ANTH 472/572: PRIMATE CONSERVATION BIOLOGY

Instructor: Dr. Darcy Hannibal
Term: Fall, 2009
Email: dlhan@uoregon.edu
Office: Condon 252
Phone: 346-5525
Office Hours: Tuesday and Thursday, 2:30-3:30pm or by appointment.

Credit: 4 hours

Prerequisites: ANTH 171 (Monkeys and Apes) or 270 (Introduction to Biological Anthropology)

COURSE DESCRIPTION

Many primate species are threatened, endangered or critically endangered. This situation has dire implications not only for the primate species themselves, but also for the forest habitat that they occupy. Nearly 90% of endangered primate taxa are endemic to the most biodiverse regions in the world. These biodiversity hotspots are 25 ecoregions encompassing only 1.4% of the Earth’s land surface, yet containing a majority of all terrestrial biodiversity. Threats to these hotspots and their endangered nonhuman primate species are synonymous with threats to tropical ecosystems in general. These threats include habitat loss and degradation, depletion of species for human consumption, cross-species pathogen exposure, and the removal of species for trade and medicinal use. The welfare of these ecosystems is inextricably linked to the activities and welfare of human populations that, in many cases, are dramatically expanding within the developing nations located throughout the tropics. In this course, we will explore the biological, ecological, and socio-cultural factors related to the extinction risk and population viability of various primate taxa. Principles of conservation biology (such as, genetic variation, population demographics, life history strategies, interspecific interactions, etc.), will be addressed in relation to primate-wide characteristics and trends, as well as social and cultural issues relevant to human stakeholders (conservation strategies and tactics, economic implications, etc.). We will address key principles in conservation biology, including conservation and biodiversity concerns at genetic, population and community scales. We will examine the roles of hunting and habitat loss through resource extraction and agriculture, and the influence of habitat fragmentation on the conservation status of primates. This course concludes with an evaluation of the successes and failures of conservation programs designed to protect primates in their natural habitats.

REQUIRED READING MATERIALS

2. Supplementary readings available on blackboard.

COURSE FORMAT, PERFORMANCE AND EVALUATION

Format

The format of the class will be a combination of lecture, discussion, and student led presentations. This is an advanced course and I expect students to be motivated and self-directed enough to complete assigned readings, research and read literature for term projects, contribute to class discussions, and complete assignments in a timely manner. Although some portion of this course will be lecture format, the class discussion, article summaries and your final project are the focus and will to help you hone your critical thinking and writing skills in biological anthropology. I view this class as a team effort, which means that you will get out of this course what you put into it. As members of the team, you will be expected to come to class each week prepared to discuss in a thoughtful and substantive way, the information included in your readings and the issues raised in them.
Grades and Assignments

There is no curve in this course and students will be graded on a standard percentage scale. Failure to follow instructions on assignments (i.e. due date, format, proper citation, bibliography, etc.) may result in a 10% (one full letter grade) deduction on your assignment and deductions may accumulate on any one assignment. There will be no make-ups except in accordance with University policy (you are ill, injured, have a family emergency, or are participating in a University sponsored activity). In such cases, you are required to notify me immediately, provide documentation, and schedule your makeup as soon as possible. There will be no individualized extra credit to offset poor performance in the class. Your grade for the course will be based on:

- Article Summaries: 25%
- Discussion Outline: 15%
- Term Project Paper: 35%
- Term Project Presentation: 15%
- Attendance and Participation: 10%

**Article Summaries**: These summaries should not only review the assigned reading, but relate the information to the larger topic of the week. Starting the second week, students will write a brief 2 page summary of a research or review article of their choice that is either from one of the approved articles on reserve for the week or one selected as source material for your project and related to the current week’s topic. Students should come prepared to share any insights gained from reading the article and connections with themes for that week. Your summary will be graded on the organization, coherency and efficiency of your written essay. There are a total of 7 opportunities for you to write article summaries, but you will only be graded on 4. You can either skip weeks or complete all and retain your top grades. If you decide to skip an article summary assignment for a week, you are still expected to attend class and contribute to the discussion. You are encouraged to select articles that will be useful for your term paper, but this is not a requirement. Requirements for the article summaries are as follows:

- Due at the beginning of class on the scheduled day; you are advised to bring one copy to turn in and one to refer to during discussion.
- Include the pertinent bibliographic information for the article.
- 2 pages, double-spaced using 12 point font and in essay form (not a bulleted list or outline).
- For research articles: Include (at a minimum) an assessment (in your own words) of the goal(s) of the research, hypothesis(es) examined, methods used, results, conclusions and implications of the study.
- For review articles: Include (at a minimum) the scope and purpose or goals of the article, what findings does the review summarize and how is it presented or organized in a new way to provide new insights into already available data, conclusion and implications of the study.
- Discuss concepts and principles raised in lecture and assigned readings that are relevant to the summarized article.
- Identify any weaknesses or limitations, if any, and areas for future research.

**Discussion Outline**: Each week 4-6 students will be responsible for leading the discussion of the literature. Each undergraduate will lead discussion once and each graduate student will do so twice during the term. Your week(s) to present are assigned by lottery. The Tuesday of your assigned week(s) to lead discussion, you will turn in a 4-6 page outline of themes and discussion points from the book chapter and associated articles at the beginning of class. Discussion leaders are encouraged to work with each other to share ideas about themes and discussion points, but the work each of you turns in must be your own and in your own words. Readings that are not required (denoted by NR in the course schedule) should NOT be included in your outline.

**Term Project Paper**: Each student will complete a species-specific case study on an approved, conservation-related subject (see attached “Term Project Paper Guidelines”) and prepare a short presentation of one’s paper to give at the end of the term. The student will seek approval (in writing; ½ page single-spaced, 12 point font
description of proposed topic) of the species and subject area by Week 3, submit an outline of the project by Week 7 (with a bibliography), and turn-in the completed research paper in my office at the end of the scheduled final exam period for this class. If you are interested in writing a paper on a topic that is not species specific, you should discuss it with me during week 2.

Term Project Presentation: The last two weeks of class will be reserved for students to present their term projects (see attached “Presentation Guidelines”). These will be short presentations intended to provide a summary of your paper and elicit questions and feedback to improve your term paper. Your scheduled time slot is assigned by lottery.

Attendance and Participation: I will take attendance everyday as part of your grade and to help me get to know each student. Consistent attendance, participation (including noticeable evidence of having completed the assigned readings), and respectful interactions with the instructor and fellow students are essential for fostering a productive learning environment. Your contribution to the learning environment in the class includes: coming to class prepared; discussing insights you have on topics for the current week; a willingness to acknowledge your areas of uncertainty and ask questions in an effort to improve your understanding; active listening and respect for others; a willingness to offer and accept constructive criticism when appropriate; and helping to keep discussions focused and on track.

OTHER ISSUES AND POLICIES

Blackboard: All important information for the course will be posted on blackboard. All emails I send out will be through the blackboard site, so be sure to regularly check the email account listed for you in blackboard.

Absences and Missed Assignments: There will be no make-ups or credit for absences except in accordance with University policy (you are ill, injured, have a family emergency, or are participating in a University sponsored activity). In such cases, you are required to notify me immediately, provide documentation, and schedule your makeup as soon as possible.

Cheating and Academic Honesty: As stated in the University of Oregon Policy on Academic Honesty “to present the words, ideas, data or work of another as one’s own, or to cheat on an examination corrupts the essential process by which knowledge is advanced”. Anyone guilty of cheating or engaged in any form of academic dishonesty will fail this course.

Discrimination: I am committed to fostering the University of Oregon’s goals of encouraging a caring and supportive atmosphere on campus and of promoting a campus climate that understands and respects the needs of a diverse student body. The University of Oregon is an Affirmative Action / Equal opportunity Institution and there will be no tolerance of discrimination in this class on the basis of any of the categories described in the University’s anti-discrimination policy. Please let me know if you feel discriminated against in any way. Penelope Daugherty of the Office of Affirmative Action and Equal Opportunity (346-2971) may also be of assistance.

Physical or Learning Disabilities: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me as early in the term as possible. Please provide me with a notification letter from Disability Services outlining your approved accommodations as early in the term as possible.

Changes to the syllabus: The course outline, schedule, and assigned readings may be subject to minor changes as the course unfolds.
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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, syllabus and course overview Terminology and basic concepts</td>
<td>Book: Chapters 1-2 Reserve: Soule 1985, Chapman &amp; Peres 2001</td>
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<tr>
<td>9</td>
<td>Student presentations Thanksgiving weekend</td>
<td>Book: Chapter 12</td>
<td>Tuesday: Presentations</td>
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<tr>
<td>10</td>
<td>Student presentations</td>
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<td>Tuesday: Presentations Thursday: Presentations</td>
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<td>Finals</td>
<td>Final Project Paper</td>
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<td>Tuesday by 10:00am</td>
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