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Microbiology

with Diseases by Taxonomy

FIFTH EDITION

Robert W. Bauman

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Video Cases animate and connect concepts across chapters and emphasize the clinical importance of foundational material. Micro Matters videos are accessible via QR codes in select chapters and are also assignable in MasteringMicrobiology.

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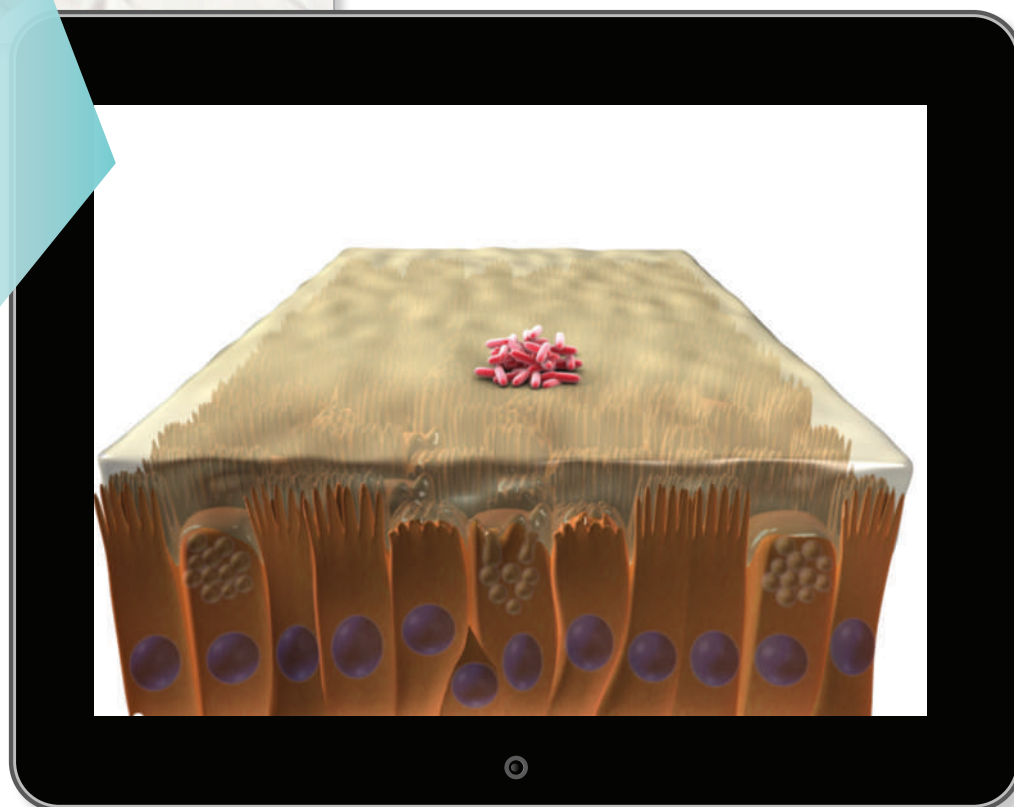
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is a dynamic suite of interactive tutorials and animations that teach key concepts in microbiology including Operons; Biofilms and Quorum Sensing; Complement; Antibiotic Resistance, Mechanisms and Selection; Aerobic Respiration in Prokaryotes, and more. Each tutorial presents the concept within a real healthcare scenario and allows you to learn from manipulating variables, predicting outcomes, and answering assessment questions.



NEW! Disease in Depth One- or two-page spreads feature important and representative diseases. These highly visual spreads contain illustrations, micrographs, and infographics, providing in-depth overviews of selected diseases for comprehensive study and review.

DISEASE IN DEPTH

ROCKY MOUNTAIN SPOTTED FEVER

Rickettsia

SIGNS AND SYMPTOMS

About 1 week after infection, patients experience fever, headache, chills, muscle pain, nausea, and vomiting. In most cases (93%), a spotted, non-itchy rash develops on the trunk and appendages, including palms and soles, sites not involved in rashes caused by the chickenpox or measles viruses. In about 50% of patients, the rash develops into subcutaneous hemorrhages called petechiae. In severe cases, the respiratory, central nervous, gastrointestinal, and renal systems fail. Even with treatment, almost 5% of patients die.

PATHOGEN

Rickettsia rickettsii is a small (0.3–1 μm), nonmotile, aerobic, Gram-negative, intracellular parasite that has a cell wall of peptidoglycan and an outer membrane of lipopolysaccharide surrounded by an organized slime layer. *Rickettsias* do not Gram stain well, so scientists use Gimenez-stained yolk sac smear (shown here).

Rickettsias cannot use glucose as a nutrient; instead, they oxidize amino acids and Krebs cycle intermediates, such as glutamic acid and succinic acid. For this reason, *rickettsias* are obliged to live inside other cells, where these nutrients are provided.

VECTOR

Rickettsias require a vector for transmission between hosts. For *R. rickettsii*, this vector is a hard tick of the genus *Dermacentor*. Male ticks infect female ticks during mating. Female ticks transmit bacteria to eggs forming in their ovaries—a process called *transovarian transmission*. *Dermacentor* can survive without feeding for for more than four years, making tick elimination in the wild problematic.

PATHOGENESIS

1 Infected tick introduces *R. rickettsii* in its saliva. This occurs only after the tick has fed for at least six hours. Active bacteria are released into the mammalian host's circulatory system.

2 *R. rickettsii* triggers endocytosis by cells lining blood vessels (endothelium); then it lyses the endosome's membrane, escaping into the cytosol.

3 *R. rickettsii* divide every 8–12 hours in the host cell's cytosol. Daughter *rickettsias* escape from long cytoplasmic extensions of the host cell and infect other endothelial cells.

4 *R. rickettsii* secretes no toxins, and disease is not the product of immune response. Apparently, damage to the endothelial cells leads to leakage of blood into the tissues, which results in low blood pressure and insufficient nutrient and oxygen delivery to the body's organs.

INVESTIGATE IT!

Scan this QR code to watch Dr. Bauman's Video Tutor explore Rocky Mountain Spotted Fever. Then go to MasteringMicrobiology to investigate further and record your research findings on the following question:

How do *rickettsias* avoid being phagocytized by macrophages and neutrophils?

EPIDEMIOLOGY

Though the earliest documented cases of Rocky Mountain spotted fever were in the Rocky Mountains, the disease is actually more prevalent in the Appalachian Mountains.

Cases of Rocky Mountain spotted fever in the United States, 2002–2014.

1–400
401–800
801–1200
1201–1600
1601–2000
>2000

DIAGNOSIS

Serological tests such as latex agglutination and fluorescent antibody stains are used to confirm an initial diagnosis based on sudden fever and headache following exposure to hard ticks, plus a rash on the soles or palms. Nucleic acid probes of specimens from rash lesions provide specific and accurate diagnosis. Early diagnosis is crucial because prompt treatment often makes the difference between recovery and death.

TREATMENT AND PREVENTION

Physicians treat RMSF by removing the tick and prescribing doxycycline for most adults or chloramphenicol for children and pregnant women. An effective vaccine is not available.

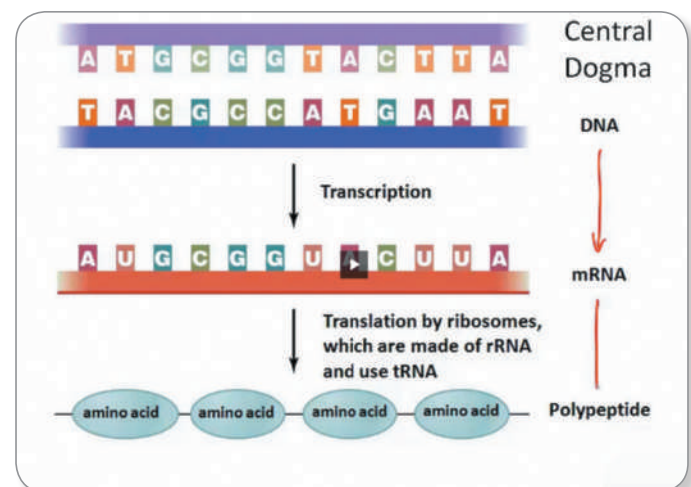
Wearing tight-fitting clothing, using tick repellents, promptly removing ticks, and avoiding tick-infested areas, especially in spring and summer when ticks are most voracious, help prevent infection.

Disease in Depth Video Tutors walk through the presented disease, concluding with an “Investigate It!” question for independent research, furthering your understanding of microbiology’s relevancy and importance. Dr. Bauman also includes video tutors to coach students through key process art figures in the book.

MasteringMicrobiology®

NEW! Disease in Depth Coaching Activities feature personalized hints and feedback and provide guidance through each disease, prompting students to explore further with independent research.

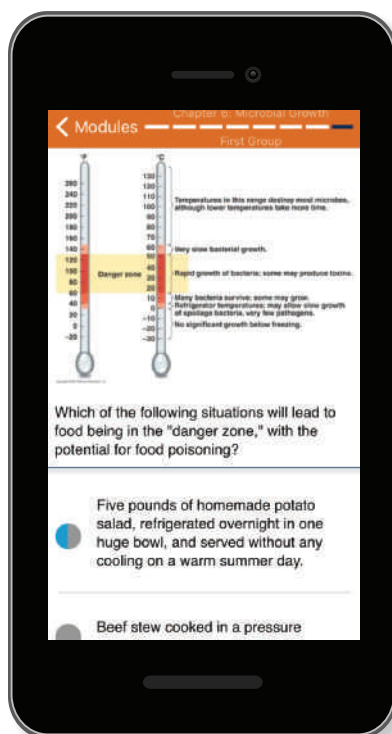
NEW! Connecting Concepts Coaching Activities reinforce a “big picture” understanding of microbiology by showing how concepts in a particular chapter connect across other chapters in the text.



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NEW! MicroBoosters offer a mobile-friendly way for you to review (or learn for the first time) foundational concepts that are important in order to understand Microbiology, including Study Skills, Basic General and Organic Chemistry, Cell Biology, and more. MicroBoosters can be assigned through MasteringMicrobiology and are available for self-study as Dynamic Study Modules.



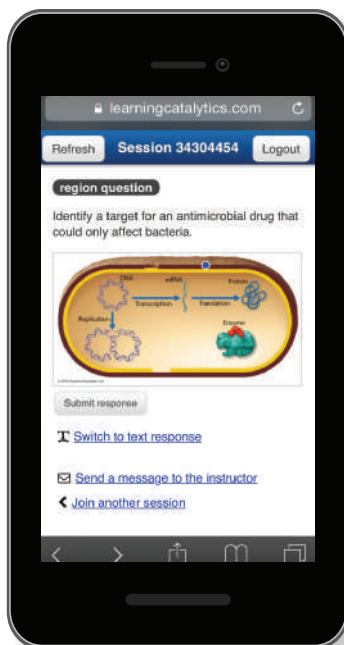
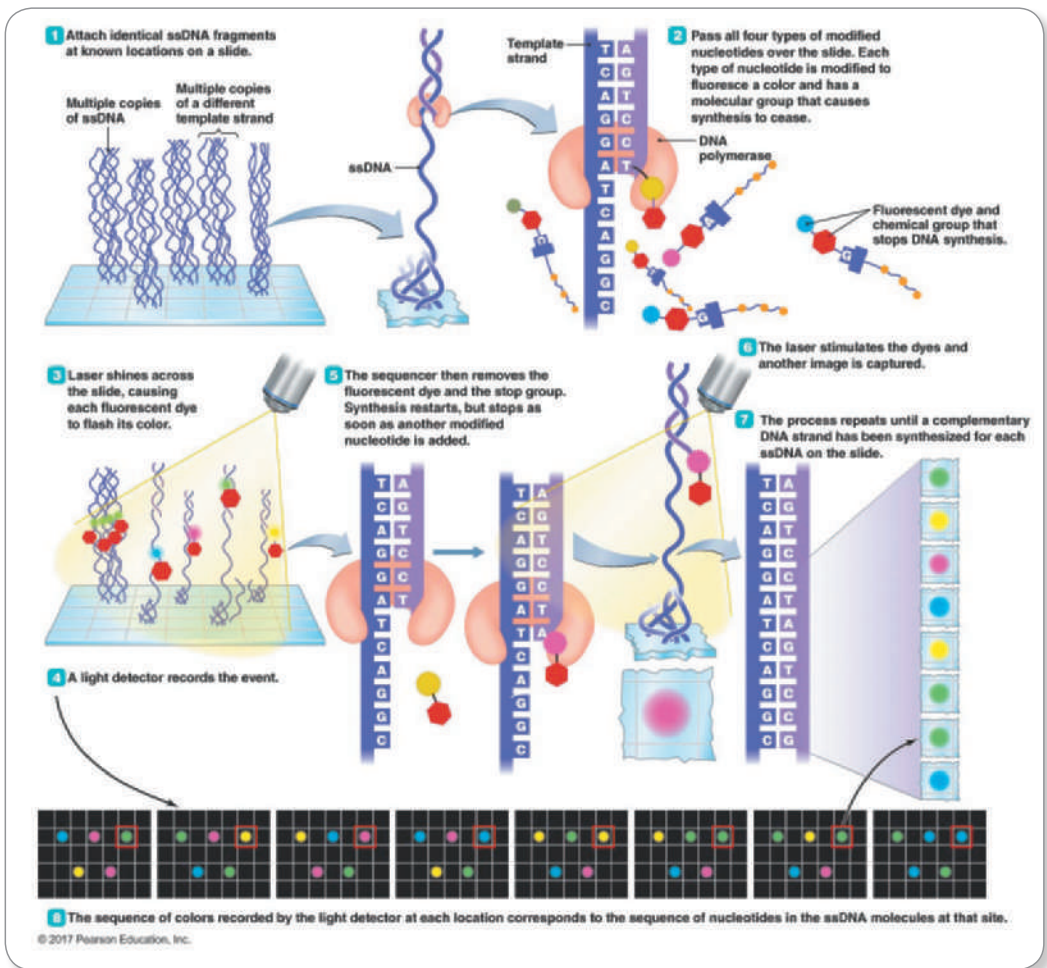
NEW! Mobile-friendly Dynamic Study Modules help students acquire, retain, and recall information faster and more effectively than ever before. These flashcard-style modules are available as a self-study tool or can be assigned by instructors.

NEW! Adaptive Follow-Up Assignments in MasteringMicrobiology are based on each student's performance on the original homework assignment and, when assigned, provide additional coaching and practice.

EXPANDED! Dr. Bauman's Video Tutors, developed and narrated by the author, carefully teach key concepts using textbook art, bringing the illustrations to life and helping you visualize and understand complex topics and important processes. The Fifth Edition includes new video tutors on key concepts as well as the Disease in Depth overviews. You can quickly access the video tutors by scanning QR codes with a mobile device for on-the-go tutoring; instructors may also assign them as coaching activities in MasteringMicrobiology.

» Learn how today's microbiologists think.

UPDATED! Every chapter has been revised to reflect the current **State of the Science**, including the latest research and technology. Highlights of content updates include extensive discussions on the impact of genomics in understanding disease diagnosis and treatment options.



Develop higher-level thinking skills and conceptual understanding

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« **NEW!** Learning Catalytics is a “bring your own device” (laptop, smartphone, or tablet) classroom system for student engagement and assessment. With Learning Catalytics, instructors can assess students in real time using open-ended tasks to probe student understanding.

NEW! ASM Curriculum Guidelines pre-test and post-test assessments are assignable in MasteringMicrobiology to facilitate efficient and customizable assessment of the six underlying concepts and 22 related topics of lasting importance in undergraduate microbiology courses as determined by the American Society of Microbiology.

» Connect Lecture and Lab

MasteringMicrobiology®

MicroLab Tutors help instructors and students get the most out of lab time and make the connection between microbiology concepts, lab techniques, and real-world applications. »

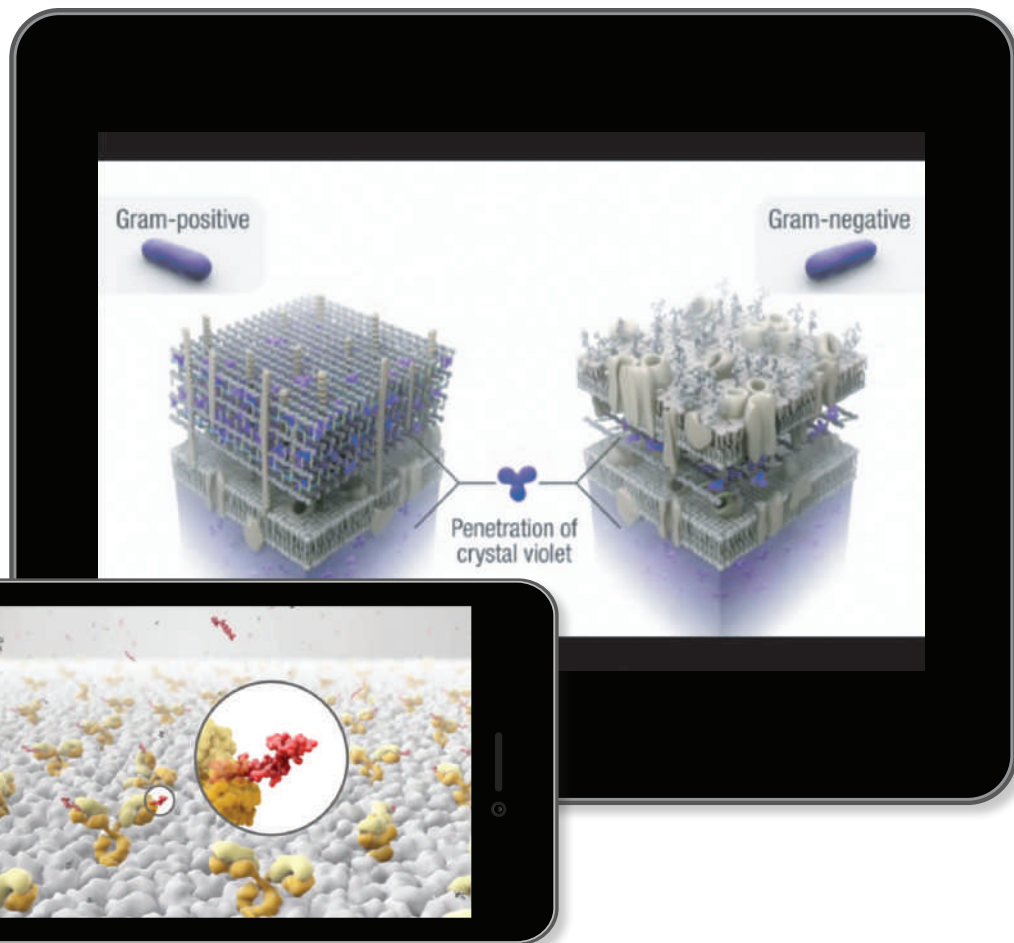
These tutorials combine live-action video and molecular animation with assessment and answer-specific feedback to coach students in how to interpret and analyze different lab results.




MicroLab Tutor Coaching Activities

include the following topics: »

- » Use and Application of the Acid-Fast Stain
- » Multitest Systems—API 20E
- » Aseptic Transfer of Bacteria
- » ELISA
- » Gram Stain
- » Use and Application of Microscopy
- » Polymerase Chain Reaction (PCR)
- » Safety in the Microbiology Laboratory
- » Quantifying Bacteria with Serial Dilutions and Pour Plates
- » Smear Preparation and Fixation
- » Streak Plate Technique
- » Survey of Protozoa
- » Identification of Unknown Bacteria



MasteringMicrobiology®

Lab Technique Videos give students an opportunity to see techniques performed correctly and quiz themselves on lab procedures both before and after lab time. 



Lab Technique videos can be assigned as pre-lab quizzes in MasteringMicrobiology and include coaching and feedback on the following techniques:

- » **NEW!** The Scientific Method
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- » Amylase Production
- » Carbohydrate Catabolism
- » Compound Microscope
- » Differential and Selective Media
- » Disk-Diffusion Assay
- » ELISA
- » Gram Stain
- » Hydrogen Sulfide Production
- » Litmus Milk Reactions
- » Negative Staining
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- » Serial Dilutions
- » Simple Staining
- » Smear Preparation
- » Structural Stains
- » Safety in the Microbiology Laboratory

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- » All figures from the text with and without labels in both JPEG and PowerPoint® formats
- » All figures from the book with the Label Edit feature and selected “process” figures from the text with the Step Edit feature in PowerPoint format
- » All tables from the text
- » PowerPoint lecture outlines, including figures and tables from the book and links to the animations and videos

All items provided on the IRC can also be downloaded from the “Instructor Resources” area of MasteringMicrobiology, which also includes: Video Tutors, MicroFlix™ Animations, Microbiology Animations, Microbiology Videos, Lab Technique Videos, and more.

NEW! Learning Catalytics is a “bring your own device” (laptop, smartphone, or tablet) classroom system for student engagement and assessment. With Learning Catalytics, instructors can assess students in real time using open-ended tasks to probe student understanding.

Test Bank (Download Only)

by Robert W. Bauman, Nichol Dolby

The Fifth Edition Test Bank includes hundreds of multiple choice, true/false, and short answer/essay questions that are correlated to the book's Learning Outcomes and Bloom's Taxonomy rankings. Available electronically in the “Instructor Resources” area of MasteringMicrobiology, in both Microsoft Word® and in TestGen formats.

Instructor's Manual (Download Only)

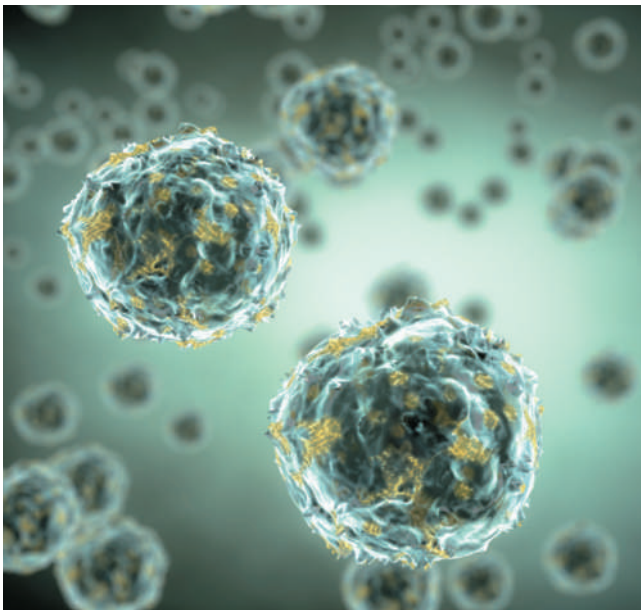
by Robert W. Bauman, Nichol Dolby

This guide can be downloaded from the “Instructor Resources” area of MasteringMicrobiology and includes a detailed chapter outline and summary for each chapter as well as answers to in-text Clinical Case Studies, “Tell Me Why” questions, Critical Thinking questions, and end-of-chapter Questions for Review.

FIFTH EDITION
GLOBAL EDITION

MICROBIOLOGY

WITH DISEASES BY TAXONOMY



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To Michelle:
My best friend, my
closest confidant,
my cheerleader,
my partner, my
love. Thirty-four
years! I love you
more now than
then.

—Robert

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TODD P. PRIMM (contributor) is an associate professor at Sam Houston State University, where he teaches pre-nursing microbiology. He also serves as Director of the Professional and Academic Center for Excellence, which focuses on improving teaching and learning on campus. In 2010, he was Distinguished Alumnus of the Graduate School of Biomedical Sciences of Baylor College of Medicine, where he earned a Ph.D. in Biochemistry in 1997. He received a B.S. from Texas A&M University in 1992. He is very active in the American Society for Microbiology and received the Texas Branch 2015 Faculty Teaching Award. He was chair of the organizing committee for the 2013 ASM Conference for Undergraduate Educators, participated in the 2012 Research Residency of the ASM/NSF Biology Scholars Program, and currently serves on the editorial board for the *Journal of Microbiology and Biology Education*. He is also an affiliate staff member with the international organization Cru. He loves teaching and mentoring students and spending time with his wonderful wife of 23 years and four children.



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JEAN E. MONTGOMERY is a registered nurse formerly teaching in the associate degree nursing program at Austin Community College in Texas. She received her MSN from the University of Texas Health Science Center at San Antonio, Texas.

Preface

The reemergence of whooping cough, mumps, and measles and the emergence of snail fever, spotted fever rickettsiosis, Middle East respiratory syndrome, and other diseases; the cases of strep throat, MRSA, and tuberculosis; the progress of cutting-edge research into microbial genetics; the challenge of increasingly drug-resistant pathogens; the continual discovery of microorganisms previously unknown—these are just a few examples of why exploring microbiology has never been more exciting, or more important. Welcome!

I have taught microbiology to undergraduates for over 27 years and witnessed firsthand how students struggle with the same topics and concepts year after year. To address these challenging topics, I have created 14 new Video Tutors: three in addition to those already incorporated into the first 18 chapters of the text and 11 that cover the Disease in Depth features. The Video Tutors and Disease in Depth features walk students through key concepts in microbiology, bringing the art of the textbook to life and important concepts into view. In creating this textbook, my aim was to help students see complex topics of microbiology—especially metabolism, genetics, and immunology—in a way that they can understand, while at the same time presenting a thorough and accurate overview of microbiology. I also wished to highlight the many positive effects of microorganisms on our lives, along with the medically important microorganisms that cause disease.

New to This Edition

In approaching the fifth edition, my goal was to build upon the strengths and success of the previous editions by updating it with the latest scientific and educational research and data available and by incorporating the many terrific suggestions I have received from colleagues and students alike. The feedback from instructors who adopted previous editions has been immensely gratifying and is much appreciated. The Microbe at a Glance features have been widely praised by instructors and students, so I, along with art editor Kelly Murphy, developed 11 new Disease in Depth features, most as two-page spreads, that use compelling art and photos to provide a detailed, visually unsurpassed overview of a specific disease. Each Disease in Depth feature includes an Investigate It! question with a QR code directing students to a Video Tutor that explores the topic and encourages further, independent research. These activities are assignable in MasteringMicrobiology®. Another goal for this edition was to provide additional instruction on important foundational concepts and processes. To that end, I developed and narrated three new core concept Video Tutors, accessible via QR codes in the textbook and assignable in MasteringMicrobiology.

The result is, once again, a collaborative effort of educators, students, editors, and top scientific illustrators: a textbook that, I hope, continues to improve upon conventional explanations and illustrations in substantive and effective ways.

In this new edition:

- **NEW Disease in Depth** features highlight important and representative diseases for each body system, extending the visual impact of the art program as well as the highly praised Microbe at a Glance features. Each of these 11 visual features contains infographics, provides in-depth coverage of the selected disease, and includes a QR code and Investigate It! question that directs students to a Video Tutor exploring the topic and prompting further inquiry and critical thinking.

New assignable Disease in Depth coaching activities in MasteringMicrobiology® encourage students to apply and test their understanding of key concepts.

- **NEW Video Tutors** developed and narrated by the author walk students through key concepts. New to this edition are Video Tutors on glycolysis, protein translation, and antigen processing. These Video Tutors bring the textbook art to life and help students visualize and understand tough topics and important processes. Thirty-two video tutorials are accessible via QR codes in the textbook and are accompanied by multiple-choice questions, assignable in MasteringMicrobiology®.
- **NEW Tell Me Why** critical thinking questions end every main section within each chapter. These questions strengthen the pedagogy and organization of each chapter and *consistently* provide stop-and-think opportunities for students as they read.
- **NEW Expanded coverage of helminths** is provided in new Highlight features, and an **emphasis on virulence factors** is included in the Disease in Depth features.
- **The genetics chapters (Chapters 7–8)** have been reviewed and revised by genetics specialists. These now reflect the most current understanding of this rapidly evolving field, including new discussion of next-generation DNA sequencing.
- **Over 330 NEW and revised micrographs, photos, and figures** enhance student understanding of the text and boxed features.
- **NEW and EXPANDED MasteringMicrobiology** includes new Interactive Microbiology animations and tutorials; new MicroBooster remedial video tutorials; new Disease in Depth coaching activities; new Video Tutors with assessments; new MicroCareers and Clinical Case Study coaching activities; and a plethora of microbiology lab resources. **NEW Interactive Microbiology** is a dynamic suite of interactive tutorials and animations that teach key concepts in the context of a clinical setting. Students actively engage with each topic and learn from manipulating variables, predicting outcomes, and answering formative and summative assessments. Topics include Operons; Complement; Biofilms and Quorum Sensing; Antibiotic Resistance, Mechanisms; Antibiotic Resistance, Selection; Aerobic Respiration in Prokaryotes; and Human Microbiota. **NEW MicroBoosters** are a suite of brief video tutorials that cover key concepts that students often need to review, including Study Skills, Math, Basic Chemistry, Cell Biology, Basic Biology and more! The Micro Lab resources include MicroLab Tutors, which use lab technique videos, 3-D molecular animations, and step-by-step tutorials to help students make connections between lecture and lab; Lab Technique Videos and pre-lab quizzes to ensure that students come prepared for lab time; and Lab Practical and post-lab quizzes to reinforce what students have learned.

MasteringMicrobiology offers students access to Dynamic Study Modules to help them acquire, retain, and recall information faster and more efficiently than ever before with textbook-specific explanations and art. Dynamic Study Modules are available for use as a self-study tool or as assignments. Instructors also now have the option to give Adaptive Follow-Up assignments that provide student-specific additional coaching and practice. These question sets continuously adapt to each student's needs, making efficient use of homework time.

MasteringMicrobiology also includes Learning Catalytics—a “bring your own device” student engagement, assessment, and classroom intelligence system. With Learning Catalytics, instructors can assess students in real time using open-ended tasks to probe student understanding using Pearson's library of questions or designing their own.

The following section provides a detailed outline of this edition's chapter-by-chapter revisions.

Chapter-by-Chapter Revisions

CHAPTER 1 A BRIEF HISTORY OF MICROBIOLOGY

- Added three Tell Me Why critical thinking questions to text
- Added three new photos (chapter opener, Fig. 1.6b, Highlight box on MERS)
- Updated map showing countries having transmission of variant Creutzfeldt-Jakob disease (vJCD)
- Added CDC-preferred term “healthcare-associated infection (HAI)” (formerly nosocomial infection)
- Added introductory coverage of normal microbiota and of agar in micro labs
- Clarified the use of *controls* in Pasteur’s experiment to disprove spontaneous generation
- Clarified industrial use of microbes in making yogurt and pest control
- Introduced the success of gene therapy to treat several inherited immune deficiencies
- Updated box: “The New Normal”: The Challenge of Emerging and Reemerging Diseases to include Middle East respiratory syndrome (MERS), Ebola, chikungunya, and measles
- Added to list of current problems in microbiology: biofilms, tests for infections, and persistent antimicrobial-drug resistance
- Added three critical thinking questions to Emerging Disease Case Study: Variant Creutzfeldt-Jacob Disease
- New end-of-chapter, short-answer question on healthcare-associated (nosocomial) infections
- Added fill-in Concept Map over types of microbes and some of their major characteristics

CHAPTER 2 THE CHEMISTRY OF MICROBIOLOGY

- Added five Tell Me Why critical thinking questions to text
- Eleven figures revised for better pedagogy (Figs. 2.2, 2.3, 2.6, 2.11, 2.15, 2.17, 2.19, 2.21, 2.22, 2.23; amino group in Table 2.3)
- New Learning Outcomes concerning terms regarding elements, valence electrons and chemical bonding, organic compounds, contrasting ionic and covalent bonds, and lipids
- New figure legend question for enhanced pedagogy (Fig. 2.3)
- Expanded coverage of term “nucleoside” because nucleoside analogs treat many diseases
- Added fill-in Concept Map over nucleotide structure and function

CHAPTER 3 CELL STRUCTURE AND FUNCTION

- Added 12 Tell Me Why critical thinking questions to text
- Two new photos (Figs. 3.5b, 3.8a)
- Revised and enhanced artwork in 14 figures for enhanced pedagogy (Figs. 3.4, 3.8b, 3.9, 3.12, 3.14, 3.15, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.24, 3.35)
- Added one new figure (structure of glucose versus NAG and NAM) (Fig. 3.13)
- Enhanced discussion of flagella and cilia structure and function, comparison and contrast between the outer and cytoplasmic membranes of Gram-negative cells, and movement across cell membranes

CHAPTER 4 MICROSCOPY, STAINING, AND CLASSIFICATION

- Added four Tell Me Why critical thinking questions to text
- Revised two figures for enhanced pedagogy (Figs. 4.4, 4.6)
- Revised Learning Outcome regarding simple stains, which now include Gomori methenamine silver stain and hematoxylin and eosin stains
- Added fill-in-the-blank Concept Map about Gram stain and cell wall structure to end-of-chapter review
- Revised coverage of history of taxonomy
- Expanded discussion of resolution, immersion oil, mordants, definition of microbial species, and role of George Fox in the discovery of the archaea and three domains of life
- Revised section on microbial taxonomy to more fully address genomic techniques in taxonomy
- At request of reviewers and instructors, removed detailed figures for dark field, phase, and scanning electron microscopy so as to reduce complexity and chapter length
- Added three critical thinking questions and a new photo to Emerging Disease Case Study: Necrotizing Fasciitis

CHAPTER 5 MICROBIAL METABOLISM

- Added six Tell Me Why critical thinking questions to text
- Added two new figure questions (Figs. 5.4, 5.13)
- Added one new end-of-chapter fill-in-the-blank question
- Revised 14 figures for greater clarity and better pedagogy (Figs. 5.5, 5.6, 5.10, 5.11, 5.12, 5.13, 5.14, 5.16, 5.17, 5.18, 5.19, 5.26, 5.30; end-of-chapter critical thinking question 1)
- Clarified and expanded discussion of enzymatic activation through allosteric sites and competitive and noncompetitive inhibition of enzyme activity
- Added fill-in Concept Map over aerobic respiration

CHAPTER 6 MICROBIAL NUTRITION AND GROWTH

- Added three Tell Me Why critical thinking questions to text
- Revised five figures for greater clarity and better pedagogy (Figs. 6.7, 6.8, 6.9, 6.17, 6.20)
- Added two new photos (Figs. 6.13, 6.24b)
- Expanded discussion of singlet oxygen and superoxide radicals as oxidizing agents
- Clarified the method of counting microbes using a cell counter
- Added fill-in Concept Map over culture media

CHAPTER 7 MICROBIAL GENETICS

- Added four Tell Me Why critical thinking questions to text
- Upgraded 20 figures for greater clarity, accuracy, ease of reading, and better pedagogy (Figs. 7.1, 7.5, 7.6, 7.7, 7.9, 7.10, 7.11, 7.13, 7.20, 7.21, 7.22, 7.23, 7.26, 7.27, 7.28, 7.30, 7.34, 7.35, 7.36, 7.37)
- Updated text to discuss the smallest cellular genome at 112,091 bp (candidate *Nasuia deltocephalinicola*)
- Included recent discovery that chloroplast chromosomes are linear rather than circular
- Increased discussion of use of RNA as enzymes (ribozymes)

- Expanded table comparing and contrasting DNA replication, transcription, and translation
- Discussed codon and tRNA for 21st amino acid, selenocysteine
- Enhanced and clarified discussion of *lac* and *trp* operons and of the action of cAMP and CAP as activators
- Expanded and reorganized discussion of DNA repair systems
- Clarified and updated information on the events in conjugation, particularly with Hfr cells
- Expanded coverage of nucleotides and pyrophosphate (diphosphate)
- Added critical thinking questions to Emerging Disease Case Study: *Vibrio vulnificus* Infection
- Revised the chapter to better explain differences between archaeal, bacterial, and eukaryotic genetics
- Added fill-in Concept Map over point mutations

CHAPTER 8 RECOMBINANT DNA TECHNOLOGY

- Added five Tell Me Why critical thinking questions to text
- Added six Learning Outcomes concerning uses of synthetic nucleic acids, PCR, fluorescent *in situ* hybridization (FISH), functional genomics, Sanger sequencing, and next-generation sequencing
- Added one new figure (Fig. 8.10)
- Modified Fig. 8.7 for better pedagogy
- Deleted figures for Southern blots and Sanger automated DNA sequencing as these techniques are historical and less-commonly used today
- Added discussion of real-time PCR (RT-PCR), Sanger sequencing methods, next-generation DNA sequencing (NGS), including pyrosequencing and fluorescent methods, functional genomics, microbiomes, and biomedical animal models
- New Highlight boxes: How Do You Fix a Mosquito? on controlling dengue and The Human Microbiome Project

CHAPTER 9 CONTROLLING MICROBIAL GROWTH IN THE ENVIRONMENT

- Added four Tell Me Why critical thinking questions to text
- Revised five figures for better accuracy, currency, and pedagogy (Figs. 9.2, 9.7, 9.13, 9.15, 9.16)
- Two new photos (Fig. 9.9, Beneficial Microbes)
- Updated techniques for deactivation of prions, coverage of thimerosal in vaccines, and activity of AOAC International in developing disinfection standards
- Added three critical thinking questions to Emerging Disease Case Study: *Acanthamoeba* Keratitis
- Added critical thinking question concerning salmonellosis pandemic from smoked salmon
- Added fill-in Concept Map over moist heat applications to control microbes

CHAPTER 10 CONTROLLING MICROBIAL GROWTH IN THE BODY: ANTIMICROBIAL DRUGS

- Added four Tell Me Why critical thinking questions to text
- Updated and revised tables of antimicrobials to include all new antimicrobials mentioned in disease chapters, including carbapenems and capreomycin (antibacterials); enfuvirtide (newly approved anti-HIV-1); ciclopirox (antifungal); and bithionol (anthelmintic); updated sources of drugs, modes of action, clinical considerations, and methods of resistance
- Updated adverse effects of aminoglycosides
- Updated the mechanism of resistance against quinolone antibacterial drugs
- Removed amantadine as a treatment for influenza A

- Revised seven figures for greater clarity, accuracy, ease of reading, and better pedagogy (Figs. 10.2, 10.3, 10.6, 10.8, 10.13, 10.15; map of worldwide, community-associated MRSA)
- Three new photos (Highlight, Fig. 10.10, Clinical Case Study)
- Added three critical thinking questions to Emerging Disease Case Study: Community-Associated MRSA and updated map with newly published data

CHAPTER 11 CHARACTERIZING AND CLASSIFYING PROKARYOTES

- Added four Tell Me Why critical thinking questions to text
- Six new Learning Outcomes (for proteobacteria, including newly discovered zetaproteobacteria)
- Thirteen new photos (Figs. 11.1, 11.2a, 11.5, 11.7, 11.11a, 11.16, 11.17, 11.19, 11.21, 11.22, 11.23, 11.24b, 11.27b)
- Ten revised figures for better pedagogy (Figs. 11.1, 11.3, 11.4, 11.6, 11.10, 11.14, 11.17, 11.21, 11.26, 11.27)
- Clarified and expanded coverage of (1) “snapping division,” which is a distinctive characteristic of corynebacteria, including *C. diphtheriae*, (2) floc formation and its use in sewage treatment, and (3) methicillin-resistant strains of *Staphylococcus aureus*
- Updated with new discoveries in bacterial and archaeal systematics: six classes of proteobacteria rather than four and five phyla of archaea (rather than two)
- Removed box on Botox and box on the possible link between cyanobacteria and brain disease to make room for new material
- Three new critical thinking questions over pertussis as a reemerging disease
- Added fill-in Concept Map over domain Archaea

CHAPTER 12 CHARACTERIZING AND CLASSIFYING EUKARYOTES

- Added six Tell Me Why critical thinking questions to text
- Eight new photos (Figs. 12.11, 12.12a and b, 12.13c, 12.14, 12.20, 12.25, 12.27)
- Seven revised figures for more accurate and lucid pedagogy (Figs. 12.1, 12.3, 12.7, 12.8, 12.17, 12.23; map for aspergillosis)
- As reviewers requested, shortened chapter by eliminating detailed discussion and artwork of ciliate (*Paramecium*) conjugation and of sexual reproduction by zygomycetes, ascomycetes, and basidiomycetes
- Updated algal, fungal, protozoan, water mold, and slime mold taxonomy
- Clarified and expanded coverage of (1) meiosis, (2) alveoli in protists, and (3) use of radiation as an energy source for some fungi
- Added new critical thinking questions: three about the emerging disease aspergillosis and two at end of chapter about genomics in relationship to metabolism in various environments
- Added fill-in Concept Map over eukaryotic microorganisms

CHAPTER 13 CHARACTERIZING AND CLASSIFYING VIRUSES, VIROIDS, AND PRIONS

- Added four Tell Me Why critical thinking questions to text
- Four new photos (Figs. 13.1b, 13.21, 13.24; bacteriophage box)
- Upgraded eight figures for better pedagogy and currency (Figs. 13.5, 13.8, 13.12, 13.13, 13.14, 13.16, 13.18, 13.22)
- One new figure showing prion templating (Fig. 13.23)
- Two new Learning Outcomes concerning (1) structures of viruses and (2) control of prions
- Updated viral nomenclature to correspond to changes approved by the International Committee on Taxonomy of Viruses (ICTV) in 2014

- Added discussion on the benefits and costs to a virus of having an envelope versus being naked
- Clarified and expanded text concerning lytic cycle of phage replication; use of phage typing; replication of animal viruses, particularly ssDNA viruses; link between viruses and human cancers; viroids; and prions
- Updated techniques for deactivation of prions and treatment of prion disease
- Updated Emerging Disease Case Study: Chikungunya; added three critical thinking questions to the discussion

CHAPTER 14 INFECTION, INFECTIOUS DISEASES, AND EPIDEMIOLOGY

- Added eight Tell Me Why critical thinking questions to text
- Changed eight figures for better pedagogy, timeliness, or clarity (Figs. 14.3, 14.4, 14.5, 14.9, 14.10, 14.14, 14.16, 14.20)
- Revised and updated coverage of (1) number of human cells in a body and the number of cellular microbiota, (2) microbiome, and (3) symbioses (added terms *symbiont* and *amensalism*)
- Updated to replace term *nosocomial* with *healthcare-associated* (in all chapters)
- Updated epidemiology charts, tables, and graphs
- Updated list of nationally notifiable infectious diseases
- Three new critical thinking questions added to the discussion of *Hantavirus* as an emerging disease
- Added fill-in Concept Map over transmission of diseases

CHAPTER 15 INNATE IMMUNITY

- Added two Tell Me Why critical thinking questions to text
- Modified nine figures for enhanced clarity and better pedagogy (Figs. 15.4, 15.6, 15.7, 15.8, 15.9, 15.11, 15.12, 15.13, 15.14)
- Three new photos (Figs. 15.1, 15.5b)
- Updated and expanded coverage of the action of antimicrobial peptides (defensins), Toll-like receptor 10 (TLR10), complement activation, complement cascade, and membrane attack complexes
- Expanded and clarified discussion of inflammatory mediators

CHAPTER 16 SPECIFIC DEFENSE: ADAPTIVE IMMUNITY

- Added three Tell Me Why critical thinking questions to text
- Revised and clarified (1) function and structure of tonsils, (2) flow of lymph, and (3) mucosa-associated lymphoid tissue
- Reordered the discussion of topics in adaptive immunity to better align with the way events occur; for example, MHC and antigen processing are discussed before T cells and cell-mediated immunity, which are discussed before B cells and antibody-mediated immunity
- Removed discussion of T-independent antibody immunity as it was too advanced for beginning students
- Revised three pieces of art for enhanced pedagogy (Figs. 16.2, 16.3, 16.10)
- Added three critical thinking questions and updated incidence map for the discussion of microsporidiosis
- Added fill-in Concept Map over antibodies

CHAPTER 17 IMMUNIZATION AND IMMUNE TESTING

- Added a Tell Me Why critical thinking question to text
- Updated to newly revised CDC 2015 vaccination schedule for children, adolescents, and adults
- Updated table of vaccine-preventable diseases in the United States
- Enhanced discussion of development of attenuated viral vaccines
- Added two points to chapter summary about recombinant gene technology and vaccine production and about vaccine safety

- Revised five figures for better pedagogy (Figs. 17.2, 17.3, 17.6, 17.11, 17.14)

CHAPTER 18 HYPERSENSITIVITIES, AUTOIMMUNE DISEASES, AND IMMUNE DEFICIENCIES

- Added three Tell Me Why critical thinking questions to text
- Revised one figure for greater clarity and accuracy (Fig. 18.7)
- Expanded coverage of type III hypersensitivity, the relationship between hypersensitivities and autoimmune disorders
- Removed figure and text for a very rare disease, immune thrombocytopenic purpura, to make room for new material in Chapter 19

CHAPTER 19 PATHOGENIC GRAM-POSITIVE BACTERIA

- Added nine Tell Me Why critical thinking questions to text
- Added three Disease in Depth visual presentations of disease: necrotizing fasciitis, listeriosis, and tuberculosis
- Twenty-five new photos (Figs. 19.1, 19.12, 19.17, 19.19, 19.20, 19.21)
- Seven revisions to figures for consistency, currency, accuracy, and better pedagogy (Figs. 19.5, 19.23; Disease in Depth: Necrotizing Fasciitis, Listeriosis, and Tuberculosis; Microbe at a Glance: *Streptococcus* and *Clostridium*)
- Updated all diagnoses and incidence data
- Revised two Learning Outcomes for better pedagogy (19.10, 19.13)
- Revised Chapter Summary for better pedagogy (for *Staphylococcus*; *Streptococcus*; *Enterococcus*, *Bacillus*; *Clostridium*; *Listeria*; *Mycoplasma*; *Corynebacterium*; *Mycobacterium*)
- Updated definitions for multi-drug-resistant (MDR) and extensively drug-resistant (XDR) tuberculosis
- Updated treatment regimen for inhalation anthrax, bioterrorist anthrax, botulism, tetanus, listeriosis, mycoplasmal pneumonia, nongonococcal urethritis, and tuberculosis
- Updated and enhanced discussion of mycolic acids, role of *Streptococcus mutans* in tooth decay, and anthrax vaccine
- Added a figure question regarding snapping division in corynebacteria
- Added three critical thinking questions and updated incidence maps for the discussion of Buruli ulcer
- Added Clinical Case Study regarding tuberculosis

CHAPTER 20 PATHOGENIC GRAM-NEGATIVE COCCI AND BACILLI

- Added three Tell Me Why critical thinking questions to text
- Added one Disease in Depth visual presentation of disease on urinary tract infections
- Updated all diagnoses and incidence data, including maps
- Updated to replace term *nosocomial* with *healthcare-associated*
- Revised Chapter Summary for better pedagogy (Pathogenic, Gram-Negative, Facultatively Anaerobic Bacilli; Pathogenic, Gram-Negative, Aerobic Bacilli; Pathogenic, Gram-Negative, Anaerobic Bacilli)
- Updated treatment regimen for gonorrhea, meningococcus meningitis, bubonic plague, bartonellosis, brucellosis, and Legionnaires' disease
- Added one new figure (Fig. 20.1) and figure question on the potential effects of lipid A
- Revised nine figures for better pedagogy (Microbe at a Glance: *Neisseria gonorrhoeae*; Figs. 20.2, 20.3, 20.14, 20.18, 20.19, 20.22, 20.23, 20.28)
- Added three critical thinking questions and updated incidence maps for the discussion of melioidosis

CHAPTER 21 RICKETTSIAS, CHLAMYDIAS, SPIROCHETES, AND VIBRIOS

- Added three Tell Me Why critical thinking questions to text
- New Disease in Depth: Spotted Fever Rickettsiosis
- Updated all diagnoses and incidence data
- Modified/updated nine figures (Figs. 21.1, 21.2, 21.3, 21.5, 21.8, 21.12, 21.13, 21.17, 21.20)
- Two new photos (Figs. 21.11, 21.19)
- Updated treatment regimen for rickettsial spotted fever (Rocky Mountain spotted fever, RMSF), murine typhus, scrub typhus, human monocytic ehrlichiosis, anaplasmosis (formerly called human granulocytic ehrlichiosis), lymphogranuloma venereum, trachoma, cholera, and gastric ulcers
- Updated and expanded coverage of epidemic typhus, murine typhus, scrub typhus, spotted fever rickettsioses (RMSF), ehrlichiosis, anaplasmosis, lymphogranuloma venereum, urethritis, yaws, *Borrelia*, and cholera

CHAPTER 22 PATHOGENIC FUNGI

- Added five Tell Me Why critical thinking questions to text
- Added new Disease in Depth: Candidiasis
- Updated all diagnoses and incidence data
- New Learning Outcomes: antifungal vaccines, mycetomas
- Added one new photo for enhanced pedagogy (Fig. 22.19)
- Updated treatment regimen for paracoccidioidomycosis, *Pneumocystis* pneumonia, candidiasis, aspergillosis, *Malassezia* infections, mycetoma, and sporotrichosis
- Enhanced discussion of dearth of antifungal vaccines
- Added three critical thinking questions and updated incidence maps for the discussion of blastomycosis
- Added fill-in Concept Map over systemic mycoses

CHAPTER 23 PARASITIC PROTOZOA, HELMINTHS, AND ARTHROPOD VECTORS

- Added four Tell Me Why critical thinking questions to text
- Added two new Disease in Depth spreads: Giardiasis and Malaria
- Rearranged the chapter to cover vectors first; expanded coverage of vectors
- New Learning Outcomes: parasitology, definitive versus intermediate hosts, biological versus mechanical vectors, ascariasis, hookworm infestations, pinworms, anisakiasis
- Updated all diagnoses and incidence data
- Updated treatment regimen for *Acanthamoeba* keratitis, leishmaniasis, trichomoniasis, malaria, *Cryptosporidium* enteritis, and infestation with *Fasciola*
- Added mention of emerging human pathogen of malaria: *Plasmodium knowlesi*
- Updated stages in life cycle of *Toxoplasma*
- Simplified discussion of life cycles of *Trypanosoma cruzi* and of *T. brucei*
- Added roundworm *Anisakis* and its disease anisakiasis at teachers' requests
- Twenty-four new, more engaging photos (Figs. 23.2, 23.10, 23.12, 23.13, 23.18; Disease in Depth: Giardiasis; Disease in Depth: Malaria; Emerging Disease Case Study: Babesiosis)

- Eight revised, updated, enhanced, and pedagogically more effective figures (Figs. 23.1, 23.3, 23.5, 23.6, 23.9, 23.14, 23.17, 23.24)
- Added three critical thinking questions and updated incidence maps for the discussions of babesiosis and of schistosomiasis
- Added fill-in Concept Map over intestinal protozoan parasites

CHAPTER 24 PATHOGENIC DNA VIRUSES

- Added five Tell Me Why critical thinking questions to text
- Updated all diagnoses and incidence data
- Updated treatment regimen for shingles, history of smallpox vaccination, and the effect of adenovirus 36 on obesity
- Four new photos (Figs. 24.3, 24.15, 24.16c, 24.22)
- Reformatted one figure for better pedagogy (Fig. 24.21)
- Added three critical thinking questions and updated incidence maps for the discussion of monkeypox
- New Disease in Depth: Papillomas with three new photos and three new figures

CHAPTER 25 PATHOGENIC RNA VIRUSES

- Added six Tell Me Why critical thinking questions to text
- Updated all diagnoses and incidence data
- Updated treatment regimen for colds, hepatitis E, hepatitis C, AIDS, measles, respiratory syncytial virus infection, and Lassa hemorrhagic fever
- Updated, revised, and expanded discussion of coronavirus respiratory syndromes, Nipah virus encephalitis, hepatitis E virus, and respiratory syncytial viral disease
- Clarified definition of zoonosis
- Added Learning Outcome about mumps
- Sixteen figures revised, updated, or enhanced for better pedagogy (Figs. 25.2, 25.9, 25.10, 25.11, 25.12, 25.14, 25.17, 25.18, 25.19, 25.21, 25.23, 25.24, 25.26, 25.28, 25.29, 25.36)
- Thirteen new photos (chapter opener; Figs. 25.1, 25.7, 25.16b, 25.22b, 25.27, 25.30, 25.32; Highlight box on bats and Nipah virus)
- New Microbe at a Glance box on measles virus
- Two new Emerging Disease Case Study boxes on norovirus gastroenteritis and tick-borne encephalitis
- Two new Disease in Depth features on Ebola hemorrhagic fever and influenza
- Added three critical thinking questions to the box on influenza H1N1

CHAPTER 26 INDUSTRIAL AND ENVIRONMENTAL MICROBIOLOGY

- Added four Tell Me Why critical thinking questions to text
- Added Learning Outcome on eutrophication
- Three figures revised, updated, or enhanced for better pedagogy (Figs. 26.6, 26.8, 26.15)
- Revised and clarified water contamination and water pollution
- Updated list of bioterrorist threats to include the additions to category C
- New Emerging Disease Case Study regarding primary amebic meningoencephalitis (*Naegleria fowleri* infection)

Reviewers for the Fifth Edition

I wish to thank the hundreds of instructors and students who participated in reviews, class tests, and focus groups for earlier editions of the textbook. Your comments have informed this book from beginning to end, and I am deeply grateful. For the fifth edition, I extend my deepest appreciation to the following reviewers.

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Robert W. Bauman
Amarillo, Texas

Table of Contents

1

A Brief History of Microbiology 31

The Early Years of Microbiology 32

What Does Life Really Look Like? 32

How Can Microbes Be Classified? 33

The Golden Age of Microbiology 37

Does Microbial Life Spontaneously Generate? 37

What Causes Fermentation? 40

What Causes Disease? 41

How Can We Prevent Infection and Disease? 45

The Modern Age of Microbiology 48

What Are the Basic Chemical Reactions of Life? 48

How Do Genes Work? 48

What Roles Do Microorganisms Play in the Environment? 50

How Do We Defend Against Disease? 50

What Will the Future Hold? 51

CHAPTER SUMMARY 52 • QUESTIONS FOR REVIEW 52

CRITICAL THINKING 54 • CONCEPT MAPPING 55



2

The Chemistry of Microbiology 56

Atoms 57

Atomic Structure 57

Isotopes 57

Electron Configurations 58

Chemical Bonds 60

Nonpolar Covalent Bonds 60

Polar Covalent Bonds 61

Ionic Bonds 62

Hydrogen Bonds 63

Chemical Reactions 64

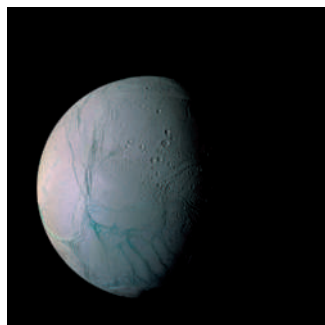
Synthesis Reactions 64

Decomposition Reactions 64

Exchange Reactions 65

Water, Acids, Bases, and Salts 65

Water 65



Acids and Bases 66

Salts 68

Organic Macromolecules 68

Functional Groups 69

Lipids 70

Carbohydrates 72

Proteins 74

Nucleotides and Nucleic Acids 78

CHAPTER SUMMARY 81 • QUESTIONS FOR REVIEW 82

CRITICAL THINKING 83 • CONCEPT MAPPING 84

3

Cell Structure and Function 85

Processes of Life 86

Prokaryotic and Eukaryotic Cells: An Overview 87

External Structures of Bacterial Cells 89

Glycocalyxes 89

Flagella 89

Fimbriae and Pili 92

Bacterial Cell Walls 93

Gram-Positive Bacterial Cell Walls 94

Gram-Negative Bacterial Cell Walls 96

Bacteria Without Cell Walls 96

Bacterial Cytoplasmic Membranes 96

Structure 96

Function 97

Cytoplasm of Bacteria 102

Cytosol 102

Inclusions 102

Endospores 103

Nonmembranous Organelles 104

External Structures of Archaea 104

Glycocalyxes 105

Flagella 105

Fimbriae and Hami 105

Archaeal Cell Walls and Cytoplasmic Membranes 106

Cytoplasm of Archaea 106

External Structure of Eukaryotic Cells 107

Glycocalyxes 107

Eukaryotic Cell Walls and Cytoplasmic Membranes 107



Cytoplasm of Eukaryotes 109

- Flagella 109
- Cilia 109
- Other Nonmembranous Organelles 110
- Membranous Organelles 111
- Endosymbiotic Theory 115

CHAPTER SUMMARY 117 • QUESTIONS FOR REVIEW 119

CRITICAL THINKING 122 • CONCEPT MAPPING 123

4**Microscopy, Staining, and Classification 124****Units of Measurement 125****Microscopy 126**

- General Principles of Microscopy 126
- Light Microscopy 127
- Electron Microscopy 132
- Probe Microscopy 133

Staining 134

- Preparing Specimens for Staining 134
- Principles of Staining 136
- Simple Stains 136
- Differential Stains 137
- Special Stains 138
- Staining for Electron Microscopy 139

Classification and Identification of Microorganisms 140

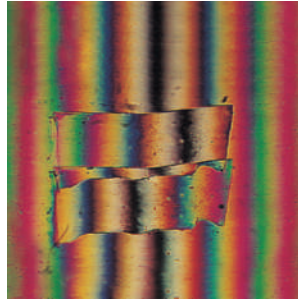
- Linnaeus and Taxonomic Categories 141
- Domains 143
- Taxonomic and Identifying Characteristics 144
- Taxonomic Keys 147

CHAPTER SUMMARY 148 • QUESTIONS FOR REVIEW 149

CRITICAL THINKING 151 • CONCEPT MAPPING 151

5**Microbial Metabolism 152****Basic Chemical Reactions Underlying Metabolism 153**

- Catabolism and Anabolism 153
- Oxidation and Reduction Reactions 154
- ATP Production and Energy Storage 154
- The Roles of Enzymes in Metabolism 155

**Carbohydrate Catabolism 161**

- Glycolysis 161
- Cellular Respiration 163
- Pentose Phosphate Pathway 169
- Fermentation 169

Other Catabolic Pathways 171

- Lipid Catabolism 171
- Protein Catabolism 172

Photosynthesis 173

- Chemicals and Structures 173
- Light-Dependent Reactions 174
- Light-Independent Reactions 175

Other Anabolic Pathways 178

- Carbohydrate Biosynthesis 178
- Lipid Biosynthesis 179
- Amino Acid Biosynthesis 179
- Nucleotide Biosynthesis 180

Integration and Regulation of Metabolic Functions 181

CHAPTER SUMMARY 183 • QUESTIONS FOR REVIEW 185

CRITICAL THINKING 187 • CONCEPT MAPPING 189

6**Microbial Nutrition and Growth 190****Growth****Requirements 191**

- Nutrients: Chemical and Energy Requirements 191
- Physical Requirements 194
- Associations and Biofilms 197

Culturing Microorganisms 199

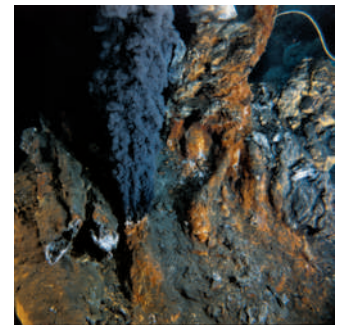
- Clinical Sampling 200
- Obtaining Pure Cultures 201
- Culture Media 202
- Special Culture Techniques 206
- Preserving Cultures 206

Growth of Microbial Populations 207

- Generation Time 208
- Mathematical Considerations in Population Growth 208
- Phases of Microbial Population Growth 208
- Continuous Culture in a Chemostat 210
- Measuring Microbial Reproduction 210

CHAPTER SUMMARY 215 • QUESTIONS FOR REVIEW 217

CRITICAL THINKING 218 • CONCEPT MAPPING 219



7

Microbial Genetics 220

The Structure and Replication of Genomes 221

- The Structure of Nucleic Acids 221
- The Structure of Prokaryotic Genomes 221
- The Structure of Eukaryotic Genomes 223
- DNA Replication 225

Gene Function 230

- The Relationship Between Genotype and Phenotype 230
- The Transfer of Genetic Information 230
- The Events in Transcription 231
- Translation 234
- Regulation of Genetic Expression 239

Mutations of Genes 243

- Types of Mutations 244
- Effects of Point Mutations 245
- Mutagens 245
- Frequency of Mutation 247
- DNA Repair 248
- Identifying Mutants, Mutagens, and Carcinogens 248

Genetic Recombination and Transfer 251

- Horizontal Gene Transfer Among Prokaryotes 252
- Transposons and Transposition 257

CHAPTER SUMMARY 259 • QUESTIONS FOR REVIEW 260

CRITICAL THINKING 263 • CONCEPT MAPPING 264



8

Recombinant DNA Technology 265

The Role of Recombinant DNA Technology in Biotechnology 266

The Tools of Recombinant DNA Technology 266

- Mutagens 266
- The Use of Reverse Transcriptase to Synthesize cDNA 267
- Synthetic Nucleic Acids 267
- Restriction Enzymes 268
- Vectors 270
- Gene Libraries 271

Techniques of Recombinant DNA Technology 271

- Multiplying DNA *In Vitro*: The Polymerase Chain Reaction 271
- Selecting a Clone of Recombinant Cells 273



- Separating DNA Molecules: Gel Electrophoresis and the Southern Blot 273
- DNA Microarrays 273
- Inserting DNA into Cells 274

Applications of Recombinant DNA Technology 275

- Genetic Mapping 275
- Microbial Community Studies 278
- Pharmaceutical and Therapeutic Applications 279
- Agricultural Applications 281

The Ethics and Safety of Recombinant DNA Technology 282

CHAPTER SUMMARY 284 • QUESTIONS FOR REVIEW 285

CRITICAL THINKING 286 • CONCEPT MAPPING 287

9

Controlling Microbial Growth in the Environment 288

Basic Principles of Microbial Control 289

- Terminology of Microbial Control 289
- Microbial Death Rates 290
- Action of Antimicrobial Agents 291

The Selection of Microbial Control Methods 291

- Factors Affecting the Efficacy of Antimicrobial Methods 291
- Biosafety Levels 293

Physical Methods of Microbial Control 294

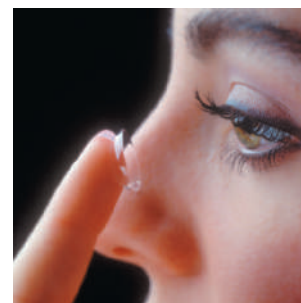
- Heat-Related Methods 294
- Refrigeration and Freezing 297
- Desiccation and Lyophilization 297
- Filtration 298
- Osmotic Pressure 299
- Radiation 299

Chemical Methods of Microbial Control 301

- Phenol and Phenolics 302
- Alcohols 302
- Halogens 302
- Oxidizing Agents 304
- Surfactants 304
- Heavy Metals 305
- Aldehydes 305
- Gaseous Agents 305
- Enzymes 306
- Antimicrobial Drugs 306
- Methods for Evaluating Disinfectants and Antiseptics 306
- Development of Resistant Microbes 308

CHAPTER SUMMARY 308 • QUESTIONS FOR REVIEW 309

CRITICAL THINKING 311 • CONCEPT MAPPING 312



10

Controlling Microbial Growth in the Body: Antimicrobial Drugs 313

The History of Antimicrobial Agents 314

Mechanisms of Antimicrobial Action 315

- Inhibition of Cell Wall Synthesis 316
- Inhibition of Protein Synthesis 318
- Disruption of Cytoplasmic Membranes 319
- Inhibition of Metabolic Pathways 320
- Inhibition of Nucleic Acid Synthesis 321
- Prevention of Virus Attachment, Entry, or Uncoating 323

Clinical Considerations in Prescribing Antimicrobial Drugs 323

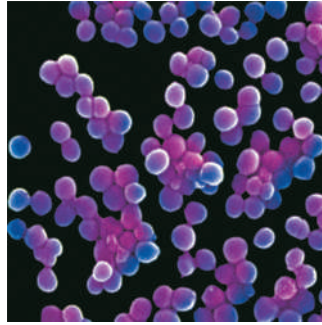
- Spectrum of Action 323
- Effectiveness 324
- Routes of Administration 326
- Safety and Side Effects 327

Resistance to Antimicrobial Drugs 328

- The Development of Resistance in Populations 328
- Mechanisms of Resistance 328
- Multiple Resistance and Cross Resistance 331
- Retarding Resistance 331

CHAPTER SUMMARY 343 • QUESTIONS FOR REVIEW 344

CRITICAL THINKING 345 • CONCEPT MAPPING 346



11

Characterizing and Classifying Prokaryotes 347

General Characteristics of Prokaryotic Organisms 348

- Morphology of Prokaryotic Cells 348
- Endospores 348
- Reproduction of Prokaryotic Cells 349
- Arrangements of Prokaryotic Cells 350

Modern Prokaryotic Classification 352

Survey of Archaea 352

- Extremophiles 353
- Methanogens 355



Survey of Bacteria 355

- Deeply Branching and Phototrophic Bacteria 355
- Low G + C Gram-Positive Bacteria 357
- High G + C Gram-Positive Bacteria 360
- Gram-Negative Proteobacteria 362
- Other Gram-Negative Bacteria 371

CHAPTER SUMMARY 372 • QUESTIONS FOR REVIEW 373

CRITICAL THINKING 375 • CONCEPT MAPPING 375

12

Characterizing and Classifying Eukaryotes 376

General Characteristics of Eukaryotic Organisms 377

- Reproduction of Eukaryotes 377
- Classification of Eukaryotic Organisms 380

Protozoa 381

- Distribution of Protozoa 381
- Morphology of Protozoa 382
- Nutrition of Protozoa 382
- Reproduction of Protozoa 383
- Classification of Protozoa 383

Fungi 387

- The Significance of Fungi 388
- Morphology of Fungi 388
- Nutrition of Fungi 389
- Reproduction of Fungi 390
- Classification of Fungi 391
- Lichens 394

Algae 396

- Distribution of Algae 396
- Morphology of Algae 396
- Reproduction of Algae 396
- Classification of Algae 397

Water Molds 399

Other Eukaryotes of Microbiological Interest: Parasitic Helminths and Vectors 400

- Arachnids 400
- Insects 400

CHAPTER SUMMARY 402 • QUESTIONS FOR REVIEW 403

CRITICAL THINKING 405 • CONCEPT MAPPING 406



13

Characterizing and Classifying Viruses, Viroids, and Prions 407

Characteristics of Viruses 408

- Genetic Material of Viruses 409
- Hosts of Viruses 409
- Sizes of Viruses 410
- Capsid Morphology 410
- Viral Shapes 410
- The Viral Envelope 412

Classification of Viruses 413

Viral Replication 415

- Lytic Replication of Bacteriophages 415
- Lysogenic Replication of Bacteriophages 418
- Replication of Animal Viruses 418

The Role of Viruses in Cancer 423

Culturing Viruses in the Laboratory 424

- Culturing Viruses in Mature Organisms 425
- Culturing Viruses in Embryonated Chicken Eggs 426
- Culturing Viruses in Cell (Tissue) Culture 426

Are Viruses Alive? 427

Other Parasitic Particles: Viroids and Prions 427

- Characteristics of Viroids 427
- Characteristics of Prions 428

CHAPTER SUMMARY 431 • QUESTIONS FOR REVIEW 432

CRITICAL THINKING 433 • CONCEPT MAPPING 434

14

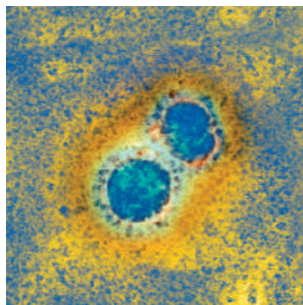
Infection, Infectious Diseases, and Epidemiology 435

Symbiotic Relationships Between Microbes and Their Hosts 436

- Types of Symbiosis 436
- Normal Microbiota in Hosts 437
- How Normal Microbiota Become Opportunistic Pathogens 438

Reservoirs of Infectious Diseases of Humans 440

- Animal Reservoirs 440
- Human Carriers 441
- Nonliving Reservoirs 441



The Invasion and Establishment of Microbes in Hosts: Infection 441

- Exposure to Microbes: Contamination and Infection 441
- Portals of Entry 441
- The Role of Adhesion in Infection 443

The Nature of Infectious Disease 444

- Manifestations of Disease: Symptoms, Signs, and Syndromes 444
- Causation of Disease: Etiology 445
- Virulence Factors of Infectious Agents 447
- The Stages of Infectious Diseases 450

The Movement of Pathogens Out of Hosts: Portals of Exit 452

Modes of Infectious Disease Transmission 452

- Contact Transmission 452
- Vehicle Transmission 452
- Vector Transmission 453

Classification of Infectious Diseases 454

Epidemiology of Infectious Diseases 456

- Frequency of Disease 456
- Epidemiological Studies 457
- Hospital Epidemiology: Healthcare-Associated (Nosocomial) Infections 459
- Epidemiology and Public Health 461

CHAPTER SUMMARY 464 • QUESTIONS FOR REVIEW 465

CRITICAL THINKING 467 • CONCEPT MAPPING 468

15

Innate Immunity 469

An Overview of the Body's Defenses 470

The Body's First Line of Defense 470

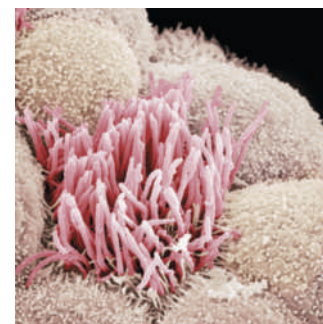
- The Role of Skin in Innate Immunity 470
- The Role of Mucous Membranes in Innate Immunity 471
- The Role of the Lacrimal Apparatus in Innate Immunity 472
- The Role of Normal Microbiota in Innate Immunity 472
- Other First-Line Defenses 473

The Body's Second Line of Defense 474

- Defense Components of Blood 474
- Phagocytosis 477
- Nonphagocytic Killing 478
- Nonspecific Chemical Defenses Against Pathogens 479
- Inflammation 484
- Fever 487

CHAPTER SUMMARY 489 • QUESTIONS FOR REVIEW 490

CRITICAL THINKING 492 • CONCEPT MAPPING 493



16

Adaptive Immunity 494

Overview of Adaptive Immunity 495

Elements of Adaptive Immunity 496

The Tissues and Organs of the Lymphatic System 496

Antigens 498

Preparation for an Adaptive Immune Response 499

T Lymphocytes (T Cells) 501

B Lymphocytes (B Cells) and Antibodies 504

Immune Response Cytokines 510

Cell-Mediated Immune Responses 511

Activation of Cytotoxic T Cell Clones and Their Functions 511

The Perforin-Granzyme Cytotoxic Pathway 513

The CD95 Cytotoxic Pathway 513

Memory T Cells 513

T Cell Regulation 514

Antibody Immune Responses 514

Inducement of T-Dependent Antibody Immunity with Clonal Selection 514

Memory Cells and the Establishment of Immunological Memory 516

Types of Acquired Immunity 517

Naturally Acquired Active Immunity 517

Naturally Acquired Passive Immunity 517

Artificially Acquired Active Immunity 518

Artificially Acquired Passive Immunotherapy 518

CHAPTER SUMMARY 520 • QUESTIONS FOR REVIEW 521

CRITICAL THINKING 523 • CONCEPT MAPPING 524

17

Immunization and Immune Testing 525

Immunization 526

Brief History of Immunization 526

Active Immunization 527

Passive Immunotherapy 532

Serological Tests That Use

Antigens and Corresponding Antibodies 533

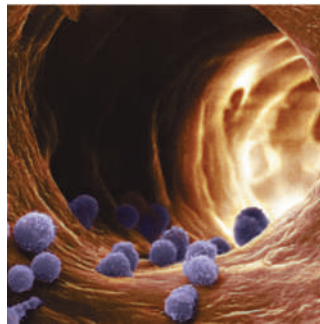
Precipitation Tests 534

Turbidimetric and Nephelometric Tests 535

Agglutination Tests 535

Neutralization Tests 536

The Complement Fixation Test 537



Labeled Antibody Tests 537

Point-of-Care Testing 541

CHAPTER SUMMARY 542 • QUESTIONS FOR REVIEW 543

CRITICAL THINKING 545 • CONCEPT MAPPING 546

18

Immune Disorders 547

Hypersensitivities 548

Type I (Immediate)

Hypersensitivity 548

Type II (Cytotoxic)

Hypersensitivity 552

Type III (Immune Complex-Mediated)

Hypersensitivity 555

Type IV (Delayed or Cell-Mediated) Hypersensitivity 557

Autoimmune Diseases 561

Causes of Autoimmune Diseases 561

Examples of Autoimmune Diseases 561

Immunodeficiency Diseases 562

Primary Immunodeficiency Diseases 563

Acquired Immunodeficiency Diseases 563

CHAPTER SUMMARY 564 • QUESTIONS FOR REVIEW 565

CRITICAL THINKING 567 • CONCEPT MAPPING 567



19

Pathogenic Gram-Positive Bacteria 568

Staphylococcus 569

Structure and Physiology 569

Pathogenicity 569

Epidemiology 570

Staphylococcal Diseases 571

Diagnosis, Treatment, and Prevention 572

Streptococcus 573

Group A *Streptococcus*: *Streptococcus pyogenes* 574

Group B *Streptococcus*: *Streptococcus agalactiae* 578

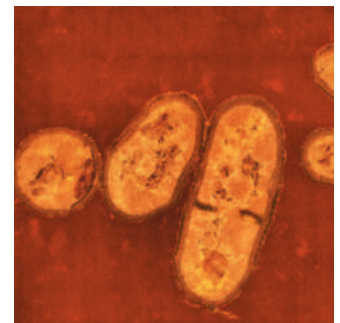
Other Beta-Hemolytic Streptococci 579

Alpha-Hemolytic Streptococci: The Viridans Group 579

Streptococcus pneumoniae 579

Enterococcus 581

Structure and Physiology 581



Pathogenesis, Epidemiology, and Diseases 581
 Diagnosis, Treatment, and Prevention 582

Bacillus 583

Structure, Physiology, and Pathogenicity 583
 Epidemiology 583
 Disease 583
 Diagnosis, Treatment, and Prevention 584

Clostridium 584

Clostridium perfringens 585
Clostridium difficile 585
Clostridium botulinum 586
Clostridium tetani 588

Listeria 590

Mycoplasmas 590

Mycoplasma pneumoniae 591
 Other Mycoplasmas 594

Corynebacterium 594

Pathogenesis, Epidemiology, and Disease 595
 Diagnosis, Treatment, and Prevention 595

Mycobacterium 595

Tuberculosis 596
 Leprosy 596
 Other Mycobacterial Infections 597

Propionibacterium 600

Nocardia and Actinomyces 602

Nocardia asteroides 602
Actinomyces 602

CHAPTER SUMMARY 603 • QUESTIONS FOR REVIEW 605
 CRITICAL THINKING 606 • CONCEPT MAPPING 607

20

Pathogenic Gram-Negative Cocci and Bacilli 608

Pathogenic Gram-Negative Cocci: *Neisseria* 609

Structure and Physiology of *Neisseria* 609
 The Gonococcus: *Neisseria gonorrhoeae* 610
 The Meningococcus: *Neisseria meningitidis* 612

Pathogenic, Gram-Negative, Facultatively Anaerobic Bacilli 613

The Enterobacteriaceae: An Overview 613
 Coliform Opportunistic Enterobacteriaceae 616
 Noncoliform Opportunistic Enterobacteriaceae 620
 Truly Pathogenic Enterobacteriaceae 621
 The Pasteurellaceae 625

Pathogenic, Gram-Negative, Aerobic Bacilli 626

Bartonella 627
Brucella 627



Bordetella 628
Burkholderia 630
 Pseudomonads 630
Francisella 632
Legionella 633
Coxiella 634

Pathogenic, Gram-Negative, Anaerobic Bacilli 635

Bacteroides 635
Prevotella 635

CHAPTER SUMMARY 636 • QUESTIONS FOR REVIEW 637
 CRITICAL THINKING 639 • CONCEPT MAPPING 640

21

Rickettsias, Chlamydias, Spirochetes, and Vibrios 641

Rickettsias 642

Rickettsia 642
Orientia tsutsugamushi 643
Ehrlichia and *Anaplasma* 646

Chlamydias 647

Chlamydia trachomatis 647
Chlamydophila pneumoniae 650
Chlamydophila psittaci 650

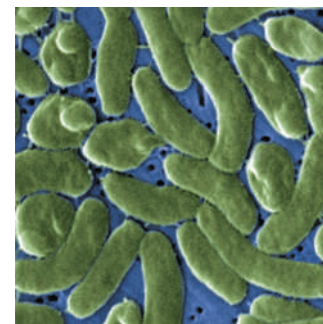
Spirochetes 650

Treponema 651
Borrelia 654
Leptospira 657

Pathogenic Gram-Negative Vibrios 658

Vibrio 658
Campylobacter jejuni 660
Helicobacter pylori 660

CHAPTER SUMMARY 663 • QUESTIONS FOR REVIEW 664
 CRITICAL THINKING 666 • CONCEPT MAPPING 667

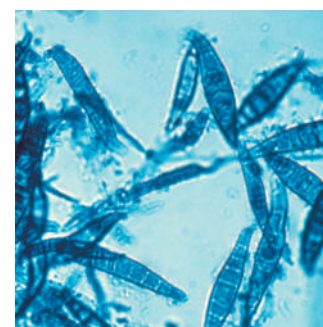


22

Pathogenic Fungi 668

An Overview of Medical Mycology 669

The Epidemiology of Mycoses 669
 Categories of Fungal Agents: True Fungal Pathogens and Opportunistic Fungi 669



Clinical Manifestations of Fungal Diseases 670
 The Diagnosis of Fungal Infections 670
 Antifungal Therapies 671
 Antifungal Vaccines 671

Systemic Mycoses Caused by Pathogenic Fungi 672

Histoplasmosis 673
 Blastomycosis 674
 Coccidioidomycosis 675
 Paracoccidioidomycosis 677

Systemic Mycoses Caused by Opportunistic Fungi 677

Pneumocystis Pneumonia 677
 Candidiasis 678
 Aspergillosis 678
 Cryptococcosis 682
 Zygomycosis 684
 The Emergence of Fungal Opportunists in AIDS Patients 684

Superficial, Cutaneous, and Subcutaneous Mycoses 685

Superficial Mycoses 685
 Cutaneous and Subcutaneous Mycoses 686

Fungal Intoxications and Allergies 689

Mycotoxins 689
 Mushroom Poisoning (Mycetismus) 689
 Allergies to Fungi 689

CHAPTER SUMMARY 691 • QUESTIONS FOR REVIEW 692

CRITICAL THINKING 694 • CONCEPT MAPPING 695

23

Parasitic Protozoa, Helminths, and Arthropod Vectors 696

Parasitology 697

Arthropod Vectors 698

Protozoan Parasites of Humans 698

Ciliates 698
 Amoebas 699
 Flagellates 700
 Apicomplexans 705

Helminthic Parasites of Humans 713

Cestodes 713
 Trematodes 717
 Nematodes 719

CHAPTER SUMMARY 724 • QUESTIONS FOR REVIEW 726

CRITICAL THINKING 728 • CONCEPT MAPPING 729



24

Pathogenic DNA Viruses 730

Poxviridae 731

Smallpox 731
 Molluscum Contagiosum 733
 Other Poxvirus Infections 733

Herpesviridae 734

Infections of Human Herpesvirus 1 and 2 735
 Human Herpesvirus 3 (Varicella-Zoster Virus) Infections 738
 Human Herpesvirus 4 (Epstein-Barr Virus) Infections 740
 Human Herpesvirus 5 (Cytomegalovirus) Infections 741
 Other Herpesvirus Infections 742

Papillomaviridae and Polyomaviridae 743

Papillomavirus Infections 743
 Polyomavirus Infections 743

Adenoviridae 745

Hepadnaviridae 746

Hepatitis B Infections 747
 The Role of Hepatitis B Virus in Hepatic Cancer 749

Parvoviridae 749

CHAPTER SUMMARY 750 • QUESTIONS FOR REVIEW 751

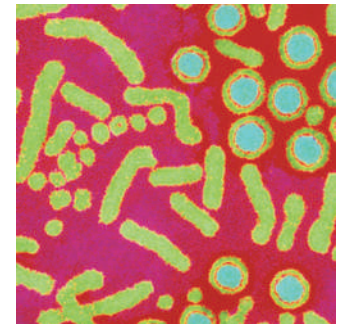
CRITICAL THINKING 753 • CONCEPT MAPPING 754

25

Pathogenic RNA Viruses 755

Naked, Positive ssRNA Viruses: Picornaviridae, Caliciviridae, Astroviridae, and Hepeviridae 756

Common Colds Caused by Rhinoviruses 756
 Diseases of Enteroviruses 757
 Hepatitis A 760
 Acute Gastroenteritis 760
 Hepatitis E 761



Enveloped, Positive ssRNA Viruses: *Togaviridae*, *Flaviviridae*, and *Coronaviridae* 762

- Diseases of +RNA Arboviruses 762
- Other Diseases of Enveloped +ssRNA Viruses 766

Enveloped, Positive ssRNA Viruses with Reverse Transcriptase: *Retroviridae* 769

- Oncogenic Retroviruses (*Deltaretrovirus*) 770
- Immunosuppressive Retroviruses (*Lentivirus*) and Acquired Immunodeficiency Syndrome 770

Enveloped, Unsegmented, Negative ssRNA Viruses: *Paramyxoviridae*, *Rhabdoviridae*, and *Filoviridae* 777

- Measles 777
- Diseases of Parainfluenza Virus 779
- Mumps 780
- Disease of Respiratory Syncytial Virus 780
- Rabies 781
- Hemorrhagic Fevers 783

Enveloped, Segmented, Negative ssRNA Viruses: *Orthomyxoviridae*, *Bunyaviridae*, and *Arenaviridae* 783

- Influenza 783
- Diseases of Bunyaviruses 787
- Diseases of Arenaviruses 787

Naked, Segmented dsRNA Viruses: *Reoviridae* 790

- Rotavirus Infections 790
- Coltivirus Infections 791

CHAPTER SUMMARY 792 • QUESTIONS FOR REVIEW 794

CRITICAL THINKING 796 • CONCEPT MAPPING 797

- Industrial Products of Microorganisms 807
- Water Treatment 809

Environmental Microbiology 816

- Microbial Ecology 816
- Bioremediation 817
- The Problem of Acid Mine Drainage 817
- The Roles of Microorganisms in Biogeochemical Cycles 819
- Soil Microbiology 821
- Aquatic Microbiology 823

Biological Warfare and Bioterrorism 825

- Assessing Microorganisms as Potential Agents of Warfare or Terror 825
- Known Microbial Threats 826
- Defense Against Bioterrorism 827
- The Roles of Recombinant Genetic Technology in Bioterrorism 827

CHAPTER SUMMARY 828 • QUESTIONS FOR REVIEW 830

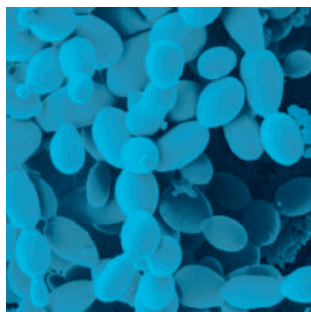
CRITICAL THINKING 833 • CONCEPT MAPPING 834

Answers to Questions for Review 835**Glossary 839****Credits 859****Index 862****26****Applied and Environmental Microbiology 798****Food Microbiology 799**

- The Roles of Microorganisms in Food Production 799
- The Causes and Prevention of Food Spoilage 802
- Foodborne Illnesses 806

Industrial Microbiology 806

- The Roles of Microbes in Industrial Fermentations 806



Feature Boxes

BENEFICIAL MICROBES

- Bread, Wine, and Beer 37
- Architecture-Preserving Bacteria 67
- Plastics Made Perfect? 102
- Glowing Viruses 141
- A Nuclear Waste-Eating Microbe? 197
- Life in a Hot Tub 228
- Hard to Swallow? 303
- Probiotics: Using Live Microorganisms to Treat or Prevent Disease 328
- A Microtube of Superglue 365
- Fungi for \$10,000 a Pound 394
- Good Viruses? Who Knew? 411
- Prescription Bacteriophages? 417
- A Bioterrorist Worm 437
- Cowpox: To Vaccinate or Not to Vaccinate? 532
- Microbes to the Rescue? 584
- Eliminating Dengue 765
- Oil-Eating Microbes to the Rescue in the Gulf 818

HIGHLIGHT

- Emerging and Reemerging Diseases: "The New Normal" 38
- Biofilms: Slime Matters 93
- Studying Biofilms in Plastic "Rocks" 132
- What's That Fishy Smell? 172
- Hydrogen-Loving Microbes in Yellowstone's Hot Springs 194
- How Do You "Fix" a Mosquito? 269
- The Human Microbiome Project 280
- Microbes in Sushi? 299
- Microbe Altruism: Why Do They Do It? 315
- Your Teeth Might Make You Fat 360
- Lymphocyte Receptor Diversity: The Star of the Show 506
- Can Pets Help Decrease Children's Allergy Risks? 548
- When Kissing Triggers Allergic Reactions 552
- Does "Killer Mold" Exist? 690
- Catch a Cold and Catch Obesity? 746
- Nipah Virus: From Pigs to Humans 778
- Could Bioterrorists Manufacture Viruses from Scratch? 828

EMERGING DISEASE CASE STUDY

- Variant Creutzfeldt-Jakob Disease 50
- Necrotizing Fasciitis 147
- Vibrio vulnificus* Infection 241
- Acanthamoeba* Keratitis 293
- Community-Associated MRSA 329
- Pertussis 367
- Aspergillosis 393
- Chikungunya 424
- Hantavirus* Pulmonary Syndrome 463
- Microsporidiosis 518
- Buruli Ulcer 600
- Melioidosis 632
- A New Cause of Spots 643
- Pulmonary Blastomycosis 675
- Babesiosis 712
- Snail Fever Reemerges in China 720
- Monkeypox 734
- Norovirus in the Dorm 761
- Tick-Borne Encephalitis 764
- H1N1 Influenza 786
- Attack in the Lake 810

CLINICAL CASE STUDY

- Remedy for Fever or Prescription for Death? 46
 Can Spicy Food Cause Ulcers? 51
 Raw Oysters and Antacids: A Deadly Mix? 68
 The Big Game 98
 Cavities Gone Wild 199
 Boils in the Locker Room 209
 Deadly Horizontal Gene Transfer 258
 Antibiotic Overkill 324
 Battling the Enemy 326
 Tough Decision 332
 Invasion from Within or Without? 430
- A Deadly Carrier 441
 TB in the Nursery 454
Legionella in the Produce Aisle 462
 Evaluating an Abnormal CBC 477
 The Stealth Invader 484
 The First Time's Not the Problem 557
 A Fatal Case of Methicillin-Resistant *Staphylococcus aureus* (MRSA) 573
 This Cough Can Kill 596
 A Painful Problem 616
 A Heart-Rending Experience 617
 A Sick Camper 625
 When "Health Food" Isn't 630
- Nightmare on the Island 633
 The Case of the Lactovegetarians 662
 What's Ailing the Bird Enthusiast? 683
 Disease from a Cave 684
 A Protozoan Mystery 703
 A Sick Soldier 705
 A Fluke Disease? 719
 Grandfather's Shingles 741
 A Child with Warts 745
 The Eyes Have It 749
 A Threat from the Wild 782
 The Sick Addict 786

MICROBE AT A GLANCE

- Streptococcus pneumoniae* 580
Clostridium botulinum 588
Neisseria gonorrhoeae 611
Treponema pallidum 652
Helicobacter pylori 661
- Histoplasma capsulatum* 674
Aspergillus 682
Orthopoxvirus variola
 (Smallpox Virus) 733
- Adenovirus* 747
Lentivirus human immunodeficiency virus (HIV) 773
Morbillivirus measles virus 779

DISEASE IN DEPTH

- Necrotizing Fasciitis 576
 Listeriosis 592
 Tuberculosis 598
 Bacterial Urinary Tract Infections 618
- Rocky Mountain Spotted Fever 644
 Candidiasis 680
 Giardiasis 706
 Malaria 708
- Papillomas 744
 Ebola 784
 Influenza 788