

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY
The University of Calgary

ANTHROPOLOGY 311
Primate Behaviour
Fall 2021

Professor: Dr. Vivek V. Venkataraman

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Time: Tues/Thur 11:00 am – 12:15 pm

Zoom office hours: Tue 2-3pm, Thu 5-6pm

Location: ST 148

Teaching Assistant: Abigail Colby

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Office Hours: TBD

Teaching Modality: This course is fully in-person.

Required Text - There is no textbook. We will be using a mix of free online resources and articles from scientific journals. You can find these readings on D2L.

Course Requirements

Term Test One - 30% – Oct 12 (in class, 75 min). This test will be multiple choice and short answer format and cover all preceding classroom and reading material.

Term Test Two - 30% – Nov 16 (in class, 75 min). This test will be multiple choice and short answer format and cover classroom and reading material since Term Test One.

Cumulative Final Exam – 40% - To be scheduled by the Registrar (Dec 13-22, 2 hrs). The final exam will be multiple choice and short answer format and will cover ALL classroom and reading material (i.e., the whole term).

All tests and exams are CLOSED BOOK.

Course/Learning Outcomes: By the end of the course/ program, students should be able to:

- Discuss why the study of non-human primates is relevant to the study of Anthropology and the study of human evolution
- List the major primate taxonomic groups and describe their characteristics
- Explain important concepts like natural selection, sexual selection, kin selection, and group selection
- Explain the main types of primate social groups and the dimensions upon which primate social groups vary
- Explain how factors such as phylogeny, reproductive strategies, feeding competition, predation, and local demography interact to produce the variation that we see in primate social groups and other aspects of primate behavior

- Critique the strengths and weaknesses of different explanations offered for various aspects of primate behavior
- Discuss primate intelligence, and the selective forces underlying the evolution of the primate's large neocortex
- Discuss the importance of primate conservation and preservation of biodiversity

Accessing Lectures: Slides (in PDF format) and voice recordings from lectures will be posted online. These can be accessed through the course's D2L website shortly after class. Please note: although related and sometimes overlapping, the material in the readings is not necessarily tightly integrated with the lectures. These should be considered as two separate sets of information, both to be mastered for the exams. Exams will be based on all materials covered in class including the presented lectures, any guest lectures, and movies.

Required technology: Students will need an internet connection to access course materials on D2L.

Classroom Regulations and Expectations

- Try to arrive on time to prevent disruption to the class. If you are late, please take a seat near the door to minimize disruption. Likewise, please stay seated until the lecture is finished.
- Please do not converse with classmates during lectures. This is unfair to students sitting nearby who may miss lecture material that will subsequently appear on exams. If you are discussing lecture material please raise your hand to share the comment or question as that will benefit the whole class. Relevant interruptions are always welcome. You may also email questions to me which will be answered at the next class (the questioner will remain anonymous). Likewise, all e-mail enquiries about tests will be answered in class.
- Please turn phones off during class.

Communication guidelines – we offer you this advice to help you have more successful communication in this course and in your professional life in general:

- You are welcome to communicate with the Professor and TA by email or in person before and after class, during office hours, or by appointment.
- Use a professional email address (such as your ucalgary address or a yourname@gmail.com) for professional correspondence (such as messages to your Professor or TA). Do not, for example, send emails from accounts that you set up in grade nine when you called yourself sailormoon99@hotmail.com or skrboy@yahoo.com
- Use a clear subject line such as “Anth 311 Question” or “Anth 311 Student”.
- Use an appropriate greeting to start your email, such as “Dear Dr. Venkataraman”, and sign off with your full name and UCID number. It is always a good idea to err on the side of formality in professional correspondence.
- Do not skip a greeting altogether, or open with, for example, “Hey there”, “What up?” or “Yo!” If you don't know the name of the Professor or TA start with “Dear Professor or Dear TA”, although taking a peak at the course outline is not a bad idea, rather than advertising that you don't know the name of the person you are about to ask for something.

- Check the course outline and materials posted on D2L before asking for information that may have already been provided. Again, just to avoid advertising that you don't come to class or consult the materials that have been provided to you. For example, no need to send an email asking if the final exam is cumulative when this is clearly stated above.
- Use complete sentences and proof-read and spell check your messages.
- We will respond as soon as possible but to be safe please allow 48 hours for a response, excluding weekends and holidays.

Virtual office hours: Due to Covid-19, we will be holding virtual office hours. Dr. Venkataraman will hold two one-hour office hour slots during the week. If you are unable to attend either of these, please send an email to make an appointment.

Grading scheme: Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

| | | | | | |
|----|------------|----|------------|----|------------|
| A+ | 95 – 100% | B | 75 – 79.9% | C- | 59 – 62.9% |
| A | 90 – 94.9% | B- | 71 – 74.9% | D+ | 55 – 58.9% |
| A- | 85 – 89.9% | C+ | 67 – 70.9% | D | 50 – 54.9% |
| B+ | 8.0– 84.9% | C | 63 – 66.9% | F | < 50% |

Missed exams or assessments: Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. Deferral of the final exam requires Registrar approval. 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.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Deferral of the registrar scheduled final exam requires Registrar approval.

Reappraisal of graded term work and final grades: Please see the University of Calgary's policies at the following websites:

<https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic misconduct: "Academic Misconduct" includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor's expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Instructor intellectual property: Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of information and protection of privacy act: Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Copyright Legislation: All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodations: Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

Wellness and Mental Health Resources: The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: 403-210-9355 and select option #2.

Support and Resources: Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk