

DEPARTMENT OF ANTHROPOLOGY
University of Calgary

ANTHROPOLOGY 311.01: Primate Behaviour
Fall 2018

Class Time: Th 6pm -8:50 pm

Class Location: CHC 105

Prerequisite(s): Anthropology 203

Instructor: Amanda Melin

Email: amanda.melin@ucalgary.ca

Office Hours (Earth Science 710F): Monday 11:00am – 12:00pm.

I will also arrive 10 min early before most classes. This is a great opportunity to seek clarification or ask quick questions you might have.

Teaching Assistants: Office Hours in Room: ES 722

Name: Rachel Williamson

Topics: Taxonomy, primate origins, social and mating patterns, natural and sexual selection, conservation

(i.e. Lectures 1-6, Text chapters, 1-5 and 12)

Email: rachel.williamson1@ucalgary.ca

Office Hours: Wednesdays 1:00-2:00pm

Name: Colin MacFarland

Topics: Male and female reproductive strategies, life cycles, sensory and community ecology, communication and cognition

(i.e. Lectures 7-12, Text chapters 5-11)

Email: cemaclar@ucalgary.ca

Office Hours: Wednesdays 1:00-2:00pm

Summary of FAQs and essential information

QUESTIONS ABOUT COURSE MATERIAL

- All questions about course material must be posted to the designated **D2L page**, and not via email to instructors or TAs. This allows all students to review questions and answers. Questions must start with the Topic. Students are encouraged to answer classmates' questions and the TAs/Instructor will check this page every 1-2 days, M-F and add to these answers as needed. Students providing answers must provide their names to be eligible for bonus marks (below). Office hours and before/after class are also a great time to ask questions.
- TAs and/or instructors will check the D2L page and add responses, excluding weekends and holidays.

REQUIRED TEXT: *Primate Behavioural Ecology* by Karen Strier, 5th Edition (2016)

- The 4th edition has similar information, but be warned that multiple choice questions for exams will be based on the 5th edition.
- **PLEASE SEE APPENDIX 1 FOR REVISED PRIMATE TAXONOMIC CHART.** It **REPLACES** the taxonomic chart found in the Strier textbook (pg 52-53). **DO NOT** refer to the chart provided in your text – the chart I've provided is more current and widely used.

COURSE DESCRIPTION

- This course will cover the fundamentals of primate behaviour research and theory, including: evolution, social dynamics, socio-biology, socio-ecology, dominance, aggression, kinship, sexual behaviour, reproductive strategies, cognition, and communication. You will learn primate taxonomy and be able to apply these concepts to conceptualize and describe genetic, ecological and behavioural variation exhibited across primate groups.

LEARNING OBJECTIVES

By the end of the course students should be able to:

- Explain the history and motives behind primate studies in terms of understanding human evolution and species variation.
- Recognize features and hypotheses associated with the origin of the primate pattern
- Identify primate taxonomy and characteristics unique to each taxonomic group.
- Distinguish between the different elements of primate socio-ecology, social groups, and factors that contribute to group variation, including male and female reproductive strategies and their influence on social organization.
- Describe the principles of natural selection and sexual selection
- Discuss characteristics associated with stages of the primate lifecycle.
- Explain how primates share information with each other through four modes of communication, as well as how they interact with non-primate species.
- Identify threats to primate populations and organizations involved in the development of conservation policies.

CLASSROOM NORMS

- Norms will be discussed on the first day of class and will cover the following areas:
 - Attendance and punctuality
 - Questions and participation
 - Use of technology: laptops and cell phones
 - Exam attendance and conduct

ATTENDANCE AND COURSE MATERIALS

- Students will need to attend class to do well in this course! The textbook material is related and complementary to lecture material. However, lectures will not be tightly tied to the format of the textbook and both need to be mastered to do well on exams. Please read the text to understand broad ideas, theories, definitions, and to learn which primate groups and species are associated with learned concepts. The text provides different examples than what is covered in class to supplement your learning and to help to clarify concepts.
- **EXCHANGE EMAIL ADDRESSES WITH 2 PEOPLE NEAR YOU.... DO IT NOW....** If you miss a lecture you should contact your classmates for notes and to find out what you missed. TAs and instructors will not be able to go over missed lectures with you.

LECTURE NOTES

- When possible, slides used in class will be posted as PDF handouts on D2L before class. Otherwise, materials will be posted after class. Some pictures and whole PPT files may not be posted due to copyright of figures and photographs. **SLIDES WILL NOT CONTAIN ALL MATERIAL COVERED BUT**

RATHER PROVIDE A CONVENIENT BACKBONE FOR NOTE-TAKING. Often I will add notes to slides during class.

TENTATIVE SCHEDULE OF COURSE TOPICS

May be subject to modification

| DATE | LECTURE NO. | LECTURE MATERIAL AND TESTS | TEXT CHAPTER |
|--------|-------------|--|--------------|
| Sep 6 | 1a | Course overview –highly recommend you attend! | |
| Sep 6 | 1b | An introduction to primate studies | 1 |
| Sep 13 | 2a | Primate community ecology | 11 |
| Sep 13 | 2b | Video: <i>Life of Mammals - Social Climbers (BBC)</i> | |
| Sep 20 | 3a | The primate pattern & theories for the origins of the primates | 1 |
| Sep 20 | 3b | Primate survey: Strepsirhines, Tarsiiformes, | 2* |
| Sep 27 | 4a | Primate survey: New World monkeys | 2* |
| Sep 27 | 4b | Primate survey: Old World monkeys and apes | 2* |
| Oct 4 | 5 | Group living and dispersal patterns | 3 |
| Oct 4 | | Prep for TT1 | |
| Oct 11 | | Term Test 1 | 1-3 |
| Oct 11 | 6 | Social and mating systems | 3 |
| Oct 18 | 7a | Natural selection, kin selection, reciprocal altruism | 4 |
| Oct 18 | 7b | Sexual selection, parental investment and limiting resources | 4-5 |
| Oct 25 | 8a | Male reproductive strategies | 5,8 |
| Oct 25 | 8b | Female reproductive strategies, food competition and socio-ecology | 5,6,7 |
| Nov 1 | | Video: <i>What Females Want/ What Males Will Do</i> | |
| Nov 1 | | Prep for term test 2 | |
| Nov 8 | 9a | Term Test 2 | 4-8 |
| Nov 8 | 9b | The primate life cycle | 9 |
| Nov 15 | | READING WEEK NO CLASSES | |
| Nov 22 | 10 | Primate Sensory Ecology | 11 |
| Nov 22 | 11 | Primate conservation | 12 |
| Dec 6 | 12 | Communication and cognition | 10 |
| Dec 6 | | Video: Ape genius | |

* Remember to use the taxonomy chart I PROVIDED and not the one in the text book.

COURSE REQUIREMENTS

- **Term Test 1 (30%): Thursday, Oct 11th** - This test will be multiple choice and/or short answer format and will cover all preceding lecture materials, videos, and textbook readings.
- **Term Test 2 (30%): Thursday, Nov 1st** - This test will be multiple choice and/or short answer format and will cover all preceding lecture materials, videos, and textbook readings covered since Term Test One.

- **Cumulative Final Exam (40%): Registrar scheduled Dec 10th – 20th** – This test will predominantly be multiple choice, although short answer, fill in the blank and matching are all possible. Details will be provided closer to the examination.
 - o **NOTE:** All exam **short answers should be written in blue or black ink**. Short answers written in pencil will not be graded. Multiple choice will be written with #2 pencil on scantron sheets.
 - o **NOTE: ALL** lecture materials will be covered on exams; **this INCLUDES videos, lectures, discussions, and guest lectures**. Lectures do not exactly follow the text chapters so please read actively and carefully!
- **Exam policy:** Bring U of C ID to every exam as you may be asked to display it. All personal belongings must be brought and left at the front of the classroom, except for a pen (for short answer), a #2 pencil (for scantron), eraser, and your ID.
- **Bonus Assignment (up to 3% final grade):** - This optional assignment will **be due 2 days after the final exam**. Students may earn an additional 1%, 2% or 3% towards their overall course grade by submitting a transcript of their answers to student questions posted on D2L. Grades will be assigned based on both quality (correctness, thoroughness) and quantity of questions answered. Assignments should be printed and placed in the appropriate dropbox in front of the Anthropology and Archaeology main office, with the student ID in the top righthand corner.

GRADE BREAKDOWN

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

ADDITIONAL ACCOMMODATIONS

- **Missed Exams** – Missed tests automatically receive a score of zero. In the event of an emergency or illness, you **MUST** notify the instructor **BEFORE** the exam by email, or as soon as safe to do so, and documentation may be requested before or at the time of the scheduled make-up test. Make-up tests may differ in form and content from the original exam. Typically there will be **ONE** opportunity scheduled for a make-up exam. You may need to rearrange your schedule to attend this exam.
- **Returned Exams** – Exam marks will be posted on D2L but exams will not be handed back. Students will be allowed to view both their own exam and the answer key during scheduled office hours, or by appointment. After reviewing the key and your notes, if you feel that you were marked unfairly or that marks were missed on your exam, you can address the concern with the instructor. You may be asked to prepare a short statement explaining the concern. The entire question will then be re-graded and marks adjusted (up or down, as is warranted) at the instructor’s discretion. Exam grades will only be reviewed/adjusted for up to two weeks following the exam. You may view your exam after the two weeks, but no re-grading or adjusting will occur.

- *Accommodation will not generally be made for poor performance on exams.* For instance, additional items cannot be submitted in lieu of exams. Please be sure that you are well-prepared for exams so that you perform well when you have the opportunity!

COMMUNICATION ETIQUETTE (e.g., email)

- Please use your university account for all correspondence. Emails from other accounts (e.g. gmail) may not be replied to.
- Use a clear subject line that includes the course name/section and the topic of the email such as "ANTH 311 Question about my schedule"
- Please be respectful (i.e., not too casual) when addressing me in an email. Use an appropriate greeting (acceptable: "Dear Dr. Melin"; unacceptable: "Hey there"). Please proof-read, spell check and use complete sentences.
- Keep the question(s) short and to the point. Show that you have made an effort to find the answer first in the text and lecture material (or even an outside source). State what you know in relation to what you are having a difficult time understanding.
- Include your full name or student ID in the signature of your email.
- **Allow 48 hours for a response to emails, excluding weekends and holidays.**
- **Please note: I may choose not to respond to emails that do not follow the format outlined above** so please be thorough and respectful when addressing me with a concern and in return, I will try my very best to get back to you as soon as possible to accommodate your needs.

Etiquette regarding posting questions on D2L: Examples of good and bad question etiquette:

1) Good

Topic: ANTH 311 Question about traits

Dear Prof Melin,

I'm not sure I fully understand the difference between "derived" and "primitive" traits. Based on my understanding, primitive traits must have occurred as far back as a common ancestor of the species being compared. Derived traits can occur anywhere along the ancestral line after the common ancestor, including humans and modern day primates. So, is the difference that derived traits came about in whichever species in which they occur after the branching from a common ancestor, whereas primitive traits are there because the common ancestor had them and they have not been lost throughout evolution?

Thank you for your time,

A good Student (SID# 12345678)

2) Bad (yes, this was an actual email received by my colleague at 3pm on the day of an exam)

Subject:

what up? i dont get it. what is derived and primitive trate? r u gonna test this? can u get back to me fast cuz the test is today and i need to studddy.

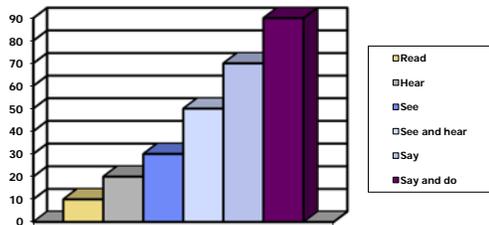
(no name)

ACTIVE PARTICIPATION AND NOTES FOR SUCCESS

We will occasionally break into pairs for discussion and student participation through asking and answering questions will be sought. Active participation in class through these activities enhances

retention and comprehension of material. No one will be singled out and participation is voluntary. If you dislike speaking up in class and would like to share something or ask a question, I encourage you to nominate a nearby classmate to ask/answer questions on your behalf.

- If at any time during the course you do not understand the material, please ask me: a) during class (please raise your hand), b) during lecture breaks, c) before or after class, d) via D2L, or e) during office hours. I would like to help you succeed!
- I STRONGLY encourage you to get to know some of your fellow students and study together. Studies show that the average person only retains 10% of the material they READ versus 90% of the material they READ, then RECITE, EXPLAIN OR DEMONSTRATE!



**Amount
Of material
Retained**

Activities done during learning/ studying

Thank you for your attention. I am looking forward to a great semester! ☺

PLAGIARISM AND CHEATING

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

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.

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

Website: 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

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

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

APPENDIX 1: PRIMATE TAXONOMIC CHART

This chart must be memorized for Term Test 1 (and retained for the final). It **REPLACES** the taxonomic chart found in the Strier textbook. **DO NOT** refer to the chart provided in your text – the chart below is more current and widely used.

| Order | Suborder | Infraorder | Superfamily | Family | Subfamily | Genus |
|-------|----------|------------|-------------|--------|-----------|-------|
|-------|----------|------------|-------------|--------|-----------|-------|

