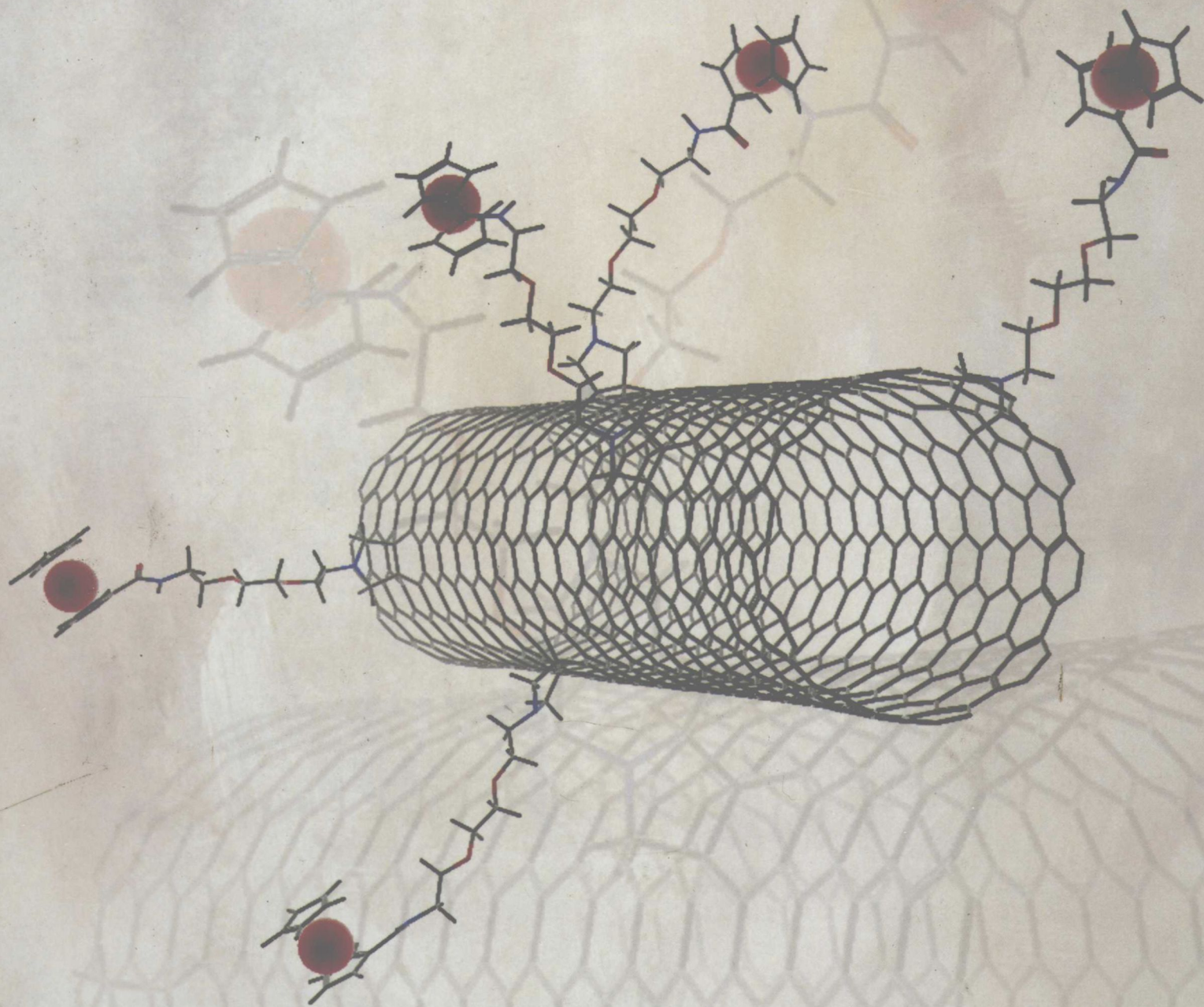


Organic Chemistry

S E V E N T H E D I T I O N



FRANCIS A. CAREY

Organic Chemistry

S e v e n t h E d i t i o n

Francis A. Carey

University of Virginia



Higher Education

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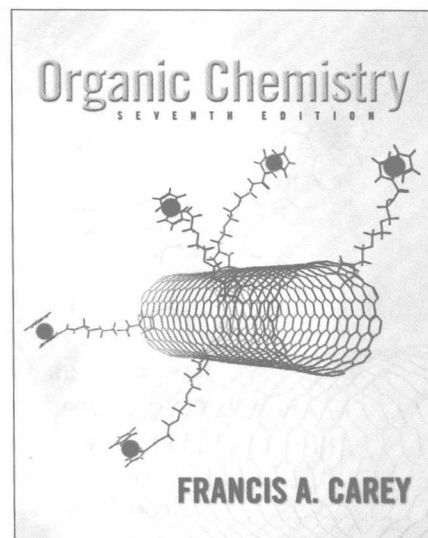
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This edition is dedicated to my colleague and friend Bob Atkins, who is not only the lead author of our *Solutions Manual* but who also has contributed generously of his time, knowledge, and common sense throughout the seven editions of this text.

About the Cover

Chemists are increasingly concerned with preparing compounds designed to have particular properties. The compound featured on the cover is the creation of Dr. Dirk Guldi of the University of Erlangen (Germany) and Dr. Maurizio Prato of the University of Trieste (Italy).

The cylindrical object is a form of carbon known as a nanotube.* About 1 percent of the carbons of this nanotube are linked to molecules of the organometallic “sandwich” compound ferrocene.† On irradiation with visible light, ferrocene transfers an electron to the nanotube, generating a charge-separated species. Thus, nanotubes that bear appropriate attached groups hold promise as materials suitable for devices, such as solar cells, that are capable of converting sunlight to electricity.



*For more about carbon nanotubes, see pages 432–433.

†For more about ferrocene, see page 600.

About the Author

Francis A. Carey, a native of Philadelphia, was educated at Drexel University (B.S. in chemistry, 1959) and Penn State (Ph.D., 1963). Following postdoctoral work at Harvard and military service, he served on the faculty of the University of Virginia from 1966 until retiring as Professor Emeritus in 2000.

In addition to this text, Professor Carey is coauthor (with Robert C. Atkins) of *Organic Chemistry: A Brief Course* and (with Richard J. Sundberg) of *Advanced Organic Chemistry*, a two-volume treatment designed for graduate students and advanced undergraduates.

Frank and his wife Jill, who is a teacher/director of a preschool and a church organist, are the parents of Andy, Bob, and Bill and the grandparents of Riyadh and Ava.

List of Important Features

Mechanisms

- 4.1 Formation of *tert*-Butyl Chloride from *tert*-Butyl Alcohol and Hydrogen Chloride 150
- 4.2 Formation of 1-Bromoheptane from 1-Heptanol and Hydrogen Bromide 160
- 4.3 Free-Radical Chlorination of Methane 167
- 5.1 The E1 Mechanism for Acid-Catalyzed Dehydration of *tert*-Butyl Alcohol 200
- 5.2 Carbocation Rearrangement in Dehydration of 3,3-Dimethyl-2-butanol 202
- 5.3 Hydride Shift in Dehydration of 1-Butanol 205
- 5.4 E2 Elimination of an Alkyl Halide 209
- 5.5 The E1 Mechanism for Dehydrohalogenation of 2-Bromo-2-methylbutane in Ethanol 212
- 6.1 Hydrogenation of Alkenes 227
- 6.2 Electrophilic Addition of a Hydrogen Halide to an Alkene 231
- 6.3 Free-Radical Addition of Hydrogen Bromide to 1-Butene 238
- 6.4 Addition of Sulfuric Acid to Propene 240
- 6.5 Acid-Catalyzed Hydration of 2-Methylpropene 242
- 6.6 Hydroboration of 1-Methylcyclopentene 249
- 6.7 Oxidation of an Organoborane 250
- 6.8 Electrophilic Addition of Bromine to Ethylene 253
- 6.9 Formation of a Bromohydrin 254
- 6.10 Epoxidation of an Alkene 257
- 6.11 Acid-Catalyzed Dimerization of 2-Methylpropene 262
- 6.12 Free-Radical Polymerization of Ethylene 263
- 8.1 The S_N2 Mechanism of Nucleophilic Substitution 323
- 8.2 The S_N1 Mechanism of Nucleophilic Substitution 332
- 8.3 Carbocation Rearrangement in the S_N1 Hydrolysis of 2-Bromo-3-methylbutane 336
- 9.1 Sodium–Ammonia Reduction of an Alkyne 367
- 9.2 Conversion of an Enol to a Ketone 370
- 10.1 Hydrolysis of an Allylic Halide 387
- 10.2 Allylic Chlorination of Propene 391
- 10.3 Addition of Hydrogen Chloride to 1,3-Cyclopentadiene 401
- 10.4 Orbital Interactions in the Diels–Alder Reaction 409
- 11.1 The Birch Reduction 435
- 11.2 Free-Radical Polymerization of Styrene 445
- 12.1 Nitration of Benzene 475
- 12.2 Sulfonation of Benzene 477
- 12.3 Bromination of Benzene 478
- 12.4 Friedel–Crafts Alkylation 479
- 12.5 Friedel–Crafts Acylation 482
- 14.1 Formation of a Lithium Dialkylcuprate (Gilman Reagent) 594
- 14.2 Similarities Between the Mechanisms of Reaction of an Alkene with Iodomethylzinc Iodide and a Peroxy Acid 597
- 14.3 Formation of Dibromocarbene from Tribromomethane 597
- 14.4 Homogeneous Hydrogenation of Propene in the Presence of Wilkinson's Catalyst 603
- 14.5 Olefin Cross-Metathesis 606
- 14.6 Polymerization of Ethylene in the Presence of a Ziegler–Natta Catalyst 609
- 15.1 Sodium Borohydride Reduction of an Aldehyde or Ketone 627
- 15.2 Acid-Catalyzed Formation of Diethyl Ether from Ethyl Alcohol 634
- 15.3 Chromic Acid Oxidation of 2-Propanol 640
- 15.4 Oxidation of Ethanol by NAD⁺ 642
- 16.1 Cleavage of Ethers by Hydrogen Halides 673
- 16.2 Nucleophilic Ring Opening of an Epoxide 679
- 16.3 Acid-Catalyzed Ring Opening of Ethylene Oxide 680
- 16.4 Nucleophilic Substitution of Adenosine Triphosphate (ATP) by Methionine 685
- 17.1 Hydration of an Aldehyde or Ketone in Basic Solution 714
- 17.2 Hydration of an Aldehyde or Ketone in Acid Solution 715
- 17.3 Cyanohydrin Formation 716
- 17.4 Acetal Formation from Benzaldehyde and Ethanol 719
- 17.5 Imine Formation from Benzaldehyde and Methylamine 723

- 17.6 Enamine Formation from Cyclopentanone and Pyrrolidine 728
- 17.7 The Wittig Reaction 730
- 17.8 Baeyer–Villiger Oxidation of a Ketone 735
- 18.1 Aldol Addition of Butanal 758
- 18.2 Dehydration in a Base-Catalyzed Aldol Condensation 760
- 18.3 Base-Catalyzed Enolization of an Aldehyde or Ketone in Aqueous Solution 764
- 18.4 Acid-Catalyzed Enolization of an Aldehyde or Ketone in Aqueous Solution 765
- 18.5 Acid-Catalyzed Bromination of Acetone 769
- 18.6 α Bromination of Acetone in Basic Solution 770
- 18.7 Haloform Reaction of Acetone 772
- 18.8 1,2- Versus 1,4-Addition to α,β -Unsaturated Aldehydes and Ketones 777
- 19.1 Acid-Catalyzed Esterification of Benzoic Acid with Methanol 809
- 20.1 Hydrolysis of an Acyl Chloride 838
- 20.2 Acid Catalysis in Formation of a Tetrahedral Intermediate 841
- 20.3 Acid-Catalyzed Ester Hydrolysis 846
- 20.4 Ester Hydrolysis in Basic Solution 851
- 20.5 Amide Formation by the Reaction of a Secondary Amine with an Ethyl Ester 853
- 20.6 Amide Hydrolysis in Acid Solution 858
- 20.7 Amide Hydrolysis in Basic Solution 860
- 20.8 Nitrile Hydrolysis in Basic Solution 865
- 21.1 The Claisen Condensation of Ethyl Acetate 884
- 22.1 Reactions of an Alkyl Diazonium Ion 937
- 23.1 Nucleophilic Aromatic Substitution in *p*-Fluoronitrobenzene by the Addition–Elimination Mechanism 971
- 23.2 Nucleophilic Aromatic Substitution in Chlorobenzene by the Elimination–Addition (Benzyne) Mechanism 976
- 26.1 Biosynthesis of a Butanoyl Group from Acetyl and Malonyl Building Blocks 1072
- 26.2 Biosynthesis of Cholesterol from Squalene 1089
- 27.1 Pyridoxal 5'-Phosphate-Mediated Decarboxylation of an α -Amino Acid 1121
- 27.2 Transamination: Biosynthesis of L-Alanine from L-Glutamic Acid and Pyruvic Acid 1125
- 27.3 The Edman Degradation 1135
- 27.4 Amide Bond Formation Between a Carboxylic Acid and an Amine Using *N,N'*-Dicyclohexylcarbodiimide 1142
- 27.5 Carboxypeptidase-Catalyzed Hydrolysis 1151
- 29.1 Branching in Polyethylene Caused by Intramolecular Hydrogen Transfer 1212
- 29.2 Branching in Polyethylene Caused by Intermolecular Hydrogen Transfer 1213
- 29.3 Anionic Polymerization of Styrene 1214
- 29.4 Cationic Polymerization of 2-Methylpropene 1217

Tables

- 1.1 Electron Configurations of the First Twelve Elements of the Periodic Table 11
- 1.2 Lewis Formulas of Methane, Ammonia, Water, and Hydrogen Fluoride 15
- 1.3 Selected Values from the Pauling Electronegativity Scale 18
- 1.4 Selected Bond Dipole Moments 18
- 1.5 A Systematic Approach to Writing Lewis Structures 20
- 1.6 Introduction to the Rules of Resonance 27
- 1.7 VSEPR and Molecular Geometry 31
- 1.8 Acidity Constants (pK_a) of Acids 38
- 2.1 The Number of Constitutionally Isomeric Alkanes of Particular Molecular Formulas 70
- 2.2 IUPAC Names of Unbranched Alkanes 71
- 2.3 Heats of Combustion ($-\Delta H^\circ$) of Representative Alkanes 83
- 2.4 Oxidation Number of Carbon in One-Carbon Compounds 85
- 2.5 Oxidation Numbers in Compounds with More Than One Carbon 88
- 2.6 Summary of IUPAC Nomenclature of Alkanes and Cycloalkanes 95
- 2.7 Summary of IUPAC Nomenclature of Alkyl Groups 96
- 3.1 Heats of Combustion ($-\Delta H^\circ$) of Cycloalkanes 111
- 3.2 Heats of Combustion of Isomeric Dimethylcyclohexanes 122
- 4.1 Functional Groups in Some Important Classes of Organic Compounds 140
- 4.2 Boiling Point of Some Alkyl Halides and Alcohols 146
- 4.3 Bond Dissociation Enthalpies of Some Representative Compounds 165
- 4.4 Conversions of Alcohols and Alkanes to Alkyl Halides 174
- 5.1 Cahn–Ingold–Prelog Priority Rules 190

- 5.2 Preparation of Alkenes by Elimination Reactions of Alcohols and Alkyl Halides 215
- 6.1 Heats of Hydrogenation of Some Alkenes 228
- 6.2 Relative Rates of Acid-Catalyzed Hydration of Some Representative Alkenes 242
- 6.3 Relative Rates of Reaction of Some Representative Alkenes with Bromine 253
- 6.4 Relative Rates of Epoxidation of Some Representative Alkenes with Peroxyacetic Acid 257
- 6.5 Some Compounds with Carbon–Carbon Double Bonds Used to Prepare Polymers 264
- 6.6 Addition Reactions of Alkenes 266
- 7.1 Absolute Configuration According to the Cahn–Ingold–Prelog Notational System 286
- 7.2 Classification of Isomers 308
- 8.1 Representative Functional Group Transformations by Nucleophilic Substitution Reactions of Alkyl Halides 321
- 8.2 Reactivity of Some Alkyl Bromides Toward Substitution by the S_N2 Mechanism 326
- 8.3 Effect of Chain Branching on Reactivity of Primary Alkyl Bromides Toward Substitution Under S_N2 Conditions 328
- 8.4 Nucleophilicity of Some Common Nucleophiles 329
- 8.5 Reactivity of Some Alkyl Bromides Toward Substitution by the S_N1 Mechanism 333
- 8.6 Relative Rate of S_N1 Solvolysis of *tert*-Butyl Chloride as a Function of Solvent Polarity 337
- 8.7 Relative Rate of S_N2 Displacement of 1-Bromobutane by Azide in Various Solvents 338
- 8.8 Approximate Relative Leaving-Group Abilities 343
- 8.9 Comparison of S_N1 and S_N2 Mechanisms of Nucleophilic Substitution in Alkyl Halides 346
- 9.1 Structural Features of Ethane, Ethylene, and Acetylene 359
- 9.2 Preparation of Alkynes 374
- 9.3 Conversion of Alkynes to Alkenes and Alkanes 375
- 9.4 Electrophilic Addition to Alkynes 376
- 11.1 Names of Some Frequently Encountered Derivatives of Benzene 428
- 11.2 Reactions Involving Alkyl and Alkenyl Side Chains in Arenes and Arene Derivatives 461
- 11.3 Substituent Constants (σ) 467
- 12.1 Representative Electrophilic Aromatic Substitution Reactions of Benzene 472
- 12.2 Classification of Substituents in Electrophilic Aromatic Substitution Reactions 491
- 12.3 Representative Electrophilic Aromatic Substitution Reactions 505
- 12.4 Limitations on Friedel–Crafts Reactions 506
- 13.1 Approximate Chemical Shifts of Representative Protons 526
- 13.2 Splitting Patterns of Common Multiplets 536
- 13.3 Chemical Shifts of Representative Carbons 543
- 13.4 Infrared Absorption Frequencies of Some Common Structural Units 554
- 13.5 Absorption Maxima of Some Representative Alkenes and Polyenes 558
- 13.6 Incremental ^{13}C Chemical Shift Effects of Substituents (δ), ppm 575
- 13.7 Calculated and Observed ^{13}C Chemical Shifts for the Ring Carbons in *o*- and *m*-Nitrotoluene 576
- 14.1 Approximate Acidities of Some Hydrocarbons and Reference Materials 585
- 14.2 Reactions of Grignard Reagents with Aldehydes and Ketones 587
- 14.3 Relative Reactivity Toward Alkenes 598
- 14.4 Preparation of Organometallic Reagents Used in Synthesis 610
- 14.5 Carbon–Carbon Bond-Forming Reactions of Organometallic Reagents 612
- 15.1 Summary of Reactions Discussed in Earlier Chapters That Yield Alcohols 624
- 15.2 Summary of Reactions of Alcohols Discussed in Earlier Chapters 633
- 15.3 Preparation of Alcohols by Reduction of Carbonyl Functional Groups 649
- 15.4 Summary of Reactions of Alcohols Presented in This Chapter 650
- 15.5 Oxidation of Alcohols 651
- 16.1 Physical Properties of Diethyl Ether, Pentane, and 1-Butanol 666
- 16.2 Preparation of Ethers 689
- 16.3 Preparation of Epoxides 690
- 17.1 Summary of Reactions Discussed in Earlier Chapters That Yield Aldehydes and Ketones 708
- 17.2 Summary of Reactions of Aldehydes and Ketones Discussed in Earlier Chapters 710
- 17.3 Equilibrium Constants (K_{hydr}) and Relative Rates of Hydration of Some Aldehydes and Ketones 711
- 17.4 Reaction of Aldehydes and Ketones with Derivatives of Ammonia 724
- 17.5 Nucleophilic Addition to Aldehydes and Ketones 739
- 18.1 $\text{p}K_{\text{a}}$ Values of Some Aldehydes and Ketones 754

- 18.2 Reactions of Aldehydes and Ketones That Involve Enol or Enolate Ion Intermediates 780
- 19.1 Systematic and Common Names of Some Carboxylic Acids 792
- 19.2 Effect of Substituents on Acidity of Carboxylic Acids 800
- 19.3 Acidity of Some Substituted Benzoic Acids 802
- 19.4 Summary of Reactions Discussed in Earlier Chapters That Yield Carboxylic Acids 805
- 19.5 Summary of Reactions of Carboxylic Acids Discussed in Earlier Chapters 808
- 20.1 Conversion of Acyl Chlorides to Other Carboxylic Acid Derivatives 837
- 20.2 Conversion of Acid Anhydrides to Other Carboxylic Acid Derivatives 840
- 20.3 Preparation of Esters 843
- 20.4 Reactions of Esters Discussed in Earlier Chapters 844
- 20.5 Conversion of Esters to Other Carboxylic Acid Derivatives 845
- 20.6 Preparation of Nitriles 863
- 21.1 Preparation of β -Keto Esters 898
- 22.1 Basicity of Amines As Measured by the pK_a of Their Conjugate Acids 915
- 22.2 Effect of para Substituents on the Basicity of Aniline 916
- 22.3 Methods for Carbon–Nitrogen Bond Formation Discussed in Earlier Chapters 922
- 22.4 Reactions of Amines Discussed in Previous Chapters 930
- 22.5 Preparation of Amines 948
- 22.6 Reactions of Amines Discussed in This Chapter 950
- 22.7 Synthetically Useful Transformations Involving Aryl Diazonium Ions 951
- 23.1 Carbon–Hydrogen and Carbon–Chlorine Bond Dissociation Enthalpies of Selected Compounds 966
- 23.2 Summary of Reactions Discussed in Earlier Chapters That Yield Aryl Halides 967
- 23.3 Summary of Reactions of Aryl Halides Discussed in Earlier Chapters 968
- 24.1 Comparison of Physical Properties of an Arene, a Phenol, and an Aryl Halide 994
- 24.2 Acidities of Some Phenols 995
- 24.3 Industrial Syntheses of Phenol 997
- 24.4 Electrophilic Aromatic Substitution Reactions of Phenols 999
- 25.1 Some Classes of Monosaccharides 1024
- 25.2 Summary of Reactions of Carbohydrates 1056
- 26.1 Some Representative Fatty Acids 1069
- 26.2 Classification of Terpenes 1080
- 27.1 The Standard Amino Acids 1110
- 27.2 Acid–Base Properties of Amino Acids with Neutral Side Chains 1115
- 27.3 Acid–Base Properties of Amino Acids with Ionizable Side Chains 1116
- 27.4 Covalent and Noncovalent Interactions Between Amino Acid Side Chains in Proteins 1149
- 28.1 Pyrimidines and Purines That Occur in DNA and/or RNA 1166
- 28.2 The Major Pyrimidine and Purine Nucleosides in RNA and DNA 1168
- 28.3 The Genetic Code (Messenger RNA Codons) 1181
- 28.4 Distribution of DNAs with Increasing Number of PCR Cycles 1190
- 29.1 Recycling of Plastics 1208
- 29.2 Summary of Alkene Polymerizations Discussed in Earlier Chapters 1210

Boxed Essays

Introduction

Where Did the Carbon Come From? 7

Chapter 1

Electrostatic Potential Maps 19

Molecular Modeling 30

Chapter 2

Methane and the Biosphere 65

What's in a Name? Organic Nomenclature 72

Thermochemistry 86

Chapter 3

Molecular Mechanics Applied to Alkanes and Cycloalkanes 109

Enthalpy, Free Energy, and Equilibrium Constant 120

Chapter 4

From Bond Enthalpies to Heats of Reaction 169

Chapter 5

Ethylene 186

Chapter 6

Rules, Laws, Theories, and the Scientific Method 235

Ethylene and Propene: The Most Important Industrial Organic Chemicals 265

Chapter 7

Chiral Drugs 291

Chirality of Disubstituted Cyclohexanes 300

Chapter 8

Enzyme-Catalyzed Nucleophilic Substitutions of Alkyl Halides 331

Chapter 9Some Things That Can Be Made from Acetylene . . .
But Aren't 372**Chapter 10**

Diene Polymers 404

Chapter 11

Carbon Clusters, Fullerenes, and Nanotubes 432

Chapter 13

Ring Currents: Aromatic and Antiaromatic 529

Magnetic Resonance Imaging (MRI) 540

Spectra by the Thousands 551

Gas Chromatography, GC/MS, and MS/MS 564

Chapter 14An Organometallic Compound That Occurs Naturally:
Coenzyme B₁₂ 601**Chapter 15**Economic and Environmental Factors in Organic
Synthesis 641**Chapter 16**

Polyether Antibiotics 669

Chapter 17

Imines in Biological Chemistry 725

Chapter 18The Haloform Reaction and the Biosynthesis of
Trihalomethanes 773**Chapter 20** β -Lactam Antibiotics 861**Chapter 22**

Amines as Natural Products 919

From Dyes to Sulfa Drugs 943

Chapter 24

Agent Orange and Dioxin 1005

Chapter 25

How Sweet It Is! 1045

Chapter 26Nonsteroidal Antiinflammatory Drugs (NSAIDs) and
COX-2 Inhibitors 1078Good Cholesterol? Bad Cholesterol? What's the
Difference? 1091

Anabolic Steroids 1094

Crocuses Make Saffron from Carotenes 1095

Chapter 27

Electrophoresis 1117

Peptide Mapping and MALDI Mass Spectrometry 1136

Oh NO! It's Inorganic! 1153

Chapter 28

"It Has Not Escaped Our Notice . . ." 1175

RNA World 1184

Descriptive Passage and Interpretive Problems**Chapter 1**

Amide Lewis Structures 57

Chapter 2

Some Biochemical Reactions of Alkanes 100

Chapter 3

Cyclic Forms of Carbohydrates 137

Chapter 4

More About Potential Energy Diagrams 180

Chapter 5

A Mechanistic Preview of Addition Reactions 222

Chapter 6

Some Unusual Electrophilic Additions 274

Chapter 7

Prochirality 316

Chapter 8

Nucleophilic Substitution 352

Chapter 9

Thinking Mechanistically About Alkynes 380

Chapter 10

Intramolecular and Retro Diels–Alder Reactions 417

Chapter 11

The Hammett Equation 466

Chapter 12

Nucleophilic Aromatic Substitution 512

Chapter 13

Calculating Aromatic ^{13}C Chemical Shifts 575

Chapter 14

Oxymercuration 617

Chapter 15

The Pinacol Rearrangement 658

Chapter 16

Epoxide Rearrangements and the NIH Shift 697

Chapter 17

Alcohols, Aldehydes, and Carbohydrates 749

Chapter 18

Enolate Regiochemistry and Stereochemistry 787

Chapter 19

Lactonization Methods 825

Chapter 20

Thioesters 876

Chapter 21

The Enolate Chemistry of Dianions 903

Chapter 22

Synthetic Applications of Enamines 960

Chapter 23

The Heck Reaction 986

Chapter 24

Directed Metalation of Aryl Ethers 1018

Chapter 25

Emil Fischer and the Structure of (+)-Glucose 1061

Chapter 26

Polyketides 1101

Chapter 27

Amino Acids in Enantioselective Synthesis 1159

Chapter 28

Oligonucleotide Synthesis 1195

Chapter 29

Chemical Modification of Polymers 1227

Preface

What Sets This Book Apart?

The central message of chemistry is that the properties of a substance come from its structure. What is less obvious, but very powerful, is the corollary. Someone with training in chemistry can look at the structure of a substance and tell you a lot about its properties. Organic chemistry has always been, and continues to be, the branch of chemistry that best connects structure with properties.

The goal of this text, as it has been through six previous editions, is to provide students with the conceptual tools to understand and apply the relationship between the structures of organic compounds and their properties. Both the organization of the text and the presentation of individual topics were designed with this objective in mind.

A Mechanistic Emphasis and Its Presentation

The text emphasizes mechanisms and encourages students to see similarities in mechanisms among different functional groups. Mechanisms are developed from observations; thus, reactions are normally presented first, followed by their mechanism.

To maintain consistency with what our students have already learned, this text presents multistep mechanisms in the same way as do most general chemistry textbooks—that is, as a series of *elementary steps*. Additionally, we provide a brief comment about how each step contributes to the overall mechanism.

Section 1.11, “Curved Arrows and Chemical Reactions,” introduces students to the notational system employed in all of the mechanistic discussions in the text.

Numerous reaction mechanisms are accompanied by potential energy diagrams. Section 4.9, “Potential Energy Diagrams for Multistep Reactions: The S_N1 Mechanism,” shows how the potential energy diagrams for three elementary steps are combined to give the diagram for the overall reaction.

A Functional Group Organization

The text is organized according to functional groups—structural units within a molecule that are most closely identified with characteristic properties. This organization offers two major advantages over alternative organizations based on mechanisms or reaction types.

1. The information content of individual chapters is more manageable when organized according to functional groups.
2. Patterns of reactivity are reinforced when a reaction used to prepare a particular functional group reappears as a characteristic reaction of a different functional group.

MECHANISM 6.5

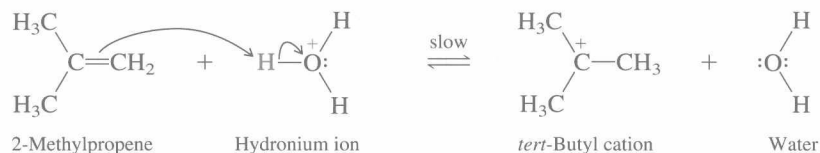
Acid-Catalyzed Hydration of 2-Methylpropene

The overall reaction:

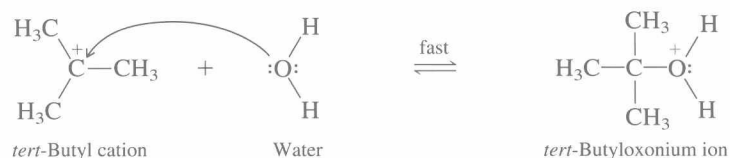


The mechanism:

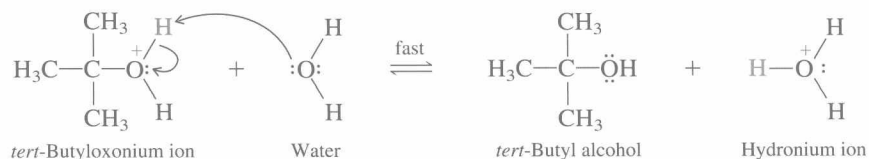
STEP 1: Protonation of the carbon–carbon double bond in the direction that leads to more stable carbocation:



STEP 2: Water acts as a nucleophile to capture *tert*-butyl cation:



STEP 3: Deprotonation of *tert*-butyloxonium ion. Water acts as a Brønsted base:

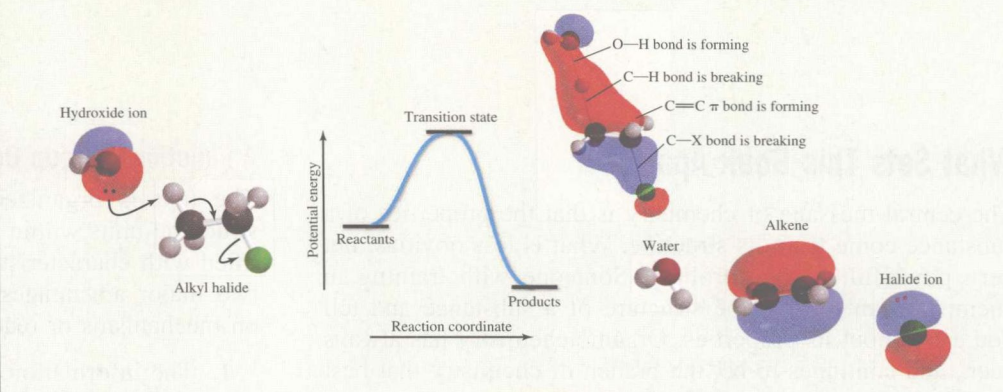


Enhanced Graphics

The teaching of organic chemistry has especially benefited as powerful modeling and graphics software have become routinely available. For example, computer-generated molecular models and electrostatic potential maps were integrated into the third edition of this text, and their number has increased with each succeeding edition. Also seeing increasing use are graphically correct representations of orbitals and the role of orbital interactions in chemical reactivity. The E2 mechanism of elimination, which involves a single elementary step, is supplemented by showing the orbital interactions that occur during that step.

MECHANISM 5.4

E2 Elimination of an Alkyl Halide

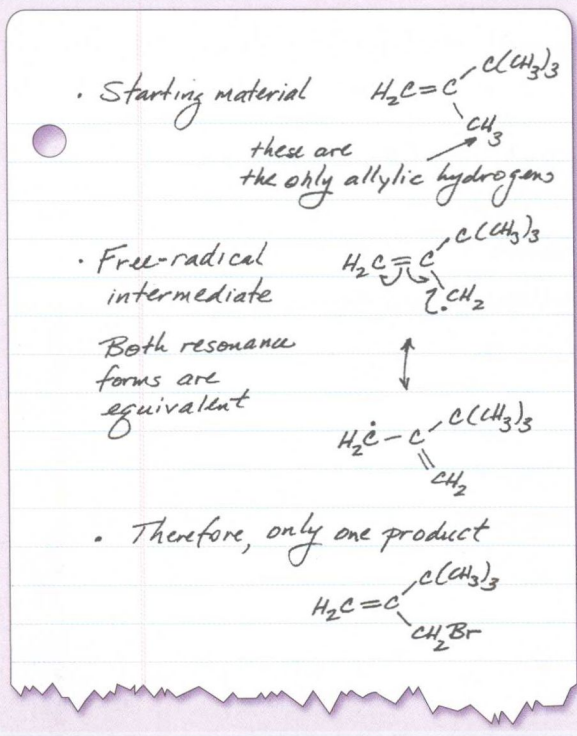


Problems

Problem-solving strategies and skills are emphasized throughout. Understanding is progressively reinforced by problems that appear within topic sections. For many problems, sample solutions¹ are given, including an increased number of examples of handwritten solutions from the author.

PROBLEM 10.6

Evaluate 2,3,3-trimethyl-1-butene as a candidate for free-radical bromination. How many allylic bromides would you expect to result from its treatment with *N*-bromosuccinimide?



Generous and Effective Use of Tables

The relative reactivity of different compounds is pertinent to both the theory and practice of organic chemistry. While it is helpful—and even important—to know that one compound is more reactive than another, it is even better to know by how much. Our text provides more experimental information of this type than is customary. Chapter 8, “Nucleophilic Substitution,” for example, contains seven tables of *quantitative* relative rate data, of which the following is but one example.

TABLE 8.2 Reactivity of Some Alkyl Bromides Toward Substitution by the $\text{S}_{\text{N}}2$ Mechanism*

Alkyl bromide	Structure	Class	Relative rate [†]
Methyl bromide	CH_3Br	Unsubstituted	221,000
Ethyl bromide	$\text{CH}_3\text{CH}_2\text{Br}$	Primary	1,350
Isopropyl bromide	$(\text{CH}_3)_2\text{CHBr}$	Secondary	1
<i>tert</i> -Butyl bromide	$(\text{CH}_3)_3\text{CBr}$	Tertiary	Too small to measure

*Substitution of bromide by lithium iodide in acetone.

[†]Ratio of second-order rate constant k for indicated alkyl bromide to k for isopropyl bromide at 25°C.

Annotated summary tables have been a staple of *Organic Chemistry* since the first edition. Some tables review reactions from earlier chapters, others review reactions or concepts of a current chapter, and still others walk the reader step-by-step through skill builders and concepts unique to organic chemistry. Well received by students and faculty alike, these summary tables remain one of the text’s strengths.

Pedagogy

- A list of mechanisms, tables, boxed essays and Descriptive Passages and Interpretive Problems is included in the front matter (page xix) as a quick reference to these important learning tools in each chapter.
- Each chapter opens with a list of section headings, boxed essays, reaction mechanisms, and Descriptive Passages and Interpretive Problems along with their corresponding page numbers.
- Summary tables allow the student easy access to a wealth of information in an easy-to-use format while reviewing information from previous chapters.
- End-of-chapter summaries highlight and consolidate all of the important concepts and reactions within a chapter.


CHAPTER

7

Stereochemistry

CHAPTER OUTLINE

7.1	Molecular Chirality: Enantiomers	277
7.2	The Chirality Center	279
7.3	Symmetry in Achiral Structures	281
7.4	Optical Activity	282
7.5	Absolute and Relative Configuration	284
7.6	The Cahn-Ingold-Prelog R-S Notational System	285
7.7	Fischer Projections	288
7.8	Properties of Enantiomers	290
• Chiral Drugs		
7.9	Reactions That Create a Chirality Center	292
7.10	Chiral Molecules with Two Chirality Centers	295
7.11	Achiral Molecules with Two Chirality Centers	297
7.12	Molecules with Multiple Chirality Centers	299
• Chirality of Biobased Cyclohexanes		
7.13	Reactions That Produce Diastereomers	301
7.14	Resolution of Enantiomers	303
7.15	Stereoregular Polymers	305
7.16	Chirality Centers Other Than Carbon	306
7.17	Summary	307
Problems		
Descriptive Passage and Interpretive Problems 7: Prochirality		



Enantiomers of a molecule can be right- and left-handed versions.

Stereochemistry is chemistry in three dimensions. Its foundations were laid by Jacobus van't Hoff* and Joseph Achille Le Bel in 1874. Van't Hoff and Le Bel independently proposed that the four bonds to carbon were directed toward the corners of a tetrahedron. The consequence of a tetrahedral arrangement of bonds to carbon is that two compounds may be different because the arrangement of their atoms in space is different. Isomers that have the same constitution but differ in the spatial arrangement of their atoms are called stereoisomers. We have already had considerable experience with certain types of stereoisomers—those involving cis and trans substitution in alkenes and in cyclohexanes.

Our major objectives in this chapter are to develop a feeling for molecules as three-dimensional objects and to become familiar with stereochemical principles, terms, and notation. A full understanding of organic and biological chemistry requires an awareness of the spatial requirements for interactions between molecules; this chapter provides the basis for that understanding.

12.1 Molecular Chirality: Enantiomers

Everything has a mirror image, but not all things are superimposable on their mirror images. Mirror-image superimposability characterizes many objects we use every day. Cups and saucers, forks and spoons, chairs and beds are all identical with their mirror images. Many other objects though—and this is the more interesting case—are not. Your left hand and your right hand, for example, are mirror images of each other but can't be made to coincide point for point, palm to palm, knuckle to knuckle, in three dimensions. In 1894, William Thomson (Lord Kelvin) coined a word for this property. He defined an object as *chiral* if it is not superimposable on its mirror image. Applying Thomson's term to chemistry, we say that a molecule is *chiral* if its two mirror-image forms are not superimposable in three dimensions. The word *chiral* is derived from the Greek word *cheir*, meaning "hand," and it is entirely appropriate to speak of the "handedness" of

*Van't Hoff was the recipient of the first Nobel Prize in chemistry in 1901 for his work in chemical dynamics and osmotic pressure—two topics far removed from stereochemistry.

Audience

Organic Chemistry is designed to meet the needs of the "mainstream" two-semester undergraduate organic chemistry course. From the beginning and with each new edition, we have remained grounded in some fundamental notions. These include important issues about our intended audience. Is the topic appropriate for them with respect to their interests, aspirations, and experience? Just as important is the need to present an accurate picture of the present state of organic chemistry. How do we know what we know? What makes organic chemistry worth knowing? Where are we now? Where are we headed?

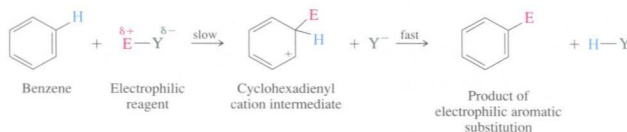
Even the art that opens each chapter in this edition has been designed with the audience in mind. The electrostatic potential maps that have opened the chapters through several editions have been joined by a graphic of a familiar object that connects the map to the chapter's content. Chapter 8, for example, opens by illustrating the umbrella-in-a-windstorm analogy used by virtually everyone who has ever taught nucleophilic substitution.



12.19 SUMMARY

Section 12.1 On reaction with electrophilic reagents, compounds that contain a benzene ring undergo **electrophilic aromatic substitution**. Table 12.1 in Section 12.1 and Table 12.3 in this summary give examples.

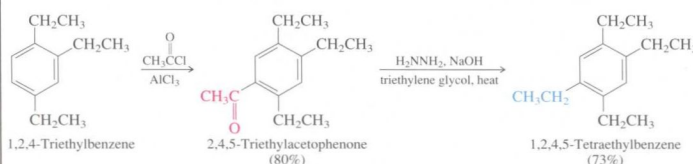
Section 12.2 The mechanism of electrophilic aromatic substitution involves two stages: bonding of the electrophile by the π electrons of the ring (slow, rate-determining), followed by rapid loss of a proton to restore the aromaticity of the ring.



Sections 12.3–12.5 See Table 12.3

Sections 12.6–12.7 See Tables 12.3 and 12.4.

Section 12.8 Friedel-Crafts acylation, followed by Clemmensen or Wolff-Kishner reduction is a standard sequence used to introduce a primary alkyl group onto an aromatic ring.



What's New?

Descriptive Passages and Interpretive Problems

New to this edition is an original feature that adds breadth, flexibility, and timeliness to our coverage. Because so many organic chemistry students later take standardized pre-professional examinations composed of problems derived from a descriptive passage, we decided to include comparable passages and problems in our text to familiarize students with this testing style. We soon discovered that descriptive passages accompanied by interpretive problems can serve the even greater purpose of enhancing this text's content.

Thus, every chapter now concludes with a self-contained *Descriptive Passage and Interpretive Problems* unit that complements the chapter's content while emulating the "MCAT style." These 29 passages (listed on p. xxiii) are accompanied by a total of 179 multiple-choice problems.

The passages focus on a wide range of topics—from structure, synthesis, mechanism, and natural products to using the Internet to calculate ^{13}C chemical shifts. They provide instructors with numerous opportunities to customize their own organic chemistry course while giving students practice in combining new information with what they have already learned.

- 6.63 A certain compound of molecular formula $\text{C}_{10}\text{H}_{18}$ was isolated from fish oil and from plankton. On hydrogenation it gave 2,6,10,14-tetramethylpentadecane. Ozonolysis gave $(\text{CH}_3)_2\text{C}=\text{O}$ and a 16-carbon aldehyde. What is the structure of the natural product? What is the structure of the aldehyde?
- 6.64 The sex attractant of the female arctic moth contains, among other components, a compound of molecular formula $\text{C}_{17}\text{H}_{30}$ that yields



on ozonolysis. What is the constitution of this material?

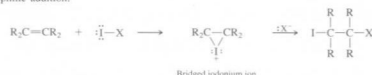
DESCRIPTIVE PASSAGE AND INTERPRETIVE PROBLEMS 6

Some Unusual Electrophilic Additions

We have seen reactions in this chapter that convert alkenes to alkyl halides, alcohols, and epoxides; that is, compounds with carbon-halogen or carbon-oxygen bonds. It would be useful if methods were available to convert alkenes to compounds with carbon-nitrogen bonds. Chemists have solved the problem of C—N bond formation by developing a number of novel nitrogen-containing reagents that add to alkenes. Examples include iodine azide and iodine isocyanate.

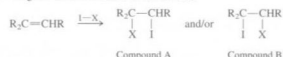


Both react with alkenes in a manner similar to Cl_2 and Br_2 . A bridged iodonium ion is formed that then reacts with a nucleophile (N_3^- or OCN^-) to give the product of electrophilic addition.



Evidence in support of a bridged iodonium ion comes from two main observations: (a) rearrangements characteristic of carbocation intermediates do not occur; and (b) the stereochemistry of addition is anti.

The regiochemistry of addition of IN_3 and INCO is inconsistent, varying both with respect to the reagent and the structure of the alkene.



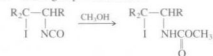
Compound A corresponds to attack by the nucleophile X^- at the more-substituted carbon of the iodonium ion, compound B at the less-substituted carbon.

Once formed, the addition products are normally subjected to reactions such as the following prior to further transformations.

- Conversion to vinyl azides by E2



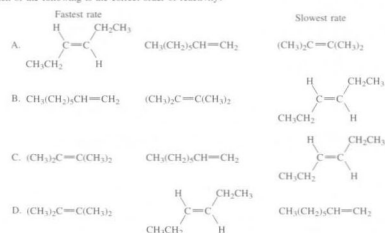
- Reaction of the —NCO group with methanol



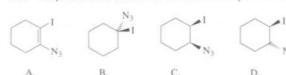
- 6.65 Which compound has the smallest dipole moment?

A. I_2 C. IN_3
B. HI D. INCO

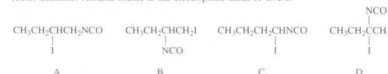
- 6.66 The effect of substituents on the rate of addition of INCO to alkenes is similar to that of addition of other electrophilic reagents. Which of the following is the correct order of reactivity?



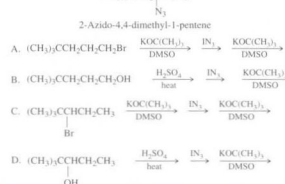
- 6.67 The product of the reaction of iodine azide with cyclohexene is:



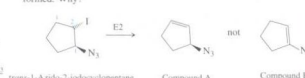
- 6.68 Which product would you expect to be formed if the regioselectivity of addition of INCO to 1-butene was analogous to HOBr addition? Assume iodine is the electrophilic atom of INCO .



- 6.69 Which is the best synthesis of 2-azido-4,4-dimethyl-1-pentene? $(\text{CH}_3)_2\text{CCH}_2\text{CH}=\text{CH}_2$



- 6.70 *trans*-1-Azido-2-iodocyclopentane did not give a vinyl azide (compound B) on E2 elimination. Instead compound A was formed. Why?



- A. Compound A is more stable than compound B.
B. C-3 has twice as many hydrogens as C-1.
C. Only C-3 has a hydrogen that can be anti coplanar with respect to iodine.
D. The hydrogens at C-3 are less crowded than the hydrogen at C-1.

Boxed Essays: Revised and New

- *What's in a Name? Organic Nomenclature* describes the evolution of organic nomenclature and compares the 1979, 1993, and 2004 IUPAC recommendations for naming organic compounds.
- *β -Lactam Antibiotics* expands the familiar penicillin story beyond its discovery to include its large-scale development as a lifesaving drug during World War II and its mode of action.
- *Peptide Mapping and MALDI Mass Spectrometry* illustrates the application of a cutting-edge mass spectrometric technique to peptide sequencing.

New Topics

- Section 10.4: “ S_N2 Reactions of Allylic Halides”
- Section 10.7: “Allylic Anions”
- Section 11.14: “ S_N1 Reactions of Benzylic Halides”
- Section 11.15: “ S_N2 Reactions of Benzylic Halides”

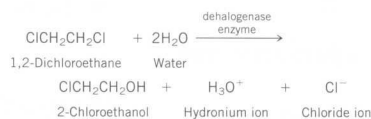
Major Revisions

- Sections 13.20–13.22 are a complete rewrite of infrared (IR) spectroscopy. All of the IR spectra displayed in the text are new and were recorded by Thomas Gallaher of James Madison University using the attenuated total reflectance (ATR) method.

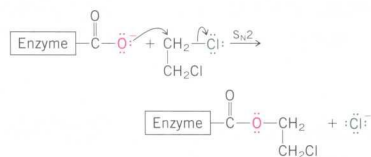
- Section 25.8 “Mutarotation and the Anomeric Effect” revises the previous discussion of mutarotation to include the now-generally accepted molecular orbital explanation for the anomeric effect.

Enzyme-Catalyzed Nucleophilic Substitutions of Alkyl Halides

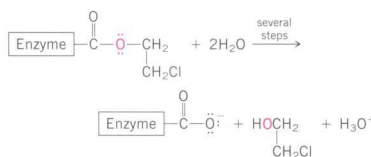
Nucleophilic substitution is one of a variety of mechanisms by which living systems detoxify halogenated organic compounds introduced into the environment. Enzymes that catalyze these reactions are known as *haloalkane dehalogenases*. The hydrolysis of 1,2-dichloroethane to 2-chloroethanol, for example, is a biological nucleophilic substitution catalyzed by the dehalogenase shown in Figure 8.4.



This haloalkane dehalogenase is believed to act by using one of its side-chain carboxylates to displace chloride by an S_N2 mechanism. (Recall the reaction of carboxylate ions with alkyl halides from Table 8.1.)

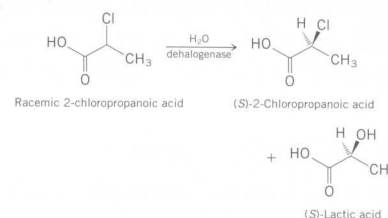


The product of nucleophilic substitution then reacts with water, restoring the enzyme to its original state and giving the observed products of the reaction.



This stage of the reaction proceeds by a mechanism that will be discussed in Chapter 20. Both stages are faster than the reaction of 1,2-dichloroethane with water in the absence of the enzyme.

Enzyme-catalyzed hydrolysis of racemic 2-chloropropanoic acid is a key step in the large-scale preparation of (S)-2-chloropropanoic acid used for the preparation of agricultural chemicals.



In this enzymatic resolution (Section 7.14), the dehalogenase enzyme catalyzes the hydrolysis of the *R*-enantiomer of 2-chloropropanoic acid to (S)-lactic acid. The desired (S)-2-chloropropanoic acid is unaffected and recovered in a nearly enantiomerically pure state.

Some of the most common biological S_N2 reactions involve attack at methyl groups, especially a methyl group of *S*-adenosylmethionine. Examples of these will be given in Chapter 16.

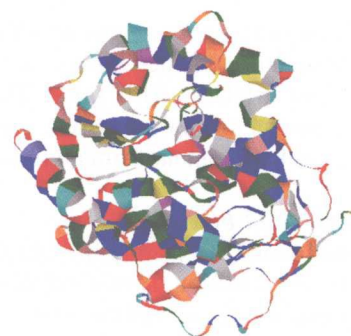
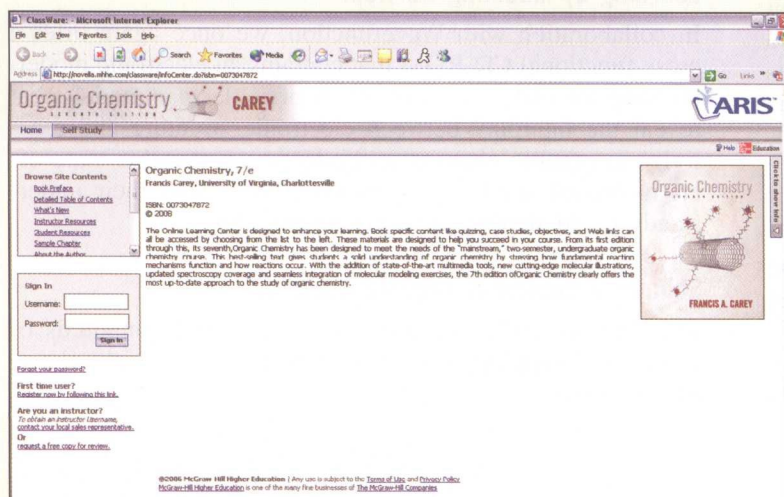


FIGURE 8.4

A ribbon diagram of the dehalogenase enzyme that catalyzes the hydrolysis of 1,2-dichloroethane. The progression of amino acids along the chain is indicated by a color change. The nucleophilic carboxylate group is near the center of the diagram.



Instructor Resources

McGraw-Hill's ARIS



The Assessment, Review, and Instruction System for *Organic Chemistry* is a complete online tutorial, electronic homework, and course management system. Instructors can create and share course materials and assignments with colleagues with a few clicks of the mouse. All PowerPoint® images, PowerPoint lecture outlines, mechanism animations, assignments, quizzes, and tutorials are directly tied to text-specific materials in *Organic Chemistry*. Instructors can also edit questions and algorithms, import their own content, and create announcements and due dates for assignments. ARIS has automatic grading and reporting of easy-to-assign algorithmically generated homework, quizzing, and