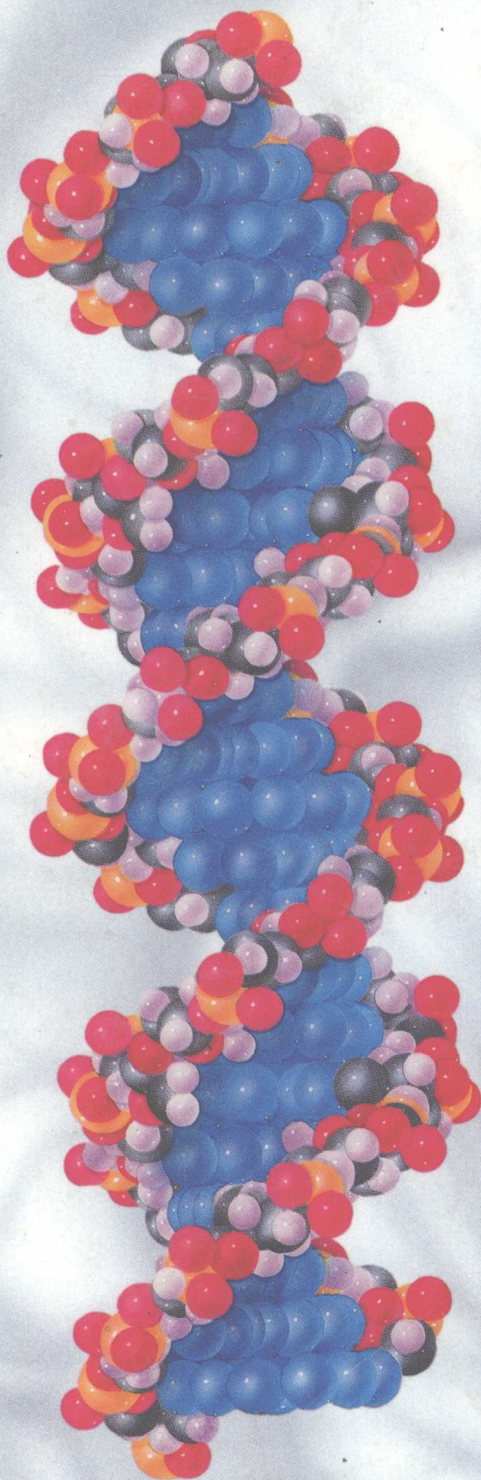


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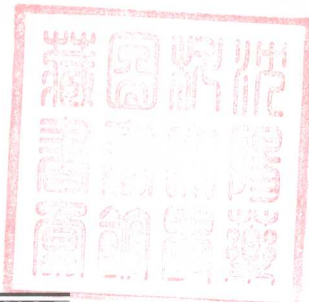
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# Genetics

# Preface

**T**his textbook is intended for a first college course in genetics. In writing the book, we have faced the age-old question of organization: Which to present first, Mendelian genetics or molecular genetics? The traditional organization of a genetics text is historical—Mendelian, or transmission genetics first, followed by molecular genetics. However, because molecular approaches to genetics have become more sophisticated and the body of knowledge about molecular genetics has grown explosively, it is easy to make a case for starting with molecular aspects. Some have followed a middle road and mingled the two topics.

Although modern genetics is a wonderfully fruitful blend of classical and molecular techniques, we think it makes sense to separate these two approaches when presenting them to students for the first time. Moreover, we have chosen to follow the traditional historical order. To us, this seems to allow for a more logical progression of ideas, moving from early, relatively simple concepts of heredity to later, more complex explanations at the molecular level. Besides that, we enjoy teaching genetics because it is like telling a story, and it doesn't seem quite right to start the story in the middle.

In spite of our own prejudices, we have tried to make this book easy to use no matter which order of topics an instructor prefers. Accordingly, we have organized this second edition of our book in the following way:

Chapter 1 is a historical introduction to genetics. It provides the bare essentials of both major branches of the discipline. After reading this chapter, students should have some appreciation for the molecular character of genes as they study the subsequent chapters on transmission genetics. If, on the other hand, an instructor chooses to start with molecular genetics, chapter 1 introduces students to the basics of heredity, providing a context for the molecules.

Chapters 2–5 constitute a unit on transmission genetics. In chapter 2 we use Mendel's experiments to introduce the principles of segregation and independent assortment. At the same time, since it is impossible to

discuss these topics without dealing with probabilities, we provide a brief introduction to statistics. In chapter 3 we show that simple Mendelian analysis does not always work, and introduce concepts such as penetrance, expressivity, and epistasis that illustrate this point. Chapter 4 deals with chromosomes: their behavior and the fact that genes reside on chromosomes. The chromosome concept leads naturally to the idea of linkage, the subject of chapter 5. Here, students learn about linkage and recombination and how to construct linkage maps with eukaryotes.

Each chapter in this first part of the book includes a discussion of the application of genetics to human problems. For example, in chapter 2 students learn to apply the concepts of segregation and independent assortment to pedigree analysis of human genetic diseases. In chapter 4 they see how human chromosomal abnormalities can have severe consequences.

The central part of the book, and its major theme, is a thirteen-chapter sequence emphasizing molecular genetics. We believe that the direction of modern genetics research demands that the heart of a modern genetics text be molecular.

Chapters 6–12 present the fundamentals of molecular genetics. Chapters 6 and 7 provide an overview: chapter 6 explains the structure and properties of DNA, and chapter 7 introduces the three main functions of DNA in its role as the genetic material: (1) providing for faithful replication of genes; (2) containing the information for making the gene products, RNA and protein; and (3) accumulating mutations, which make evolution possible. This chapter also introduces the fundamentals of gene cloning. This prepares students to appreciate important experiments—many of which depend on cloned genes—that demonstrate how genes operate.

Chapters 8–12 expand on these themes. Chapter 8 treats DNA replication in detail; chapters 9, 10, and 11 deal with gene expression, the second function of a gene. In particular, chapters 9 and 10 cover transcription in prokaryotes and eukaryotes, respectively, and chapter



11 spells out the translation process. Finally, chapter 12 deals with the third attribute of a gene: its capacity for mutation.

Chapters 13–18 further illustrate specific aspects of the functions of genes. Chapter 13 is an extension of the material in chapter 12; it details the structure and function of transposable elements in both prokaryotes and eukaryotes and shows how these mobile elements can participate in mutagenesis. Chapter 14 is a treatment of the transmission genetics of bacteria and phages. It might reasonably be placed in the first part of the book, but since so much is known about the molecular basis of prokaryotic genetics, it seems to fit better in the molecular genetics section. Also, students can better appreciate the analysis of mutations in bacterial operons after they have learned how operons work (in chapter 9) and the chemical nature of mutations (in chapter 12). Chapter 15 explores the ways that genes govern the development of organisms. The intricate and fascinating development of the fruit fly is the major paradigm for this chapter.

Chapters 16 and 17 present two celebrated practical applications of molecular genetics. Chapter 16 covers gene cloning and manipulation and shows how one branch of genetics has evolved into a kind of engineering. Chapter 17 is about the molecular genetics of cancer, with special emphasis on the behavior of oncogenes. Our experience has been that students have fun with these topics, but since they need to master the basics first, these chapters come near the end of this section. Chapter 18 deals with the genetics of mitochondria and chloroplasts from both classical and molecular perspectives.

The book concludes with a two-chapter sequence on population genetics. Chapter 19 deals with introductory population genetics, including selection, genetic drift, inbreeding, mutation, and gene flow. Chapter 20 integrates these factors to discuss human diseases, molecular evolution, conservation genetics, and pesticide resistance.

The most obvious change from the first edition is in organization. We have broken the original chapter 6 into two, more manageable chapters dealing with DNA structure and gene function, respectively. We have also moved the most elementary aspects of gene cloning to the end of chapter 7, so students will be able to understand experiments presented in subsequent chapters that use cloned genes. Finally, since extranuclear genetics does not fit neatly into any category, we have moved it to the end of the molecular genetics section. Placing this material after the gene cloning chapter has

another advantage: the relatively sophisticated research on the molecular genetics of mitochondria and chloroplasts will be more easily understood.

This revised edition also features a greater emphasis on problem solving. We have included worked-out problems within the text to give students more guidance in how to solve important types of problems, and have included a greater variety of problems at the end of each chapter. In most cases, at least one end-of-chapter problem tests the skill taught by each worked-out problem within the same chapter.

Major additions and updates include the following: We have expanded our coverage of transmission genetics with fuller discussions of tetrad analysis and other topics. We have added a discussion of Jacob and Monod's development of the operon concept to the prokaryotic transcription chapter (9). This includes the effects of all the important control mutations in the *lac* operon, and how they illustrate the phenomena of *cis*- and *trans*-acting elements. We have expanded our discussion of eukaryotic transcription factors in chapter 10. In chapter 15, we have emphasized the role of transcription factors and enhancers in governing gene expression and therefore cell differentiation. In chapter 16 we have included a discussion of DNA fingerprinting, with a box on the legal implications of its use in identifying criminals. This box also introduces the polymerase chain reaction (PCR), often used in conjunction with forensic DNA fingerprinting to amplify the DNA in small tissue samples. We have also introduced transgenic animals and plants as vehicles for expressing foreign genes. In chapter 17, we have expanded the list of oncogenes, stressing their roles in cell growth regulation.

The most important underlying theme of this book is its experimental approach. Genetics, like any science, is not a collection of facts, but a way of posing and answering questions about nature. Wherever possible, we have included the experimental rationale and results that have led to our present understanding of genetics. Furthermore, many of the end-of-chapter questions require students to examine and interpret hypothetical experimental results, or to design experiments to test hypotheses. We know that genetics, especially molecular genetics, can be bewildering to college students. However, we have found that if given a clear understanding of the way geneticists practice their science, students can master the subject much more easily. That is the goal of this book.

Robert F. Weaver  
Philip W. Hedrick

## Ancillaries

Available upon request to all adopters is an **instructor's manual/solutions manual** written by Holly Ahern of SUNY Albany. It contains worked-out solutions to all the end-of-chapter questions as well as a **test item file** of thirty-five to fifty objective questions for each chapter. Instructors may also request a set of fifty overhead **transparencies** or **slides** that will be useful in explaining difficult concepts.

Also available upon request, adopters of *Principles of Genetics* may request **web testpak**, a free computerized testing service that includes two options:

—A software package in IBM® 3.5 and 5.25, Apple®, and MAC programs that will enable you to print test masters, allow students to take exams on the computer, and use the program to grade/store exam results.

—Use the test item file found in the back of the instructor's manual to create exams via our call-in/mail-in service. Choose the questions you want printed, and within two working days of your request, we will put a test master, a student answer sheet, and an answer key in the mail to you. Call-in hours are 8:30–5:00 CST, Monday through Friday.

Finally, Wm. C. Brown is offering GenPak: A Computer-Assisted Guide to Genetics by Tully Turney of Hampden–Sydney College. This MAC-Hypercard program features numerous, interactive/tutorial (problem-solving) exercises in Mendelian, molecular, and population genetics (0-697-13760-0).

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# Brief Contents

1	An Introduction	3
Part 1	<b>Mendelian Genetics</b>	<b>13</b>
2	Fundamentals of Mendelian Genetics	15
3	Extensions and Applications of Mendelian Genetics	41
4	Chromosomes and Heredity	73
5	Genetic Linkage	107
Part 2	<b>Molecular Genetics</b>	<b>131</b>
6	Chemistry of the Gene	133
7	An Introduction to Gene Function	159
8	Replication and Recombination of Genes	183
9	Transcription and Its Control in Prokaryotes	215
10	Eukaryotic Gene Structure and Expression	249
11	Translation	291
12	Gene Mutation	319
13	Transposable Elements	353
14	Genetics of Bacteria and Phages	373
15	Developmental Genetics	405
16	Gene Cloning and Manipulation	437
17	Genes and Cancer	489
18	Extranuclear Inheritance	511
Part 3	<b>Population Genetics</b>	<b>541</b>
19	An Introduction to Population Genetics	543
20	Extensions and Applications of Population Genetics	569



# Expanded Contents

List of Boxes xiv

Preface xv

## Chapter 1

### An Introduction 3

Learning Objectives 3

The Three Branches of Genetics 4

Transmission Genetics 5

Mendel's Laws of Inheritance 5

The Chromosome Theory of Inheritance 6

Genetic Recombination and Mapping 7

Physical Evidence for Recombination 8

Molecular Genetics 8

The Discovery of DNA 8

What Genes Are Made Of 8

The Relationship Between Genes and Proteins 8

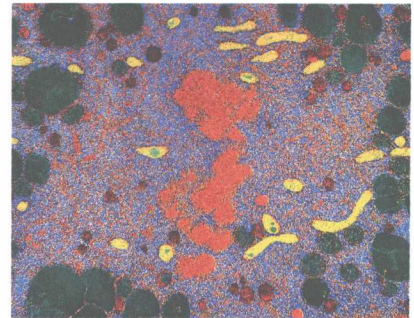
What Genes Do 9

Why Study Genetics? 11

Summary 12

## Part 1

### Mendelian Genetics 13



## Chapter 2

### Fundamentals of Mendelian Genetics 15

Learning Objectives 15

Principle of Segregation 16

Mendel's Experimental Results 16

Mendel's Explanation 21

Principle of Independent Assortment	23
Probability	25
Sum Rule	25
Product Rule	26
Conditional Probability	27
Binomial Probability	27
Forked-Line Approach	29
Goodness of Fit	31
Mendelian Inheritance in Humans	33
Recessive Traits	34
Dominant Traits	35
Summary	37
Problems and Questions	37

### Chapter 3

## Extensions and Applications of Mendelian Genetics 41

Learning Objectives	41
Dominance	42
Complete Dominance	42
Incomplete Dominance	42
Codominance	42
Lethals	43
Pleiotropy	45
Penetrance and Expressivity	45
Multiple Alleles	48
Sex-linked Genes	50
Multiple Genes and Epistasis	53
Genotype-Phenotype Relationships	56
Quantitative Traits	58
Mean and Variance	60
Model of Quantitative Traits	62
Estimating Genetic Variance and Heritability	63
Race and Intelligence	66
Genetic Counseling	66
Paternity Exclusion	67
Summary	70
Problems and Questions	70

### Chapter 4

## Chromosomes and Heredity 73

Learning Objectives	73
Sexual Reproduction	74
Chromosomal Morphology	75
Mitosis	78
Prophase	79
Metaphase	80
Anaphase	80
Telophase	80
Meiosis	80
Meiosis I	81
Meiosis II	82
Spermatogenesis and Oogenesis	82
Genes and Chromosomes	84
Chromosomal Changes	87
Changes in Chromosomal Structure	87
Changes in Chromosomal Number	95
Chromosomes in Different Species	100
Chromosomes and Sex Determination	102
Summary	104
Problems and Questions	105

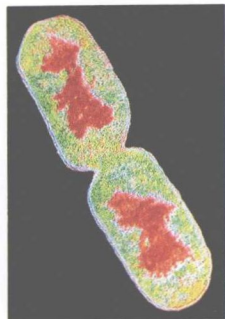
### Chapter 5

## Genetic Linkage 107

Learning Objectives	107
Linkage	108
A Physical Explanation	108
Rate of Recombination	111
The Linkage Map	111
Three-Point Crosses	113
Interference	114
Linkage in Humans	116
Somatic Cell Hybridization	118
Four-Stranded Crossing Over	119
Tetrad Analysis	122
Unequal Crossing Over	123
Map Distance and Physical Distance	125
Summary	127
Problems and Questions	128

**Part  
2**

**Molecular Genetics 131**



**Chapter  
6**

**Chemistry of the Gene 133**

Learning Objectives	133
The Nature of Genetic Material	134
Transformation in Bacteria	134
The Chemical Nature of Polynucleotides	136
DNA Structure	139
Experimental Background	139
The Double Helix	140
Genes Made of RNA	143
Physical Chemistry of Nucleic Acids	144
A Variety of DNA Structures	144
DNAs of Various Sizes and Shapes	149
Gene Cloning	152
Forming Recombinant DNA <i>In Vitro</i>	152
Summary	156
Problems and Questions	157

**Chapter  
7**

**An Introduction to Gene Function 159**

Learning Objectives	159
Replication	160
Storing Information	163
Protein Structure	163
Protein Function	164

Gene Expression	167
Discovery of Messenger RNA	167
Transcription	168
Translation	171
Coding and Anticoding Strands of DNA	174
Mutations	175
Sickle-Cell Disease	175
Colinearity of Gene and Protein	178
Summary	180
Problems and Questions	181

**Chapter  
8**

**Replication and Recombination  
of Genes 183**

Learning Objectives	183
Mechanism of DNA Replication	184
Semidiscontinuous Replication	184
Priming of DNA Synthesis	184
Bidirectional Replication	185
"Stitching Together" Nascent DNA Fragments	185
Putting It All Together	186
Evidence for the Mechanism of DNA Replication	186
Semidiscontinuous Replication	187
RNA Priming	188
Bidirectional Replication	189
Unidirectional Replication	193
Enzymology of DNA Replication	193
Strand Separation	193
Initiation of Replication	196
Elongation	198
Termination	200
Fidelity of Replication	202
Replication of RNA Genomes	203
The Constraints Imposed by an RNA Genome	204
The Mechanism of Recombination	206
Forms of Recombination	206
A Model for Homologous Recombination	206
Induction of DNA Strand Breaks	209
Gene Conversion	209
Summary	212
Problems and Questions	213



Chapter  
**9**

## Transcription and Its Control in Prokaryotes 215

- Learning Objectives 215
- The Mechanism of Transcription 216
  - Binding RNA Polymerase to Promoters 216
  - Common Base Sequences in *E. coli* Promoters 217
- Operons 217
  - The *lac* Operon 218
  - The *trp* Operon 224
- Termination of Transcription 229
  - Inverted Repeats and Hairpins 229
  - A Model for Termination 231
  - The Termination Factor  $\rho$  231
- Temporal Control of Transcription 232
  - Modification of the Host RNA Polymerase 232
  - The RNA Polymerase Encoded in Phage T7 233
  - Control of Transcription during Sporulation 234
  - Infection of *E. coli* by Phage  $\lambda$  235
- Specific DNA-Protein Interactions 241
  - Helix-Turn-Helix Motifs in  $\lambda$ -like Phage Repressors 242
  - The Helix-Turn-Helix Motif of Cro and  $\lambda$  Repressor 243
  - The DNA Binding Motif of the *trp* Repressor 243
- Summary 245
- Problems and Questions 245

Chapter  
**10**

## Eukaryotic Gene Structure and Expression 249

- Learning Objectives 249
- Chromatin Structure 250
  - Nucleosomes: The First Order of Chromatin Folding 250
  - Further Folding of the Nucleosome String 252
  - Nonhistone Proteins 254
- RNA Polymerases and Their Roles 255
- Promoters 255
  - Promoters Recognized by Polymerase II 255
  - Promoters Recognized by Polymerase I 258
  - Promoters Recognized by Polymerase III 259
- Regulation of Transcription 259
  - Enhancers and Silencers 260

- Transcription Factors 261
- Chromatin Structure and Gene Expression 268
- The Relationship between Gene Structure and Expression 269
- Interrupted Genes 269
- A Lariat-Shaped Intermediate in Splicing 274
  - Alternative Splicing 274
- Other RNA Processing Events 277
  - Trimming Ribosomal RNA Precursors 278
  - Poly (A) Tails 279
  - Polyadenylation 281
  - Eukaryotic mRNA Cap Structures 282
- Levels of Gene Expression Control 283
  - Transcriptional Control 283
  - Posttranscriptional Control 285
  - Translational Control 286
  - Posttranslational Control 286
- Summary 288
- Problems and Questions 289

Chapter  
**11**

## Translation 291

- Learning Objectives 291
- Transfer RNA 292
  - Secondary Structure of tRNA 292
  - Three-dimensional Structure of tRNA 292
  - Amino Acid Binding to tRNA 294
  - Specificity of Aminoacyl-tRNA Synthetases 295
- The Genetic Code 296
  - Nonoverlapping Codons 296
  - No Gaps in the Code 296
  - The Triplet Code 297
  - Breaking the Code 298
  - Unusual Base Pairs between Codon and Anticodon 299
  - The (Almost) Universal Code 301
- Ribosomes 302
  - Self-Assembly of Ribosomes 302
  - Functions of Ribosomal Proteins 303
  - Polysomes 304
- Mechanism of Translation 305
  - Initiation 305
  - Elongation: Adding Amino Acids to the Growing Chain 308
  - Termination: Release of the Finished Polypeptide 311
- Summary 315
- Problems and Questions 316

Chapter  
**12**

## Gene Mutation 319

- Learning Objectives 319
- Types of Gene Mutations 320
  - Somatic versus Germ-Line Mutations 320
  - Morphological Mutations 321
  - Nutritional Mutations 322
  - Lethal Mutations 322
  - Conditional Mutations 322
- Effects of Mutations on the Genetic Material 323
  - Spontaneous Mutations 323
  - Chemical Mutagenesis 329
  - Radiation-Induced Mutations 330
  - Silent Mutations 331
  - Reversion 332
- DNA Repair 332
  - Directly Undoing DNA Damage 333
  - Excision Repair 334
  - Mismatch Repair 337
  - Coping with DNA Damage Without Repairing It 337
  - Severe Consequences of Defects in DNA Repair
    - Mechanisms 338
- Detecting Mutagens 339
- Mapping Genetic Defects in Humans 341
  - Huntington Disease 341
  - Restriction Fragment Length Polymorphisms 341
- Summary 349
- Problems and Questions 350

Chapter  
**13**

## Transposable Elements 353

- Learning Objectives 353
- Bacterial Transposons 354
  - Insertion Sequences: The Simplest Transposons 355
  - More Complex Transposons 355
  - Mechanisms of Transposition 356
  - Transposons as Mutagenic Agents 360
  - Bacterial Use of Illegitimate Recombination 363
- Eukaryotic Transposable Elements 365
  - The First Examples of Transposable Elements 365

- Yeast and *Drosophila* Transposons 366
- Retroviruses 366
- Transposons and the Mutability of Chromosomes 369
- Summary 370
- Problems and Questions 371

Chapter  
**14**

## Genetics of Bacteria and Phages 373

- Learning Objectives 373
- Bacterial Conjugation 374
  - Bacterial Genetic Notation 374
  - Bacterial Transfer of DNA 374
  - Hfr Strains 377
  - Mapping by Interrupted Conjugation 378
  - Completion of Conjugation 381
- Genetic Mapping with *E. coli* 382
  - F' Plasmids 383
  - The *Cis-Trans* Complementation Test 384
  - Transduction 386
- Genetics of T-Even Phages 391
  - Structure and Growth of T-Even Phages 391
  - Crossing Mutant T-Even Phages 396
  - Fine Structure Mapping 398
  - Applying the *Cis-Trans* Test to the *rII* Region 400
- Summary 402
- Problems and Questions 402

Chapter  
**15**

## Developmental Genetics 405

- Learning Objectives 405
- The Genetic Basis of Cell Differentiation 406
  - Mosaic Development Versus Regulative Development 407
  - Determinants 410
  - Inducers 410
  - Morphogens 411
- Control of Gene Expression 411
  - Mechanisms of Transcription Control 411
- The Nature of Determination 415
  - Developmental Activation of Genes and DNase Hypersensitivity 416

Control of the 5S rRNA Genes in <i>Xenopus laevis</i>	418
The Role of DNA Methylation	419
Determination in the Fruit Fly <i>Drosophila</i>	421
Vertebrate Homeoboxes	427
Determination in the Roundworm	428
Gene Rearrangement during Development	430
Rearrangement of Immunoglobulin Genes	430
Rearrangement of Trypanosome Coat Genes	432
Sequential Activation of Members of a Gene Family	432
Summary	433
Problems and Questions	434

Chapter  
**16**

## Gene Cloning and Manipulation 437

Learning Objectives	437
Gene Cloning	438
The Role of Restriction Endonucleases	438
Vectors	440
Identifying a Specific Clone with a Specific Probe	447
cDNA Cloning	448
Methods of Expressing Cloned Genes	449
Expression Vectors	449
Manipulating Cloned Genes	454
Protein Engineering with Cloned Genes	454
Using Cloned Genes as Probes	456
Determining the Base Sequence of a Gene	462
DNA Sequencing: The Ultimate in Genetic Mapping	465
Physical Mapping	467
Practical Applications of Gene Cloning	470
Proteins: The New Pharmaceutical Frontier	470
Improved Vaccines and AIDS	471
Intervening in Human Genetic Disease	472
Using Cloned Genes in Agriculture	473
Protein Products from Transgenic Organisms	473
Genetically Engineered Crops	473
Mapping the Human Genome	477
Building a Physical Map of the Human Genome	477
Finding the Cystic Fibrosis Gene	480
Summary	484
Problems and Questions	485

Chapter  
**17**

## Genes and Cancer 489

Learning Objectives	489
Characteristics of Cancer Cells	490
The Causes of Cancer	490
Carcinogens as Mutagens	490
Viruses and Cancer	493
Tumor Virus Molecular Genetics	493
Conversion of Cellular Proto-Oncogenes to Oncogenes	497
The Functions of Proto-Oncogenes	500
The c-src Product: Tyrosine Protein Kinase	500
The c-Ha-ras Gene Product: A G Protein	501
Oncogene Products and Growth Factors	502
Oncogene Products as Transcription Factors	504
Oncogenes and Growth Control	504
Malignancy as a Recessive Trait	504
Somatic Cell Genetics	504
The Malignant Phenotype as a Recessive Trait	505
Vulnerability to Cancer as a Dominant Trait	506
Summary	508
Problems and Questions	509

Chapter  
**18**

## Extranuclear Inheritance 511

Learning Objectives	511
Cytoplasmic Inheritance	512
Inheritance of Chloroplast Genes	512
Non-Mendelian Inheritance of Leaf Color in <i>Mirabilis</i>	512
Inheritance of Mitochondrial Genes	517
"Maternal Effect" versus Maternal Inheritance	520
Mapping in Mitochondria and Chloroplasts	521
Recombination Mapping in Yeast Mitochondria	521
Petite Mapping in Yeast Mitochondria	522
Mapping Chloroplast Genes	525
Molecular Genetics of Organelles	526
Circular Chloroplast Genomes	526
Molecular Mapping of Chloroplast Genomes	527
Molecular Mapping of Mitochondrial Genomes	531
The Origin of Mitochondria and Chloroplasts	535
The Endosymbiont Hypothesis	535
Promiscuous DNA	537
Summary	537
Problems and Questions	538



Part  
**3**

Population Genetics 541



Chapter  
**19**

An Introduction to Population  
Genetics 543

Learning Objectives	543
Types of Genetic Variation	544
Measuring Genetic Variation	546
The Hardy-Weinberg Principle	548
The Chi-Square Test	551
More Than Two Alleles	552
X-linked Genes	552
Inbreeding	553
Self-Fertilization	553
The Inbreeding Coefficient	554
Calculating the Inbreeding Coefficient	555
Mutation	556
Genetic Drift	557
Gene Flow	559
Natural Selection	561
Selection against a Homozygote	561
Heterozygous Advantage	563
Summary	566
Problems and Questions	566

Chapter  
**20**

Extensions and Applications  
of Population Genetics 569

Learning Objectives	569
Frequency of Human Genetic Disease	570
Mutation-Selection Balance	570
Other Factors Affecting Disease Frequency	572
Molecular Evolution	573
Neutrality	574
Molecular Clock	575
Phylogenetic Trees	577
Use of mtDNA in Studying Genetic Relationships	578
Multigene Families	579
Conservation Genetics	579
Crop Species	579
Inbreeding Depression	581
Loss of Genetic Variation	582
Animal and Plant Breeding	583
Artificial Selection	583
Inbred Lines	585
Heterosis	587
Pesticide Resistance	588
Factors Important in Pesticide Resistance	588
Examples of Pesticide Resistance	590
Control of Pesticide Resistance	591
Summary	592
Problems and Questions	592
<i>Answers to End-of-Chapter Problems and Questions</i>	595
<i>Selected Readings</i>	617
<i>Glossary</i>	623
<i>Index</i>	641

# List of Boxes

## Chapter 2

- 2.1 The Father of Genetics

## Chapter 3

- 3.1 Grandpaternity Exclusion

## Chapter 5

- 5.1 Multigene Families

## Chapter 8

- 8.1 Biochemists Like to Grind Things Up

## Chapter 10

- 10.1 HeLa Cells

## Chapter 11

- 11.1 How the Amber Mutation Got Its Name

## Chapter 12

- 12.1 Problems in Genetic Screening

## Chapter 13

- 13.1 Transposition Impacts on Public Health

## Chapter 14

- 14.1 Inadvertent Sharing of a Phage

## Chapter 16

- 16.1 Uses of DNA Fingerprinting
- 16.2 Ethical Issues

## Chapter 17

- 17.1 Two Inadvertent Human Tumor Virus Experiments

## Chapter 18

- 18.1 Mitochondrial Mutations and Human Disease

## Chapter 19

- 19.1 Industrial Melanism

## Chapter 20

- 20.1 Lysenko—Soviet Anti-Geneticist

# Genetics