

# ANTH 4800 Introduction to the Living Primates

Fall 2016

Section 001 • CRN 43243 • Mon/Wed/Fri 11:30 – 12:20 • Old Main 121

**Instructor** Dr. Nanda Grow  
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**Office Hours** Mon 1-3pm and by appointment  
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## Course Description

This course provides a survey of the diversity of non-human primates and explores how studying primates contributes to our understanding of humans. We will begin with an introduction to the different primate species, including the characteristics of each primate group and how they are related. Each primate group will provide examples to examine variation in primate ecology, behavior, anatomy, and sociality. Topics include foraging behavior, social relationships and grouping patterns, reproduction, parenting strategies, sexual selection, geographic distributions, and communication strategies. We will then consider how the primatological perspective can be used to understand ourselves, exploring topics such as the evolution of culture, tool use, intelligence, and life history. Throughout the course we will explore the issues threatening the world's primates.

**Course Objectives** The goal of this course is to explore the nature of our nonhuman primate relatives and their relevance to anthropology. This course will survey the diverse anatomy, behavior, social systems, and geographic distributions seen in the world's living primates. We will explore the causes for variation within and between different primates, looking at broad questions that currently challenge scientists.

## Learning Outcomes

At the end of this course, students will...

1. Be familiar with the methods, theories, and questions that primatologists use.
2. Develop the ability to discuss and explain the evolution of primates and their ancestors using scientific evidence.
3. Recognize how comparative reference to nonhuman primates informs our understanding of human biology, sociality, and how we fit into our world.
4. Know modern primate taxonomy and primate evolution
5. Distinguish feeding ecology, social systems, locomotor patterns, reproductive strategies, and conservation issues among different primates
6. Be able to identify the links between biology, ecology, and behavior in living primates.

## Required Texts

1. ***Primate Diversity* by Dean Falk (2000)** ISBN: 978-0-393-97428-7
2. **Assigned readings on Canvas**

*Suggested Text: Primates in Perspective, 2<sup>nd</sup> Ed.* by CJ Campbell et al. (2009)

Come prepared to all lectures and discussions (i.e. do the assigned reading before coming to class).

• **Canvas Course Website:** <https://usu.instructure.com/courses/417486>

*Check the website regularly* for updates, course announcements, schedule changes, and newly uploaded materials.

## Grading and Course Requirements

Exam grades may be curved at the discretion of your instructor, but will not be rounded (e.g. an 89.9% will not become a 90%). Final letter grades may be based on whole number rounding.

	Points	% of Final Grade
Exam 1	100	20
Exam 2	100	20
Exam 3 (final)	100	20
Presentation	100	20
Attendance	100	20
<b>Total</b>	<b>500</b>	<b>100%</b>

A: 100-93% A-:92-90% B+: 89-87% B: 86-83% B-:82-80% C+: 79-77% C: 76-73% C-:72-70% D+: 69-67% D: 66-60%  
F: below 60%

- **Exams:** There will be three equally weighted exams, each of which is worth 25% of your final grade (**75%** total). Exams are not cumulative and will include

information from lectures, readings, and films covered since the previous exam. However, *understanding some concepts will depend on those learned earlier in the semester*. The first two exams consist of a combination of multiple choice, matching, short-answer, and short essay questions. The final exam is a take-home essay exam and is *optional*; if you choose not to take the final, then your grade will be calculated based on a total of 400 points.

A study guide may be provided prior to each exam. The absence of a term/concept from the study guide does not preclude it from being included in the exam, nor does presence in the list guarantee it will be on the exam. Students may create a 1-page (8.5x11" single-sided) hand-written note sheet to use during in-class exams, which must be turned in with the exam. This sheet may only contain notes; it may not contain example questions and answers. Handwriting must be "normal" size.

- **Attendance and Class Participation:** Attendance will count for **10%** of your final grade (40 points). Forms of attendance will include: **(1) completion of in-class assignments or participation in discussions** and **(2) roll call via a sign-in sheet**. While attending class, students are strongly encouraged to actively participate in classroom discussions. Days that attendance will be taken are chosen randomly. The point value of each class day will depend on the total number of days that attendance is taken. Attendance will be updated in Canvas weekly so that you may keep track of your current grade.

- **Research Presentation:** Each student will give a PowerPoint presentation at the end of the semester on an approved primatological research topic (60 points; **15%** of your final grade). You will receive a more detailed assignment description later in the semester. The presentation must be at 10-12 minutes long and you must provide a printed copy of your slides. Your presentation must include internal citations and a works cited slide just as a regular research paper would include.

Group presentations require prior approval. You may present prior to the final week of class with approval. Attendance is required on all presentation days.

- **Extra Credit:** Opportunities for extra credit *may* be provided throughout the semester. You should focus your attention on learning the coursework rather than seeking extra credit.

### Attendance and Class Participation

Regular attendance is crucial to success in this course. Attendance will be The only acceptable excuses for missing class are medical or family reasons, and those listed in the USU Code of Policies and Procedures for students. *Students are responsible for notifying Dr. Grow of absences and for keeping up with missed material.*

- **Assignment Late Policy:** *No late work will be accepted* without proof of an excused absence

on the due date. Students who fail to turn in an assignment without a legitimate excuse will receive zero credit for that assignment. Students should report in advance all planned excused absences.

- **Make-up Exam Policy:** Make-up exams will not be offered unless you have a valid excuse. Students who miss a scheduled exam due to a university excusable absence must provide documentation within one week of the absence and schedule a makeup exam. Students who miss an exam *without* a legitimate excuse will receive zero credit for that exam. It is your responsibility to contact Dr. Grow as soon as possible to schedule a time to take the exam.

### **Academic Integrity Statement**

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- **Plagiarism Statement:** Plagiarism consists of passing off someone else's ideas, words, or writing as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. For more information about plagiarism and USU policies, please consult the USU Code of Policies and Procedures for Students, Article VI.

- **Copyright Statement:** All materials and handouts used in this course are copyrighted. These materials include, but are not limited to: syllabi, lecture slides, in-class handouts, exams, lab problems, review sheets, and problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the handouts without expressly granted permission.

- **Academic Dishonesty Policy:** Academic dishonesty comprises the unauthorized distribution of information, cheating, and/or plagiarism. The USU Honor Pledge states: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Evidence of cheating or plagiarism on any exam, assignment, or paper may result in a failing grade. Academic dishonesty is never tolerated, and offending students will be reported to the university for further possible disciplinary proceedings at the discretion of department, college, and Dean, including probation, suspension, expulsion, and denial or revocation of degrees.

- **Privacy Statement:** In compliance with the Family Educational Rights and Privacy Act (FERPA), it is the policy of the Department of Sociology, Social Work, & Anthropology at Utah State University to maintain the confidentiality of students' records.

- **Americans with Disabilities Act (ADA) Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring accommodation, please contact the university. Alternate format materials are available with advanced notice. All accommodations are coordinated through the Disability Resource Center (DRC), University Inn Room 101 (797-2444 voice, 797-0740 TTY). Please contact the DRC as early in the semester as possible.

- **USU Classroom Civility Policy:** Utah State University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action.

- **Statement of Non-Discrimination:** Utah State University has a Zero Tolerance Policy with regard to discrimination of any kind: "In accordance with established laws, the University prohibits discrimination based on race, color, religion, sex, national origin, age, disability, or

veteran's status. In addition, discrimination on the basis of sexual orientation, gender identity, or gender expression is also prohibited." This classroom is an environment where harassment and other forms of discrimination *are not tolerated*.

## Questions?

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Questions about the assigned readings or the material presented in lecture can be answered in-class, during office hours, or via email. **Please put the course name or number in the subject line for all email correspondence and sign with your full name.** I have an open office policy; if my door is open, come on in!

## How to Succeed in this Course

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- Come to class prepared (i.e. do the readings). Read and think about the topic beforehand, and be ready to discuss the readings or ask questions.
- Get the main idea from the readings; don't get bogged down in unnecessary detail. You will be tested over broader concepts.
- Participate in class discussions; this course will be more valuable to you if we can establish a classroom dialogue.
- Focus. Turn off your phone. Eat beforehand. Put away your Taco Bell until after class. If you use your laptop to take notes, do not surf the web, check social media, do homework for other courses, etc. during this class.
- Come to office hours with any questions or issues that may arise.
- Enjoy the subject matter! There are so many interesting aspects of primate behavior, ecology, and evolution that are fun to learn about.

## Schedule of Lectures and Reading Assignments

All readings should be completed *before* the class for which each is assigned. Non-textbook readings (*italicized*) can be found on Canvas. If page numbers are not specified, read the entire chapter. Overlap may occur between assigned readings; keep up on a weekly basis.

**Schedule is subject to modification (and changes are likely).**

Week	Date	Lecture Topic	Readings
1	M 8/29	Course overview; Primate basics	Falk: Preface <i>Morgan 2012</i>
	W 8/31	Why study primates? Intro to behavioral ecology; Diversity & biogeography	Falk: Introduction pp. 1-6, Ch. 2 pp. 44-47 <i>Parga &amp; Overdorff 2007</i>
	F 9/2	Primate Sociality	<i>Swedell 2012</i>
2	M 9/5	<b>** NO CLASS – LABOR DAY</b>	
	W 9/7	Taxonomy; Primate traits	Falk: Introduction pp. 6-13, Ch. 1 p. 27 (Neural Note 1) <i>Gebo 2013</i>
	F 9/9	Primate Evolution	Falk: Ch. 1
3	M 9/12	Natural selection and evolution; Fitness	Falk: Ch. 1 pp. 18-19, Ch. 2 43-44, Ch. 5 116-117
	W 9/14	Evolutionary principles continued	<i>Sesink Clee &amp; Gonder 2012</i>
	F 9/16	Introduction to Prosimians; The Lemurs of Madagascar	Falk: Ch. 4 <i>Gould et al. 2007</i>
4	M 9/19	Lemurs continued; Subfossil lemurs	
	W 9/21	Introduction to Prosimians; Lorises and Galagos of Asia and Africa; Dispersed mating systems	Falk: Ch. 3 pp. 62-78 <i>Nekaris &amp; Bearder 2007</i>
	F 9/23	The Tarsier Enigma (Southeast Asia)	Falk: Ch. 3 pp. 79-83 <i>Gursky 2007</i>
5	M 9/26	Video: <i>The Littlest Alien</i>	
	W 9/28	Introduction to monkeys; New World Monkeys: Callitrichines;	Falk: Ch. 5
	F 9/30	Polyandry: Why is it so rare?; Review for exam	<i>Catch up on readings! Review for exam!</i>
6	M 10/3	☺ <b>EXAM 1</b> ☺	
	W 10/5	New World Monkeys: Cebidae, Atelidae, Aotinae; Monogamy	Falk: Ch. 6
	F 10/7	Video: <i>Clever Monkeys</i>	

7	M 10/10	Old World Monkeys: Colobines; Infanticide and sexual selection	Falk: Ch. 7 <i>Hrdy 1984, Thompson 2014</i>
	W 10/12	Old World Monkeys: Cercopithecines; One male multi-female groups;	Falk: Ch. 8
	Th 10/14	More on Cercopithecines: Macaques & Baboons; Multi-male multi-female societies; Sexual swellings	Falk: Ch. 9
8	M 10/17	Asian Apes: Gibbons; Monogamy	Falk: Ch. 10 <i>Gibbons 1998</i>
	W 10/19	Asian Apes: Orangutans; Sexual dimorphism and male-male competition	Falk: Ch. 11 <i>Maggioncalda/Sapolsky 2009</i>
	Th 10/20	<i>Attend Fri schedule</i> African Apes: Gorillas; one-male groups	Falk: Ch. 12
	F 10/21	<b>No class – Fall Break</b>	
9	M 10/24	Video: <i>Mountain Gorilla</i>	
	W 10/26	African Apes: Chimpanzees & Bonobos	Falk: Ch. 13
	F 10/28	<b>Presentation topics due</b> Video: <i>Chimpanzee</i>	
10	M 10/31	Finish video; begin review	
	W 11/2	Exam Review	<i>Catch up on readings; remember to study</i>
	F 11/4	☺ <b>EXAM 2</b> ☺	
11	M 11/7	Sexuality & reproduction; Male/female mating strategies	Falk: pp. 43-44, 48, 50-54
	W 11/9	More on sexual selection	<i>Brennan 2010</i>
	F 11/11	Parenting and infants; Kin Selection and Cooperation	Falk: pp. 43-44, 54-56
12	M 11/14	Cognition and intelligence; Language	<i>Seyfarth and Cheney 1992</i>
	W 11/16	Video: Sapolsky lecture on language	
	F 11/18	Catch up; potential zoo trip?	
13	M 11/21	<b>NO CLASS THIS WEEK – HAPPY THANKSGIVING</b>	
	W 11/23		
	F 11/25		
14	M 11/28	The question of culture; Field vs. captive studies	Falk: pp. 243-246, 319-321, 326-328, 335-337 <i>Whiten 2005</i>
	W 11/30	Conservation and ethnoprimateology	<i>Riley 2006</i>

	F 12/2	Video: <i>Jungle Gremlins of Java</i> <b>Start presentations</b>	<i>Chapman &amp; Gogarten 2012</i>
<b>15</b>	M 12/5	Student Presentations	
	W 12/7	Presentations Continued	
	F 12/9	Presentations Continued	
<b>16</b>	M 12/12	<b>Presentations Continued</b> <b>11:30am-1:20pm</b>	

☺ **(optional) FINAL EXAM DUE** ☺

The final exam is take-home and will be handed out on the last week of class. You must turn it in on the final exam date, or you may bring it to my office beforehand.

**Note:** We will be focusing on what we know about the different primate groups, comparing their behavior, anatomy, and ecology. If you want to learn more about the methods primatologists use to obtain this data, a good place to start is reading Part Three of *Primates in Perspective*.

In Spring 2017 I will teach a more methods-oriented course (ANTH 4800 Primate Behavior) that will get you hands-on experience observing behavior (zoo-based independent study) in addition to lots of exposure to actual field primatologists (reading their memoirs, documentaries, guest lectures by primatologists); come talk to me about this class if you are interested!

**Reference List** (Available on Canvas)

- Brennan, P. 2010. Sexual Selection. *Nature Education Knowledge* 3(10):79.
- Chapman, C. A. & Gogarten, J. F. (2012) Primate Conservation: Is the Cup Half Empty or Half Full? *Nature Education Knowledge* 4(2):7.
- Gebo, D. L. (2013) Primate Locomotion. *Nature Education Knowledge* 4(8):1.
- Gibbons A. 1998. Research News: 'Monogamous' gibbons really swing. *Science* 280:677-678.
- Gould, L., Sauther, M.L. 2007. The Lemuriformes In: *Primates in Perspective*. C. Campbell, A. Fuentes, K. MacKinnon, M. Panger, S. Bearder, Eds. Oxford Univ Press: NY pp. 46-72.
- Gursky S. 2007. Tarsiiformes. In: *Primates in Perspective*. C. Campbell, A. Fuentes, K. MacKinnon, M. Panger, S. Bearder, Eds. Oxford Univ Press: NY pp. p73-85.
- Hrdy SB. 1984. When the bough breaks. *The Sciences* 24:44-50.
- Maggioncalda AN, Sapolsky R. 2009. Disturbing behaviors of the orangutan. *Scientific American Mind* 20:14-19.
- Morgan, B. J. (2012) Notes from the Field: A Primatologist's Point of View. *Nature Education Knowledge* 3(10):8.
- Nekaris KAI, Bearder SK. (2007). The strepsirrhine primates of Asia and Mainland Africa: diversity shrouded in darkness. In: *Primates in Perspective*. C. Campbell, A. Fuentes, K. MacKinnon, M. Panger, S. Bearder, Eds. Oxford Univ Press: NY pp 24-45.
- Overdorff D, Parga J. The new era of primate socioecology: Ecology and intersexual conflict. In: *Primates in Perspective*. C. Campbell et al. Eds. Oxford Univ Press: NY pp. 466-482.
- Riley, Erin P. "Ethnoprimatology: toward reconciliation of biological and cultural anthropology." *Ecological and Environmental Anthropology (University of Georgia)* (2006): 8.
- Sesink Clee, P. & Gonder, M. K. (2012) Macroevolution: Examples from the Primate World. *Nature Education Knowledge* 3(12):2
- Seyfarth RM, Cheney, DL. 1992. Meaning and mind in monkeys. *Scientific American* 267:122-8.
- Swedell, L. (2012) Primate Sociality and Social Systems. *Nature Education Knowledge* 3(10):84.
- Thompson, Hellen. 2014. Why Some Mammals Kill Babies of Their Own Kind. *Smithsonian (web)*.
- Tomasello M. 1997. Human see, human do. *Natural History* 106(8): 45-47.
- Whiten A. 2005. The second inheritance system of chimpanzees and humans. *Nature* 437:52-55.

