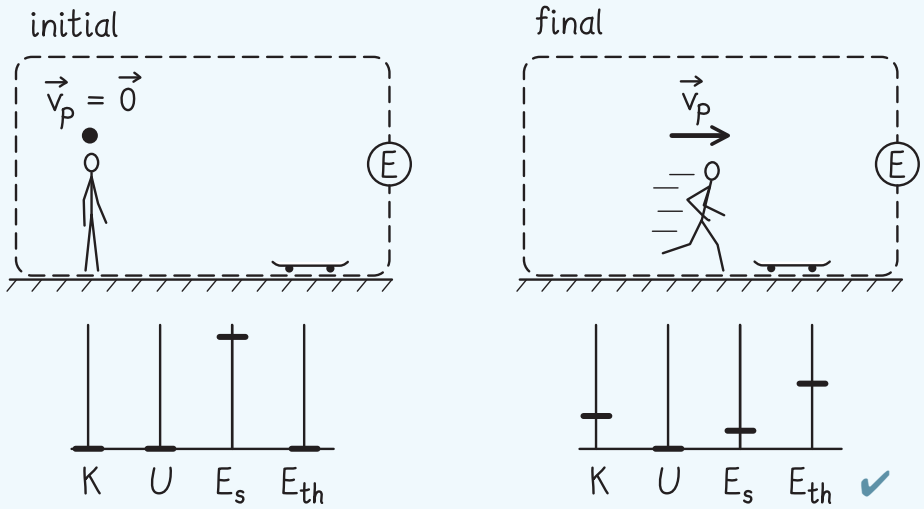


Source energy can be converted completely and irreversibly to thermal energy.

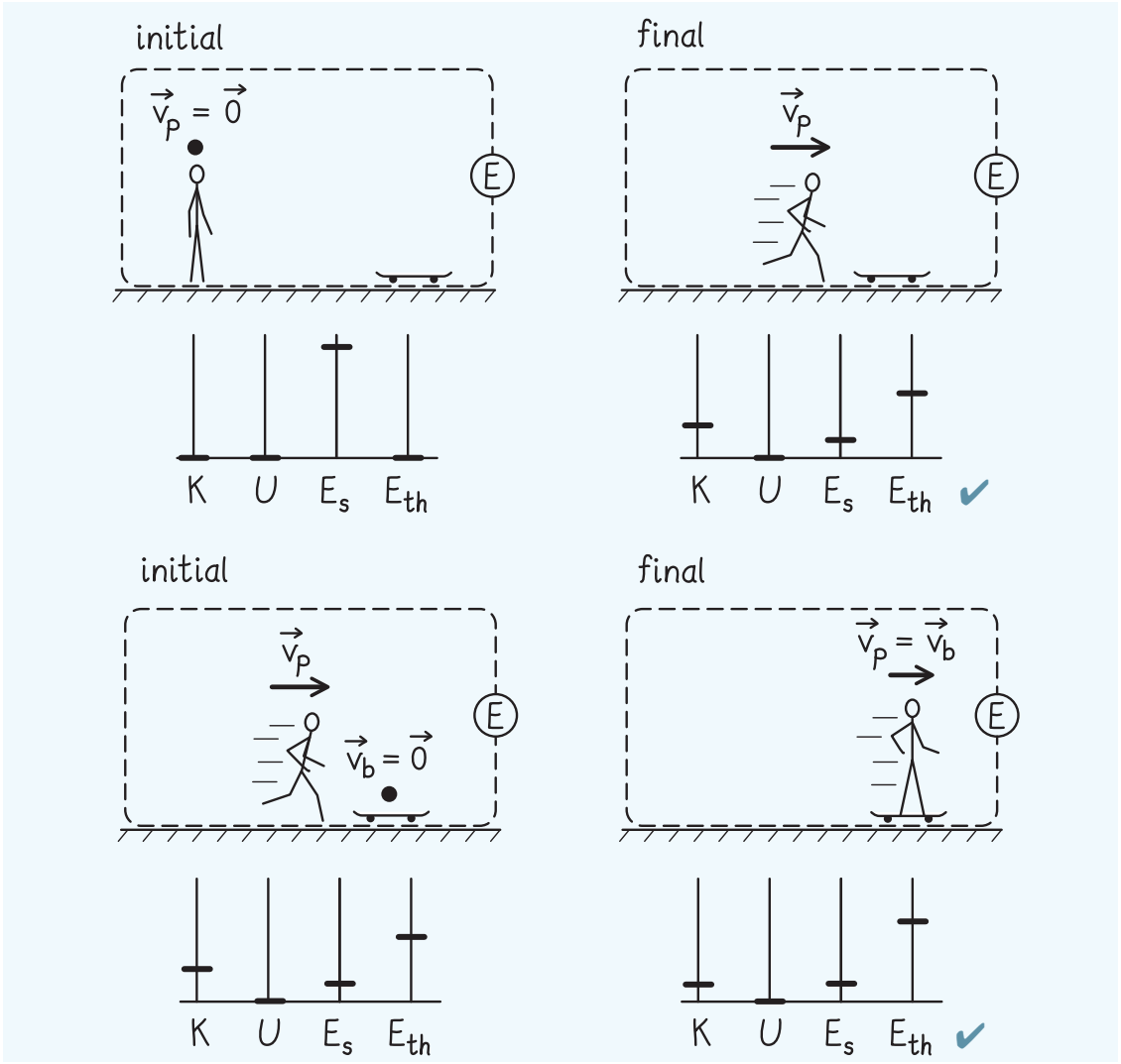


DISSIPATIVE
(irreversible)

energy conversions



energy conversions



1 architecture 2 content

8 Force

CONCEPTS

8.1 Momentum and force
8.2 The reciprocity of forces
8.3 Identifying forces
8.4 Translational equilibrium
8.5 Free-body diagrams
8.6 Springs and tension

QUANTITATIVE TOOLS

8.7 Equation of motion
8.8 Force of gravity
8.9 Hooke's law
8.10 Impulse
8.11 Systems of two interacting objects
8.12 Systems of many interacting objects

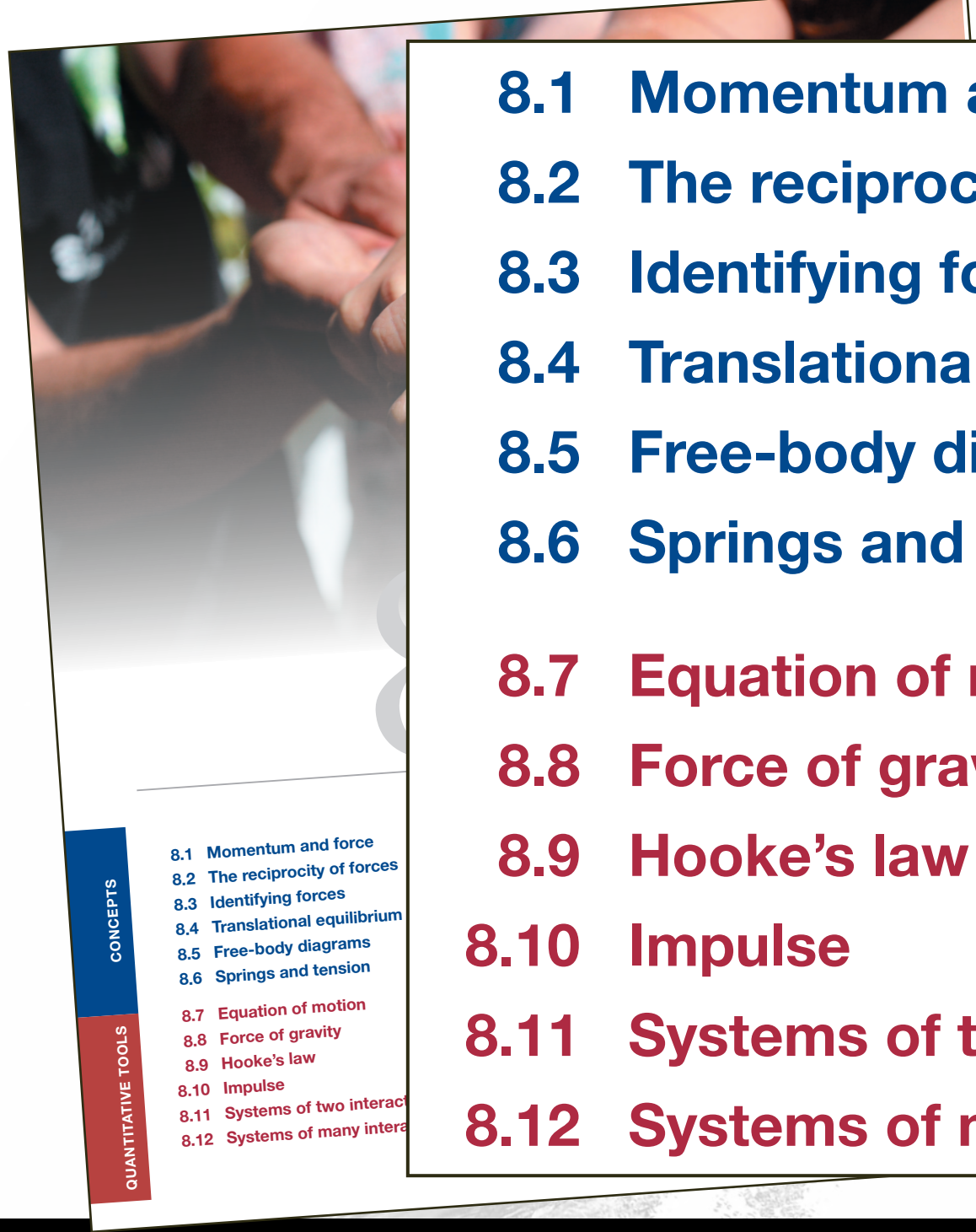
1 architecture

2 content

$$\sum \vec{F} \equiv \frac{d\vec{p}}{dt}$$

1 architecture

2 content



CONCEPTS

8.1 Momentum and force
8.2 The reciprocity of forces
8.3 Identifying forces
8.4 Translational equilibrium
8.5 Free-body diagrams
8.6 Springs and tension

QUANTITATIVE TOOLS

8.7 Equation of motion
8.8 Force of gravity
8.9 Hooke's law
8.10 Impulse
8.11 Systems of two interact
8.12 Systems of many intera

8.1 Momentum and force
8.2 The reciprocity of forces
8.3 Identifying forces
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8.6 Springs and tension

8.7 Equation of motion
8.8 Force of gravity
8.9 Hooke's law
8.10 Impulse
8.11 Systems of two interacting objects
8.12 Systems of many interacting objects

1 architecture

2 content

9 Work

CONCEPTS

9.1 Force displacement
9.2 Positive and negative work
9.3 Energy diagrams
9.4 Choice of system

QUANTITATIVE TOOLS

9.5 Work done on a single particle
9.6 Work done on a many-particle system
9.7 Variable and distributed forces
9.8 Power

1 architecture

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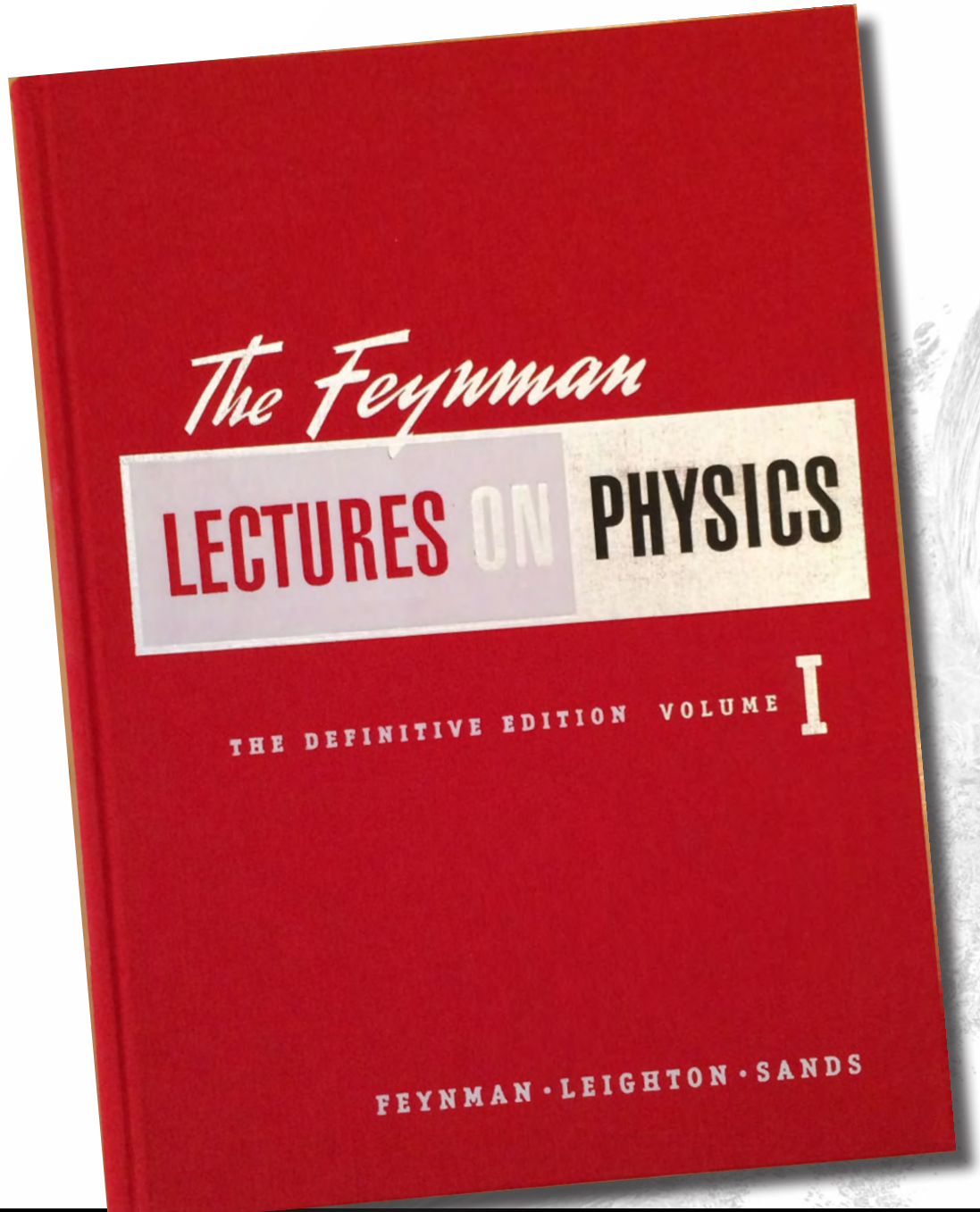
how much work is it to switch?

1. architecture
2. content



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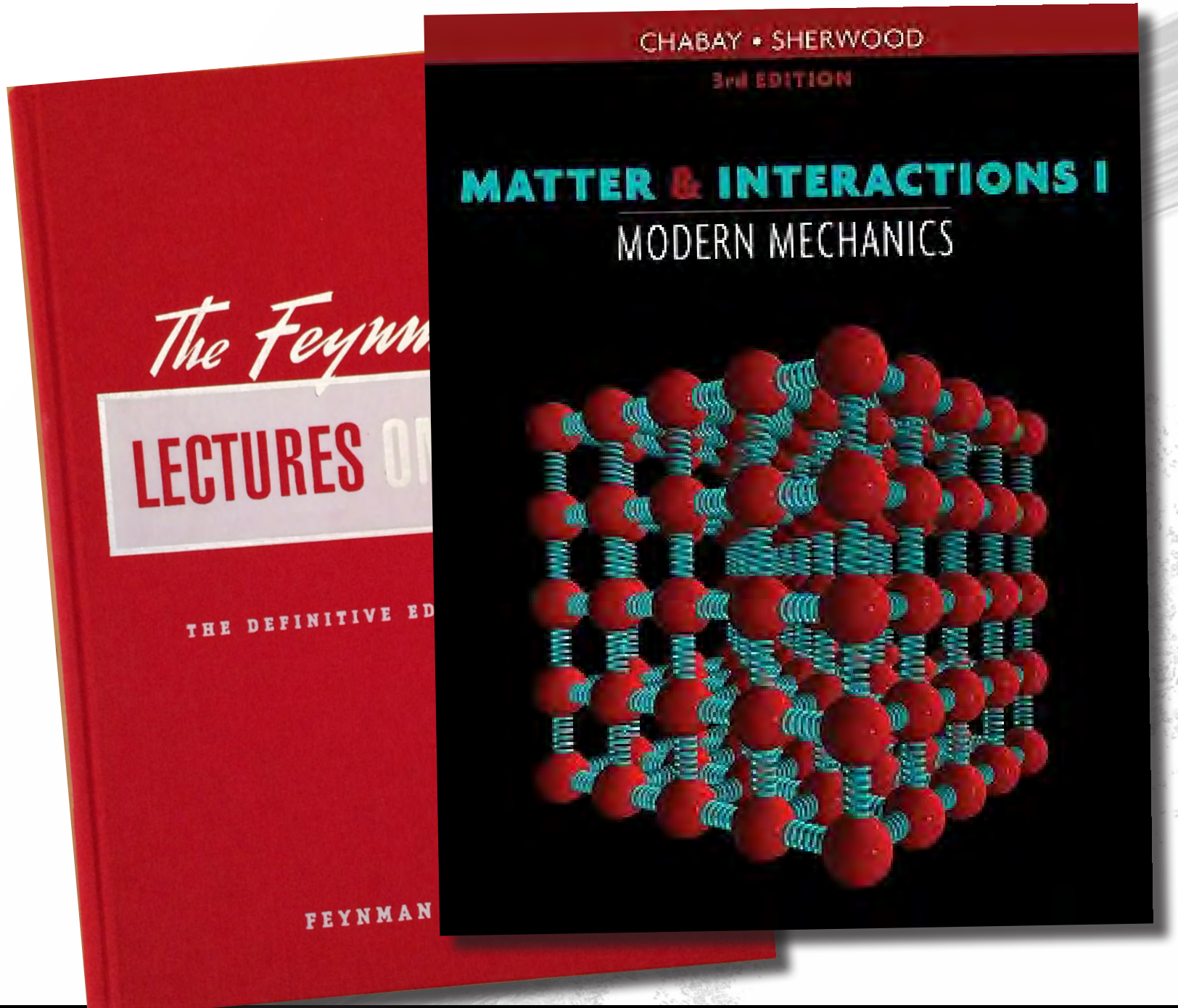

1 architecture

2 content

1 architecture

2 content

Traditional	Principles and Practice
1. Physics and measurement	1. Foundations
2. Motion in one dimension	2. Motion in one dimension
3. Vectors	3. Acceleration
4. Motion in two dimensions	4. Momentum
5. The laws of motion	5. Energy
6. Circular motion	6. Principle of relativity
7. Work and kinetic energy	7. Interactions
8. Potential energy and CoE	8. Force
9. Momentum and collisions	9. Work
10. Rotation about a fixed axis	10. Motion in a plane
11. Rolling motion and angular momentum	11. Motion in a circle
12. Static equilibrium and elasticity	12. Torque
13. Oscillatory motion	13. Gravity
14. The law of gravity	14. Special Relativity
15. Fluid mechanics	15. Periodic Motion
16. Wave motion	16. Waves in one dimension
17. Sound waves	17. Waves in 2 and 3 dimensions
18. Superposition and standing waves	18. Fluids

1 architecture

2 content

Traditional	Principles and Practice	
1. Physics and measurement	1. Foundations	
2. Motion in one dimension	2. Motion in one dimension	
3. Vectors	3. Acceleration	
4. Motion in two dimensions	4. Momentum	
5. The laws of motion	5. Energy	1D
6. Circular motion	6. Principle of relativity	
7. Work and kinetic energy	7. Interactions	
8. Potential energy and CoE	8. Force	
9. Momentum and collisions	9. Work	
10. Rotation about a fixed axis	10. Motion in a plane	
11. Rolling motion and angular momentum	11. Motion in a circle	3D
12. Static equilibrium and elasticity	12. Torque	
13. Oscillatory motion	13. Gravity	
14. The law of gravity	14. Special Relativity	
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17. Sound waves	17. Waves in 2 and 3 dimensions	
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1 architecture 2 content

Traditional	Principles and Practice	
1. Physics and measurement	1. Foundations	
2. Motion in one dimension	2. Motion in one dimension	1D
3. Vectors	3. Acceleration	1D
4. Motion in two dimensions	4. Momentum	1D
5. The laws of motion	5. Energy	1D
6. Circular motion	6. Principle of relativity	1D
7. Work and kinetic energy	7. Interactions	1D
8. Potential energy and CoE	8. Force	1D
9. Momentum and collisions	9. Work	1D
10. Rotation about a fixed axis	10. Motion in a plane	3D
11. Rolling motion and angular momentum	11. Motion in a circle	3D
12. Static equilibrium and elasticity	12. Torque	3D
13. Oscillatory motion	13. Gravity	3D
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1 architecture 2 content

Traditional	Principles and Practice	
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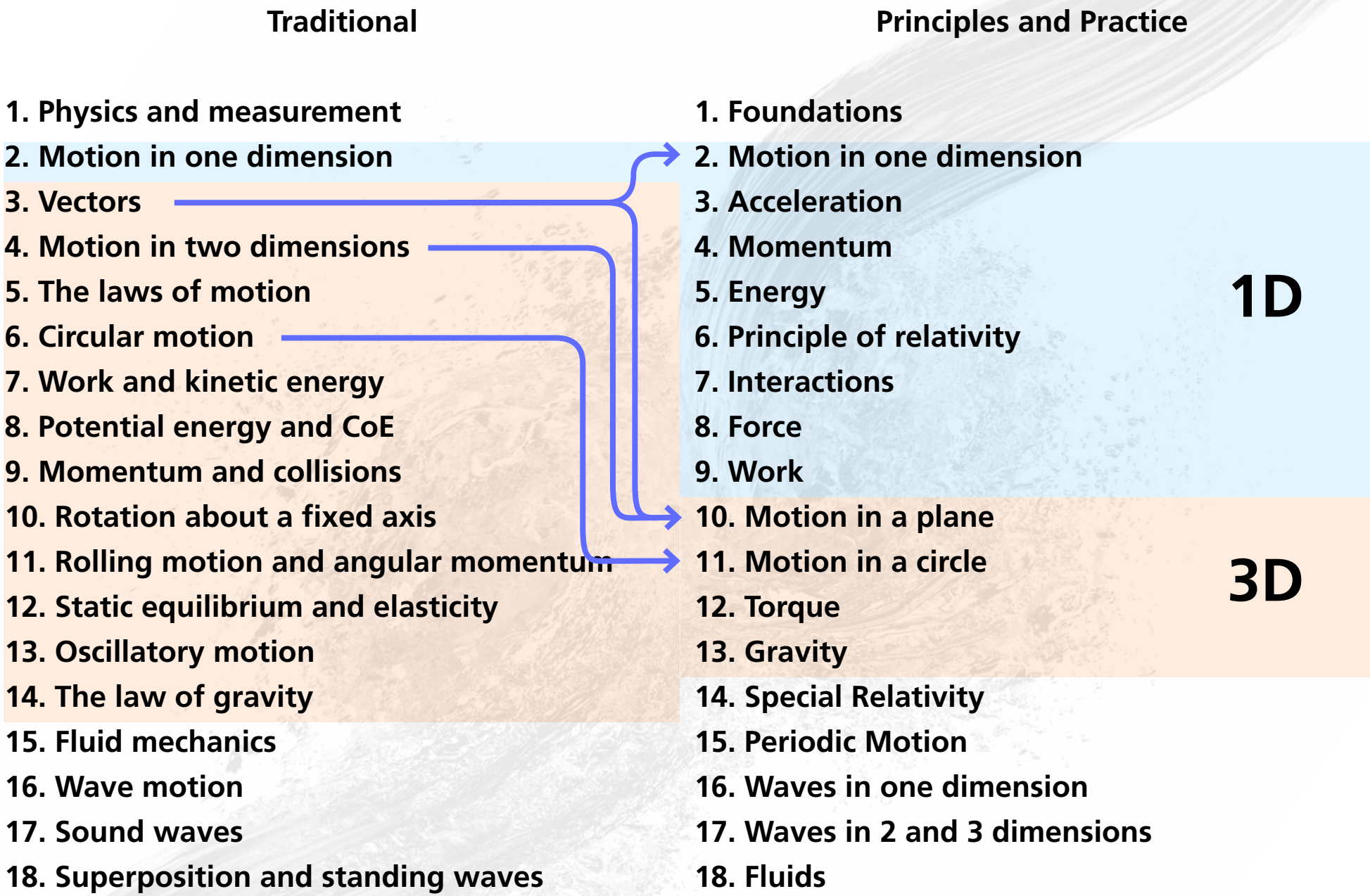

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Traditional	Principles and Practice	
1. Physics and measurement	1. Foundations	
2. Motion in one dimension	2. Motion in one dimension	
3. Vectors	3. Acceleration	
4. Motion in two dimensions	4. Momentum	
5. The laws of motion	5. Energy	conservation
6. Circular motion	6. Principle of relativity	
7. Work and kinetic energy	7. Interactions	
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1 architecture

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rotation

1 architecture

2 content

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periodic

1 architecture

2 content

mostly minor rearrangements!

1 architecture

2 content

easily custom tailored

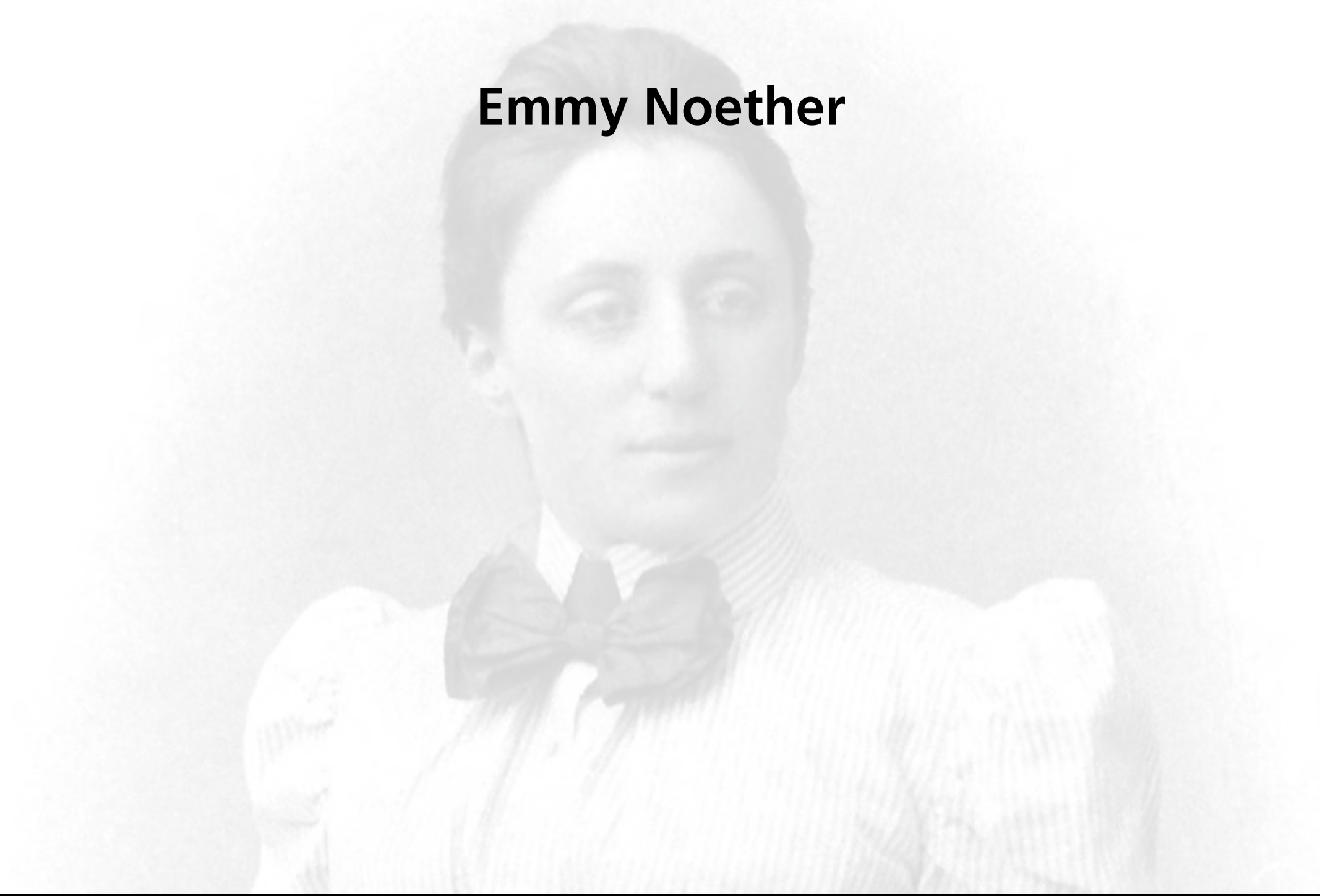
Table 1 Scheduling matrix

Topic	Chapters	Can be inserted after chapter…	Chapters that can be omitted without affecting continuity
Mechanics	1–14		6, 13–14
Waves	15–17	12	16–17
Fluids	18	9	
Thermal Physics	19–21	10	21
Electricity & Magnetism	22–30	12 (but 17 is needed for 29–30)	29–30
Circuits	31–32	26 (but 30 is needed for 32)	32
Optics	33–34	17	34

1 architecture

2 content

Emmy Noether



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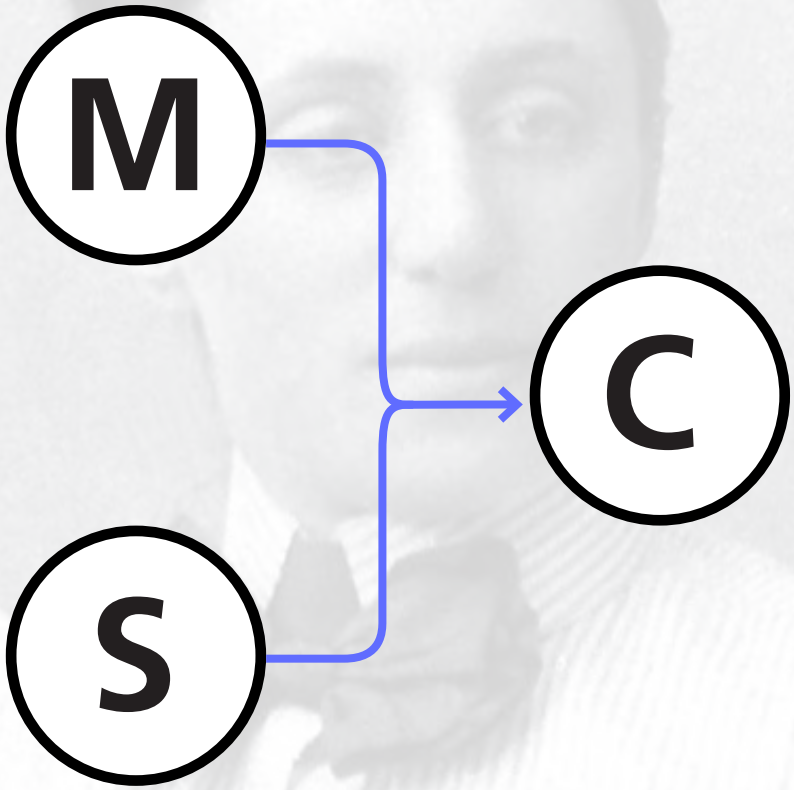
Emmy Noether



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Emmy Noether

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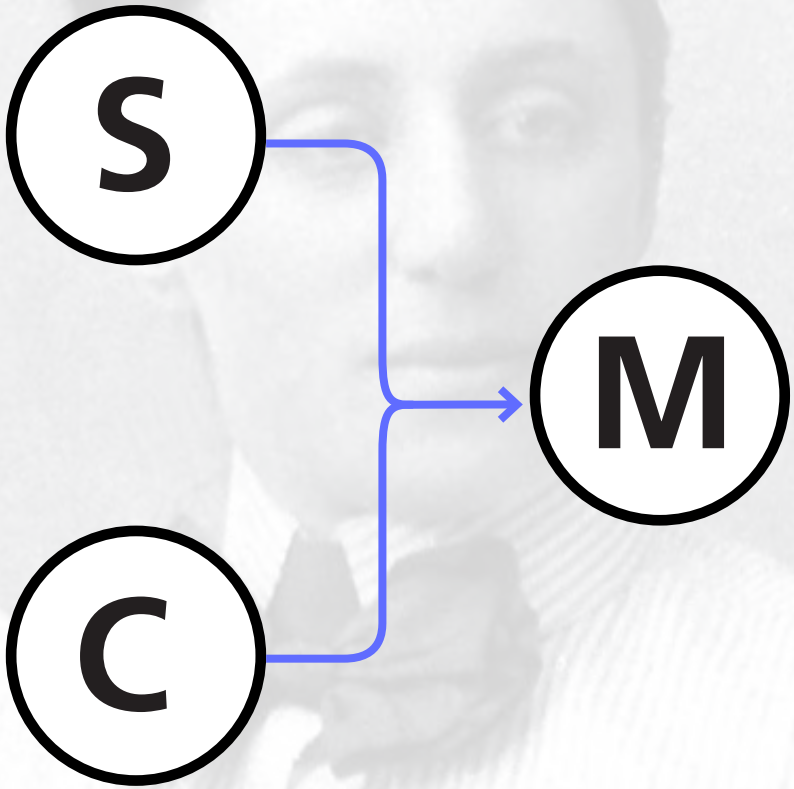
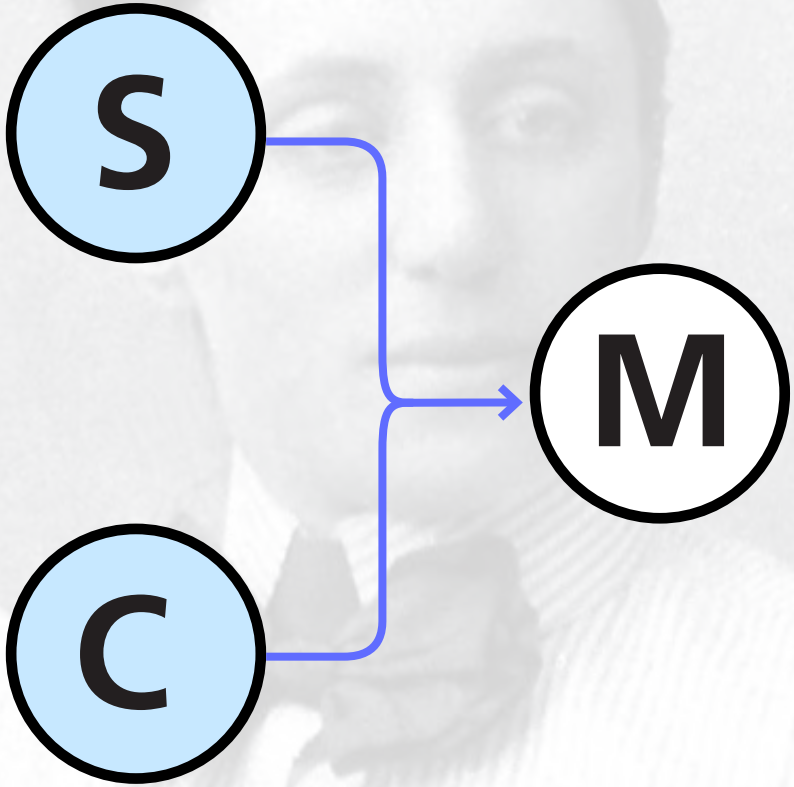
Noether inverted



1 architecture 2 content

aesthetically more appealing

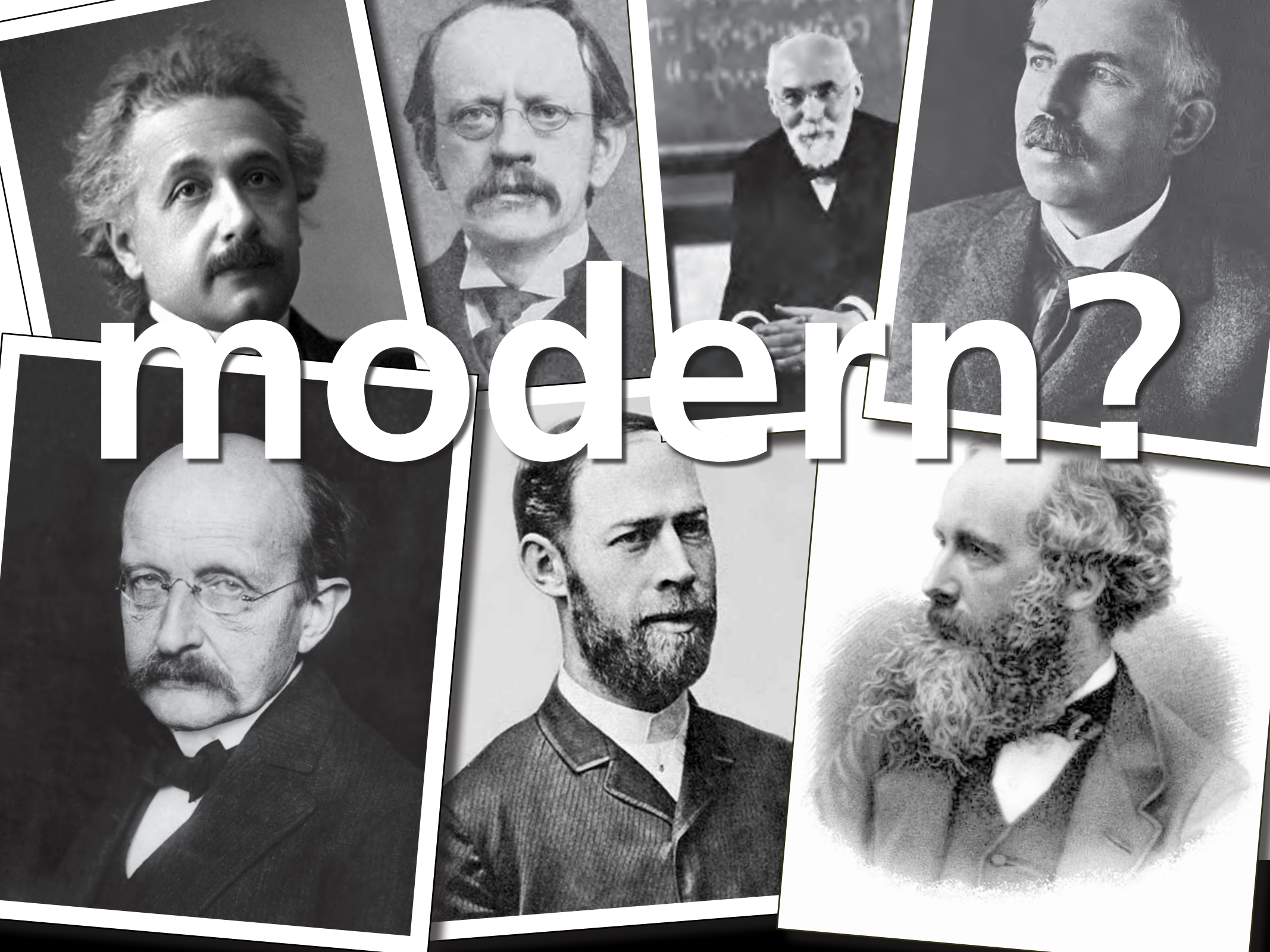


1 architecture 2 content

where is modern physics?

1 architecture

2 content


modern?

where is modern physics?

ALL physics is modern!

1 architecture

2 content

1. Foundation
2. Motion in one
3. Acceleration
4. Momentum
5. Energy
6. Principle of relativity
7. Interactions
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9. Work
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22. Electric interactions
23. The electric field
24. Gauss's law
25. Work and energy in electrostatics
26. Charge separation and storage
27. Magnetic interactions
28. Magnetic fields of charged particles in motion
29. Changing magnetic fields
30. Changing electric fields
31. Electric circuits
32. Electronics
33. Ray optics
34. Wave and particle optics

1 architecture

2 content

universality; particle interactions

1. Foundation
2. Motion i
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6. Principle of rel vity
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concepts of general relativity

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S.R. as part of mechanics

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statistical foundation for thermo

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relativistic E&M connection

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30. Changing elect[illegible]
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semiconductors
transistors
logic gates

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27. Magnetic intera
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34. Wave and particle optics

photons & particle interference

1 architecture

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CHAPTER

1

Foundations

Strategy

This book is developed with the goal of engaging students in developing a conceptual framework for the topics presented in introductory physics and to develop in students the reasoning and problem-solving skills that will help them in and beyond the study of physics. Throughout this book, the focus is on change, the transition from one state to another. Conservation principles naturally become the focus as they arise from those properties that are observed to remain unchanged. The mathematics requirements are initially minimized to allow students to develop a better grasp of the physics without getting sidetracked by mathematics. For that reason, the first nine chapters only deal with physics in one dimension. Once students have a solid grasp of physics in one dimension, they can better begin to explore two- and three-dimensional problems. This also gives students an opportunity to develop the required math skills in a concurrent mathematics course. Taking mathematics concurrent to physics, rather than as a prerequisite, can increase students' understanding of the mathematical concepts. Further, some concepts are often so transparent to an instructor that they are not taught explicitly, creating difficulty for students who do not have the same background. These foundational ideas, such as symmetry, and tools, such as representations, are spelled out so that students can explicitly engage in their use. Language is used and developed very carefully to avoid introducing confusion. Although they may sometimes seem formal or wordy, these choices have been carefully made to avoid common misconceptions by students.

Overview

resentation of physics begins by defining it and its scope of the study of "all there is in the f the skills developed in studying physics to other aspects of life also is The chapter launches with a discussion of the taught in grade school.

1 architecture 2 content

- Strategy
- Overview
- Topics that are not covered
- Terminology
- Notation and visual representations
- Cautionary notes
- Common student difficulties and concerns
- Sample recommendations from Practice Vol

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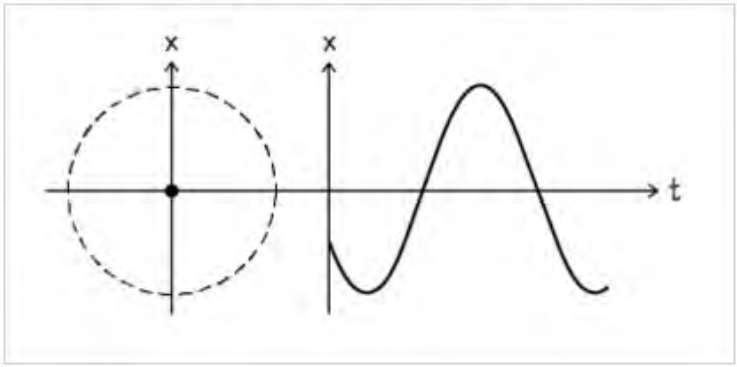
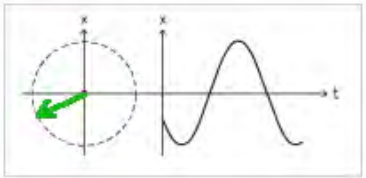
◀ Jump to ▼ 1 2 3 4 5 6 7 8 9 10 ▶

3. direction

In the reference circle on the left, draw a phasor representing the oscillation shown on the right.



Answer



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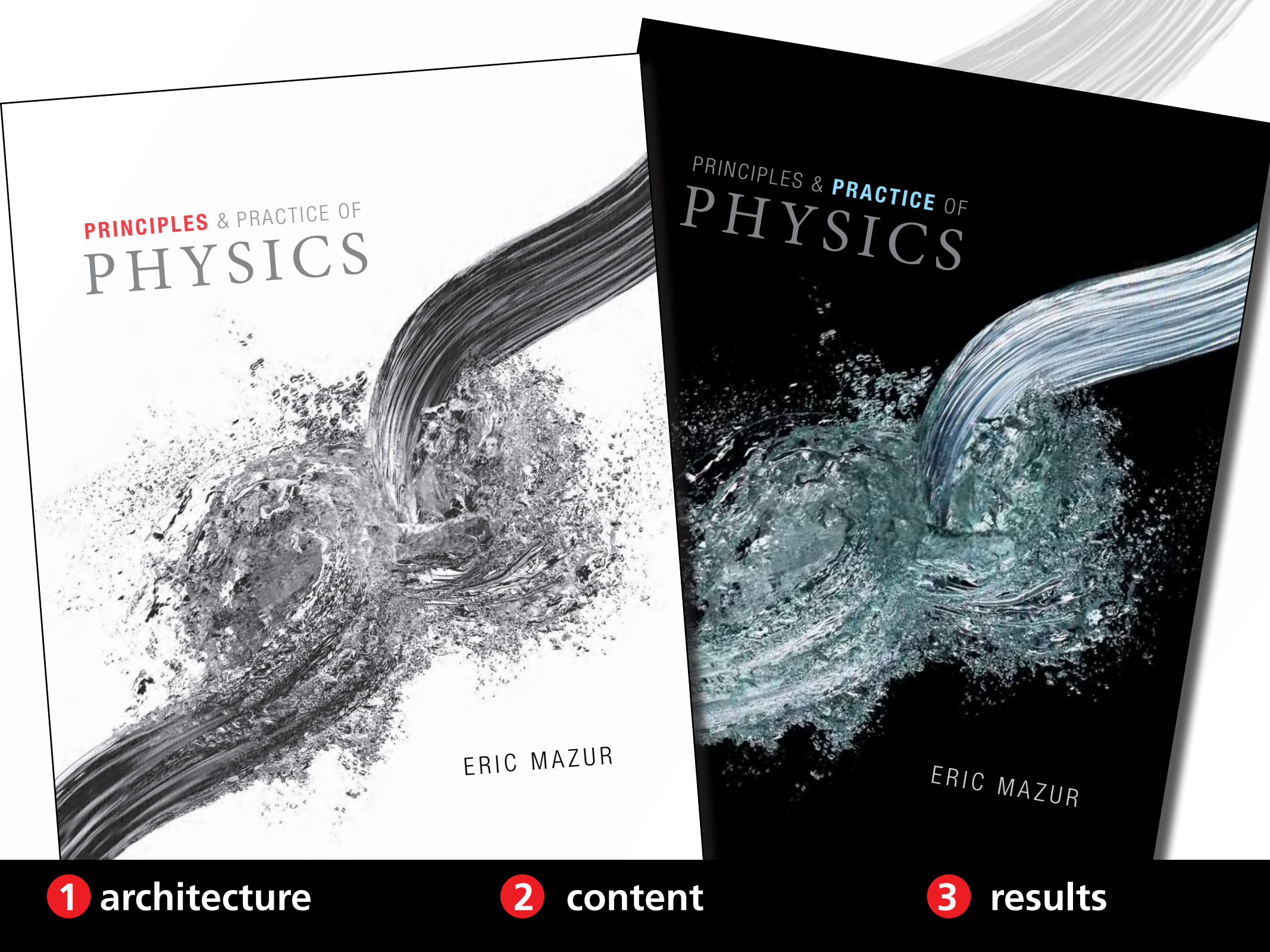

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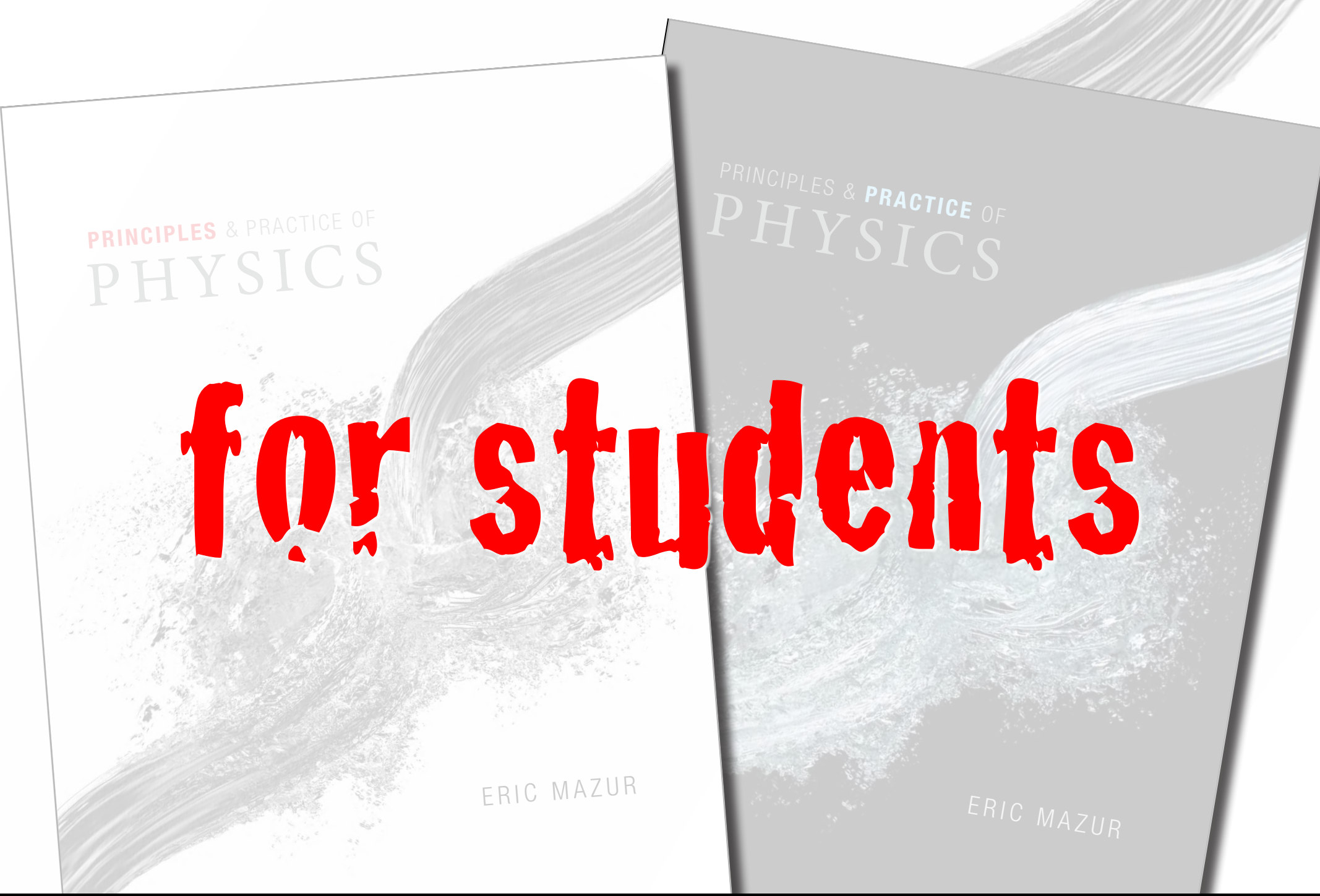
3 results



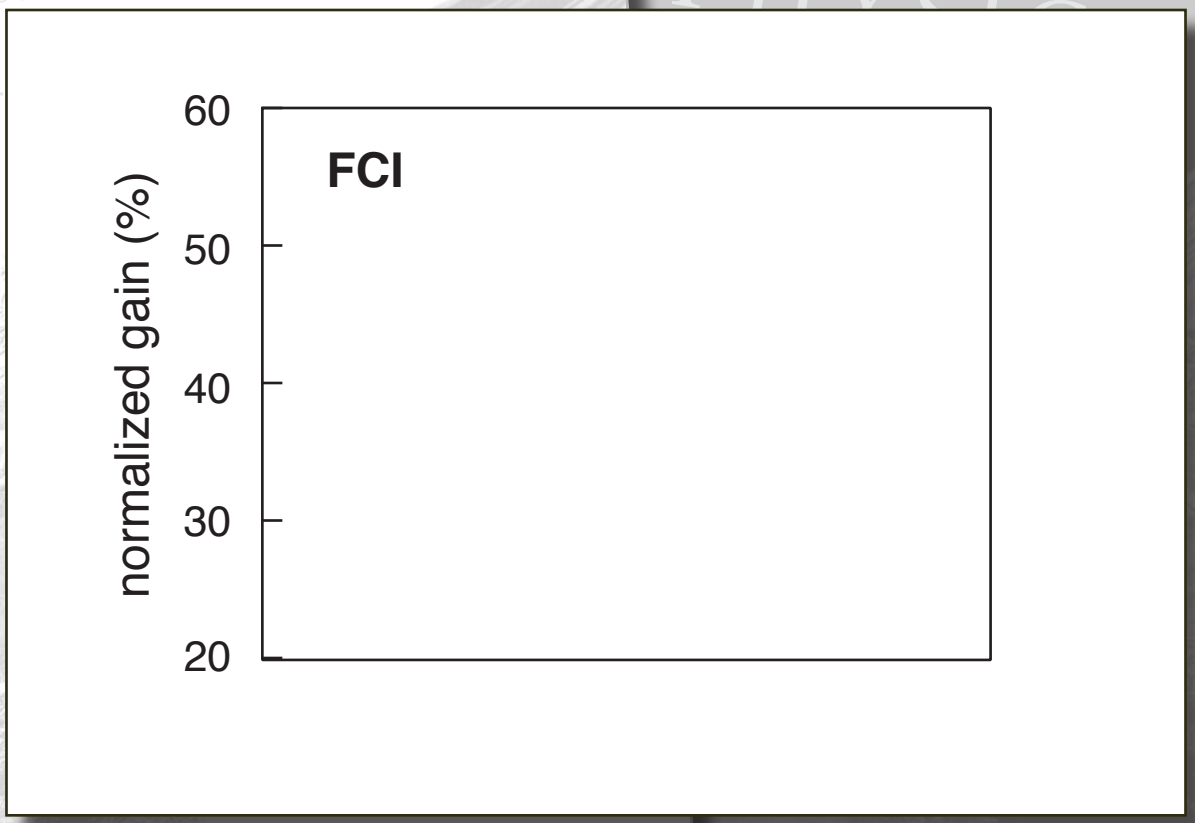
for students

1 architecture

2 content

3 results

AP50: no lectures, students read book only



1 architecture 2 content 3 results

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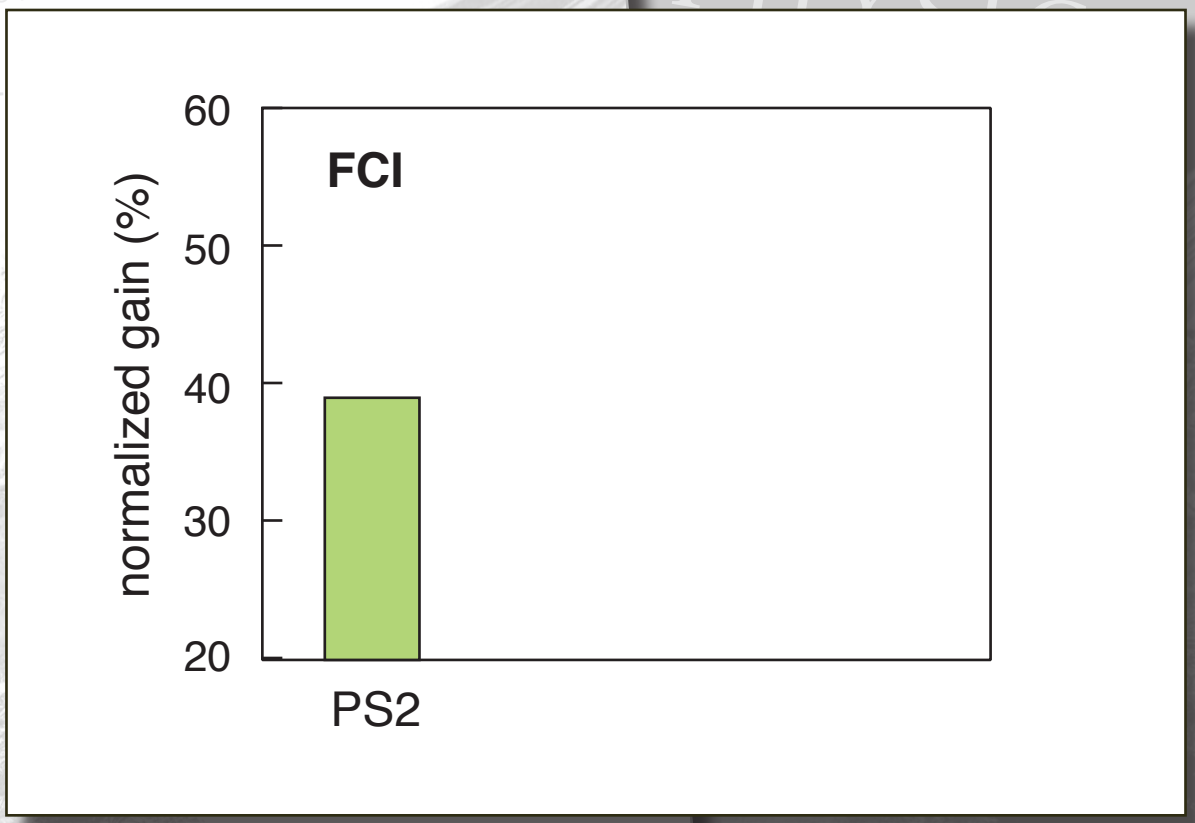

1 architecture 2 content 3 results

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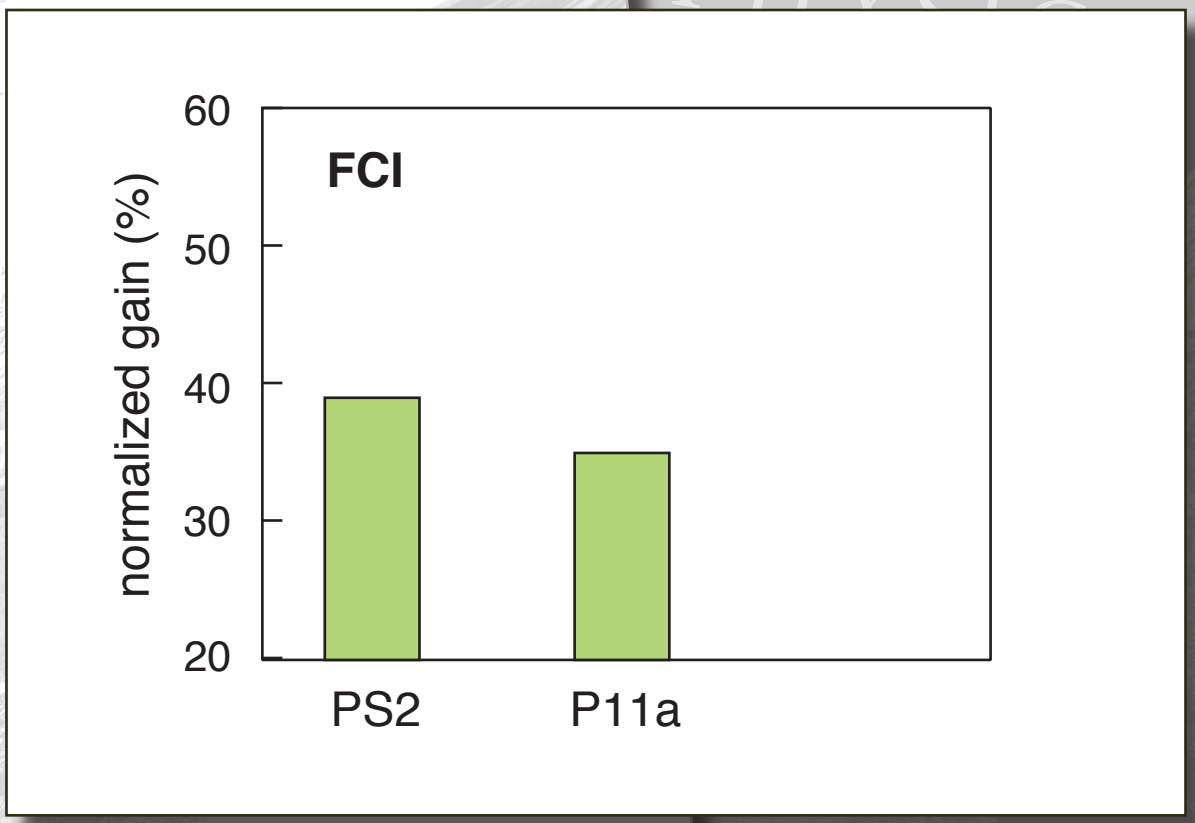

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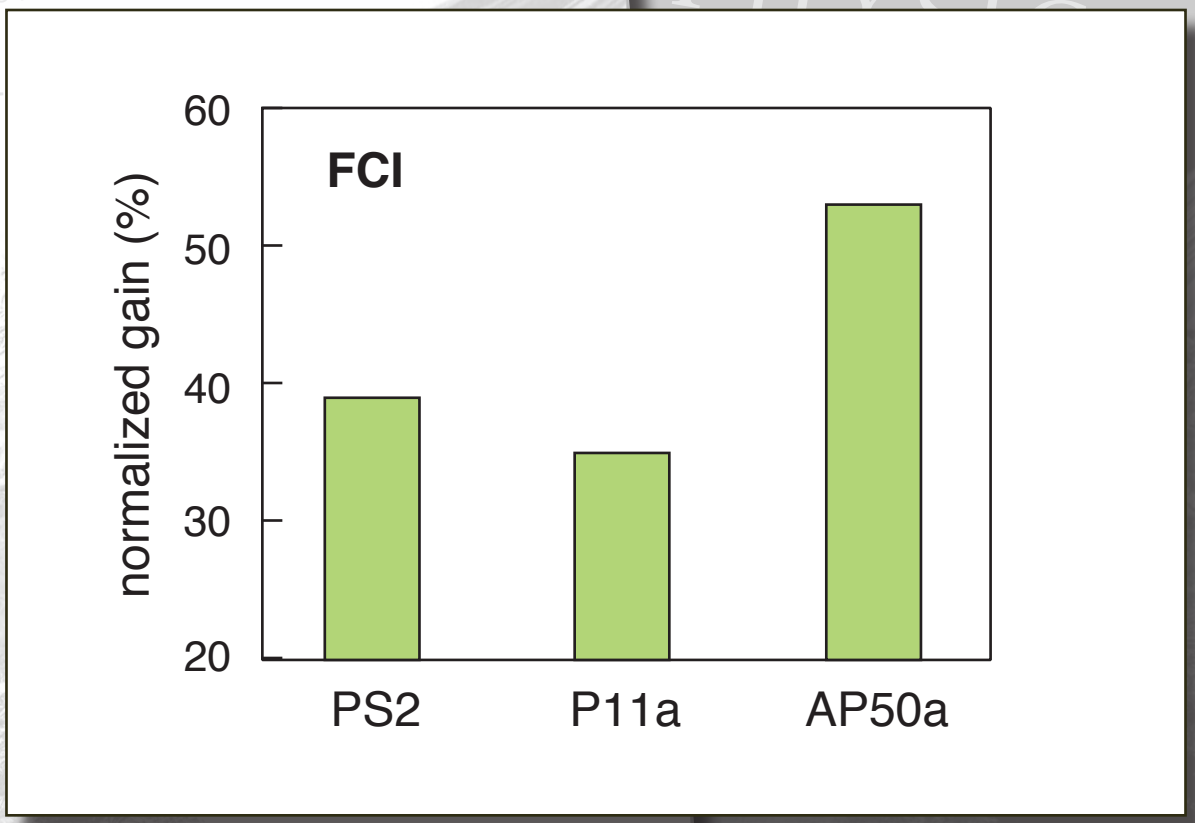

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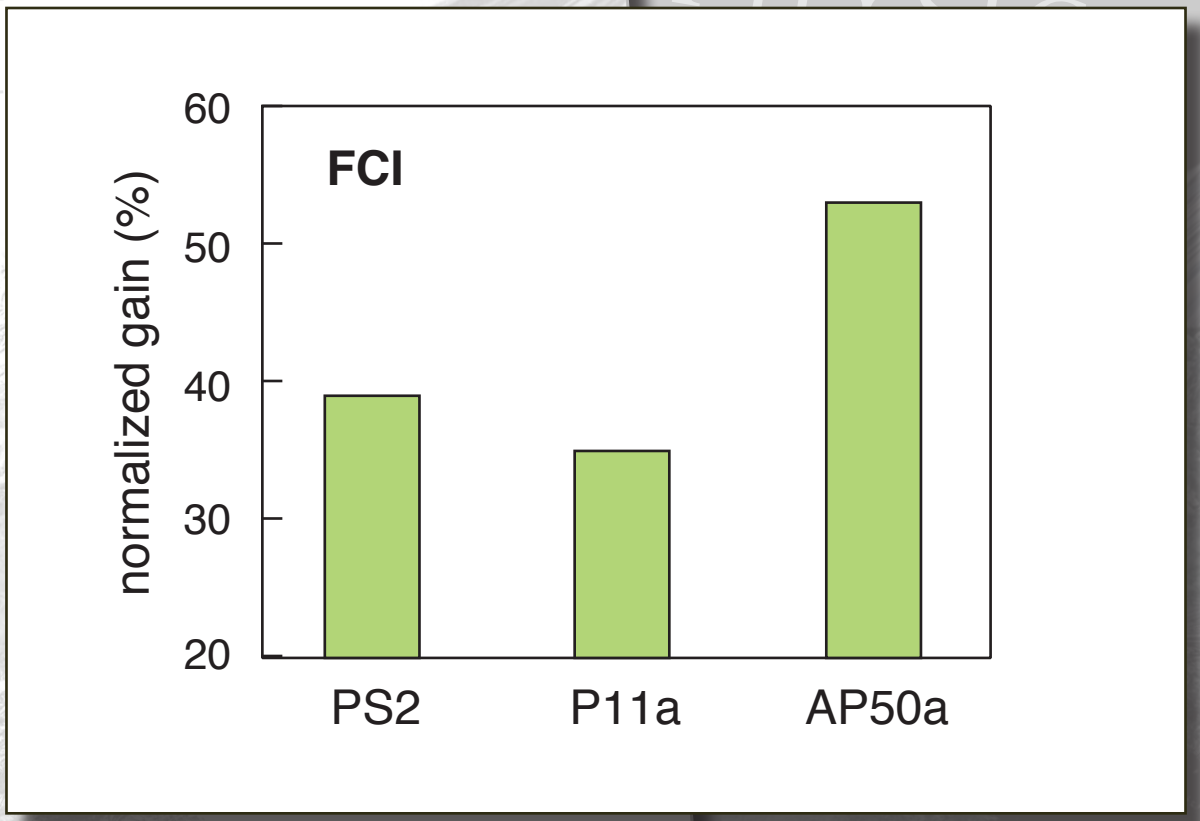

largest conceptual gain in *any* course past 6 yrs!

1 architecture 2 content 3 results

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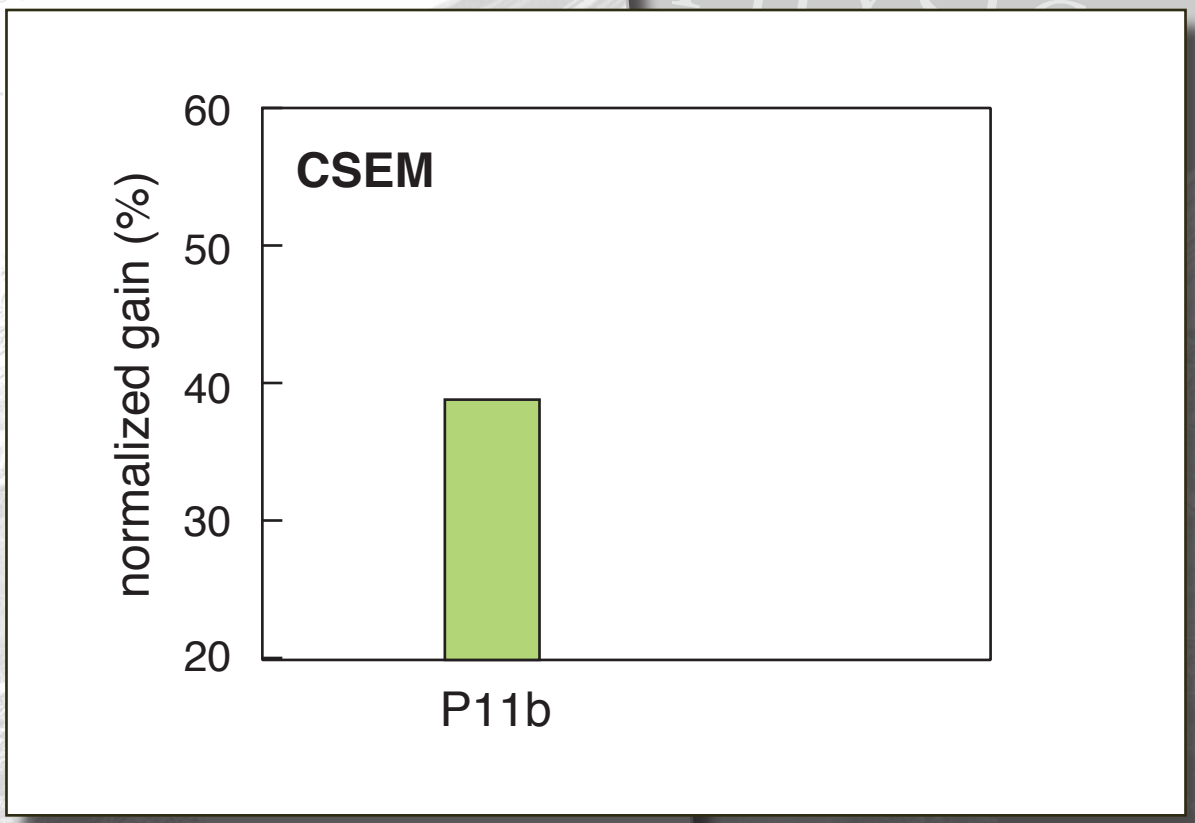
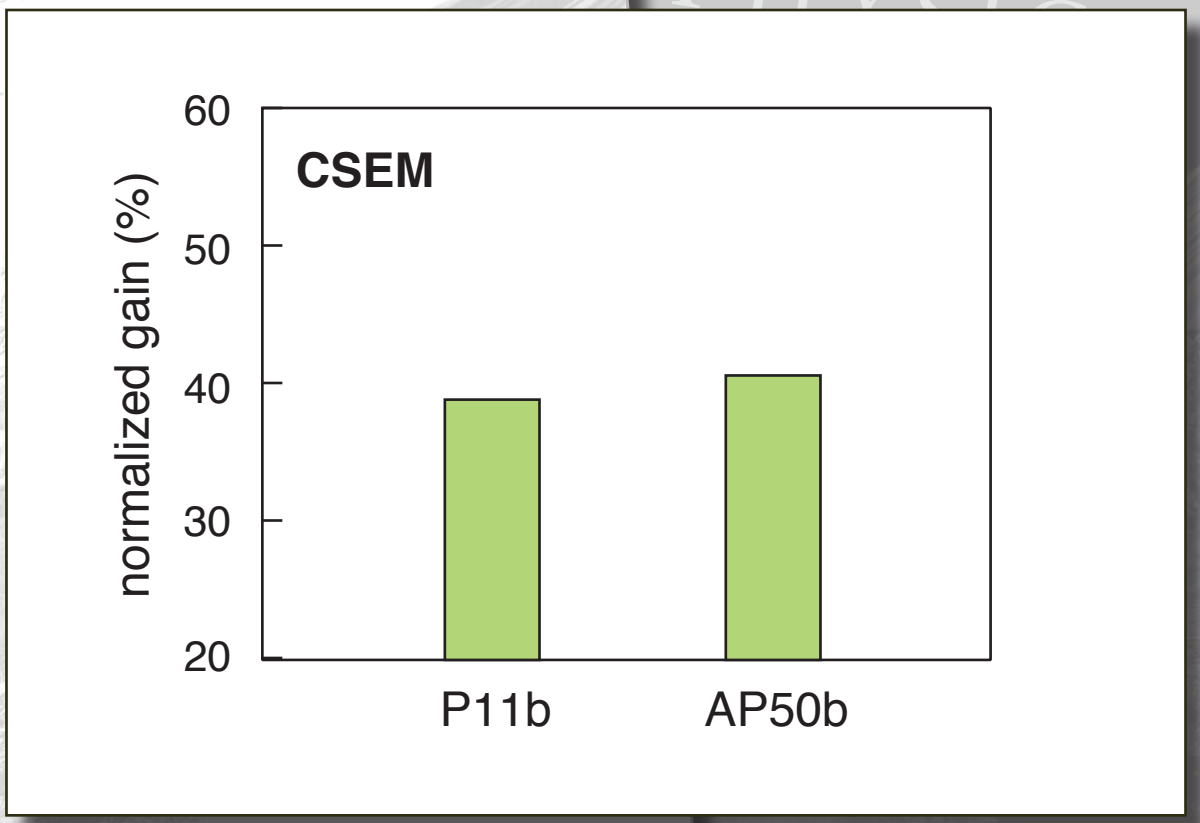


AP50: no lectures, students read book only



as good as when I do my best teaching!

1 architecture 2 content 3 results

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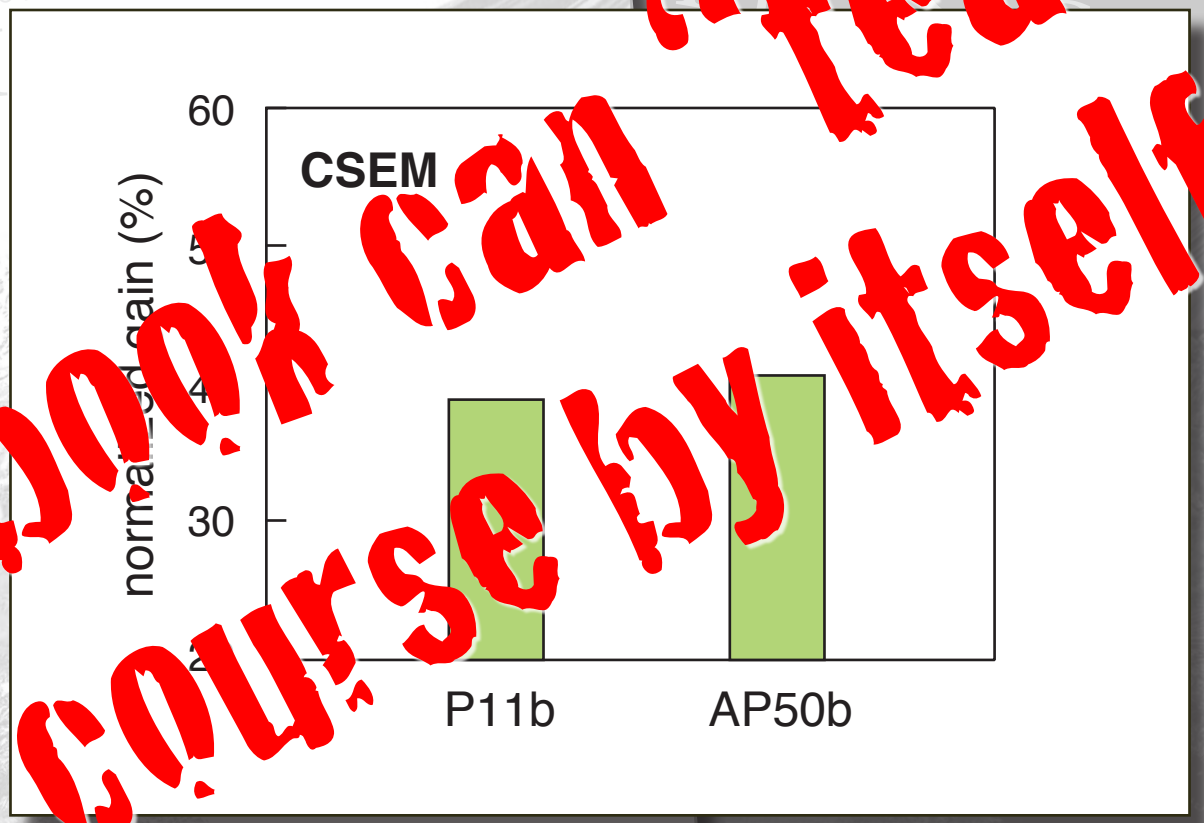

this book can "teach" the course by itself . . .

as good as when I do my best teaching!

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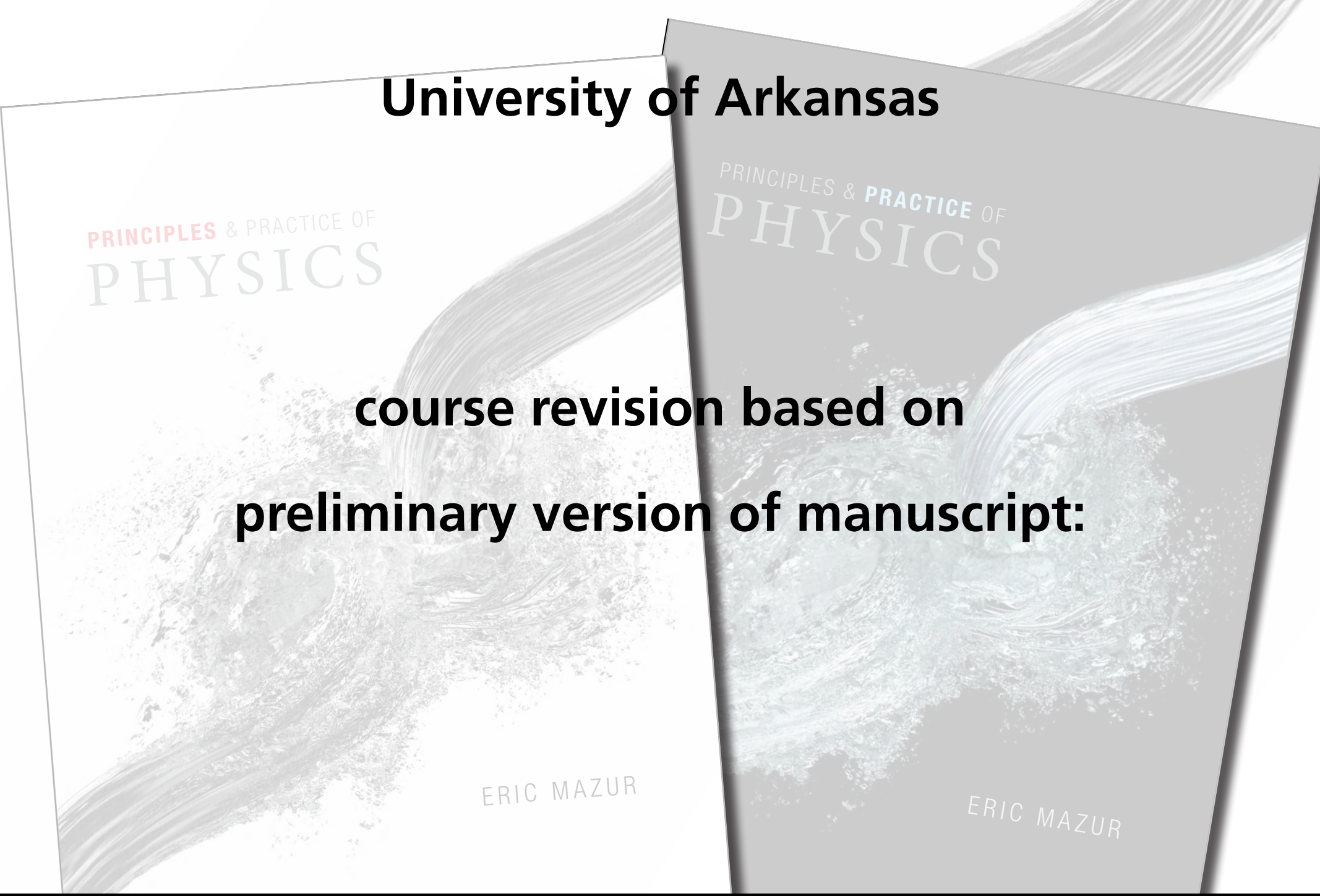

course revision based on

preliminary version of manuscript:

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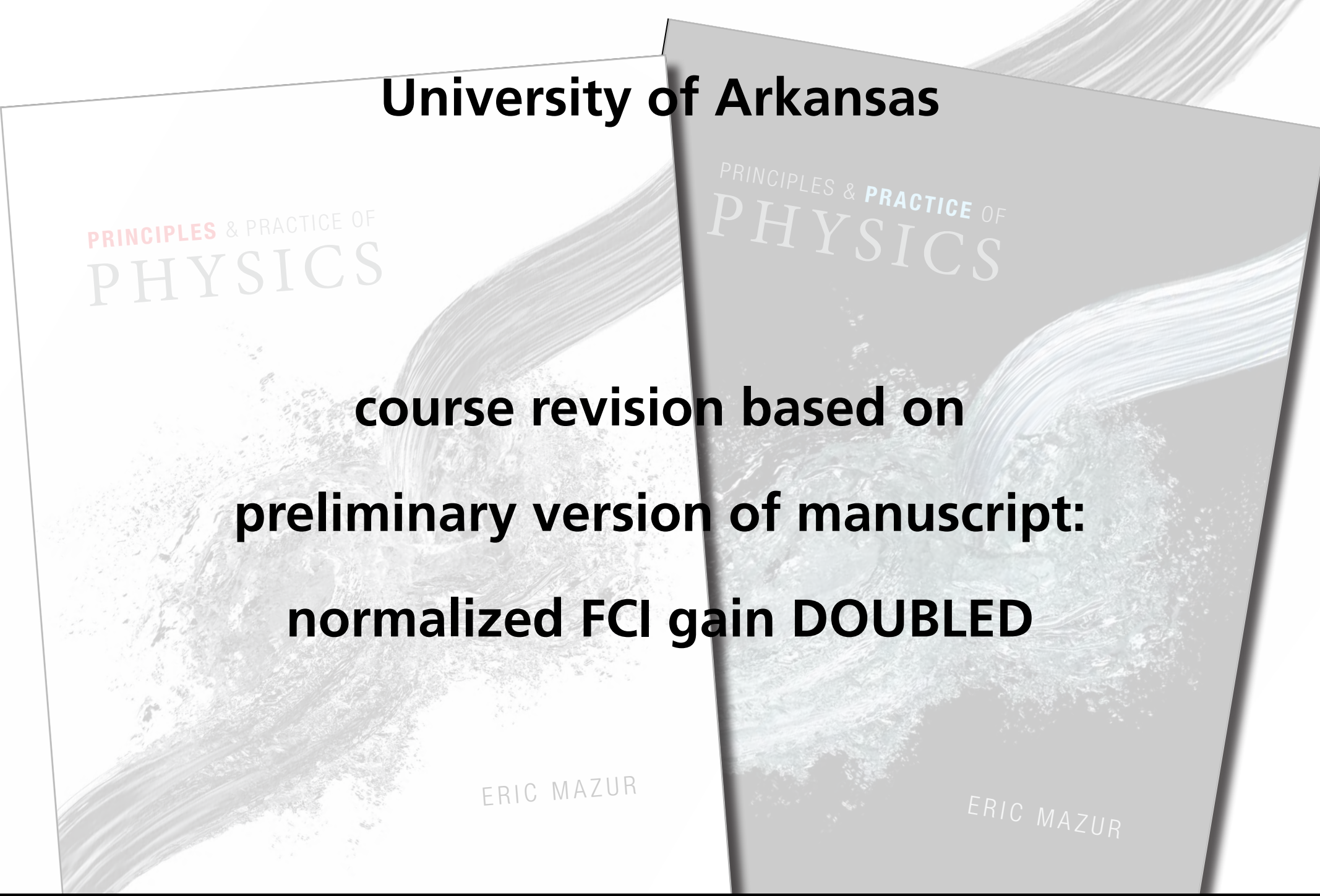
University of Arkansas



course revision based on

preliminary version of manuscript:

normalized FCI gain DOUBLED

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Current Adoptions

Abilene Christian University
Bellingham Technical College
Bethany Lutheran College
Chaffey College
Eastfield College
Embry-Riddle Aera Universit–Prescott
Evergreen State College
Florida State University
Gallaudet University
Gogebic Community College
Harvard University
Highline Community College
Hope College
Ithaca College
James Madison University
Laramie County Community College
Louisiana State University
Monmouth Univiversity
Normandale Community College
Northeastern University
Otterbein University
Penn State University
Siena College
Southwestern Illinois College
Spokane Falls Community College
St Olaf College
Suffolk University
University of Arkansas
University of Central Florida
University of Connecticut–Storrs
University of Maine at Orono
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1 architecture **2 content** **3 results**

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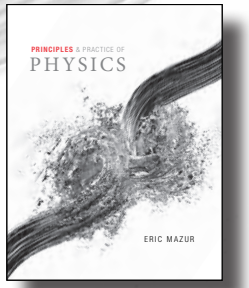
1 architecture **2** content **3** results

approach	before class	in class
traditional	–	



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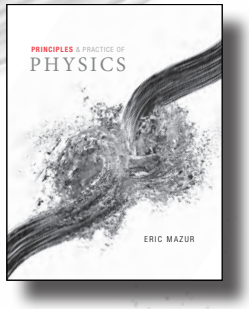
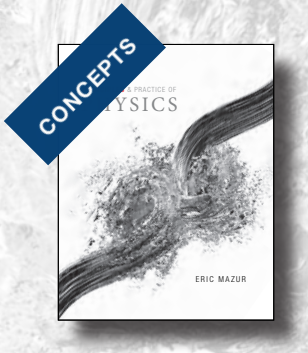
traditional	–	
partially flipped		

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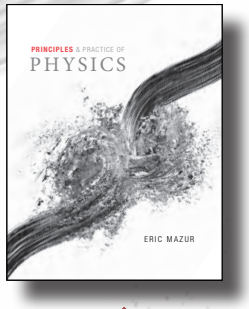
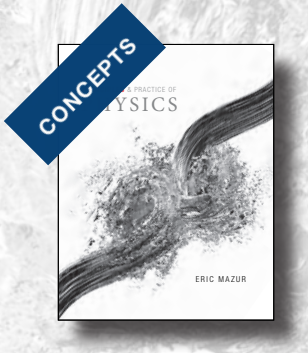
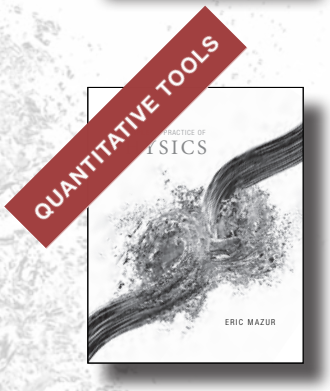
traditional	–	
partially flipped		

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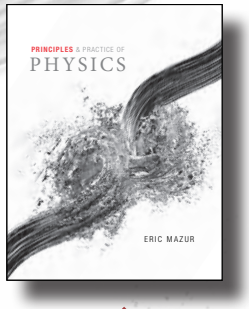
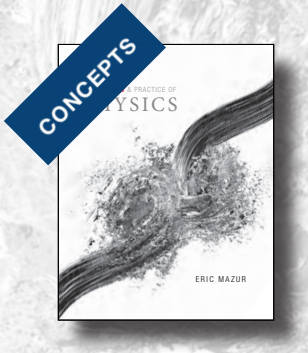
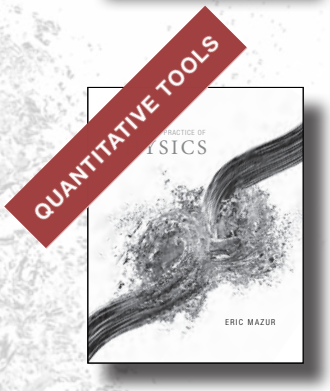
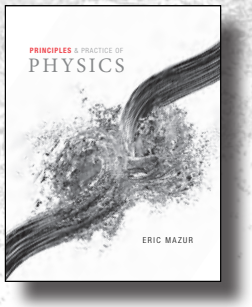
traditional	–	
partially flipped		
fully flipped		

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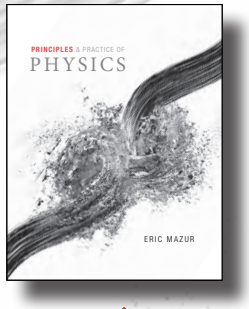
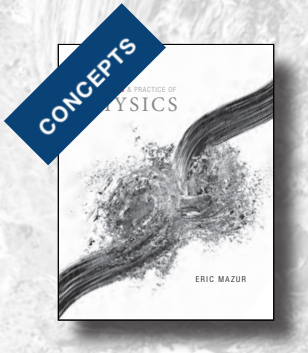
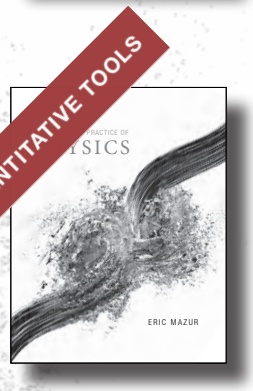
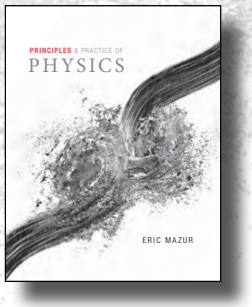
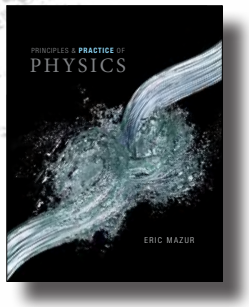
traditional	–	
partially flipped		
fully flipped		

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