

**Anthropology 552  
Field Studies in Primatology**

**Department of Anthropology and Archaeology  
University of Calgary  
Spring 2017**

**Instructor: Josie Vayro (jvvayro@ucalgary.ca)**  
**Dates: May 14 – June 12 (back in Calgary June 13)**  
**Location: Boabeng-Fiema Monkey Sanctuary, Ghana.**

**Program Assistant: Tianna Rissling (tcrissli@ucalgary.ca)**

**Prerequisite:** Consent of the department.

**Co-requisites: ANTH 553 and ANTH 505.02**

**1- Course Description and Context:** This course is taken in association with ANTH 553 and 505.02 and constitutes the field component of the Ghana Primatology Fieldschool. This course starts from the moment you pass security at the airport in Calgary, and ends once you board the plane in Accra to return home. Instructor J. Vayro and PA T. Rissling travel with the group to Ghana. The course takes place mainly at the Boabeng Fiema Monkey Sanctuary, Ghana, and involves work with black and white colobus and mona monkeys. A portion of the work will take place in other sites (see daily field schedule). In BFMS, the students practice animal identification and behavioral data collection. Students also learn how to measure habitat use, and familiarize themselves with ecological measurements of food availability. The bulk of the stay in BFMS is used to implement data collection on the research project designed in ANTH 553. Students work in team on a project that has been designed in ANTH 553. The data collected as part of ANTH 552 will provide the basis for the work to be accomplished in ANTH 505.02.

**2- Overview of the Schedule:** The schedule while in Ghana is designed to maximize exposure to different ecological zones in this West African country, while spending a significant amount of time in a single location (BFMS) to live in rural Africa and work on a research project in the community forest. All activities are done as a group, according to the schedule provided by the instructor. Changes can occur on the schedule due to factors outside of the control of the instructor, and will be announced as necessary. Daily review of the activities for the group will be performed at dinner time every night. Flexibility is important, and students should keep track of changes that are announced by the instructor or the Program Assistant by writing them on the printed copy of their daily field schedule. The daily field schedule also allows students to plan ahead and to prepare for upcoming activities (such as the evening readings). Students are not allowed to initiate activities on their own, or to participate to activities that are not scheduled by the instructor without explicitly seeking permission to do so. The group dynamic session (taking place in ANTH 553 Thursday May 4<sup>th</sup> 1-4 pm) will allow students to understand

the instructor's expectations for student behavior and participation in the program, as well as student's responsibilities to insure a successful and safe program for all.

### **3- A note about computers and other electronics...**

The success of the program is contingent upon students, PA and instructor being fully immersed and fully participating to the life of the group through the activities, the meals, and the day to day work. It follows that, as a principle, students are not allowed to bring their computer to the field to promote students' engagement in the program. It also follows that students should not start working on their final report before the end of the program. If you are traveling after the program and need a computer then, speak to your instructor, who will store your computer in a safe place for the duration of the program. You are allowed to bring a tablet for reading. You are also allowed to bring your phone (to take pictures, listen to music and to use in a Wifi zone). The important principle to keep in mind here is that if your instructor sees that you are disengaging from the program because of the use of your electronic devices, she will ask you to stop using them. She will store your electronic devices safely until the end of the program.

### **4- Learning Outcomes:**

At the end of ANTH 552, students are expected to:

- Have experienced key elements of Ghana social and natural landscape.
- Have put in practice the main methods of behavioral and ecological data collection used in primatology.
- Have refined the research hypotheses and research design they developed in ANTH 553 in relation to the context they encountered in the field to improve data collection.
- Have used primary literature to discuss key issues in conservation and primate research in Ghana.
- Have shown that they were engaged in the group as a full participant to the program – as evidenced by their team successfully collecting their data, by their positive engagement in daily activities, and by their reflection on learning goals and learning process in their daily log.
- Have navigated the multiple challenges associated with conducting fieldwork in a small community, in a small group, in a new environment, with a heavy workload.
- Have worked and lived in a different cultural setting, and as a result have increased their cross-cultural competencies.

### **5- Course Requirements**

5.1- **Presentation** on readings while in the field (**15%**): Every student will be responsible to present and lead a discussion on one reading during the field program. These presentations will take place in the evening (see daily field schedule). Students should expect to prepare a presentation that should last 30 to 45 minutes. This should involve

presenting the material in the text, put this material in perspective in relation to other readings that have been done either in the preliminary readings, the Calgary week, or other evening readings, as well as leading a discussion by presenting questions and issues for discussion to the group.

**5.2- Participation in discussions** around presentations by other students (**15%**). Students are responsible for reading the eight other papers, and are responsible for preparing questions and points for discussion. The instructor will assess the level of participation by counting the number of valuable interventions done during the presentations by other students.

**5.3- Field tests (20%):** The first test is designed to evaluate the student's ability to recognize tree species and assign phenology scores and to evaluate the student's knowledge of behaviors of the two species of monkeys (ethograms, sexing animals, etc. done in the forest: 10%). A written test will also be done evaluating the knowledge gained during the field program (10%). This written test will take the form of short answers and medium-length essays (between 1 and 3 pages).

**5.4- Data collection on project (20%):** The components of the project evaluated in ANTH 552 is the process of data collection. The instructor will follow students at given times and will also randomly check data collection process (on the student's project) to evaluate quality of data collection - in particular, the consistency of behavioral definition and recognition, aging and sexing of individuals, and the ability to "call" or to reconstruct a complex sequence of behavior for precise entry on the checksheet.

**5.5- Participation (30%); A PASSING GRADE ON THIS COMPONENT IS A REQUIREMENT TO PASS THE COURSE.** Individual performance in relation to group members, and in relation to learning objectives in all the activities of the field course. Components include level and quality of participation in training sessions (ethogram, recording behavior, ecological sampling, censusing) and generally speaking, demonstrating a positive contribution to group dynamics. Students will also be asked to keep a daily log on their progress. This log will be used in part to assess participation. The log will be collected and read by the instructor twice in the program (see daily field schedule) after which individual meetings with students will be conducted by the instructor. On the basis of her reading of the log and her observation of the student while in program, she will carry out these individual meetings to discuss the quality of participation, address any difficulties, and identify areas in need of improvement. **The log will given back to instructor on the last day in Ghana for final evaluation.** Logs can be returned to students after the evaluation is complete.

## **6. More information about the log:**

At the beginning of your journal, we want you to detail your learning objectives for the field school. You can have several objectives, and they can evolve during the stay in Ghana. Do a bit of introspection. What is it you want to learn and why? At the end of the trip, how are you going to measure **your success**? Every day, you should carry a small

notebook with you to note elements of natural history, or cultural encounter that you witness, or in which you participate. See yourself as a reporter, or a writer in the research portion of their project, gathering interesting elements. *Your task is to show us that you are engaged in the process of data collection at all levels.* Are you integrating, and expanding on the knowledge that you gained from the readings, and from the classroom work? Early on, we expect to see comments on the new things you see and the whole “newness” of the experience – but eventually, you should shift towards your learning objectives, and you should *try to connect between objectives and practice*; i.e. what do you do on a daily basis to meet your objectives?? Twice in the field program (see field schedule), you will hand back your log to your instructor, who will read it and meet individually with you to review how you are doing, and areas that may need improvement. Prior to returning the log to the instructor, please answer the three following questions (about one page each): 1- How am I doing as a researcher; 2: How am I doing as a team member? and 3: How am I doing as an ambassador from my university? Note that these are the three roles that you have in the program - these will be discussed at length in the group dynamic session (Thursday May 4<sup>th</sup> as part of 553).

**Please Note:**

There is no textbook required for this course.  
 There is no Registrar`s scheduled final exam for this course.

**Deferred Exams:**

The format of a deferred examination/assignment will likely vary from the original format on the scheduled exam/assignment. For example, it might be essays or short answers rather than multiple choice.

**Final course grades** will be calculated as follows:

	B-	74.8 – 70.9%
	C+	70.8– 66.9%
A+ 100 - 94.9%	C	66.8 – 62.9%
A 94.8 - 89.9%	C-	62.8 – 58.9%
A- 89.8 - 84.9%		
	D+	58.8 – 54.9%
B+ 84.8 – 79.9%	D	54.8 – 49.9%
B 79.8 - 74.9%	F	49.8% and below

**ACADEMIC ACCOMMODATIONS**

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course, Josie Vayro.

## **ACADEMIC INTEGRITY**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

## **TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

## **Writing Across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

**Emergency Evacuation Assembly Points:** In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

**Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

**Safewalk Information:** Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

**Faculty of Arts Program Advising and Student Information Resources:** Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate/](http://arts.ucalgary.ca/undergraduate/)

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

arts2@su.ucalgary.ca  
arts3@su.ucalgary.ca  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**Ombudsman`s office:** <http://www.ucalgary.ca/ombuds/>