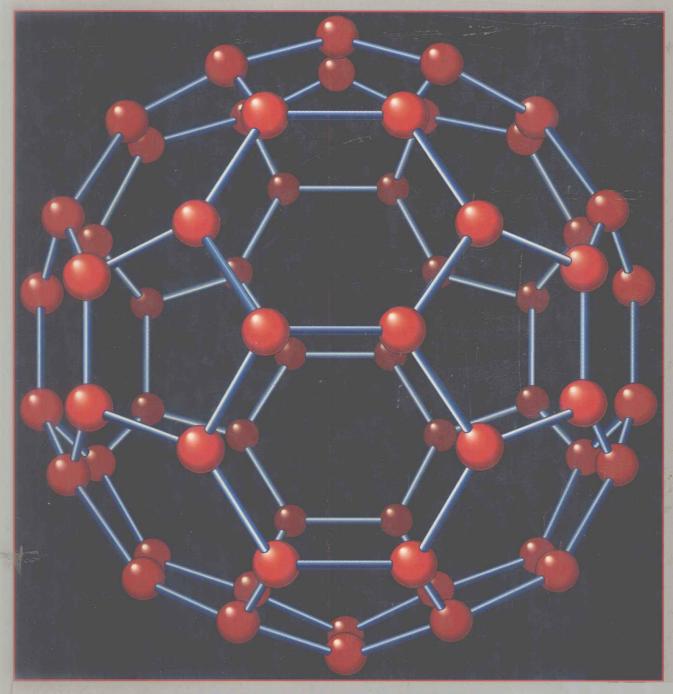
ORGANIC CHEMISTRY

FRANCIS A. CAREY



SECOND EDITION

ORGANIC CHEMISTRY

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FRANCIS A. CAREY

Department of Chemistry University of Virginia

McGRAW-HILL, INC.

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ORGANIC CHEMISTRY

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ABOUT THE AUTHOR

Francis A. Carey, a native of Pennsylvania, was educated in the public schools of Philadelphia, at Drexel University (B.S. in chemistry, 1959), and at Penn State (Ph.D. 1963). Following postdoctoral work at Harvard and military service, he was appointed to the chemistry faculty of the University of Virginia in 1966. With his students, he has published over forty research papers in synthetic and mechanistic organic chemistry. He is coauthor (with Richard J. Sundberg) of *Advanced Organic Chemistry*, a two-volume treatment designed for graduate students and advanced undergraduates, and (with Robert C. Atkins) of *Organic Chemistry: A Brief Course*.

This edition is dedicated to the memory of George S. Sasin, professor of chemistry at Drexel University, who first introduced me to organic chemistry.

PREFACE

Organic chemistry is an intrinsically interesting subject, one that offers explanations for many of the things that arouse our curiosity. What, for example, is the basis for the belief that eating carrots helps maintain good eyesight? The answer is an organic chemical. Carrots contain β -carotene ($C_{40}H_{56}$), an orange-red pigment that is oxidized in the liver to a compound called *retinal* ($C_{20}H_{28}O$). Retinal combines with a protein in the eye to give a substance which has the property of absorbing visible light and transmitting it as an impulse to the brain where it is interpreted as a visual image.

Organic chemistry has a long tradition of relating the properties of a substance to its molecular structure and, more than anything else, the relationship between how a substance behaves and the way its atoms are connected is what chemistry is all about.

Those who teach organic chemistry point out that, unlike the course in general chemistry where topics often appear unrelated, each new topic in organic chemistry builds on what has come before. Experience has shown that students learn organic chemistry best when it is presented in a **functional group format**. Such an approach divides the material into closely related units of manageable size. Students retain their knowledge best when they understand *how* organic reactions occur. The number of fundamental **reaction mechanisms** is far fewer than the number of functional group families and provides the conceptual framework that ties together the transformations that form the body of the course. Rather than being a mass of unconnected facts, organic chemistry is a fabric in which facts and principles support one another.

As in the first edition of this text reaction mechanisms are stressed, but within a functional group framework. The mechanistic discussion in the first edition was made more accessible to the student by presenting the individual steps of a reaction as a series of equations with commentary in a stand-alone figure. The number of reaction mechanisms presented in this way has been increased in the second edition.

New to this edition are twenty-five **essays** scattered throughout the text. These boxed essays provide a combination of historical perspective and additional insight into the contemporary relevance of organic chemistry. A few of the topics discussed in these essays include *molecular modeling*, anabolic steroids, gas chromatography—mass spectrometry, Kekulé's dreams, and carbon clusters.

The inclusion of **marginal notes** is also new. Many are biographical and remind us that organic chemistry is a human enterprise, one that becomes more interesting when we know something about the people responsible for the discoveries we read about. Some suggest articles, usually in the *Journal of Chemical Education*, to which readers interested in a fuller account of some topic can refer for additional information. Others offer a one-sentence generalization of a principle, or comments on terminology, applications, etc.

SIGNIFICANT CHANGES IN CONTENT AND ORGANIZATION

- Chapter 1 includes an early introduction to *orbital hybridization* in methane, ethane, ethylene, and acetylene.
- Two chapters that dealt separately with the *structure and preparation of alkenes* in the first edition have been combined into a single chapter (Chapter 5). Similarly, the pair of chapters describing *alkylamines and arylamines* have been rewritten to provide a unified treatment of both amine classes in Chapter 22.
- Fischer projection formulas are now introduced along with the principal aspects of stereochemistry in Chapter 7.

The text continues to be **selective** rather than encyclopedic in its scope. One feature of the first edition was the deliberate exclusion of a number of reactions that had been traditionally included in the introductory organic chemistry course but which are rarely used today. The extent to which organic chemistry instructors noticed and agreed with these omissions was encouraging. Accordingly, the pruning process has continued in this edition and has made space available for an expanded treatment of topics of more current interest.

Polymers, both natural and synthetic, receive increased attention. The synthesis and properties of addition polymers are developed in chapters concerned with the reactions of alkenes (Chapter 6), conjugated dienes (Chapter 10), and styrene (Chapter 11). Condensation polymers, especially polyesters and polyamides, are discussed along with carboxylic acid derivatives in Chapter 21.

Some of the new topics introduced in this edition include:

- · Birch reduction
- Claisen rearrangement
- · electrocyclic reactions
- · Baever-Villiger oxidation
- DNA sequencing

The coverage of other topics, most notably organosulfur chemistry, pericyclic reactions, and heterocyclic compounds, has been expanded.

STUDY AND LEARNING AIDS FOR THE STUDENT

The design and placement of **annotated summary tables** were well-received features of the first edition and the number and variety of such tables has been increased. Several of the new tables resemble the earlier ones in being concerned with reactions, while others emphasize skills and concepts such as the *writing of Lewis structures*, the *rules of resonance*, the *IUPAC rules for alkanes and alkyl groups*, and *structural limitations on Friedel-Crafts reactions*.

The number of problems has been increased. More importantly, so has their quality and variety. Instructors seemed satisfied with the number and level of drill

problems, but some expressed a wish for more problems involving mechanistic reasoning. Most of the new problems are of that type.

Each end-of-chapter summary has been rewritten and expanded.

A **glossary** has been added and appears at the end of the book just before the index. In general, students seem to grasp the IUPAC rules relatively easily and prefer systematic names to common ones. Consequently, *systematic IUPAC nomenclature receives even greater emphasis than before*.

This edition uses *four colors* throughout the book. By color coding various atoms and groups, the text directs the reader's attention toward the important features of chemical structures and their reacting sites.

SUPPLEMENTS

Study Guide by Francis A. Carey and Robert C. Atkins. This valuable supplement provides solutions to all problems in the text. Each solution is sufficiently detailed to provide the student with the steps leading to the solution. In addition, each chapter includes summaries headed *Important Terms and Concepts* or *Important Reactions*. These are intended to provide brief overviews of the major points and topics presented in each chapter of the text. At the conclusion of each chapter is a Self-Test designed to test the student's mastery of the material.

Overhead Transparencies. These four-color transparencies of illustrations from the text include reproductions of spectra, orbital diagrams, key tables, computer-generated molecular models, and step-by-step reaction mechanisms.

Test Bank. Available to instructors in print and IBM-PC and Macintosh computerized versions.

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Special thanks go to Randi Rossignol, David A. Damstra, and Robert C. Atkins. As senior editor at McGraw-Hill, Randi was a continuing source of ideas and a colleague whose judgment could be relied on. It was a pleasure to work with her. David Damstra was the McGraw-Hill editor in charge of production. His "can-do" attitude and his professionalism are both sincerely appreciated. Bob Atkins is my coauthor on the *Study Guide* that accompanies this text. But more than that, Bob is someone to share ideas with. His opinions have helped shape the text to make it more useful to the student.

The first edition of this text was developed in the belief that the students who take organic chemistry are highly motivated and intellectually curious. The second edition reaffirms its commitment to these students. In attempting to make this text more useful than the first, I am pleased to acknowledge the generous assistance of a great many people. Teachers who reviewed the text during the preparation of the second edition include:

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