

# PHYS 444 – Physical Biology: From Molecules to Cells

## Fall 2014

### Course Information

#### 1. Introduction:

**When:** Class Tuesday/Thursday 2:00 – 3:50 pm. Office Hours Thursdays 1:00 – 2:00 p.m.

**Who:** You and me (Moh El-Naggar, x 0-2394, [mnaggar@usc.edu](mailto:mnaggar@usc.edu), SSC 215C)

**Where:** Class KAP 146, Office Hours SSC 215C

**What:** An introductory biological physics class. Our text will be *Physical Biology of the Cell, 2nd edition*, by Phillips, Kondev, Theriot, and Garcia. You can find it at the bookstore, or get it somewhere online.

**Prerequisite:** PHYS 152 or PHYS 162

**Recommended Preparation:** A background in cell biology at the level of BISC 220 is recommended, but not required.

#### 2. Course Description

The last few decades have witnessed historical advances in cell, molecular, and structural biology, driven at least partially by powerful physical approaches. As new experimental measurements and techniques continue to emerge, this has become fertile ground for physicists to explore the fundamental laws and organizational principles behind biological function.

This new 4-unit course bridges the “No Man’s Land” between the quantitative modeling of idealized systems that physics students are typically exposed to, and the complexity of real cell biology that biologists appreciate. This course is now the cornerstone of the undergraduate biophysics major, offered by the Department of Physics and Astronomy. In addition to biophysics and physics majors, the target audience includes quantitatively-minded biology majors, as well as students from the physical/chemical sciences and engineering interested in applying physical concepts to achieve a quantitative understanding of biological systems. The course is also appropriate for graduate students seeking an introduction to biophysics. Success will be measured by our ability to make quantitative and predictive statements about complex biological processes using simple physical tools.

Our goal is to cover the following topics. The course’s blackboard page will be routinely updated to point to the corresponding chapters (or sections) from the *Phillips* book as well as any additional reading (see below). Please note that this list is subject to small changes and tweaks throughout the semester – depending on the level of interest and student response, we may choose to delve more deeply into certain topics.

- The basic components and construction plans of life. Length, time, and energy scales of life.
- Order of magnitude estimates in biology
- Case studies of quantitative model building in biology
- Thermodynamics in biology (can we invoke equilibrium?)
- Statistical mechanics in biology: predicting equilibrium, two-state systems, ion channels, cooperative binding, random walks, and biomolecular structures

- Electrostatics of salty environments
- Beam theory of cellular structure
- Biological membranes
- Life far from equilibrium: motility, dynamics, rate equations, molecular motors, bioelectricity
- Electron transfer theory & metabolism: respiration, lithotrophy, and phototrophy
- Final projects: Current problems from the biophysics literature.

### 3. Books, Supplementary Reading, and Guest lecturers

The textbook by Phillips *et al* is a pedagogical triumph. The book's organization sets it apart from all other books on the subject. While most authors organize topics according to biological function, our textbook presents similar information organized based on their proximity in the physical biology / quantitative modeling perspective. Most topics follow a familiar pattern: 1) Introduce a problem, 2) Make an order of magnitude estimate, 3) Propose a crude (but quantitative model), and 4) Refine the model to the point where it matches biological observations with the hope that it serves as a *predictive* model.

We will stick closely to the book in the first few weeks of the semester. However, it is critical that you read the book as we go along. The book aside, this is a reading intensive class. I will post reading assignments from current and classical literature as we go along. In addition, I will routinely point you to a number of books for either an interesting take on biophysics, or an in-depth treatment of specific topics:\*

B. Alberts, D. Bray, A. Johnson, J. Lewis, M. Raff, K. Roberts and P. Walter, *Essential Cell Biology*, Garland Publishing, 2003. A great reference book.

D. Boal, *Mechanics of the Cell*, Cambridge University Press, 2001. Boal has assembled a very nice collection of insights into the ways in which mechanics can be applied to the living world.

K. Sneppen and G. Zocchi, *Physics in Molecular Biology*, Cambridge University Press, 2005. This book is one of a growing number of attempts on the part of physicists to make a case for the role of quantitative analysis and physical reasoning in attacking real biological problems. There are many interesting topics scattered throughout the book.

S. Carroll, *Endless Forms Most Beautiful*, W. W. Norton and Company, 2005. An absolutely amazing treatment.

M. Kirschner and J. Gerhart, *The Plausibility of Life*, Yale University Press, 2005. This book is similar in spirit to that of Carroll and discusses the insights that modern molecular and developmental biology have provided into evolution.

A. Murray and T. Hunt, *The Cell Cycle*, Oxford University Press, 1993. This book is by two of the leaders in this field and, though it is probably dated, it is full of interesting facts and ideas.

J. Howard, *Mechanics of Motor Proteins and the Cytoskeleton*, Sinauer Associates, 2001.

O. Mouritsen, *Life - As a Matter of Fat*, Springer, 2005. This book gives a number of insights into the role of lipids.

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\* Most of this is picked directly from Caltech's Aph 161 taught by the book's author:

R. Burton, *Physiology by Numbers*, Cambridge University Press, 2000. This book attempts to take stock of many of the processes of physiology from the perspective of “a feeling for the numbers”, as we will do in the class.

R. Schleif, *Genetics and Molecular Biology*, Johns Hopkins University Press, 1993.

P. Nelson, *Biological Physics: Energy, Information, Life*, W. H. Freeman and Company, 2004. Phil Nelson’s book represents a view of parts of biology from a fully quantitative perspective and makes for enlightening reading.

Ptashne, M., *A Genetic Switch*, Blackwell Science, 1992 and Ptashne, M. and Gann, A., *Genes and Signals*, Cold Spring Harbor Laboratory Press, 2002. Absolutely amazing. The clarity of the thinking and the far-reaching vision which attempts to tame the complexity of biological specificity is truly inspiring. **I also encourage you to listen to Ptashne’s lectures at Rockefeller University which you can find online.**

Dill, K. and Bromberg, S., *Molecular Driving Forces*, Garland Publishing, 2002. This fantastic book gives a proper description of the power and versatility of statistical mechanics as opposed to the schoolboy exercises that make for the main substance of most books on statistical mechanics. The applications to real world problems in biology and chemistry are as refreshing as they are enlightening (Note from ME-N: I use this book occasionally in my undergraduate statistical thermodynamics class, and the physics majors love it)

Carroll S. B., Grenier J. K. and Weatherbee, S. D., *From DNA to Diversity*, Blackwell Science, 2001. This book is of the same high quality as those by Ptashne (and indeed, was inspired by Ptashne’s *A Genetic Switch*). Like Ptashne, these authors try to follow one key idea to its extreme, namely, the idea that animals share the same “genetic toolkit” that dictate body pattern.

G. Fain, *Sensory Transduction*, Sinauer Associates, 2003. Fain’s book describes how organisms take external stimuli and do something with it. Two related books that will touch on the processing of information are G. Matthews, *Cellular Physiology of Nerve and Muscle* and M. Blaustein, J. Kao and D. Matteson, *Cellular Physiology*.

A. Lesk, *Introduction to Bioinformatics*, Oxford University Press, 2002. Want to know the differences between woolly mammoths and elephants, etc? Read this book.

A. Y. Grosberg and A. R. Khokhlov, *Statistical Physics of Macromolecules*, AIP Press, 1994. Full of interesting insights into the ways in which polymer physics can be used to explore problems of biological interest.

J. M. Berg, J. L. Tymoczko and L. Stryer, *Biochemistry*, W. H. Freeman and Company, 2002. There are a host of interesting books on biochemistry and the hope is that you will overcome any distaste you might have for the mindless memorization that seems to dictate the pedagogy that many of us have been exposed to, and be open to the many beautiful problems in this area.

I. M. Klotz, *Ligand-Receptor Energetics*, John Wiley and Sons, 1997 and *Introduction to Biomolecular Energetics*, Academic Press, 1986. Like Ptashne, Klotz brings personality, originality and clarity to his books. Klotz works very hard to teach us how to think about molecules in interaction, and as he points out in the preface, it is only when viewed through the prism of their interactions that molecules are of interest to life.

J. D. Watson, T. A. Baker, S. P. Bell, A. Gann, M. Levine and R. Losick, *Molecular Biology of the Gene*, Cold Spring Harbor Laboratory Press, 2004.

E. Bier, *The Coiled Spring: How Life Begins*, Cold Spring Harbor Laboratory Press, 2000.

J. Israelachvili, *Intermolecular and Surface Forces*, Academic Press, 1992. The subject of this book is much larger than is implied by the title. We will make reference to Israelachvili's discussion both when discussing forces in the material world and also in the context of self-assembly.

C. R. Calladine and H. R. Drew, *Understanding DNA*, Academic Press, 1999. This book provides a window on DNA which makes a good deal of contact with the perspective that will be brought to this important molecule in the course.

M. Doi, *Introduction to Polymer Physics*, Oxford University Press, 1996. This book is short and sweet and provides a readable introduction to many of the ideas from polymer physics that we will borrow in our attempt to understand the mechanics of biological macromolecules.

P.-G. de Gennes, *Scaling Concepts in Polymer Physics*, Cornell University Press, 1979. de Gennes classic epitomizes the appeal of "universal" insights.

A. Y. Grosberg and A. R. Khokhlov, *Giant Molecules*, Academic Press, 1997. A very nice introduction to the physics of macromolecules. Describes many of the arguments that will be made in our course.

U. Seifert, *Configurations of fluid membranes and vesicles*, Adv. Phys., 46, 13 (1997). Seifert provides a detailed description of the elasticity of membranes as well as insights into the current understanding of equilibrium shapes.

H. C. Berg, *Random Walks in Biology*, Princeton University Press, 1993. **A must read**. Berg has all sorts of fun and interesting things to say.

M. Doi and S. F. Edwards, *The Theory of Polymer Dynamics*, Clarendon Press, 1986. Doi and Edwards have some important discussions of the motion of polymers in crowded environments.

H. Echols, *Operators and Promoters* and H. F. Judson, *The Eighth Day of Creation*. Two very interesting books on the history of molecular biology. Judson's book is instructive both on the science and on the types of personalities that did that science. Echols was a molecular biologist himself and tells the story of the development of molecular biology in very compelling terms - if you read this book you will learn much biology.

**To the extent possible, I will be inviting special guest lecturers throughout the semester to give you special insight into current research topics. I hope you will enjoy these appearances.**

## **4. Demonstrations**

Biophysics is advancing rapidly, mostly because of experiments. Throughout the course, I will constantly explain and refer to experimental techniques. In addition, I will hopefully organize a few experimental demonstrations using my own laboratory at USC. I hope this will give you a unique flavor of experimental biophysics.

## **5. Online Course Support**

The PHYS 444 home page is maintained at <http://blackboard.usc.edu>. Under the home page you will find a copy of this course syllabus, lecture slides, assigned reading (***check it every week***),

solutions to problems discussed in class, current homework assignments together with some hints, solutions to completed homeworks, handouts, grades and perhaps other, hopefully useful, information.

## 6. Homework Assignments

Homework assignments complement the lectures and constitute an integral part of this course. **They're weighted quite heavily in this course (60% of the total grade).** The solutions to the written assignments are due in class at the beginning, not the end, of the Thursday lecture. Do not bother trying to hand in a late HW. If for a *very strong* reason you are unable to finish your homework on time, you need to send me an e-mail and ask for an extension **before the homework is due** (the reason better be good). Please do not slide your homework under my door or drop it in my mailbox without prior authorization.

I beg you to talk to your colleagues and classmates as you work on problem sets. The solutions should be written up legibly with enough details so that anybody, not just the author, can understand what is going on. Specifically, be sure to show all intermediate steps and use words, not just equations, to explain the solution. A solution consisting of a string of equations with no comments, a figure if required, or some minimal explanation will be considered unsatisfactory. Please make sure to staple together multiple homework sheets, as all work submitted as loose, or clipped together pages will not be graded. Finally, please note that you are not allowed to look up solutions in a solutions manual or on the web. Graded homework will be returned in class and solutions will be posted on the course home page.

## 7. Project

During the last few weeks of classes, you will be organized into teams of ~ 2 students per team. Each team will work collaboratively on one of the serious/longer problems in the textbook, or some other problem of my choosing (preferably an open ended serious problem of current interest in the field i.e. current scientific literature). Alternatively, if some random problem tickles your interest, run it by me. If I like it as well, we can discuss making it into a project. You will then work out the details, and make a brief (20 – 30 minute) presentation to the class on the results, as well as a nice poster. I'll provide more details on project topics and logistics by the middle of the semester. The point is to have fun, work in a team, and get into some serious research problem that we can all explore together

## 8. Grading

The final course grade will be determined according to the following distribution:

<b>Homework</b>	<b>60%</b>
<b>Project</b>	<b>20%</b>
<b>Class participation</b>	<b>20%</b>

Class participation is essentially about you being involved in class. I will teach this class seminar style, and it has to be a two-way street. Letter grades are entirely at my discretion i.e. I do not use rigid percentage marks (such as e.g., a rule that 90% would correspond to A- or similar). Further details about the grading procedure are given in class.

## 9. Miscellaneous

### *Academic Integrity*

Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity will be strictly enforced. We expect you will familiarize yourself with the USC academic integrity guidelines.

The Trojan Integrity Guide can be found at

<http://www.usc.edu/student-affairs/SJACS/forms/tio.pdf>.

The Undergraduate Guide for Avoiding Plagiarism can be found at

<http://www.usc.edu/student-affairs/SJACS/forms/tig.pdf>.

A Guide for Graduate Students can be found at

<http://www.usc.edu/student-affairs/SJACS/forms/GradIntegrity.pdf>.

### *Students with Disabilities*

Students who need to request accommodations based on a disability are required to register each semester with the Disability Services and Programs. In addition, a letter of verification to the instructor from the Disability Services and Programs is needed for the semester you are enrolled in this course. If you have any questions concerning this procedure, please contact the course instructor and Disability Services and Programs at (213) 740-0776, STU 301.

## 10. Important Dates

Labor day: Monday, September 1

Thanksgiving: Wednesday – Saturday, November 26-29