

ANTH 375: Primates in Ecological Communities

FALL 2015

University of Oregon

Note: Please print this document for your records.

Course Location: 30 Pacific Hall (PAC)

Course Time: 10:00-11:20am, Monday and Wednesday (hey, it's better than 8:00am)

Instructor: Dr. Lawrence Ulibarri

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COURSE DESCRIPTION

This course explores our order, the Primates (strepsirhines, tarsiers, monkeys, apes and humans), in an ecological context. Humans are primates, humans are apes, and we share many adaptive features with nonhuman primates. Among other things, this includes a degree of complex and creative intelligence, complex communication systems, diverse feeding adaptations and diets, and a reliance on social groups. Primate ecology, or ecology in general, are diverse subjects. This encompasses many aspects including anatomy, physiology, morphology, life history, and social behavior. In our course, we will cover some areas in more detail than other areas, but we aim to cover the full range of primate ecology and the many ways in which primates interact with their environments.

Understanding the ecology, behavior, and evolution of non-human primates helps anthropologists to identify and interpret those features that unite us with the Primate Order. Throughout this course, we will look at evolutionary features that have defined and shaped the Order Primates, especially in regards to ecology and communities. We will also learn the taxonomy and evolutionary history of the primates, and evaluate the ways in which anatomy and ecology shape primate behavior. Lectures will include information from studies of primates in their natural habitats, lecture based discussions will encompass evolutionary and ecological perspectives, and lab/discussion sections will run as a primate ecology field school. You will learn how to collect ecological data on primates and their environments, then we will collect data, and evaluate that data. Our

labs are a break from tradition, and will be interactive and hands on from an outdoor and research perspective. We will attempt to recreate the full process of primate ecological research from project design to data reporting. In this way, our labs complement our lectures and discussion. However, they are two separate components of a larger holistic understanding of primates in ecological communities.

LEARNING OBJECTIVES

After successful completion of this course, students will have an understanding of the following key issues in the study of primate communities and primate ecologies:

- Describe and analyse the ecological components of primate communities. This will be measured throughout the course in our discussions, the exams, and in the lab research exercise.
- Lead discussions related to primate ecology, including the composition of group presentations, critical analysis questions, and extra-course reading. This will be measured in your group discussion.
- Learn about primate ecology research methods, then conduct research, analyze your results, and write a scientific research paper by applying knowledge of the ecological components discussed in our lecture and the readings. This will be measured by your final project presentation
- Develop an understanding for how knowledge of primate ecology can allow for critical thinking about primates and primate conservation, and role of anthropology in studying primates (human and non-human primates). This will be partly measured by your discussions, exams, and in your final lab research project.

COURSE FORMAT

The course is designed in a Lecture/Discussion and Lab Format. There will be two lecture meetings per week. Most often, lectures will consist of Larry waxing poetically about primates or about primate ecology research and your labs. During 5 Lecture classes, you and your groups (which will be decided on during the first class) will lead a group discussion. This will give you a chance to go beyond the lecture and reading materials, and discuss areas of the lecture, readings, and labs that are interesting to you or confusing to you. These student group led discussions can involve a number or short presentations, reactions, opinions, comparisons, questions, activities, videos, and critical reviews of ideas and concepts from the readings & lectures. Our lab/discussion sections will in practice overlap with our lectures and in-lecture discussions. Our labs will run as a primate ecology field school. You will learn how to collect ecological data on primates and their environments, then we will collect data, and evaluate that data. At the end of the term, all students will submit their final lab project, which will be the culmination of our lab “primate” ecology research.

In total, students should expect to spend **15 to 20 hours** of work outside of class time for this course, including the time devoted to reading, studying, developing and designing

your discussions, and developing, expanding, revising, and designing your final lab research paper.

WORKING IN STUDENT GROUPS

Each student will participate in a group, and as a group you will lead one discussion. Groups will typically consist of 4 to 5 people. This student group led discussion can include a number of individual presentations from each group member. This is one of the easiest ways to approach the discussion. Each member of the group can do a separate but related ~5-10 minute presentation on a paper(s), a species or genus, or a topic related to that week's discussion subjects. You can then include a number of discussion questions as part of each presentation. Working in groups is beneficial because this allows you to assign tasks and share the workload. After group sign-up, if you wish to change groups please let me know ASAP. Otherwise, switching groups will not be permitted unless extenuating or special circumstances warrant switching groups later on in the term. Because you are developing a discussion, presentation, and critical analysis as a group, you might consider using online resources to develop, create, and edit your group discussions, such as Google Docs (<http://www.google.com/docs/about/>) and Prezi (<http://prezi.com/>).

Example for Group Discussion

Student Z – 10 minute presentation including an Introduction to the groups topics. Then 5-10 minute of discussion based on the presentation material.

Student Y – ~7 minute presentation on a topic, and ~7 minutes of discussion based on the material.

Student X - ~7 minute presentation on a topic, and ~7 minutes of discussion based on the material.

Student W - ~7 minute presentation on a topic, and ~7 minutes of discussion based on the material.

Student V - ~7 minute presentation on a topic, and ~7 minutes of discussion based on the material.

CANVAS

This course is supported by an online CANVAS site. Our Canvas learning support site will allow you to complete academic work in a timely manner on your computer. Online articles, relevant links, and other relevant information will be included on the course site. When you register for the class, you will automatically be enrolled to the site. All problems concerning the use of Canvas should be handled at the ITC center in the Knight Library. Issues more specifically related to the accessibility of course material should be directed to me.

Make sure that you regularly check your e-mail account which will notify you of material and announcements placed on our Canvas site.

EXPECTATIONS AND GRADING

Regular attendance, participation, and maintaining course readings are required to pass this course. **Under no circumstances will make-up assignments or extensions be given without a documented and cleared excuse** (see Accommodations). You will not receive credit for a late assignment unless you notify me in advance. Evaluation will be based on the following four components:

- 1) Participation – this includes **regular attendance** (see Attendance below), an evaluation of your in-class comments, questions, and discussion participation, your contribution as a discussion leader, your participation in our weekly Lab Sections, and your participation in group discussions (i.e. asking questions). Because lab section assignments are few and based on in-lab learning exercises, lab attendance is essential to passing the course (see Attendance and Grades below).
- 2) Group led discussion / presentation – each student group will lead discussion during one of the designated discussion days. This will require you to go beyond the reading and lecture, and to work in groups. Grading will be based on the quality put into your presentations/discussions. Examples of things that you can do during a group led discussion are:
 - a. Have each group member give a 15 minute presentation (4 group members = 1 hour) on topics that are related to the readings, videos, and lecture materials, and to your group members topics.
 - b. **Design several questions based on the material covered that we can discuss as a class.** You might even send out these questions to our class a few days before the discussion to allow people a chance to develop ideas.
 - c. Put together a short interactive assignment related to the material being covered.
 - d. Watch a short video segment(s) related to the material being covered.
- 3) Lab final assignment – At the end of the semester, each student will submit their completed primate ecology research. You will need to devote out of class time to completing this assignment, and grading will be based on its quality, the effort put into making it a capstone research paper, and your scientific writing ability. Ideally, this will include the following sections:
 - a. Introduction section discussing what you studied and why it is important in understanding ecology
 - b. Methods section discussing all of your methods in detail, from data design to data collection and data evaluation
 - c. Results section presenting the hard data in BOTH written form and in tables, graphs, illustrations, photos, maps, etc.
 - d. Discussion section talking about the significance of you data and how it relates to primate ecology, readings, lectures and discussion from our class, etc.
 - e. Conclusion section, summarizing your results and your discussion.
- 4) Exams – There will be one midterm and one final exam. These exams are objective, and are meant to test your understanding of the readings and lecture materials. These consist mostly of Multiple Choice and Short Answer/Essay

questions. Each exam will only focus on material covered in one half of the course. There is also one lab exam. You will be giving the answers on day one of class, and all you need to do is memorize a code for the ethogram.

GRADING

The weight of each form of evaluation to the total course grade is as follows:

• Participation in lecture classes/ discussions	10% (10 pts)
• Leading a lecture discussion	15% (15 pts)
• Mid-term exam	15% (15 pts)
• Final Exam	15% (15 pts)
• In-lab attendance and assignments	20% (20 pts)
• Lab Exam	5% (5 pts)
• Final project in Lab section	20% (20 pts)
TOTAL	100% (100 pts)

Grades will be assigned as follows:

A+ = 97% and above.

A = 93-96.9%,

A- = 90-92.9%

B+ = 87-89.9%

B = 83-86.9%,

B- = 80-82.9%

C+ = 77-79.9%

C = 73-76.9%,

C- = 70-72.9%

D+ = 67-69.9%

D = 63-66.9%,

D- = 60-62.9%

F = 59.9% and below

There is **no extra credit** for this course

ATTENDANCE

Attendance is incredibly important and is therefore a built-in part of your grade in both the discussion section and in the lecture classes. Because we are on Terms at the UO, if a student has more than 3 **unexcused** absences in lecture and discussion sections combined they will lose a letter grade (i.e. 10%). Any additional unexcused absences will result in

an additional 10% loss. In other words, don't miss class and keep in contact. An excused absence will not count against you (see Personal Issues below). Attendance is required for our lab sections, and factored directly into your grade. Attendance in lecture is part of your overall participation, and attendance will be taken regularly.

REQUIRED TEXTS

There is only one required textbook for our class. This can be bought at the Duckstore, or it can be bought online through sites like Amazon or Barnes & Noble. Please make sure you have this book as soon as possible so you can appropriately discuss the material.

Campbell, CJ, Fuentes A, MacKinnon KC, (2011). Primates in perspective, ed 2. New York, Oxford University Press.

CANVAS READINGS

Regular blackboard reading will be posted. Please check blackboard regularly.

ACCOMMODATIONS

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet or discuss with me **immediately**. You will need to provide me with a notification letter from Disability Services outlining your approved accommodations.

I will post my lecture slides online after each lecture.

PERSONAL ISSUES

If there is a serious issue related to your ability to participate in our course, you need to contact me **immediately**. Delay in asking for help right away will cause you to fall seriously behind in the course, and make-up work will not be accepted unless prior accommodations have been made. Examples of serious issues include you are ill and can provide a doctor's note explaining that it is not advisable for you to participate in our class, a family death, conference participation, and participation in or travel associated with other events related to campus organizations, clubs, or groups.

ACADEMIC HONESTY

The University of Oregon and I consider academic honesty to be essential for each student's intellectual development. As an institution fundamentally concerned with the free exchange of ideas, our University depends on the academic integrity of each of its members. In the spirit of this free exchange, students and teachers of our University recognize the necessity, and accept the responsibility, for academic honesty. As a student who enrolls in this course, you agree to respect and acknowledge the research and ideas

of others in your work and to abide by those rules in our discussions in both lecture and lab classes.

Plagiarism:

Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an discussion or presentation
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

For further information about the UO policy on plagiarism and matters of social conduct, please refer to your student handbook. Also, the UO provides excellent resources to help you avoid plagiarism. Check out

<http://library.uoregon.edu/guides/plagiarism/students/index.html>.

Please, for your protection and development, cite you sources properly and **do not plagiarize**. You can find proper use and examples of the APA citation method at the University of Oregon library website:

<http://library.uoregon.edu/guides/citing/apa.html>

NOTE: Class schedule is subject to change in the event of extenuating circumstances, or otherwise modified as appropriate.

CLASS SCHEDULE

Week	Dates (m/d)	Topics	Required Reading
1	09/28	Introduction to primate ecology	Ch. 1 & 2
	09/30	Primate Ecology cont.	Ch. 3
	XX/XX	Labs – Reading a compass	
2	10/05	Strepsirrhines and Tarsiers	Ch. 4, 5, 6
	10/07	New World Monkeys	Ch. 7, 8, 9, 10, 11
	XX/XX	Labs – Reading a Map (and a compass, together)	
3	10/12	Discussion Group 1 (Prosimians and NWM)	Articles
	10/14	Old World Monkeys	Ch. 12, 13, 14, 15, 16
	XX/XX	Lab –GPS	
4	10/19	Apes	Ch. 17, 18, 19, 20
	10/21	Discussion Group 2 (OWM and Apes)	Articles
	XX/XX	Labs – Transects and Phenology	
5	10/26	Methods in primatology	Ch. 21, 22, 23, 24
	10/28	Larry discusses methods and your lab project	
	XX/XX	Labs – Ethogram EXAM and behavioral data collection tutorial (come dressed for the weather, this is going to happen rain or no)	
6	11/02	Midterm – in class	
	11/04	Primate life history	Ch. 25, 26, 27, 28
	XX/XX	Labs – More data collection, refine those techniques	
7	11/09	Primate reproduction and predation	Ch. 29, 30, 35
	11/11	Discussion Group 3 (Life history, reproduction)	Articles
	XX/XX	Entering your data and testing for inter-observer error – bring your laptop or be able to work in groups and save your file.	

8	11/16	Social systems	Ch. 32 and articles
	11/18	Primate feeding ecology, nutritional ecology, and locomotion	Ch. 33, 34, 36
	XX/XX	Labs – Evaluating your data – Statistics, correlations. What can we say? Are there relationships between your data and ecological variables?	
9	11/23	Discussion Group 4 (Social systems, feeding ecology)	Articles
	11/25	Primate Social Lives (part 1) Larry discusses more about your research projects, statistics, correlations, making graphs, and maps, and all.	Ch. 38, 39, Articles
	XX/XX	Labs – making graphs, making maps, composing the final paper	
10	11/30	Primate Social Lives (part 2)	Ch. 40, 41, 42, 43, 44
	12/02	Discussion Group 5 (Conservation)	Ch. 45, 46, 47
	XX/XX	Labs – finishing touches on your final project, format – lab evaluation and discussion. Final lab papers are due to by Friday Dec 04th to Noah by 5:00pm.	
11 finals week	12/09	Final Exam , same room (30 PAC) Time – 10:15 – 12:15	