

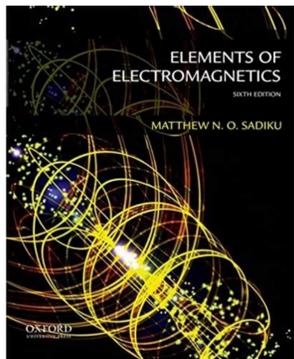
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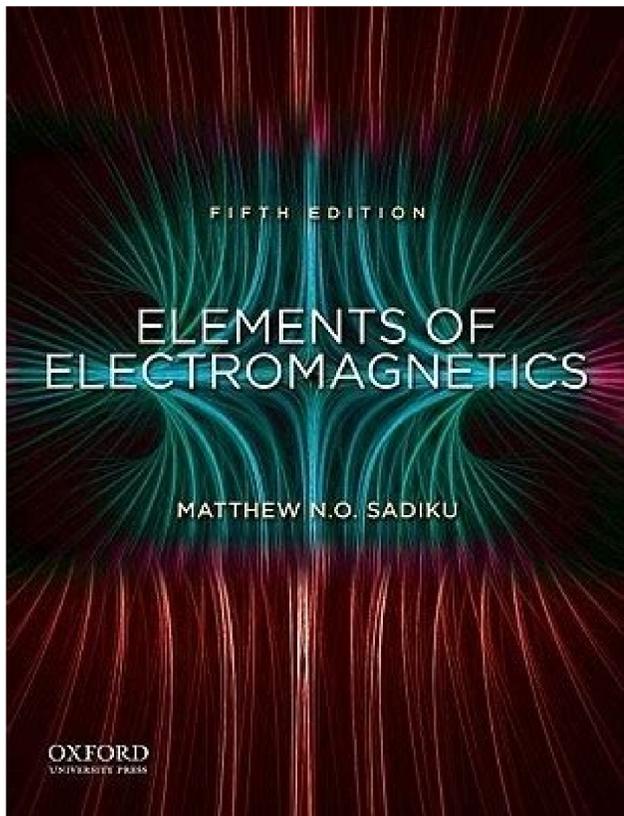
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It also separates mathematical theorems from physical concepts and makes it easier for the student to grasp the generality of those theorems. Vector analysis is the backbone of the mathematical formulation of EM problems. 2. Each chapter opens either with a historical profile of some electromagnetic pioneers or with a discussion of a modern topic related to the chapter. The chapter starts with a brief introduction that serves as a guide to the whole chapter and also links the chapter to the rest of the book. The introduction helps the students see the need for the chapter and how it relates to the previous chapter. Key points are emphasized to draw the reader's attention.

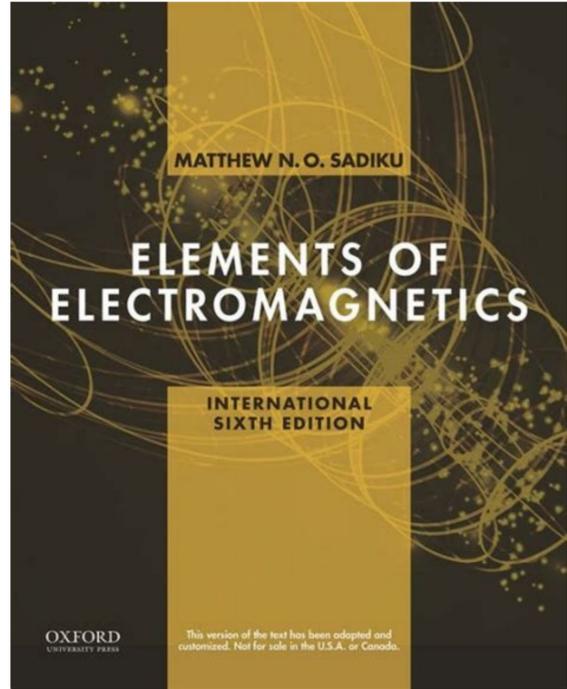


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Sadiku, FM.indd 12 Mathematical Formulas 835 Material Constants 845 MATLAB 847 The Complete Smith Chart 860 Answers to Odd-Numbered Problems 861 16/11/17 3:36 PM PR EFACE This new edition is intended to provide an introduction to engineering electromagnetics (EM) at the junior or senior level. Although the new edition improves on the previous editions, the core of the subject of EM has not changed. The fundamental objective of the first edition has been retained: to present EM concepts in a clearer and more interesting manner than other texts. This objective is achieved in the following ways: 1. To avoid complicating matters by covering EM and mathematical concepts simultane ously, vector analysis is covered at the beginning of the text and applied gradually. This approach avoids breaking in repeatedly with more background on vector analysis, thereby creating discontinuity in the flow of thought. It also separates mathematical theorems from physical concepts and makes it easier for the student to grasp the generality of those theorems. Vector analysis is the backbone of the mathematical formulation of EM problems. 2. Each chapter opens either with a historical profile of some electromagnetic pioneers or with a discussion of a modern topic related to the chapter. The chapter starts with a brief introduction that serves as a guide to the whole chapter and also links the chapter to the rest of the book. The introduction helps the students see the need for the chapter and how it relates to the previous chapter. Key points are emphasized to draw the reader's attention. A brief summary of the major concepts is discussed toward the end of the chapter. 3. To ensure that students clearly get the gist of the matter, key terms are defined and highlighted. Important formulas are boxed to help students identify essential formulas. 4. Each chapter includes a reasonable amount of solved examples. Since the examples are part of the text, they are clearly explained without asking the reader to fill in missing steps. In writing out the solution, we aim for clarity rather than efficiency. Thoroughly worked out examples give students confidence to solve problems themselves and to learn to apply concepts, which is an integral part of engineering education. Each illustrative example is followed by a problem in the form of a Practice Exercise, with the answer provided. 5. At the end of each chapter are ten review questions in the form of multiple-choice objective items. Open-ended questions, although they are intended to be thought-provoking, are ignored by most students. Objective review questions with answers immediately following them provide encouragement for students to do the problems and gain immediate feedback. A large number of problems are provided and are presented in the same order as the material in the main text. Approximately 20 to 25 percent of the problems in this edition have been replaced. Problems of intermediate difficulty are identified by a single asterisk; the most difficult problems are marked with a double asterisk. Enough problems are provided to allow the instructor to choose some as examples and assign some as homework problems. Answers to odd-numbered problems are provided in Appendix E. 6. Since most practical applications involve time-varying fields, six chapters are devoted to such fields. However, static fields are given proper emphasis because they are special cases of dynamic fields. Ignorance of electrostatics is no longer acceptable xiii 00. Sadiku, FM.indd 13 16/11/17 3:36 PM xiv PREFACE because there are large industries, such as copier and computer peripheral manufacturing, that rely on a clear understanding of electrostatics. 7. The last section in each chapter is devoted to applications of the concepts covered in the chapter. This helps students see how concepts apply to real-life situations. 8. The last chapter covers numerical methods with practical applications and MATLAB programs. This chapter is of paramount importance because most practical problems are only solvable using numerical techniques. Since MATLAB is used throughout the book, an introduction to MATLAB is provided in Appendix C. 9. Over 130 illustrative examples and 300 figures are given in the text. Some additional learning aids such as basic mathematical formulas and identities are included in Appendix A. Another guide is a special note to students, which follows this preface. NEW TO THE SIXTH EDITION • Five new Application Notes designed to explain the real-world connections between the concepts discussed in the text. • A revised Math Assessment test, for instructors to gauge their students' mathematical knowledge and preparedness for the course. • New and updated end-of-chapter problems. Solutions to the end-of-chapter problems and the Math Assessment, as well as PowerPoint slides of all figures in the text, can be found at the Oxford University Press Ancillary Resource Center. Students and professors can view Application Notes from previous editions of the text on the book's companion website www.oup.com/us/sadiku. Although this book is intended to be self-explanatory and useful for self-instruction, the personal contact that is always needed in teaching is not forgotten. The actual choice of course topics, as well as emphasis, depends on the preference of the individual instructor. For example, an instructor who feels that too much space is devoted to vector analysis or static fields may skip some of the materials; however, the students may use them as reference. Also, having covered Chapters 1 to 3, it is possible to explore Chapters 9 to 14. Instructors who disagree with the vector-calculus-first approach may proceed with Chapters 1 and 2, then skip to Chapter 4, and refer to Chapter 3 as needed. Enough material is covered for two-semester courses. If the text is to be covered in one semester, covering Chapters 1 to 9 is recommended; some sections may be skipped, explained briefly, or assigned as homework. Sections marked with the dagger sign (†) may be in this category. ACKNOWLEDGMENTS I thank Dr. Sudarshan Nelaturi of Penn State University for providing the new Application Notes and the Math Assessment test. It would not be possible to prepare this edition without the efforts of Executive Editor Dan Kaveney, Associate Editor Christine Mahon, Assistant Editor Megan Carlson, Marketing Manager David Jurman, Marketing Assistant Colleen Rowe, Production Editor Claudia Dukeshire, and Designer Michele Laseau at Oxford University Press, as well as Susan Brown and Betty Pessagno. 00. Sadiku, FM.indd 14 16/11/17 3:36 PM PREFACE xv I thank the reviewers who provided helpful feedback for this edition: Mohammadreza (Reza) Barzegaran Lamar University Sudarshan Nelaturi Penn State Erie Sharif M. A. Dhuiyan Tuskegee University Sima Noghianan University of North Dakota Muhammad Dawood New Mexico State University Vladimir Rakov University of Florida Robert Gauthier Carleton University Lisa Shatz Sulzoff University Jesmin Khan Tuskegee University Edwina Marengo Northeastern University Kyle Sundquist Texas A&M University Lili H.

