

A microscopic image of two cells, possibly neurons, with a bright point of contact between them. The background is dark blue with faint, glowing, branching structures.

CELL BIOLOGY

GERALD KARP

Seventh Edition

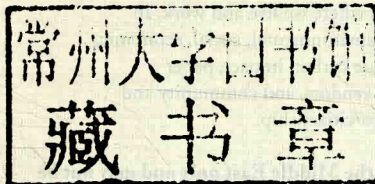
International Student Version

WILEY

Cell Biology

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Gerald Karp

Chapter 6 was revised in collaboration with

James G. Patton

DEPARTMENT OF BIOLOGICAL SCIENCES
VANDERBILT UNIVERSITY

WILEY

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<i>Year</i>	<i>Recipient*</i>	<i>Prize</i>	<i>Area of Research</i>	<i>Pages in Text</i>
2012	John B. Gurdon	M & P**	Animal cloning, nuclear reprogramming	247
	Shinya Yamanaka		Cell reprogramming	22, 253
	Brian K. Kobilka	Chemistry	G protein-coupled receptors	621
	Robert J. Lefkowitz			
2011	Bruce A. Beutler	M & P	Innate immunity	700
	Jules A. Hoffmann			
	Ralph M. Steinman		Dendritic cells and Adaptive immunity	707
2009	Venkatraman Ramakrishnan	Chemistry	Ribosome structure and function	213
	Thomas A. Steitz			
	Ada E. Yonath			
	Eliazbeth H. Blackburn	M & P	Telomeres and telomerase	239
2008	Carol W. Greider			
	Jack W. Szostak			
	Francoise Barré-Sinoussi	M & P	Discovery of HIV	24
	Luc Montagnier			
2007	Harald zur Hausen		Role of HPV in cancer	668
	Martin Chalfie	Chemistry	Discovery and development of GFP	459, 737
	Osamu Shimomura			
	Roger Tsien			
2006	Mario R. Capecchi	M & P	Development of techniques for knockout mice	778
	Martin J. Evans			
	Oliver Smithies			
2004	Andrew Z. Fire	M & P	RNA Interference	189, 780
	Craig C. Mello			
	Roger D. Kornberg	Chemistry	Transcription in eukaryotes	167, 228
2003	Richard Axel	M & P	Olfactory receptors	634
	Linda B. Buck			
	Aaron Ciechanover	Chemistry	Ubiquitin and proteasomes	275
	Avram Hershko			
2002	Irwin Rose			
	Peter Agre	Chemistry	Structure of membrane channels	336, 338
2001	Roderick MacKinnon			
	Sydney Brenner	M & P	Introduction of <i>C. elegans</i> as a model organism	18
	John Sulston			
	H. Robert Horvitz		Apoptosis in <i>C. elegans</i>	657
2000	John B. Fenn	Chemistry	Electrospray ionization in MS	758
	Koichi Tanaka		MALDI in MS	758
	Kurt Wüthrich		NMR analysis of proteins	57
1999	Leland H. Hartwell	M & P	Control of the cell cycle	576, 611
	Tim Hunt			
	Paul Nurse			
1998	Arvid Carlsson	M & P	Synaptic transmission and signal transduction	354
	Paul Greengard			617
	Eric Kandel			
1997	Günter Blobel	M & P	Protein trafficking	467
1996	Robert Furchgott	M & P	NO as intercellular messenger	655
1995	Louis Ignarro			
1994	Ferid Murad			

<i>Year</i>	<i>Recipient*</i>	<i>Prize</i>	<i>Area of Research</i>	<i>Pages in Text</i>
1997	Jens C. Skou	Chemistry	Na ⁺ /K ⁺ -ATPase	343
	Paul Boyer		Mechanism of ATP synthesis	387
	John Walker			
	Stanley B. Prusiner	M & P	Protein nature of prions	66
1996	Rolf M. Zinkernagel	M & P	Recognition of virus-infected cells	727
	Peter C. Doherty		by the immune system	
1995	Edward B. Lewis	M & P	Genetic control of	EP12
	Christiane Nüsslein-Volhard		embryonic development	
	Eric Wieschaus			
1994	Alfred Gilman	M & P	Structure and function of	624
	Martin Rodbell		GTP-binding (G) proteins	
1993	Kary Mullis	Chemistry	Polymerase chain reaction (PCR)	769
	Michael Smith		Site-directed mutagenesis (SDM)	778
	Richard J. Roberts	M & P	Intervening sequences	178
	Phillip A. Sharp			
1992	Edmond Fischer	M & P	Alteration of enzyme activity by	115, 627
	Edwin Krebs		phosphorylation/dephosphorylation	
1991	Erwin Neher	M & P	Measurement of ion flux by	338
	Bert Sakmann		patch-clamp recording	
1990	Joseph E. Murray	M & P	Organ and cell transplantation	716, 20
	E. Donnall Thomas		in human disease	
1989	J. Michael Bishop	M & P	Cellular genes capable of causing	695
	Harold Varmus		malignant transformation	
	Thomas R. Cech	Chemistry	Ability of RNA to catalyze reactions	211
	Sidney Altman			
1988	Johann Deisenhofer	Chemistry	Bacterial photosynthetic reaction	404
	Robert Huber		center	
	Hartmut Michel			
1987	Susumu Tonegawa	M & P	DNA rearrangements responsible	713
			for antibody diversity	
1986	Rita Levi-Montalcini	M & P	Factors that affect nerve outgrowth	565
	Stanley Cohen			
1985	Michael S. Brown	M & P	Regulation of cholesterol metabolism	505
	Joseph L. Goldstein		and endocytosis	
1984	Georges Köhler	M & P	Monoclonal antibodies	782
	Cesar Milstein			
	Niels K. Jerne		Antibody formation	704
1983	Barbara McClintock	M & P	Mobile elements in the genome	142
1982	Aaron Klug	Chemistry	Structure of nucleic acid-protein	79
			complexes	
1980	Paul Berg	Chemistry	Recombinant DNA technology	764
	Walter Gilbert		DNA sequencing technology	771
	Frederick Sanger			
	Baruj Bennacerraf	M & P	Major histocompatibility complex	716
	Jean Dausset			
	George D. Snell			
1978	Werner Arber	M & P	Restriction endonuclease technology	764
	Daniel Nathans			
	Hamilton O. Smith			
	Peter Mitchell	Chemistry	Chemiosmotic mechanism of	373
			oxidative phosphorylation	
1976	D. Carleton Gajdusek	M & P	Prion-based diseases	66
1975	David Baltimore	M & P	Reverse transcriptase and tumor	694
	Renato Dulbecco		virus activity	
	Howasrd M. Temin			

<i>Year</i>	<i>Recipient*</i>	<i>Prize</i>	<i>Area of Research</i>	<i>Pages in Text</i>
1974	Albert Claude Christian de Duve George E. Palade	M & P	Structure and function of internal components of cells	461
1972	Gerald Edelman Rodney R. Porter Christian B. Anfinsen	M & P Chemistry	Immunoglobulin structure Relationship between primary and tertiary structure of proteins	711 63
1971	Earl W. Sutherland	M & P	Mechanism of hormone action and cyclic AMP	627
1970	Bernard Katz Ulf von Euler Luis F. Leloir	M & P Chemistry	Nerve impulse propagation and transmission Role of sugar nucleotides in carbohydrate synthesis	351 471
1969	Max Delbrück Alfred D. Hershey Salvador E. Luria	M & P	Genetic structure of viruses	23, 156
1968	H. Gobind Khorana Marshall W. Nirenberg Robert W. Holley	M & P	Genetic code Transfer RNA structure	196 199
1966	Peyton Rous	M & P	Tumor viruses	694
1965	Francois Jacob Andre M. Lwoff Jacques L. Monod	M & P	Bacterial operons and messenger RNA	218, 162
1964	Dorothy C. Hodgkin	Chemistry	X-ray structure of complex biological molecules	758
1963	John C. Eccles Alan L. Hodgkin Andrew F. Huxley	M & P	Ionic basis of nerve membrane potentials	350
1962	Francis H. C. Crick James D. Watson Maurice H. F. Wilkins John C. Kendrew Max F. Perutz	M & P Chemistry	Three-dimensional structure of DNA Three-dimensional structure of globular proteins	127 58
1961	Melvin Calvin	Chemistry	Biochemistry of CO ₂ assimilation during photosynthesis	412
1960	F. MacFarlane Burnet Peter B. Medawar	M & P	Clonal selection theory of antibody formation	704
1959	Arthur Kornberg Severo Ochoa	M & P	Synthesis of DNA and RNA	284, 197
1958	George W. Beadle Joshua Lederberg Edward L. Tatum Frederick Sanger	M & P Chemistry	Gene expression Primary structure of proteins	161 55

*In a few cases, corecipients whose research was in an area outside of cell and molecular biology have been omitted from this list.

**Medicine and Physiology

To Patsy and Jenny

About the Author

Gerald C. Karp received a bachelor's degree from UCLA and a Ph.D. from the University of Washington. He conducted postdoctoral research at the University of Colorado Medical Center before joining the faculty at the University of Florida. Gerry is the author of numerous research articles on the cell and molecular biology of early development. His interests have included the synthesis of RNA in early embryos, the movement of mesenchyme cells during gastrulation, and

cell determination in slime molds. For 13 years, he taught courses in molecular, cellular, and developmental biology at the University of Florida. During this period, Gerry coauthored a text in developmental biology with N. John Berrill and authored a text in cell and molecular biology. Finding it impossible to carry on life as both full-time professor and author, Gerry gave up his faculty position to concentrate on the revision of this textbook every three years.

Preface to the Seventh Edition

Before I began work on the *first* edition of this text, I drew up a number of basic guidelines regarding the type of book I planned to write.

- I wanted a text suited for an introductory course in cell and molecular biology that ran either a single semester or 1–2 quarters. I set out to draft a text of about 800 pages that would not overwhelm or discourage students at this level.
- I wanted a text that elaborated on fundamental concepts, such as the relationship between molecular structure and function, the dynamic character of cellular organelles, the use of chemical energy in running cellular activities and ensuring accurate macromolecular biosynthesis, the observed unity and diversity at the macromolecular and cellular levels, and the mechanisms that regulate cellular activities.
- I wanted a text that was grounded in the experimental approach. Cell and molecular biology is an experimental science and, like most instructors, I believe students should gain some knowledge of how we know what we know. With this in mind, I decided to approach the experimental nature of the subject in two ways. As I wrote each chapter, I included enough experimental evidence to justify many of the conclusions that were being made. Along the way, I described the salient features of key experimental approaches and research methodologies. Chapters 12 and 13, for example, contain introductory sections on techniques that have proven most important in the analysis of cytomembranes and the cytoskeleton, respectively. I included brief discussions of selected experiments of major importance in the body of the chapters to reinforce the experimental basis of our knowledge. I placed the more detailed aspects of methodologies in a final “techniques chapter” because (1) I did not want to interrupt the flow of discussion of a subject with a large tangential section on technology and (2) I realized that different instructors prefer to discuss a particular technology in connection with different subjects.

For students and instructors who wanted to explore the experimental approach in greater depth, I included an Experimental Pathways at the end of most chapters. Each of these narratives describes some of the key experimental findings that have led to our current understanding of a particular subject that is relevant to the chapter at hand. Because the scope of the narrative is limited, the design of the experiments can be considered in some detail. The figures and tables provided in these sections are often those that appeared in the original research article, which provides the reader an opportunity to examine original data and to realize that its analysis is not beyond their means. The Experimental Pathways also illustrate the stepwise nature of scientific discovery, showing how the result of one study raises questions that provide the basis for subsequent studies.

- I wanted a text that was interesting and readable. To make the text more relevant to undergraduate readers, particularly premedical students, I included The Human Perspective. These sections illustrate that virtually all human disorders can

be traced to disruption of activities at the cellular and molecular level. Furthermore, they reveal the importance of basic research as the pathway to understanding and eventually treating most disorders. In Chapter 5, for example, The Human Perspective describes how small synthetic siRNAs may prove to be an important new tool in the treatment of cancer and viral diseases, including AIDS. In this same chapter, the reader will learn how the action of such RNAs were first revealed in studies on plants and nematodes. It becomes evident that one can never predict the practical importance of basic research in cell and molecular biology. I have also tried to include relevant information about human biology and clinical applications throughout the body of the text.

- I wanted a high-quality illustration program that helped students visualize complex cellular and molecular processes. To meet this goal, many of the illustrations have been “stepped-out” so that information can be more easily broken down into manageable parts. Events occurring at each step are described in the figure legend and/or in the corresponding text. I also sought to include a large number of micrographs to enable students to see actual representations of most subjects being discussed. Included among the images are many fluorescence micrographs that illustrate either the dynamic properties of cells or provide a means to localize a specific protein or nucleic acid sequence. Wherever possible, I have tried to pair line art drawings with micrographs to help students compare idealized and actual versions of a structure.

The most important changes in the seventh edition can be delineated as follows:

- Each of the illustrations has been carefully scrutinized and a large number of drawings have been modified with the goal of achieving greater consistency and quality. Particular attention has been paid to the continuity of color and rendering style for each structure and element, as they are represented within each figure, and throughout the book.
- The illustration program for the seventh edition includes a new feature called Figure in Focus. The premise of this feature is to highlight one of the chapter’s key topics in a visually interesting way. Focusing attention on these figures, through the use of line art, 3D molecular models, and micrographs, provides a clear visual explanation of one of the chapter’s core concepts.
- The body of information in cell and molecular biology is continually changing, which provides much of the excitement we all feel about our selected field. Even though only three years have passed since the publication of the sixth edition, nearly every discussion in the text has been modified to a greater or lesser degree. This has been done without allowing the chapters to increase significantly in length.
- Altogether, the seventh edition contains more than 100 new micrographs and computer-derived images, all of which were provided by the original source.

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Clinical and Experimental Focus!



- Clinical Case Studies and accompanying questions by Claire Walczak, Indiana University & Anthony Contento, SUNY Oswego.
- Clinical Connections Questions by Sarah VanVickle-Chavez, Washington University in St. Louis.
- Experimental Pathways Questions by Joel Piperberg, Millersville University.
- NEW Figure in Focus feature by Anthony Contento, SUNY Oswego, New podcasts & assessment questions accompany selected figures, highlighting important concepts & processes.

Book Companion Site (www.wiley.com/college/karp)

For the Student

- Quizzes for student self-testing.
- Answers to the end-of chapter Analytic Questions.
- Additional reading resources provide students with an extensive list of additional useful sources of information.
- Experimental Pathways for Chapters 6, 7, 9, 10, 11, 13, and 15.

For the Instructor

- Biology Visual Library; all images in jpg and PowerPoint formats.
- Instructor's Manual; Test Bank; Lecture PowerPoint Presentations.

Instructor Resources are password protected.

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support over two editions is not forgotten. Ably taking her place in this edition was Lauren Stauber, who served as the assistant editor on the project with the guidance of Kevin Witt. Thanks also go to Lauren Morris for directing the development of the diverse supplements that are offered with this text. I am particularly indebted to the Wiley production

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to guide it to completion. The elegant design of the book and cover is due to the efforts of Madelyn Lesure, whose talents are evident. A special thanks is owed Laura Ierardi who skillfully laid out the pages for each chapter.

I am especially thankful to the many biologists who have contributed micrographs for use in this book; more than any other element, these images bring the study of cell biology to life on the printed page. Finally, I would like to apologize in advance for any errors that may occur in the text, and express my heartfelt embarrassment. I am grateful for the constructive criticism and sound advice from the following reviewers of the most recent editions:

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To the Student

At the time I began college, biology would have been at the bottom of a list of potential majors. I enrolled in a physical anthropology course to fulfill the life science requirement by the easiest possible route. During that course, I learned for the first time about chromosomes, mitosis, and genetic recombination, and I became fascinated by the intricate activities that could take place in such a small volume of cellular space. The next semester, I took Introductory Biology and began to seriously consider becoming a cell biologist. I am burdening you with this personal trivia so you will understand why I wrote this book and to warn you of possible repercussions.

Even though many years have passed, I still find cell biology the most fascinating subject to explore, and I still love spending the day reading about the latest findings by colleagues in the field. Thus, for me, writing a text on cell biology provides a reason and an opportunity to keep abreast with what is going on throughout the field. My primary goal in writing this text is to help generate an appreciation in students for the activities in which the giant molecules and minuscule structures that inhabit the cellular world of life are engaged. Another goal is to provide the reader with an insight into the types of questions that cell and molecular biologists ask and the experimental approaches they use to seek answers. As you read the text, think like a researcher; consider the evidence that is presented, think of alternate explanations, plan experiments that could lead to new hypotheses.

You might begin this approach by looking at one of the many electron micrographs that fill the pages of this text. To take this photograph, you would be sitting in a small, pitch-black room in front of a large metallic instrument whose column rises several meters above your head. You are looking through a pair of binoculars at a vivid, bright green screen. The parts of the cell you are examining appear dark and colorless against the bright green background. They are dark because they've been stained with heavy metal atoms that deflect a fraction of the electrons within a beam that is being focused on the viewing screen by large electromagnetic lenses in the wall of the column. The electrons that strike the screen are accelerated through the evacuated space of the column by a force of tens of thousands of volts. One of your hands may be gripping a knob that controls the magnifying power of the lenses. A simple turn of this knob can switch the image in front of your eyes from that of a whole field of cells to a tiny part of a cell, such as a few ribosomes or a small portion of a single membrane. By turning other knobs, you can watch different parts of the specimen glide across the screen, giving you the sensation that you're driving around inside a cell.

Because the study of cell function requires the use of considerable instrumentation, such as the electron microscope just described, the investigator is physically removed from the subject being studied. To a large degree, cells are like tiny black boxes. We have developed many ways to probe the

boxes, but we are always groping in an area that cannot be fully illuminated. A discovery is made or a new technique is developed and a new thin beam of light penetrates the box. With further work, our understanding of the structure or process is broadened, but we are always left with additional questions. We generate more complete and sophisticated constructions, but we can never be sure how closely our views approach reality. In this regard, the study of cell and molecular biology can be compared to the study of an elephant as conducted by six blind men in an old Indian fable. The six travel to a nearby palace to learn about the nature of elephants. When they arrive, each approaches the elephant and begins to touch it. The first blind man touches the side of the elephant and concludes that an elephant is smooth like a wall. The second touches the trunk and decides that an elephant is round like a snake. The other members of the group touch the tusk, leg, ear, and tail of the elephant, and each forms his impression of the animal based on his own limited experiences. Cell biologists are limited in a similar manner as to what they can learn by using a particular technique or experimental approach. Although each new piece of information adds to the preexisting body of knowledge to provide a better concept of the activity being studied, the total picture remains uncertain.

Before closing these introductory comments, let me take the liberty of offering the reader some advice: Don't accept everything you read as being true. There are several reasons for urging such skepticism. Undoubtedly, there are errors in this text that reflect the author's ignorance or misinterpretation of some aspect of the scientific literature. But, more importantly, we should consider the nature of biological research. Biology is an empirical science; nothing is ever proved. We compile data concerning a particular cell organelle, metabolic reaction, intracellular movement, etc., and draw some type of conclusion. Some conclusions rest on more solid evidence than others. Even if there is a consensus of agreement concerning the "facts" regarding a particular phenomenon, there are often several possible interpretations of the data. Hypotheses are put forth and generally stimulate further research, thereby leading to a reevaluation of the original proposal. Most hypotheses that remain valid undergo a sort of evolution and, when presented in the text, should not be considered wholly correct or incorrect.

Cell biology is a rapidly moving field and some of the best hypotheses often generate considerable controversy. Even though this is a textbook where one expects to find material that is well tested, there are many places where new ideas are presented. These ideas are often described as models. I've included such models because they convey the current thinking in the field, even if they are speculative. Moreover, they reinforce the idea that cell biologists operate at the frontier of science, a boundary between the unknown and known (or thought to be known). Remain skeptical.

Contents

1 Introduction to Cell Biology 1

1.1 The Discovery of Cells 2

1.2 Basic Properties of Cells 3

- Cells Are Highly Complex and Organized 3
- Cells Possess a Generic Program and the Means to Use It 5
- Cells Are Capable of Producing More of Themselves 5
- Cells Acquire and Utilize Energy 5
- Cells Carry Out a Variety of Chemical Reactions 6
- Cells Engage in Mechanical Activities 6
- Cells Are Able to Respond to Stimuli 6
- Cells Are Capable of Self-Regulation 6
- Cells Evolve 7

1.3 Two Fundamentally Different Classes of Cells 7

- Characteristics That Distinguish Prokaryotic and Eukaryotic Cells 8
- Types of Prokaryotic Cells 14
- Types of Eukaryotic Cells: Cell Specialization 15
- The Sizes of Cells and Their Components 17
- Synthetic Biology 17
- **THE HUMAN PERSPECTIVE:** The Prospect of Cell Replacement Therapy 20

1.4 Viruses 23

- Viroids 26
- **EXPERIMENTAL PATHWAYS:** The Origin of Eukaryotic Cells 26

2 The Structure and Functions of Biological Molecules 32

2.1 Covalent Bonds 33

- Polar and Nonpolar Molecules 34
- Ionization 34

2.2 Noncovalent Bonds 34

- **THE HUMAN PERSPECTIVE:** Free Radicals as a Cause of Aging 35
- Ionic Bonds: Attractions between Charged Atoms 35
- Hydrogen Bonds 36
- Hydrophobic Interactions and van der Waals Forces 36
- The Life-Supporting Properties of Water 37

2.3 Acids, Bases, and Buffers 39

2.4 The Nature of Biological Molecules 40

- Functional Groups 41
- A Classification of Biological Molecules by Function 41

2.5 Four Types of Biological Molecules 42

- Carbohydrates 43

Lipids 47

Proteins 50

- **THE HUMAN PERSPECTIVE:** Protein Misfolding Can Have Deadly Consequences 66
- Nucleic Acids 77

2.6 The Formation of Complex Macromolecular Structures 79

- The Assembly of Tobacco Mosaic Virus Particles and Ribosomal Subunits 79
- **EXPERIMENTAL PATHWAYS:** Chaperones: Helping Proteins Reach Their Proper Folded State 80

3 Bioenergetics, Enzymes, and Metabolism 86

3.1 Bioenergetics 87

- The Laws of Thermodynamics and the Concept of Entropy 87
- Free Energy 89

3.2 Enzymes as Biological Catalysts 94

- The Properties of Enzymes 95
- Overcoming the Activation Energy Barrier 96
- The Active Site 97
- Mechanisms of Enzyme Catalysis 99
- Enzyme Kinetics 102

- **THE HUMAN PERSPECTIVE:** The Growing Problem of Antibiotic Resistance 106

3.3 Metabolism 108

- An Overview of Metabolism 108
- Oxidation and Reduction: A Matter of Electrons 109
- The Capture and Utilization of Energy 110
- Metabolic Regulation 115

4 Genes, Chromosomes, and Genomes 120

4.1 The Concept of a Gene as a Unit of Inheritance 121

4.2 Chromosomes: The Physical Carriers of the Genes 122

- The Discovery of Chromosomes 122
- Chromosomes as the Carriers of Genetic Information 123
- Genetic Analysis in *Drosophila* 124
- Crossing Over and Recombination 124
- Mutagenesis and Giant Chromosomes 126

4.3 The Chemical Nature of the Gene 127

- The Structure of DNA 127
- The Watson-Crick Proposal 128
- DNA Supercoiling 131

4.4 The Structure of the Genome 132

- The Complexity of the Genome 133

<ul style="list-style-type: none"> ● THE HUMAN PERSPECTIVE: Diseases that Result from Expansion of Trinucleotide Repeats 138 	<ul style="list-style-type: none"> 5.7 Decoding the Codons: The Role of Transfer RNAs 198 <ul style="list-style-type: none"> The Structure of tRNAs 199
<ul style="list-style-type: none"> 4.5 The Stability of the Genome 140 <ul style="list-style-type: none"> Whole-Genome Duplication (Polyploidization) 140 Duplication and Modification of DNA Sequences 141 “Jumping Genes” and the Dynamic Nature of the Genome 142 4.6 Sequencing Genomes: The Footprints of Biological Evolution 145 <ul style="list-style-type: none"> Comparative Genomics: “If It’s Conserved, It Must Be Important” 147 The Genetic Basis of “Being Human” 148 Genetic Variation Within the Human Species Population 150 ● THE HUMAN PERSPECTIVE: Application of Genomic Analyses to Medicine 151 ● EXPERIMENTAL PATHWAYS: The Chemical Nature of the Gene 154 	<ul style="list-style-type: none"> 5.8 Translating Genetic Information 202 <ul style="list-style-type: none"> Initiation 202 Elongation 205 Termination 208 mRNA Surveillance and Quality Control 208 Polyribosomes 209 ● EXPERIMENTAL PATHWAYS: The Role of RNA as a Catalyst 211
<ul style="list-style-type: none"> 5 The Path to Gene Expression 160 5.1 The Relationship between Genes, Proteins, and RNAs 161 <ul style="list-style-type: none"> An Overview of the Flow of Information through the Cell 162 5.2 An Overview of Transcription in Both Prokaryotic and Eukaryotic Cells 163 <ul style="list-style-type: none"> Transcription in Bacteria 166 Transcription and RNA Processing in Eukaryotic Cells 167 5.3 Synthesis and Processing of Eukaryotic Ribosomal and Transfer RNAs 169 <ul style="list-style-type: none"> Synthesizing the rRNA Precursor 170 Processing the rRNA Precursor 171 Synthesis and Processing of the 5S rRNA 174 Transfer RNAs 174 5.4 Synthesis and Processing of Eukaryotic Messenger RNAs 175 <ul style="list-style-type: none"> The Machinery for mRNA Transcription 175 Split Genes: An Unexpected Finding 178 The Processing of Eukaryotic Messenger RNAs 182 Evolutionary Implications of Split Genes and RNA Splicing 188 Creating New Ribozymes in the Laboratory 188 5.5 Small Regulatory RNAs and RNA Silencing Pathways 189 <ul style="list-style-type: none"> ● THE HUMAN PERSPECTIVE: Clinical Applications of RNA Interference 192 MicroRNAs: Small RNAs that Regulate Gene Expression 193 piRNAs: A Class of Small RNAs that Function in Germ Cells 194 Other Noncoding RNAs 195 5.6 Encoding Genetic Information 195 <ul style="list-style-type: none"> The Properties of the Genetic Code 195 	<ul style="list-style-type: none"> 6 Controlling Gene Expression 217 6.1 Control of Gene Expression in Bacteria 218 <ul style="list-style-type: none"> Organization of Bacterial Genomes 218 The Bacterial Operon 218 Riboswitches 221 6.2 Control of Gene Expression in Eukaryotes: Structure and Function of the Cell Nucleus 222 <ul style="list-style-type: none"> The Nuclear Envelope 222 Chromosomes and Chromatin 227 ● THE HUMAN PERSPECTIVE: Chromosomal Aberrations and Human Disorders 238 Epigenetics: There’s More to Inheritance than DNA 243 The Nucleus as an Organized Organelle 244 6.3 An Overview of Gene Regulation in Eukaryotes 246 6.4 Transcriptional Control 248 <ul style="list-style-type: none"> The Role of Transcription Factors in Regulating Gene Expression 251 The Structure of Transcription Factors 253 DNA Sites Involved in Regulating Transcription 256 Transcriptional Activation: The Role of Enhancers, Promoters, and Coactivators 259 Transcriptional Repression 264 6.5 RNA Processing Control 267 6.6 Translational Control 270 <ul style="list-style-type: none"> Initiation of Translation 270 Cytoplasmic Localization of mRNAs 271 The Control of mRNA Stability 272 The Role of MicroRNAs in Translational Control 273 6.7 Posttranslational Control: Determining Protein Stability 275
<ul style="list-style-type: none"> 7 Replicating and Repairing DNA 279 7.1 DNA Replication 280 <ul style="list-style-type: none"> Semiconservative Replication 280 Replication in Bacterial Cells 283 	

The Structure and Functions of DNA Polymerases 288
Replication in Eukaryotic Cells 292

7.2 DNA Repair 298

Nucleotide Excision Repair 299
Base Excision Repair 300
Mismatch Repair 301
Double-Strand Breakage Repair 301

7.3 Between Replication and Repair 302

● **THE HUMAN PERSPECTIVE:** The Consequences of DNA Repair Deficiencies 303

8 Cellular Membranes 306

8.1 An Overview of Membrane Functions 307

8.2 A Brief History of Studies on Plasma Membrane Structure 309

8.3 The Chemical Composition of Membranes 311

Membrane Lipids 311
The Asymmetry of Membrane Lipids 314
Membrane Carbohydrates 315

8.4 The Structure and Functions of Membrane Proteins 316

Integral Membrane Proteins 316
Studying the Structure and Properties of Integral Membrane Proteins 318
Peripheral Membrane Proteins 323
Lipid-Anchored Membrane Proteins 323

8.5 Membrane Lipids and Membrane Fluidity 324

The Importance of Membrane Fluidity 325
Maintaining Membrane Fluidity 325
Lipid Rafts 325

8.6 The Dynamic Nature of the Plasma Membrane 326

The Diffusion of Membrane Proteins after Cell Fusion 327
Restrictions on Protein and Lipid Mobility 328
The Red Blood Cell: An Example of Plasma Membrane Structure 331

8.7 The Movement of Substances Across Cell Membranes 333

The Energetics of Solute Movement 333
Diffusion of Substances through Membranes 335
Facilitated Diffusion 342
Active Transport 343

● **THE HUMAN PERSPECTIVE:** Defects in Ion Channels and Transporters as a Cause of Inherited Disease 348

8.8 Membrane Potentials and Nerve Impulses 350

The Resting Potential 350
The Action Potential 351
Propagation of Action Potentials as an Impulse 353
Neurotransmission: Jumping the Synaptic Cleft 354

● **EXPERIMENTAL PATHWAYS:** The Acetylcholine Receptor 357

9 Mitochondrial Structure and Function 364

9.1 Mitochondrial Structure and Function 365

Mitochondrial Membranes 366
The Mitochondrial Matrix 368

9.2 Oxidative Metabolism in the Mitochondrion 369

The Tricarboxylic Acid (TCA) Cycle 371
The Importance of Reduced Coenzymes in the Formation of ATP 372

● **THE HUMAN PERSPECTIVE:** The Role of Anaerobic and Aerobic Metabolism in Exercise 374

9.3 The Role of Mitochondria in the Formation of ATP 375

Oxidation-Reduction Potentials 375
Electron Transport 376
Types of Electron Carriers 377

9.4 Translocation of Protons and the Establishment of a Proton-Motive Force 384

9.5 The Machinery for ATP Formation 385

The Structure of ATP Synthase 386
The Basis of ATP Formation According to the Binding Change Mechanism 387
Other Roles for the Proton-Motive Force in Addition to ATP Synthesis 391

9.6 Peroxisomes 392

● **THE HUMAN PERSPECTIVE:** Diseases that Result from Abnormal Mitochondrial or Peroxisomal Function 393

10 Chloroplast Structure and Function 397

10.1 Chloroplast Structure and Function 399

10.2 An Overview of Photosynthetic Metabolism 400

10.3 The Absorption of Light 402

Photosynthetic Pigments 402

10.4 Photosynthetic Units and Reaction Centers 404

Oxygen Formation: Coordinating the Action of Two Different Photosynthetic Systems 404
Killing Weeds by Inhibiting Electron Transport 411

10.5 Photophosphorylation 411

Noncyclic Versus Cyclic Photophosphorylation 412

10.6 Carbon Dioxide Fixation and the Synthesis of Carbohydrate 412

Carbohydrate Synthesis in C₃ Plants 412
Carbohydrate Synthesis in C₄ Plants 417
Carbohydrate Synthesis in CAM Plants 418

11 The Extracellular Matrix and Cell Interactions 421

11.1 The Extracellular Space 422

The Extracellular Matrix 422

11.2 Interactions of Cells with Extracellular Materials 430

Integrins 430

Focal Adhesions and Hemidesmosomes: Anchoring Cells to Their Substratum 433

11.3 Interactions of Cells with Other Cells 436

Selectins 437

The Immunoglobulin Superfamily 438

Cadherins 439

● **THE HUMAN PERSPECTIVE:** The Role of Cell Adhesion in Inflammation and Metastasis 441

Adherens Junctions and Desmosomes: Anchoring Cells to Other Cells 443

The Role of Cell-Adhesion Receptors in Transmembrane Signaling 445

11.4 Tight Junctions: Sealing The Extracellular Space 446

11.5 Gap Junctions and Plasmodesmata: Mediating Intercellular Communication 448

Plasmodesmata 451

11.6 Cell Walls 452

12 Cellular Organelles and Membrane Trafficking 456

12.1 An Overview of the Endomembrane System 457

12.2 A Few Approaches to the Study of Endomembranes 459

Insights Gained from Autoradiography 459

Insights Gained from the Use of the Green Fluorescent Protein 459

Insights Gained from the Biochemical Analysis of Subcellular Fractions 461

Insights Gained from the Use of Cell-Free Systems 462

Insights Gained from the Study of Mutant Phenotypes 463

12.3 The Endoplasmic Reticulum 465

The Smooth Endoplasmic Reticulum 466

Functions of the Rough Endoplasmic Reticulum 466

From the ER to the Golgi Complex: The First Step in Vesicular Transport 475

12.4 The Golgi Complex 476

Glycosylation in the Golgi Complex 478

The Movement of Materials through the Golgi Complex 478

12.5 Types of Vesicle Transport and Their Functions 481

COPII-Coated Vesicles: Transporting Cargo from the ER to the Golgi Complex 482

COPI-Coated Vesicles: Transporting Escaped Proteins Back to the ER 484

Beyond the Golgi Complex: Sorting Proteins at the TGN 484

Targeting Vesicles to a Particular Compartment 486

12.6 Lysosomes 489

Autophagy 490

● **THE HUMAN PERSPECTIVE:** Disorders Resulting from Defects in Lysosomal Function 492

12.7 Plant Cell Vacuoles 493

12.8 The Endocytic Pathway: Moving Membrane and Materials into the Cell Interior 494

Endocytosis 494

Phagocytosis 501

12.9 Posttranslational Uptake of Proteins by Peroxisomes, Mitochondria, and Chloroplasts 502

Uptake of Proteins into Peroxisomes 502

Uptake of Proteins into Mitochondria 502

Uptake of Proteins into Chloroplasts 504

● **EXPERIMENTAL PATHWAYS:** Receptor-Mediated Endocytosis 505

13 The Cytoskeleton 510

13.1 Overview of the Major Functions of the Cytoskeleton 511

13.2 The Study of the Cytoskeleton 512

The Use of Live-Cell Fluorescence Imaging 512

The Use of In Vitro and In Vivo Single-Molecule Assays 513

The Use of Fluorescence Imaging Techniques to Monitor the Dynamics of the Cytoskeleton 515

13.3 Microtubules 516

Structure and Composition 516

Microtubule-Associated Proteins 517

Microtubules as Structural Supports and Organizers 518

Microtubules as Agents of Intracellular Motility 519

Motor Proteins that Traverse the Microtubular Cytoskeleton 520

Microtubule-Organizing Centers (MTOCs) 525

The Dynamic Properties of Microtubules 527

Cilia and Flagella: Structure and Function 531

● **THE HUMAN PERSPECTIVE:** The Role of Cilia in Development and Disease 535

13.4 Intermediate Filaments 540

Intermediate Filament Assembly and Disassembly 540

Types and Functions of Intermediate Filaments 542

13.5 Microfilaments 542

Microfilament Assembly and Disassembly 544

Myosin: The Molecular Motor of Actin Filaments 546

13.6 Muscle Contractility 550

The Sliding Filament Model of Muscle Contraction 552

13.7 Nonmuscle Motility 557

Actin-Binding Proteins 558

Examples of Nonmuscle Motility and Contractility 560

14 Cell Division 572

14.1 The Cell Cycle 573

Cell Cycles in Vivo 574

Control of the Cell Cycle 574

14.2 M Phase: Mitosis and Cytokinesis 581

Prophase 583

Prometaphase 588

Metaphase 590

Anaphase 592

Telophase 597

Motor Proteins Required for Mitotic Movements 597

Cytokinesis 597

14.3 Meiosis 602

The Stages of Meiosis 603

● **THE HUMAN PERSPECTIVE:** Meiotic

Nondisjunction and Its Consequences 608

Genetic Recombination During Meiosis 610

● **EXPERIMENTAL PATHWAYS:** The Discovery and Characterization of MPF 611

15 Cell Signaling Pathways 617

15.1 The Basic Elements of Cell Signaling Systems 618

15.2 A Survey of Extracellular Messengers and Their Receptors 621

15.3 G Protein-Coupled Receptors and Their Second Messengers 621

Signal Transduction by G Protein-Coupled Receptors 622

● **THE HUMAN PERSPECTIVE:** Disorders Associated with G Protein-Coupled Receptors 625

Second Messengers 627

The Specificity of G Protein-Coupled Responses 630

Regulation of Blood Glucose Levels 631

The Role of GPCRs in Sensory Perception 634

15.4 Protein-Tyrosine Phosphorylation as a Mechanism for Signal Transduction 636

The Ras-MAP Kinase Pathway 640

Signaling by the Insulin Receptor 644

● **THE HUMAN PERSPECTIVE:** Signaling Pathways and Human Longevity 647

Signaling Pathways in Plants 648

15.5 The Role of Calcium as an Intracellular Messenger 648

Regulating Calcium Concentrations in Plant Cells 652

15.6 Convergence, Divergence, and Cross-Talk Among Different Signaling Pathways 653

Examples of Convergence, Divergence, and Cross-Talk Among Signaling Pathways 654

15.7 The Role of NO as an Intercellular Messenger 655

15.8 Apoptosis (Programmed Cell Death) 656

The Extrinsic Pathway of Apoptosis 658

The Intrinsic Pathway of Apoptosis 659

16 Cancer 664

16.1 Basic Properties of a Cancer Cell 665

16.2 The Causes of Cancer 667

16.3 The Genetics of Cancer 669

Tumor-Suppressor Genes and Oncogenes: Brakes and Accelerators 671

The Cancer Genome 683

Gene-Expression Analysis 685

16.4 New Strategies for Combating Cancer 687

Immunotherapy 688

Inhibiting the Activity of Cancer-Promoting Proteins 689

Inhibiting the Formation of New Blood Vessels (Angiogenesis) 692

● **EXPERIMENTAL PATHWAYS:** The Discovery of Oncogenes 694

17 Immunity 699

17.1 An Overview of the Immune Response 700

Innate Immune Responses 700

Adaptive Immune Responses 703

17.2 The Clonal Selection Theory as It Applies to B Cells 704

Vaccination 706

17.3 T Lymphocytes: Activation and Mechanism of Action 707

17.4 Selected Topics on the Cellular and Molecular Basis of Immunity 710

The Modular Structure of Antibodies 710

DNA Rearrangements that Produce Genes Encoding B- and T-Cell Antigen Receptors 713

Membrane-Bound Antigen Receptor Complexes 716

The Major Histocompatibility Complex 716

Distinguishing Self from Nonself 721

Lymphocytes Are Activated by Cell-Surface Signals 722

Signal Transduction Pathways in Lymphocyte Activation 723

● **THE HUMAN PERSPECTIVE:** Autoimmune Diseases 724

● **EXPERIMENTAL PATHWAYS:** The Role of the Major Histocompatibility Complex in Antigen Presentation 727

18 Methods in Cell Biology 732

18.1 The Light Microscope 733

Resolution 733

Visibility 734