

ANTH 4800 Primate Behavior

Spring 2017

Section 003 • CRN 444332 • Fri 3:30 – 5:45 • Old Main 304

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Course Description

One of the tools that anthropologists use to understand human behavior and sociality is the study of nonhuman primate behavior. This course will review how researchers explore primate behavior within a behavioral ecological context. Part I of this course consists of a brief survey diversity of the living primates, the theoretical principles used in the study of primates, and an introduction to key behavioral patterns. Part II consists of a survey of field methods, including how primates are observed and how behavioral data is recorded. We will explore field primatology through practical experiences, as well as surveying the field experiences of actual primatologists, including interviews with researchers, reading written memoirs, and watching films. Part III consists of field observations in practice: independent observations for a project of each student's choice. There are no prerequisites for this course, although prior course experience in biology or biological anthropology is strongly recommended.

Course Objectives The goals of this course are to survey the methods that are used to study nonhuman primates, and to explore the field experiences of practicing primatologists.

Course Fees and Times A mandatory cost associated with this course is admission to the Willow Park Zoo in Logan for primate observations. An admission ticket to Willow Park costs \$3. Your independent project should be completed within 3-5 visits to the zoo (budget around \$15), or a matching number of observation hours of an zoo webcam. Although we will initially visit the zoo together, students should plan to conduct additional observations outside of class time.

We will take one field trip to the Hogle Zoo in Salt Lake City, with admission and transportation costs covered. Round-trip travel times to and from the zoo will exceed the allotted class time for this course. Alternate arrangements may be made if you cannot attend the zoo visits due to financial constraints or time conflicts; please contact me to discuss your options.

Learning Outcomes

Through this course, students will...

1. Be able to discuss key issues in primate behavior.
2. Understand how primatologists draw upon these theories to answer questions.
3. Evaluate the different methods that primatologists use.
4. Understand how to observe, record, analyze, and interpret primate behavior, and to apply these techniques in a practical setting.
5. Be able to identify the links between biology, ecology, and behavior in living primates.
6. Recognize how comparative reference to nonhuman primates informs our understanding of human sociality and how we fit into the world.

Required Texts

1. ***Primate Behavior Exercise Workbook* by J.D. Paterson** ISBN: 9781577661658
2. ***A Primate's Memoir* by R. Sapolsky** ISBN: 9780743202411
3. **Assigned readings on Canvas**

Suggested (optional) Text: *Primate Behavioral Ecology* by K. Strier (ISBN: 9780205790173)

• **Canvas Course Website:** <https://usu.instructure.com/courses/444332>

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

Grading and Course Requirements

Final letter grades may be rounded.

- **Attendance and Class**

Participation: Attendance/participation will count for **20%** of your final grade (80 points). Forms of attendance will include: **(1)** completion of in-class worksheets or participation in discussions and **(2)** roll call via a sign-in sheet. Students are strongly encouraged to actively participate in classroom discussions.

	Points	% of Final Grade
Assignments	100	25
Reading Responses	100	25
Attendance/Participation	80	20
Project/Presentation	120	30
Total	400	100%

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%

- **Reading Responses:** Five reading responses worth **25%** of your final grade (20 points each) are due in-class, as outlined in the class schedule. Each student must bring to class a 1-page response to the assigned readings. The goal of these responses is to ensure you are prepared to contribute to discussions.

Try to think identify a theme and each paper's contribution to that theme (prompts for the responses may be posted on Canvas to help guide your thinking). This response must include **1)** a summary of all readings (at least one paragraph per reading), **2)** at least one discussion question drawn from *each* reading, and **3)** an analysis portion that includes response, commentary, and/or criticisms. All reading responses must be typed, printed, and turned in at the end of class (no emailed submissions will be accepted).

- **Assignments:** Five assignments are due either in-class on the day they are assigned, or the following class day (20 points each; **25%** of your final grade).

- **Research Project and Presentation:** Each student will conduct a short research and observational project on an approved topic and give a presentation at the end of the semester (120 points; **30%** of your final grade). The presentation (100 points) must include either a poster or slide presentation with the following components: question, hypothesis, background research, original behavioral observations (data collection), behaviors observed, methods used during observations, results, simple analyses, and conclusions.

Before you begin your independent project, you must turn in a proposal (20 points) outlining your a) study species, b) research question, c) hypotheses and predictions, d) variables that will be studied, and e) plan to collect data. If possible, specify sampling and recording rules, sample size, and any relevant information about your proposed study.

The presentation must be approximately 20 minutes long, and you must provide a printed copy of your slides. Your presentation must include internal citations and works cited just as a regular research paper would include. Along with your slides or poster, you must turn in your ethogram, and a copy of your data checksheets and field notes.

Essay Option: With prior approval, students may instead turn in a 8-page research paper on their chosen topic. In extenuating circumstances, students might choose an alternate presentation topic (e.g. literature review, in-depth analyses of primatological memoirs) to present on. You will receive a more detailed assignment description later in the semester.

- **Extra Credit:** An extra credit opportunity will be available.

Attendance and Class Participation

Regular attendance is crucial to success in this course. Attendance accounts for 20% of your final grade. 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 should report in advance all planned excused absences.

Academic Integrity Statement

- **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.
- **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.

How to Succeed in this Course

- Do the readings before the class for which they are assigned. Think about the topic beforehand, and be ready to discuss the readings or ask questions.
- Participate in class discussions; this course will be more valuable to you if we can establish a classroom dialogue.
- 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

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

All readings should be completed *before* the class for which each is assigned. Readings marked with an asterisk (*) can be found on Canvas. If page numbers are not specified, read the entire chapter.

Note: *A Primate's Memoir* by Sapolsky should be read at your own pace, with each section (~60-90 pp) completed before the corresponding reading response (RR) is due.

Week	Date	Lecture Topic	Readings
1	F 1/13	<ul style="list-style-type: none"> Course overview Evolutionary approaches to the study of behavior The Primate Pattern 	1. *Strier 2011 - Ch. 4 (skim) 2. *Snowden 2004 Suggested: *Tyson 2010
Behavior and Evolution			
2	F 1/20	<ul style="list-style-type: none"> The Scientific Method and research design; the hourglass format Introduction to primate behavioral studies <i>Assignment 1: Research Design</i> 	1. Paterson: Ch. 1 pp. 3-11; Ch. 2 pp. 13-17, 22-26 2. *Martin & Bateson 1993: Ch. 2 pp. 19-24, Ch. 3 pp. 25-54
Primate Overview			
Research Design			
RR #1 DUE			
(can include Week 1 readings if desired)			
3	F 1/27	<ul style="list-style-type: none"> Primate Diversity: Prosimians & Anthropoids Variables in Primate Research Discuss readings <i>Assignment 2: Induction vs. Deduction</i> 	1. *Lewis, Jurmain, & Kilgore 2013 – Ch. 6: Overview of Primates 2. Choice: Nishida 1993 (inductive) OR Mitani & Watts 2001 (deductive)
Research Design Continued			
RR #2 DUE			
4	F 2/3	<ul style="list-style-type: none"> Discuss Sapolsky 	1. Sapolsky Part I
Short class (museum talk @ 4pm)			
5	F 2/10	<ul style="list-style-type: none"> Discussion: Primate Research Articles If time: Video - <i>Life: Primates</i> 	1. *Grow et al. 2013 2. *Hosey 2005 3. Pick primatological article of your choice to share with class
Primate Research In Action			
RR #3 DUE			
6	F 2/17	<ul style="list-style-type: none"> Video - <i>Gorillas in the Mist</i> 	Sapolsky Part II
Begin thinking of questions and researching zoo species of interest			
7	F 2/24	<ul style="list-style-type: none"> Defining Behaviors (Ethograms) Attributes of behavior Coding Behaviors 	1. Paterson Ch. 3 & Exercise 2 2. *Nishida et al. 1999 3. *Martin & Bateson 1993: Ch. 5 pp. 62-67 (skim)
Classification of Behavior			
<i>Assignment 3: Creating an Ethogram</i>			

8	F 3/3	<ul style="list-style-type: none"> Sampling and Recording rules for behavior Focal primate sampling 	<ol style="list-style-type: none"> *Campbell et al. 2011 - Methods *Altmann 1974 OR *Martin & Bateson 1993: Ch. 6 Paterson Ch. 2 pp. pp. 17-23, 26-34 Paterson Exercises 4, 7-10 (skim over)
Observing and Recording Behavior		RR #4 DUE	
9	F 3/10	NO CLASS SPRING BREAK	
10	F 3/17	<ul style="list-style-type: none"> Analyzing Behavior Validity measures <i>Assignment 4: Checksheet Design</i> 	<ol style="list-style-type: none"> Paterson Ch. 4 & 5 *Hinde 1973 (skim) *Martin & Bateson 1993: Ch. 7 pp. 103-106
Observing and Recording Behavior			
11	F 3/24	<ul style="list-style-type: none"> Logan Zoo Visit – meet at zoo <i>Assignment 5: Interobserver Reliability Exercise</i> 	<ol style="list-style-type: none"> Sapolsky Part III
12	F 3/31	NO CLASS Proposals DUE on Canvas	
13	F 4/7	<ul style="list-style-type: none"> Discussion: <i>A Primate's Memoir</i> Video - <i>Living with the Baboons</i> If time: Video - Sapolsky lecture 	<ol style="list-style-type: none"> Sapolsky Part IV
		RR #5 DUE Include entire book	
14	F 4/14	<ul style="list-style-type: none"> Interview with a Primatologist: TBA 	
Interpreting Behavior			
15	F 4/21	NO CLASS Work on Independent Research Projects	
16	F 4/28	* Hogle Zoo visit: Meeting the primates *	
17	W 5/3	Final Exam - 3:30-5:20 - Class Presentations	

Reference List (Readings available on Canvas)

- Altmann, J. 1974. Observational study of behavior: sampling methods. *Behaviour*, 49(3), 227-266.
- Campbell, C., Crofoot, M.C., MacKinnon, K., Stumpf, R. 2011. "Chapter 21: Behavioral Methods." In: Campbell, C., Fuentes, A., MacKinnon, K., Bearder, S., and Stumpf, R, Eds. *Primates in Perspective, 2nd Ed.* Oxford University Press: Oxford.
- Grow, N., Gursky, S., & Duma, Y. (2013). Altitude and forest edges influence the density and distribution of pygmy tarsiers (*Tarsius pumilus*). *American journal of primatology*, 75(5), 464-477.
- Hinde, R.A. (1973). On the Design of Check-Sheets. *Primates* 14(4): 393-406.
- Hosey, G. R. (2005). How does the zoo environment affect the behaviour of captive primates?. *Applied Animal Behaviour Science*, 90(2), 107-129.
- Lewis B, Jurmain R, Kilgore L. (2013). Understanding Humans: Introduction to Physical Anthropology and Archaeology, 11th Ed. Chapter 6: An Overview of the Primates. Wadsworth, Cengage Learning: Belmont, CA.
- Mitani JC, Watts DP. (2001). Why do chimpanzees hunt and share meat? *Animal Behaviour*, 61(5) 915-924.
- Nishida, T. (1993). Left nipple suckling preference in wild chimpanzees. *Ethology and Sociobiology*, 14(1), 45-51.
- Nishida, T. (1999). Ethogram and ethnography of Mahale chimpanzees. *Anthropological Science*, 107(2), 141-188.
- Snowden, C. (2004). "Significance of Animal Behavior Research." *Animal Behavior Society*. Retrieved from <http://www.csun.edu/~vcpsy00h/valueofa.htm>
- Strier, K.B. (2011). Chapter 4: "Evolution and Social Behavior". *Primate Behavioral Ecology*, 4th Edition. Boston, Pearson/Allyn & Bacon.
- Tyson, P. 2010. The nurture of nature. NOVA online. <http://www.pbs.org/wgbh/nova/nature/genes-behavior.html>