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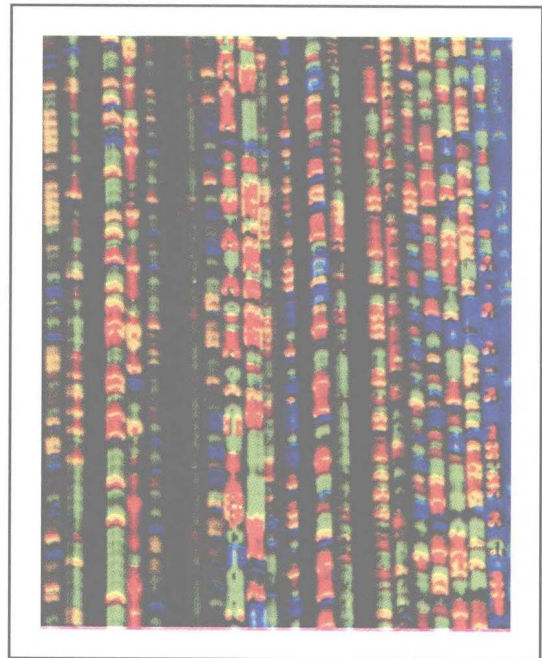
Principles of Genetics

Robert H. Tamarin



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Seventh Edition



Robert H. Tamarin

University of Massachusetts Lowell



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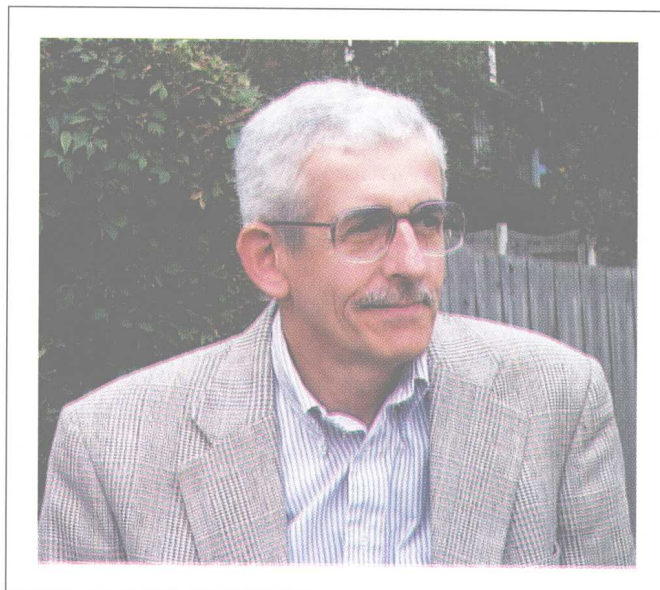
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*For
Ginger,
David, and
Bonnie*

ABOUT THE AUTHOR

ROBERT H. TAMARIN is currently Professor of Biology and Dean of Sciences at the University of Massachusetts Lowell, a position he has held since September 1996. He began his teaching career at Boston University, where he remained for twenty-five years; for the last six, he was Professor and Chairman of the Biology Department. He received his B.S. degree from the City University of New York, Brooklyn College, and his Ph.D. from Indiana University.

Before beginning at Boston University, Professor Tamarin was a National Institutes of Health Postdoctoral Fellow in the Genetics Department at the University of Hawaii and a Ford Foundation Postdoctoral Fellow in the Biology Department at Princeton University. His research interests have focused on evolutionary genetics. He has developed electrophoretic, radioisotope, and DNA fingerprinting techniques for use in small mammal studies that were funded by the National Institutes of Health, the National Science Foundation, the Atomic Energy Commission, and the American Philosophical Society. Most recently, he was the recipient of two educational grants from the Howard Hughes Medical Institute. Professor Tamarin also is a widely pub-



lished and well-recognized author of many scientific articles. He is a regular contributor to *Science Year*, The World Book Annual Supplement, a consultant for Microsoft's *Encarta* CD encyclopedia, and a Microsoft *Encarta* "Genetics Expert." He is listed in fifteen "Who's Who" listings, including *Who's Who in the World*, *Who's Who in Frontiers of Science and Technology*, and *Outstanding Scientists of the 20th Century*.

Professor Tamarin has taught Introductory Genetics to thousands of stu-

dents at Boston University in a broad range of class sizes and settings. His other courses have included Population Genetics, Population Biology, Introductory Biology, Ecology, and topics ranging from critical thinking in biology to mathematical modeling of genetic and evolutionary processes. He most recently taught Evolutionary Biology at the University of Massachusetts Lowell and contributed lectures in the genetics and ecology courses there. (Personal website: www.cs.uml.edu/~tamarin) Professor Tamarin is keenly aware of the difficulties faced by students studying genetics; responding to their needs is a crucial consideration in the development of each edition of *Principles of Genetics*.

PREFACE

The twentieth century began with the rediscovery of Mendel's rules of inheritance and ended with the complete sequence of the human genome, one of the most monumental scientific accomplishments of all time. What lies in the future? What will the twenty-first century, the century of genomics, bring? Will geneticists a hundred years from now speak of a complete cure for cancer, heart disease, and mental illness? Will we have a cure for autoimmune diseases such as diabetes and arthritis? Will aging be slowed or even prevented? Will we have a complete understanding of the process of development and a concurrent elimination of birth defects and developmental problems? Will genetics put an end to world hunger? How will we live, and what will be the quality of our lives? The students who now are taking genetics will learn the answers to these questions as time progresses. Some students will contribute to the answers.

The science of genetics includes the rules of inheritance in cells, individuals, and populations and the molecular mechanisms by which genes control the growth, development, and appearance of an organism. No area of biology can truly be appreciated or understood without an understanding of genetics because genes not only control cellular processes, they also determine the course of evolution. Genetic concepts provide the framework for the study of modern biology.

This text provides a **balanced treatment** of the major areas of genetics in order to prepare the student for upper-level courses and to help share in the excitement of research. Most readers of this text will have taken a general biology course and will have had some background in cell biology and organic chemistry. For an understanding of the concepts in this text, however, the motivated student will need to have completed only an introductory biology course and have had some chemistry and algebra in high school.

Genetics is commonly divided into three areas: classical, molecular, and population, although molecular advancements have blurred these distinctions. Many genetics teachers feel that a historical approach provides a sound introduction to the field and that a thorough grounding in Mendelian genetics is necessary for an understanding of molecular and population genetics—an approach this text follows. Other teachers, however, may prefer to begin with molecular genetics. For this reason, the chapters have been grouped as **units that allow for flexibility**

in their use. A comprehensive glossary and index will help maintain continuity if the instructor chooses to change the order of the chapters from the original.

An understanding of genetics is crucial to advancements in medicine, agriculture, and many industries. Genetic controversies—such as the pros and cons of the Human Genome Project, the potential ethical and medical risks of recombinant DNA and cloning of mammals, and human behavioral genetic issues such as the degree of inheritance of homosexuality, alcoholism, and intelligence—have captured the interest of the general public. Throughout this text, we examine the **implications for human health and welfare** of the research conducted in universities and research laboratories around the world; boxed material in the text gives insight into genetic techniques, controversies, and breakthroughs.

Because genetics is the first analytical biology course for many students, some may have difficulty with its quantitative aspects. There is no substitute for work with pad and pencil. This text provides a larger number of problems to help the student learn and retain the material. All problems within the body of the text and a selection at the end of the chapters should be worked through as they are encountered. After the student has worked out the problems, he or she can refer to the answer section in Appendix A. We provide solved problems at the end of each chapter to help.

In this text, we stress **critical thinking**, an approach that emphasizes understanding over memorization, experimental proof over the pronouncements of authorities, problem solving over passive reading, and active participation in lectures. The latter is best accomplished if the student reads the appropriate text chapter before coming to lecture rather than after. That way the student can use the lecture to gain insight into difficult material rather than spending the lecture hectically transcribing the lecturer's comments onto the notebook page.

For those students who wish to pursue particular topics, a **reference section** in the back of the text provides chapter-by-chapter listings of review articles and articles in the original literature. Although some of these articles might be difficult for the beginner to follow, each is a landmark paper, a comprehensive summary, or a paper with some valuable aspect. Some papers may contain an insightful photograph or diagram. Some magazines and journals are especially recommended for the student to look at periodically, including *Scientific American*,

Science, and *Nature*, because they contain nontechnical summaries as well as material at the cutting edge of genetics. Some articles are included to help the instructor find supplementary materials related to the concepts in this book. Photographs of selected geneticists also are included. Perhaps the glimpse of a face from time to time will help add a human touch to this science.

The World Wide Web also can provide a valuable resource. The textbook has its own website: www.mhhe.com/tamarin7. In addition, the student can find much material of a supplemental nature by “surfing” the web. Begin with a search engine such as: www.yahoo.com, or www.google.com and type in a key word. Follow the links from there. Remember that the material on the web is “as is”; it includes a lot of misinformation. Usually, content from academic, industrial, and organizational sources is relatively reliable; however, caveat emptor—buyer beware. Often in surfing for scientific key words, the student will end up at a scientific journal or book that does not have free access. Check with the university librarian to see if access might be offered to that journal or book. The amount of information that is accurate and free is enormous. Be sure to budget the amount of time spent on the Internet.

NEW TO THIS EDITION

Since the last edition of this text, many exciting discoveries have been made in genetics. All chapters have been updated to reflect those discoveries. In particular:

- The chapter on Recombinant DNA Technology has been revised to be a chapter on Genomics, Biotechnology, and Recombinant DNA (sixth edition chapter 12 has become chapter 13 in this edition). The chapter includes new material on the completion of the Human Genome Project, bioinformatics, proteomics, and the latest techniques in creating cDNA and knockout mice.
- The chapter on Control of Transcription in Eukaryotes (sixth edition chapter 15 has become chapter 16 in this edition) has been completely reorganized and rewritten to emphasize signal transduction, specific transcription factors, methylation, and chromatin remodeling in control of gene expression; as in the last edition, there are specific sections on *Drosophila* and plant development, cancer, and immunogenetics.
- For better continuity, the chapter on Mutation, Recombination, and DNA Repair has been moved to follow the chapters on Transcription and Translation (sixth edition chapter 16 has become chapter 12 in this edition).

- The material in chapter 3 on Genetic Control of the Cell Cycle has been upgraded to a chapter section on the Cell Cycle.
- Molecular material throughout the book has been completely updated to include such subjects as numerous DNA repair polymerases and their functioning; base-flipping; TRAP control of attenuation; and chromosomes.

LEARNING AIDS FOR THE STUDENT

To help the student learn genetics, as well as enjoy the material, we have made every effort to provide pedagogical aids. These aids are designed to help organize the material and make it understandable to students.

- **Study Objectives** Each chapter begins with a set of clearly defined, page-referenced objectives. These objectives preview the chapter and highlight the most important concepts.
- **Study Outline** The chapter topics are provided in an outline list. These headings consist of words or phrases that clearly define what the various sections of the chapter contain.
- **Boldface Terms** Throughout the chapter, all new terms are presented in boldface, indicating that each is defined in the glossary at the end of the book.
- **Boxed Material** In most chapters, short topics have been set aside in boxed readings, outside the main body of the chapter. These boxes fall into four categories: **Historical Perspectives**, **Experimental Methods**, **Biomedical Applications**, and **Ethics and Genetics**. The boxed material is designed to supplement each chapter with entertaining, interesting, and relevant topics.
- **Full Color Art and Graphics** Many genetic concepts are made much clearer with full-color illustrations and the latest in molecular computer models to help the student visualize and interpret difficult concepts. We've added thirty new photographs and over a hundred new and modified line drawings to this edition.
- **Summary** Each chapter summary recaps the study objectives at the beginning of the chapter. Thus, the student can determine if he or she has gained an understanding of the material presented in the study objectives and reinforce them with the summary.
- **Solved Problems** From two to four problems are worked out at the end of each chapter to give the student practice in solving and understanding basic problems related to the material.
- **Exercises and Problems** At the end of the chapter are numerous problems to test the student's

understanding of the material. These problems are grouped according to the sections of the chapter. Answers to the odd-numbered problems are presented in Appendix A, with the even-numbered problems answered only in the Student Study Guide so that the student and instructor can be certain that the student is gaining an understanding of the material.

- **Critical Thinking Questions** Two critical thinking questions at the end of each chapter are designed to help the student develop an ability to evaluate and solve problems. The answer to the first critical thinking question can be found in Appendix A, and the answer to the second question is in the Student Study Guide.

ANCILLARY MATERIALS

For the Instructor

- **Website.** Visit us at www.mhhe.com/tamarin7. Here instructors will find jpeg files of the line drawings and tables suitable for downloading into PowerPoint, quizzes for study support, and links to genetic sites. In addition, instructors will also find a link to our hugely successful **PageOut: The Course Website Development Center**, where instructors can create a professional-looking, customized course website. It's incredibly easy to use, and you need not know html coding.
- **Visual Resource Library (VRL).** This Windows- and Macintosh-compatible CD-ROM has all the line drawings and tables from the text suitable for PowerPoint presentations. (ISBN 0072334266)
- **Instructor's Manual with Test Item File.** Available on the website, the Instructor's Manual contains outlines, key words, summaries, instructional hints, and supplemental aids. The Test Item File contains 35 to 50 objective questions with answers for each chapter. (ISBN 0072334215)
- **Test Item File on MicroTest III Classroom Testing Software** is an easy-to-use CD-ROM test generator also offered free upon request to adopters of this text. The software requires no programming experience and is compatible with Windows or Macintosh systems. (ISBN 0072334231).

For the Student

- **Website.** Visit us at www.mhhe.com/tamarin7. Here the student will find quizzes for study support, web exercises and resources, and links to genetic sites.
- **Genetics: From Genes to Genomes CD-ROM**, by Ann E. Reynolds, University of Washington. Packaged free with every text, this CD-ROM covers the most chal-

lenging concepts in the course and makes them more understandable through the presentation of full-color, narrated animations and interactive exercises. The text indicates related topics on the CD with the following icon:



- **Student Study Guide.** This study guide features key concepts, problem-solving hints, practice problems, terms, study questions, and answers to even-numbered questions in the text. (ISBN 0072334207)
- **Laboratory Manual of Genetics 4/e**, by A. M. Winchester and P. J. Wejksnora, University of Wisconsin-Milwaukee. This manual for the genetics laboratory features classical and molecular biology exercises that give students the opportunity to apply the scientific method to "real"—not simulated—lab investigations. (ISBN 0697122875)
- **Case Workbook in Human Genetics, 2/e**, by Ricki Lewis, SUNY-Albany. The Workbook includes thought-provoking case studies in human genetics, with many examples gleaned from the author's experiences as a practicing genetic counselor. (ISBN 0072325305) Also included is the Answer Key. (ISBN 0072439009)

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Lastly, thanks are due to the many students, particularly those in my Introductory Genetics, Population Biology, Evolutionary Biology, and Graduate Seminar courses, who have helped clarify points, find errors, and discover new and interesting ways of looking at the many topics collectively called genetics.

ROBERT H. TAMARIN
Lowell, Massachusetts

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BRIEF CONTENTS

Preface xiii

ONE

GENETICS AND THE SCIENTIFIC METHOD

- 1 Introduction 2

TWO

MENDELISM AND THE CHROMOSOMAL THEORY

- 2 Mendel's Principles 16
3 Mitosis and Meiosis 46
4 Probability and Statistics 70
5 Sex Determination, Sex Linkage,
and Pedigree Analysis 82
6 Linkage and Mapping in Eukaryotes 109
7 Linkage and Mapping in Prokaryotes
and Bacterial Viruses 148
8 Cytogenetics 177

THREE

MOLECULAR GENETICS

- 9 Chemistry of the Gene 204
10 Gene Expression: Transcription 243
11 Gene Expression: Translation 280
12 DNA: Its Mutation, Repair,
and Recombination 315
13 Genomics, Biotechnology,
and Recombinant DNA 357
14 Gene Expression: Control in
Prokaryotes and Phages 405
15 The Eukaryotic Chromosome 439
16 Gene Expression: Control in Eukaryotes 464
17 Non-Mendelian Inheritance 508

FOUR

QUANTITATIVE AND EVOLUTIONARY GENETICS

- 18 Quantitative Inheritance 530
19 Population Genetics: The Hardy-Weinberg
Equilibrium and Mating Systems 552
20 Population Genetics: Processes That Change
Allelic Frequencies 570
21 Evolution and Speciation 588

Appendix A: *Brief Answers to Selected Exercises,
Problems, and Critical Thinking
Questions* A-1

Appendix B: *Suggestions for Further Reading* B-1

Glossary G-1

Index I-1

CONTENTS

Preface xiii

ONE

GENETICS AND THE SCIENTIFIC METHOD

1 Introduction 2

A Brief Overview of the Modern History of
Genetics 3

Before 1860 3

1860–1900 3

1900–1944 3

1944–Present 4

The Three General Areas of Genetics 4

How Do We Know? 5

Why Fruit Flies and Colon Bacteria? 7

Techniques of Study 8

Classical, Molecular, and Evolutionary Genetics 9

Classical Genetics 9

Molecular Genetics 10

Evolutionary Genetics 13

Summary 14

Box 1.1 *The Lysenko Affair* 6

Dominance Is Not Universal 22

Nomenclature 23

Multiple Alleles 25

Independent Assortment 26

Rule of Independent Assortment 27

Testcrossing Multihybrids 30

Genotypic Interactions 30

Epistasis 32

Mechanism of Epistasis 34

Biochemical Genetics 37

Inborn Errors of Metabolism 37

One-Gene-One-Enzyme Hypothesis 38

Summary 40

Solved Problems 40

Exercises and Problems 41

Critical Thinking Questions 45

Box 2.1 *Excerpts from Mendel's Original
Paper* 28

Box 2.2 *Did Mendel Cheat?* 30

3 Mitosis and Meiosis 46

Chromosomes 48

The Cell Cycle 50

Mitosis 52

The Mitotic Spindle 52

Prophase 53

Metaphase 54

Anaphase 54

Telophase 54

Significance of Mitosis 55

Meiosis 55

Prophase I 56

Metaphase I and Anaphase I 59

Telophase I and Prophase II 59

Meiosis II 60

The Significance of Meiosis 61

Meiosis in Animals 63

Life Cycles 64

TWO

MENDELISM AND THE CHROMOSOMAL THEORY

2 Mendel's Principles 16

Mendel's Experiments 17

Segregation 18

Rule of Segregation 18

Testing the Rule of Segregation 21

Chromosomal Theory of Heredity 66

Summary 66

Solved Problems 67

Exercises and Problems 67

Critical Thinking Questions 69

4 Probability and Statistics 70

Probability 71

Types of Probabilities 71

Combining Probabilities 71

Use of Rules 72

Statistics 74

Hypothesis Testing 74

Chi-Square 76

Failing to Reject Hypotheses 77

Summary 78

Solved Problems 78

Exercises and Problems 79

Critical Thinking Questions 81

5 Sex Determination, Sex Linkage, and Pedigree Analysis 82

Sex Determination 83

Patterns 83

Sex Chromosomes 83

Sex Determination in Flowering Plants 87

Dosage Compensation 90

Proof of the Lyon Hypothesis 90

Dosage Compensation for *Drosophila* 94

Sex Linkage 95

X Linkage in *Drosophila* 95

Nonreciprocity 96

Sex-Limited and Sex-Influenced Traits 96

Pedigree Analysis 97

Penetrance and Expressivity 97

Family Tree 98

Dominant Inheritance 99

Recessive Inheritance 99

Sex-Linked Inheritance 100

Summary 103

Solved Problems 103

Exercises and Problems 104

Critical Thinking Questions 108

Box 5.1 Why Sex and Why Y? 88

Box 5.2 Electrophoresis 92

6 Linkage and Mapping in Eukaryotes 109

Diploid Mapping 110

Two-Point Cross 110

Three-Point Cross 114

Cytological Demonstration of Crossing Over 120

Haploid Mapping (Tetrad Analysis) 122

Phenotypes of Fungi 124

Unordered Spores (Yeast) 124

Ordered Spores (*Neurospora*) 125

Somatic (Mitotic) Crossing Over 132

Human Chromosomal Maps 132

X Linkage 132

Autosomal Linkage 134

Summary 140

Solved Problems 140

Exercises and Problems 142

Critical Thinking Questions 147

Box 6.1 The Nobel Prize 112

Box 6.2 The First Chromosomal Map 121

Box 6.3 Lod Scores 135

7 Linkage and Mapping in Prokaryotes and Bacterial Viruses 148

Bacteria and Bacterial Viruses in Genetic Research 149

Techniques of Cultivation 150

Bacterial Phenotypes 151

Colony Morphology 151

Nutritional Requirements 151

Resistance and Sensitivity 153

Viral Phenotypes 154

Sexual Processes in Bacteria and Bacteriophages 154

Transformation 154

Conjugation 157

Life Cycles of Bacteriophages 163

Recombination 163

Lysogeny 165

Transduction	165
Specialized Transduction	165
Generalized Transduction	166
Mapping with Transduction	166
<i>Summary</i>	171
<i>Solved Problems</i>	172
<i>Exercises and Problems</i>	172
<i>Critical Thinking Questions</i>	176

8 Cytogenetics 177

Variation in Chromosomal Structure	178
Single Breaks	178
Two Breaks in the Same Chromosome	179
Two Breaks in Nonhomologous Chromosomes	182
Centromeric Breaks	185
Duplications	185
Chromosomal Rearrangements in Human Beings	186
Variation in Chromosome Number	190
Aneuploidy	190
Mosaicism	190
Aneuploidy in Human Beings	192
Euploidy	197
<i>Summary</i>	199
<i>Solved Problems</i>	200
<i>Exercises and Problems</i>	200
<i>Critical Thinking Questions</i>	202
Box 8.1 A Case History of the Use of Inversions to Determine Evolutionary Sequence	182

THREE

MOLECULAR GENETICS

9 Chemistry of the Gene 204

In Search of the Genetic Material	205
Required Properties of a Genetic Material	205
Evidence for DNA as the Genetic Material	209
Chemistry of Nucleic Acids	211
Biologically Active Structure	214

Requirements of Genetic Material	218
Alternative Forms of DNA	219
DNA Replication—The Process	220
The Meselson and Stahl Experiment	220
Autoradiographic Demonstration of DNA Replication	222
DNA Replication—The Enzymology	225
Continuous and Discontinuous DNA Replication	225
The Origin of DNA Replication	229
Events at the Y-Junction	232
Supercoiling	234
Termination of Replication	236
DNA Partitioning in <i>E. coli</i>	238
Replication Structures	238
Rolling-Circle Model	238
D-Loop Model	238
Eukaryotic DNA Replication	238
<i>Summary</i>	240
<i>Solved Problems</i>	240
<i>Exercises and Problems</i>	241
<i>Critical Thinking Questions</i>	242
Box 9.1 Molecular Structure of Nucleic Acids: A Structure for Deoxyribose Nucleic Acid	206
Box 9.2 Prions: The Biological Equivalent of Ice-Nine	213
Box 9.3 Multiple-Stranded DNA	221

10 Gene Expression: Transcription 243

Types of RNA	245
Prokaryotic DNA Transcription	246
DNA-RNA Complementarity	246
Prokaryotic RNA Polymerase	247
Prokaryotic Initiation and Termination Signals for Transcription	248
Ribosomes and Ribosomal RNA	256
Transfer RNA	256
Similarities of All Transfer RNAs	257
Transfer RNA Loops	258
Eukaryotic DNA Transcription	260
The Nucleolus in Eukaryotes	260
Differences Between Eukaryotic and Prokaryotic Transcription	261
Promoters	262

- Caps and Tails 265
- Introns 265
- RNA Editing 275
- Updated Information About the Flow of Genetic Information 275
 - Reverse Transcription 276
 - RNA Self-Replication 276
 - DNA Involvement in Translation 276

Summary 277

Solved Problems 277

Exercises and Problems 278

Critical Thinking Questions 279

Box 10.1 Observing Transcription in Real Time 250

Box 10.2 Polymerase Collisions: What Can a Cell Do? 252

Box 10.3 Are Viroids Escaped Introns? 272

11 Gene Expression: Translation 280

- Information Transfer 281
 - Transfer RNA 281
 - Initiation Complex 288
 - Elongation 292
 - Termination 296
 - More on the Ribosome 299
 - The Signal Hypothesis 301
 - The Protein-Folding Problem 303
- The Genetic Code 304
 - Triplet Nature of the Code 304
 - Breaking the Code 305
 - Wobble Hypothesis 307
 - Universality of the Genetic Code 308
 - Evolution of the Genetic Code 311

Summary 312

Solved Problems 313

Exercises and Problems 313

Critical Thinking Questions 314

Box 11.1 Amino Acid Sequencing 284

Box 11.2 Antibiotics 294

12 DNA: Its Mutation, Repair, and Recombination 315

- Mutation 316
 - Fluctuation Test 316

- Genetic Fine Structure 317
- Colinearity 324
- Spontaneous Versus Induced Mutation 325
- Mutation Rates 326
- Point Mutations 326
- Spontaneous Mutagenesis 328
- Chemical Mutagenesis 330
- Misalignment Mutagenesis 337
- Intergenic Suppression 337
- Mutator and Antimutator Mutations 338

DNA Repair 339

Damage Reversal 340

Excision Repair 340

Double-Strand Break Repair 344

Postreplicative Repair 344

Recombination 347

Double-Strand Break Model of Recombination 347

Bacterial Recombination 349

Hybrid DNA 351

Summary 352

Solved Problems 354

Exercises and Problems 354

Critical Thinking Questions 356

Box 12.1 The Ames Test for Carcinogens 332

Box 12.2 In Vitro Site-Directed Mutagenesis 333

Box 12.3 Adaptive Mutation 339

13 Genomics, Biotechnology, and Recombinant DNA 357

- Genomic Tools 359
 - Restriction Endonucleases 359
 - Prokaryotic Vectors 360
 - Cloning a Particular Gene 364
 - Southern Blotting 366
 - Probing for a Cloned Gene 368
 - Eukaryotic Vectors 369
 - Expression of Foreign DNA in Eukaryotic Cells 372
- Restriction Mapping 377
 - Constructing a Restriction Map 379
 - Double Digests 379

Restriction Fragment Length Polymorphisms	380
Polymerase Chain Reaction	381
DNA Sequencing	383
The Dideoxy Method	383
Creating a General-Purpose Primer	386
Mapping and Sequencing the Human Genome	390
Locating a Gene of Interest	390
The Human Genome Project	391
Ethics	397
Practical Benefits from Gene Cloning	397
Medicine	397
Agriculture	398
Industry	398
<i>Summary</i>	398
<i>Solved Problems</i>	399
<i>Exercises and Problems</i>	400
<i>Critical Thinking Questions</i>	404
Box 13.1 The Recombinant DNA Dispute	370
Box 13.2 Cloning Dolly	374
Box 13.3 Genes Within Genes	388

14 Gene Expression: Control in Prokaryotes and Phages 405

The Operon Model	406
<i>Lac</i> Operon (Inducible System)	406
Lactose Metabolism	406
The Regulator Gene	406
The Operator	408
Induction of the <i>Lac</i> Operon	409
<i>Lac</i> Operon Mutants	409
Catabolite Repression	412
<i>Trp</i> Operon (Repressible System)	413
Tryptophan Synthesis	413
Operator Control	414
<i>Trp</i> Operon (Attenuator-Controlled System)	415
Leader Transcript	415
Leader Peptide Gene	416
TRAP Control	417
Redundant Controls	418
Lytic and Lysogenic Cycles in Phage λ	418
Phage λ Operons	418
Early and Late Transcription	420
Repressor Transcription	421

Maintenance of Repression	421
Lysogenic Versus Lytic Response	423
Transposable Genetic Elements	425
IS Elements	425
Composite Transposons	427
Mechanism of Transposition	427
Phenotypic and Genotypic Effects of Transposition	429
Other Transcriptional Control Systems	430
Transcription Factors	430
Promoter Efficiency	430
Translational Control	430
Posttranslational Control	433
Feedback Inhibition	433
Protein Degradation	433
<i>Summary</i>	434
<i>Solved Problems</i>	435
<i>Exercises and Problems</i>	436
<i>Critical Thinking Questions</i>	438

15 The Eukaryotic Chromosome 439

The Eukaryotic Cell	440
The Eukaryotic Chromosome	440
DNA Arrangement	440
Nucleoprotein Composition	442
Chromosomal Banding	451
Centromeres and Telomeres	453
The C-Value Paradox	457
<i>Summary</i>	461
<i>Solved Problems</i>	462
<i>Exercises and Problems</i>	462
<i>Critical Thinking Questions</i>	463
Box 15.1 How Big Is Big, How Small Is Small?	441
Box 15.2 High-Speed Chromosomal Sorting	444

16 Gene Expression: Control in Eukaryotes 464

Control of Transcription in Eukaryotes	465
Chromatin Remodeling	465
Specific Transcription Factors	466
Methylation of DNA	466

Signal Transduction	467
Transposons	468
Patterns in Development	469
<i>Drosophila</i> Development	469
Developmental Genetics of <i>Drosophila</i>	471
Plants	479
Other Models of Development	483
Cancer	484
Mutational Nature of Cancer	484
Viral Nature of Cancer	487
Environmental Causes of Cancer	492
Immunogenetics	492
Immunoglobulins	493
Antibody Diversity	494
T-Cell Receptors and MHC Proteins	498
Summary	505
Solved Problems	505
Exercises and Problems	506
Critical Thinking Questions	507
Box 16.1 Protein Motifs of DNA Recognition	480
Box 16.2 Chromosomal Painting	486
Box 16.3 AIDS and Retroviruses	502

17 Non-Mendelian Inheritance 508

Determining Non-Mendelian Inheritance	509
Maternal Effects	509
Snail Coiling	509
Moth Pigmentation	510
Cytoplasmic Inheritance	511
Mitochondria	511
Chloroplasts	515
Infective Particles	518
Prokaryotic Plasmids	522
Imprinting	524
Summary	524
Solved Problems	525
Exercises and Problems	525
Critical Thinking Questions	527

FOUR

QUANTITATIVE AND EVOLUTIONARY GENETICS

18 Quantitative Inheritance 530

Traits Controlled by Many Loci	531
Two-Locus Control	531
Three-Locus Control	532
Multilocus Control	532
Location of Polygenes	533
Significance of Polygenic Inheritance	534
Population Statistics	535
Mean, Variance, and Standard Deviation	536
Covariance, Correlation, and Regression	539
Polygenic Inheritance in Beans	541
Selection Experiments	541
Heritability	542
Realized Heritability	542
Partitioning of the Variance	543
Measurement of Heritability	544
Quantitative Inheritance in Human Beings	545
Skin Color	545
IQ and Other Traits	546
Summary	547
Solved Problems	548
Exercises and Problems	549
Critical Thinking Questions	551
Box 18.1 Mapping Quantitative Trait Loci	537
Box 18.2 Human Behavioral Genetics	547

19 Population Genetics: The Hardy-Weinberg Equilibrium and Mating Systems 552

Hardy-Weinberg Equilibrium	553
Calculating Allelic Frequencies	553
Assumptions of Hardy-Weinberg Equilibrium	554
Proof of Hardy-Weinberg Equilibrium	555
Generation Time	556
Testing for Fit to Hardy-Weinberg Equilibrium	557

Extensions of Hardy-Weinberg Equilibrium	558
Multiple Alleles	558
Multiple Loci	559
Nonrandom Mating	560
Inbreeding	560
Pedigree Analysis	562
Population Analysis	564
<i>Summary</i>	566
<i>Solved Problems</i>	566
<i>Exercises and Problems</i>	567
<i>Critical Thinking Questions</i>	569
Box 19.1 The Determination of Lethal Equivalents	562

20 Population Genetics: Processes That Change Allelic Frequencies 570

Models for Population Genetics	571
Mutation	571
Mutational Equilibrium	571
Stability of Mutational Equilibrium	571
Migration	573
Small Population Size	574
Sampling Error	574
Simulation of Random Genetic Drift	575
Founder Effects and Bottlenecks	576
Natural Selection	577
How Natural Selection Acts	577
Selection Against the Recessive Homozygote	578
Selection-Mutation Equilibrium	581
Types of Selection Models	581
<i>Summary</i>	585
<i>Solved Problems</i>	585
<i>Exercises and Problems</i>	586
<i>Critical Thinking Questions</i>	587
Box 20.1 A General Computer Program to Simulate the Approach to Allelic Equilibrium Under Heterozygous Advantage	583

21 Evolution and Speciation 588

Darwinian Evolution	589
Evolution and Speciation	589
Mechanisms of Cladogenesis	592
Phyletic Gradualism Versus Punctuated Equilibrium	594
Genetic Variation	596
Maintaining Polymorphisms	596
Maintaining Many Polymorphisms	598
Which Hypothesis Is Correct?	599
Grand Patterns of Variation	600
Sociobiology	603
Altruism	603
Kin Selection and Inclusive Fitness	605
<i>Summary</i>	607
<i>Solved Problems</i>	607
<i>Exercises and Problems</i>	608
<i>Critical Thinking Questions</i>	609
Box 21.1 Attacks on Darwinism	590
Box 21.2 Mimicry	604
Appendix A: Brief Answers to Selected Exercises, Problems, and Critical Thinking Questions	A-1
Appendix B: Suggestions for Further Reading	B-1
Glossary	G-1
Index	I-1