

Human Genetics

Elof Axel Carlson

59.34
C284

Human Genetics

Elof Axel Carlson

Distinguished Teaching Professor
State University of New York, Stony Brook

D. C. Heath and **Company**
Lexington, Massachusetts Toronto

Cover photo

Human chromosomes stained with Acridine orange (0.1%). After treating slides at 85°C in a phosphate buffer, the reverse banding pattern is observed and photographed in color. Magnification: $100\times$ $10.25\times$ 10

© Dr. Ram S. Verma/Phototake

Copyright © 1984 by D. C. Heath and Company.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

Published simultaneously in Canada.

Printed in the United States of America.

International Standard Book Number: 0-669-05559-X

Library of Congress Catalog Card Number: 83-80334

Preface

Human Genetics is based on a course I have taught at the State University of New York at Stony Brook since 1968. It is intended primarily for use in a one-term course in human genetics, human heredity, or heredity and society. This text, like my course, emphasizes the underlying biology of the human condition. By relating genetic principles to the human condition, this text will prepare students to consider some controversial issues involving the science of genetics in contemporary society.

Coverage of genetic principles includes a balanced treatment of cells and chromosomes, classical genetics, analysis of complex traits, developmental genetics, molecular genetics, and population genetics. In each of these six topic sections, I have made an effort to include applications to the individual and society. When identifying societal and ethical problems, I have emphasized options to which students can apply their new knowledge of genetics. In a society of diverse peoples, there is no way to avoid controversies, and I have deliberately used several as a way of introducing biological principles. Among the controversies covered are questions of embryo transfer, recombinant DNA technology, and environmental mutagens. When discussing current subjects such as IQ testing, eugenics, genetic counseling, genetic engineering, fertility, and cancer, I have also attempted to place these issues in their historical perspective.

No prior science course work is necessary for this text and thus it can be used by a variety of nonscience majors. I have included a number of pedagogical aids to complement the topic discussions and to help the student study the material. Included are an abundance of photographs and illustrations, many clinical in nature; end-of-chapter aids, including questions for review and discussion and a list of key words; a glossary; and a bibliography of related books and readings in human genetics.

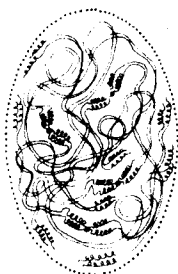
I acknowledge with deep appreciation the many helpful suggestions and criticisms offered by those who have reviewed the manuscript for this book. They include: Harvey A. Bender, University of Notre Dame; Claire M. Berg, University of Connecticut; Peter S. Dawson, Oregon State University; Wendell H. McKenzie, North Carolina State University; Muriel N. Nesbitt, University of California, San Diego; Robert M. Petters, Pennsylvania State University; Frank J. Ratty, San Diego State University; and Joan K. Stadler, Iowa State University.

I thank the Dight Institute of Genetics at the University of Minnesota where I began the first draft of the book. I especially appreciate the stimulation provided by Robert Desnick, Gregory Grabowski, Robert Gorlin, Richard King, Carl Witkop, Sheldon Reed; and Elving Anderson.

I am grateful to Bentley Glass and Frank Erk who recruited me to Stony Brook and to Vera King Farris who shared many discussions on the design of the course from which this book was developed. I sincerely appreciate the superb editorial advice of Harvey Pantzis, and the detailed criticisms and encouragement of Cedric Davern. Many of the original sketches for the illustrations for this text were prepared by Christina, Claudia, and Erica Carlson; the balance of the sketches and all the illustrations were attractively rendered by Carmela Ciampa. Cathy Cantin was immensely helpful and talented in producing the book and I thank Janice Wheeler, Eve Mendelsohn, and Kate Bramer for the care and skill they put in the design and photo research for this book.

Most of all I have benefited from the continued interest and criticisms offered by Stony Brook students about the content, emphasis, and issues dealt with in this text. I hope that students who read this text will develop an enriched view of the life sciences and appreciate the central role of heredity in relating all of life, past and present.

Elof Axel Carlson



Contents in Brief

Part 1
Reflections on the Human Condition 1

Chapter 1
The Human Condition 3

Part 2
Cells and Chromosomes 12

Chapter 2
Cell Structure, Cell Division, and the
Cell Cycle 14

Chapter 3
Radiation Damage: How Chromosome
Breakage Can Lead to Cell Death 30

Chapter 4
The Formation of Sex Cells and the
Consequences of Nondisjunctional Errors 45

Chapter 5
Fertility and Infertility 61

Part 3
Single Gene Effects 78

Chapter 6
Mendel's Laws and Genetic Disorders 80

Chapter 7
Indispensable Blood: The ABO and Rh Systems 106

Chapter 8
Prenatal Diagnosis 119

Chapter 9
Genetic Counseling 130

Part 4
Multiple Gene Effects 144

Chapter 10
Complex Traits and Multiple Factor Inheritance 146

Chapter 11
Skin Color Inheritance As a Quantitative Trait 165

Chapter 12
Miscegenation and the Emergence of New Races 177

Chapter 13
The Early Eugenics Movement: A Misuse of Genetics 188

Chapter 14
Intelligence Testing and the IQ Controversy 197

Chapter 15
Genius and Retardation 208

Part 5
Developmental Genetics 226

Chapter 16
Embryo Manipulation and Cloning 228

Chapter 17
The First Trimester: Organogenesis 241

Chapter 18
Singletons and Twins 254

Chapter 19
Sex Determination: The Seven Levels of Human Sexuality 268

Chapter 20
Induced Birth Defects: Teratogenesis 283

Chapter 21
Cancer: The Errant Cell 291

Chapter 22
Smoking and Lung Cancer: A Self-Inflicted Biohazard 312

Part 6
Molecular Genetics 325

Chapter 23
The Molecular Basis of Heredity 327

Chapter 24
Mutagens: Monitoring Our Environment 346

Chapter 25
Genetic Engineering: Splicing Genes and Manufacturing Their Products to Order 363

Part 7
Population Genetics 378

Chapter 26
Genetic Load: An Undesired Shift in
Gene Frequencies 380

Chapter 27
Darwinism, Neo-Darwinism, and Their
Critics 391

Chapter 28
Human Evolution 410

Chapter 29
What Should We Do with Our Genes? 421

Glossary *i*

References *xv*

Index *xxi*



Contents

Part 1

Reflections on the Human Condition

1

Chapter 1

The Human Condition 3

Infertility or Sterility Often Frustrates a Couple 3

Spontaneous Abortion Occurs Frequently,
Is Often Unnoticed, and Usually Involves a
Chromosomal Defect 4

Birth Defects May Be Present in the Newborn 5

We Vary in Our Genetic Make-up 7

The Human Condition Changes Every
Generation or So 7

Resistance to Change Is Usually Encountered 9

Part 2

Cells and Chromosomes

12

Chapter 2

Cell Structure, Cell Division, and the Cell Cycle 14

Each Individual Is Composed of a Multitude of Cells with
a Complex, Microscopic Anatomy 14

Cells Can Be Physically Taken Apart and
Reassembled 15

Is the Study of Life Uniquely Different from the Study of Chemistry or Physics?	17
There Are Three Major Ways in Which the Instructions for Heredity May Be Organized	19
Human Cells Contain a Constant Chromosome Number	19
The Cell Cycle Describes the State of a Cell	21
Cell Division (Mitosis) Produces Two Cells from One	23
The First Meiotic Division Reduces the Chromosome Number by Half	25
A Second Division Is Needed to Complete Meiosis	25

Chapter 3

Radiation Damage: How Chromosome Breakage Can Lead to Cell Death 30

A Few Principles of Biology Can Explain the Effects of the Atomic Bombs on Hiroshima and Nagasaki	32
Biological Damage from Chromosome Breakage Requires Dividing Cells	33
Cell Death Arises from the Breakage-Fusion-Bridge Cycle	33
Tissues That Divide the Most Produce the Most Dramatic Symptoms of Radiation Sickness	36
The Dose of Radiation and the Percentage of the Body Exposed Are Also Important Factors	37
Radiation Not Only Induces Cancer But It Is Used to Treat Cancer	40
How You Can Use Your Knowledge of Radiation to Protect Yourself	41

Chapter 4

The Formation of Sex Cells and the Consequences of Nondisjunctional Errors 45

An Extra Chromosome Is Present in the Cells of Individuals with Down Syndrome	46
What Parents Need to Know If They Have a Baby with Down Syndrome	50
Nondisjunction May Also Arise in Equational Division or During Mitosis	50
Most Nondisjunctional Fertilizations Result in Spontaneous Abortion	52
There Are Trisomic Autosomal Syndromes Other Than Trisomy-21	53
Klinefelter Syndrome Arises from an XXY Zygote	54

Turner Syndrome Individuals Are $2N - 1 = 45 X$	55
The XYY Condition May Not Be a Syndrome	56
The XXX Condition Is Also Not a True Syndrome	56
Sex Chromosome Nondisjunctional Conditions Are More Common Than Autosomal Ones	57
Some People Have Higher Risks of Nondisjunction Than Others	57
Familial Down Syndrome Arises from a Different Mechanism	59

Chapter 5

Fertility and Infertility 61

Male Infertility Frequently Involves Inadequate Sperm Production	61
Female Infertility Requires More Extensive Examination	63
Clomiphene Is Used to Induce Ovulation in Sterile Females	64
Sperm Production Is Continuous in Males from Puberty to Death	65
What Should Males Exposed to High Doses of Radiation Do?	68
Egg Production Has a Discontinuous and Complex History	68
Human Reproduction May Differ Substantially from That of Other Animals	70
Sterile Couples Often Must Face Difficult Options	74
Artificial Insemination Is Often Used in Cases of Male Sterility	74
For Blocked Oviducts a Surgical By-pass Procedure Exists	76

Part 3

Single Gene Effects

78

Chapter 6

Mendel's Laws and Genetic Disorders 80

An Understanding of Genetics Requires the Use of Genetic Symbols and Terminology	81
Mendel's Law of Segregation Predicts How Genes Are Passed On	83
The Founder of Genetics Was a High School Physics Teacher	85

Some Recessive Disorders Involve Lysosomal Enzymes	87
Tay-Sachs Syndrome Is a Lysosomal Storage Disease Affecting the Nervous System	89
Albinism Arises from a Failure to Synthesize or Store Melanin in Skin Cells	92
Some Genetic Disorders Are Expressed in the Heterozygote as Dominant Traits	93
Huntington Disease Is a Classical Dominant Disorder	93
Most Dominant Disorders Arise as New Mutations	94
X-linked Traits, Like Autosomal Traits, Can Affect Any Tissue or Organ	95
The Inheritance of X-linked Traits Was Demonstrated Initially in Fruit Flies	97
A Female's Two Xs Do Not Produce Twice the Activity Obtained from a Male's Single X	100
Inactivation Allows Only One X Chromosome to Function	101
X-Inactivation May Cause Genetic Expression of Some X-linked Traits	101
How to Use Pedigrees for Human Genetic Studies	102

Chapter 7

Indispensable Blood: The ABO and Rh Systems 106

Either Whole Blood or Components of Blood May Be Used from Donated Blood	106
The ABO Blood Types Are the Most Important in Determining Transfusion	109
The Rh Blood Groups Normally Lack Serum Antibodies	112
Erythroblastosis Fetalis Arises in Rh-negative Females Who Marry Rh-positive Males	112
The Damaging Effects of Rh Blood Incompatibility Are Now Preventable by a Simple Treatment	114
Some Minor Blood Groups in Humans Are Less Likely to Be of Clinical Significance	116
Clotting Disorders Usually Involve the Absence of a Needed Protein in the Serum	116
White Blood Cells Are Part of Our Immune System	117
Fallacies About Blood Are Widespread	117

Chapter 8

Prenatal Diagnosis 119

Amniocentesis Is a Major Means of Performing Prenatal Diagnosis	119
---	-----

What the Parents and Physicians Can Learn from Amniocentesis	121
Neural Tube Defects Can Also Be Detected Through Amniocentesis	123
Amniocentesis Can Be Used to Determine the Sex of the Fetus for Medical Reasons	124
Most Women Who Elect Amniocentesis Learn That Their Fetus Is Normal	124
Why Amniocentesis Cannot Presently Be Used to Detect Most Birth Defects	124
Amniocentesis Is Not Advised Unless the Parents Face Some Risk	124
New Technology May Be Used in the Future for Prenatal Diagnosis	126
Genetic Screening Can Sometimes Detect Couples Who Are at Risk	126
Amniocentesis Does Not Have to Decrease the Frequency of a Gene in a Population	126
We Are Usually Reluctant to Think of the Long-range Consequences of Passing on Harmful Genes	128

Chapter 9

Genetic Counseling 130

Genetic Counseling Provides Information to Referred Clients	130
The Genetic Counseling Session Usually Takes Place in a Hospital	131
Why an Accurate Diagnosis Is Essential for Genetic Counseling	131
The Counselor Must Be Sensitive to the Needs of the Clients	132
Genetic Counseling Involves Communicative Skills Appropriate to the Family Being Counseled	134
Genetic Counseling Sometimes Involves Complex Genetics	135
Retinoblastoma Illustrates the Complexity of Counseling	136
Some, But Not All, Parents Are Psychologically Ready for Genetic Counseling	138
The Need for Genetic Knowledge Is Presently Greater Than Its Availability	138
What Influences Parents in Deciding Whether or Not to Exercise Their Reproductive Options?	141
Who Should See a Counselor?	141

Part 4 Multiple Gene Effects

144

Chapter 10 Complex Traits and Multiple Factor Inheritance 146

- Polygenic or Multifactorial Traits in Humans Are
Difficult to Demonstrate 146
- Mendel's Second Law Governs the Distribution of Most
Nonallelic Traits 147
- Mendel's Second Law Is Seldom Illustrated in Human
Pedigrees 147
- The Test Cross for Nonallelic Traits Demonstrates
Independent Assortment 147
- It Is Unlikely That One of Your Gametes Has the Same
Genotype as the One Your Father or Mother
Contributed to You 150
- Another Process, Crossing Over, Shuffles the Maternal
and Paternal Genes Between Homologs 151
- Crossing Over Can Be Used to Make a Map of the Genes
on a Chromosome 152
- Deletions of a Piece of a Chromosome Can Also Be Used
to Map Genes 153
- Fusing Cells of Different Species Permits Assignment of
Genes to Chromosomes 154
- Some Traits Do Not Appear to Follow Mendel's
Laws 156
- A Chief Gene May Not Be Expressed Without the Help of
Modifiers 157
- Sometimes Environmental Factors Can Modify the
Expression of a Chief Gene 157
- Inbreeding and Selection Can Be Used to Analyze a
Complex Trait 158
- Repeated Selection and Inbreeding Eventually Produce a
Pure Line 159
- Independent Assortment and Crossing Over Were Used to
Demonstrate the Chromosome Theory of
Heredity 160
- Nondisjunction Offered Another, More Dramatic Proof of
the Chromosome Theory 160
- The Analysis of Most Complex Traits in Humans Is
Difficult or Presently Impossible 163

Chapter 11 Skin Color Inheritance As a Quantitative Trait 165

- Skin Color Is Primarily a Function of Melanin
Synthesis 165

Melanocytes Differ in Size, Structure, and Distribution in the Body	166
Skin Color Is a Quantitative Trait	168
Davenport Established the First Genetic Model of Human Skin Color	170
Some Brown-skinned Parents Have Children Lighter or Darker Than Themselves	170
Brown-skinned Parents May Produce Children Whose Color Is Like Their Own or Children of a Range of Colors	172
Two White Parents Cannot Have a Child Considerably Darker Than Either Parent	173
Skin Color Function May Be Adaptive to the External Environment	173
Skin Color May Be Associated with Vitamin D Synthesis	174
Skin Color Can Protect Individuals from Skin Cancers	174
Albinism Is a Disorder of Melanin Synthesis or Deposition	175
Albinism Can Be an Ethnic Disorder in Some Populations	175

Chapter 12

Miscegenation and the Emergence of New Races 177

Miscegenation Was Officially Discouraged But Illegally Practiced in North America	178
A Small Percentage of Miscegenation Over Several Generations Alters the Phenotypes of Afro-Americans	179
Culture, Not Biology, Defines a Person as Black or White	180
The Latin American Pattern of Miscegenation Differed from the North American Pattern	180
A Three-way Miscegenation Occurred in Many Latin American Countries	181
New Races Arise from the Miscegenation of Previous Races	182
It Is Difficult to Define the Term Race Without Bias	183
A Stable Equilibrium May Arise from Prolonged Miscegenation	183
The Same Data, Interpreted by People with Different Values, Could Lead to Opposite Conclusions	185
Human Races Are Not Fixed and Will Continue to Change	185

Chapter 13

The Early Eugenics Movement: A Misuse of Genetics 188

Galton's Contributions to Genetics Were Modest 188

Galton Claimed That Genius Was Inherited 189

In the United States a Corrupted Heredity Was Assigned to the Jukes, Kallikaks, and Ishmaelites 190

Compulsory Sterilization Laws Were Passed in 30 States 191

Xenophobia Was Added to the American Eugenics Movement 191

In the 1930s There Were Many Criticisms and Failures of the Eugenics Movement 192

Several Fallacies Destroyed the Early Eugenics Movements 194

New Knowledge of Genetics Weakened the Claims of Early Eugenists 195

Chapter 14

Intelligence Testing and IQ Controversy 197

A Test for Mental Age Was Converted to an Intelligence Quotient 197

The IQ Curve Classifies People into Named Categories Ranging from Idiocy to Genius 198

The Terms for IQ Categories Have Changed Several Times in Response to Public Criticism 199

Advocates of IQ Testing Favor a Genetic Basis for Intelligence 199

Uses of IQ Tests Have Not Always Been Beneficial for Children 200

The IQ Controversy Involves Both Research Studies and Social Policies Based on IQ Testing 200

Accusations of Racism Have Made the IQ a Questionable Concept in Education 202

Environmentalists and Hereditarians Differ in Their Fields of Specialization and Their Interpretations of Intelligence 203

Chapter 15

Genius and Retardation 208

Genius Is Often Attributed to Hereditary Factors 210

Terman Studied Gifted Children for Several Decades and Identified Their Characteristics 212

There May Not Be a Strong Correlation Between Creativity and Intelligence 213

Eminence Involves Several Factors and May Not Be Related to IQ Test Results 215