ANTH 463/563: PRIMATE BEHAVIOR
Spring 2013

Tuesday, Thursday 4-5:50 pm
INSTRUCTOR: Dr. Michel Waller
CONTACT: mwaller@uoregon.edu
OFFICE HOURS: Tuesday 2-4 or by appointment.
OFFICE: Condon 304

CREDIT: 4 hours
PREREQUISITE: Undergraduate course(s) in primatology, biological anthropology, and/or biology, ecology, and evolution (e.g., ANTH 170, 171, 173, 270, BIO 130, 213).

COURSE OVERVIEW
Primates are an incredible group of animals that display a wide variety of behaviors. In this class, we will look at how primates parent, communicate, fight, cooperate, use culture, and organize themselves socially. As primates ourselves, we can look at these behaviors in an effort to better understand our own wide ranging behavioral traits. The course itself will include lectures, student led discussions, quizzes, exams and a term paper.

REQUIRED COURSE MATERIALS
Along with the book, readings for this class will be posted on blackboard. These are posted on the schedule here as well as on blackboard. Additionally, I will send announcements on blackboard about relevant topics for your information.


3. Course readings available on blackboard.

COURSE MECHANICS, PERFORMANCE, AND EVALUATION

Format
The class format will be equal parts lecture and student led presentations. The distribution of these elements will shift as the course progresses from initial lectures by the instructor to student-led discussions with facilitation/assistance provided by the instructor. The main text (Mitani et al 2012) contains essays and articles from the leading primatologists in the field today. As we evaluate the issues presented in the text, students will be assigned and asked to present related readings. The class as a whole will be required to have read the assigned readings and be prepared to offer substantive comments.
Grades and Assignments

Exam: There will be one mid-term examination based on the assigned readings and lectures. The exam will consist of essay questions and will account for 25% of the student’s final grade.

Presentation: Each student will be assigned one paper to present to the class. These presentations should not only review the paper but relate the information to the larger topic of the day. Furthermore, each student presenter will turn in a 2-3 page summary of the paper. These assignments aim to insure a robust presentation and understanding of the text, as well as guide the overall class discussion. The presentations and summary essays will account for 20% of the student’s final grade.

Paper Responses: Along with the presentations, each student is required to respond to two papers that will be presented by other students. As with all assignments, these responses should demonstrate critical thinking and depth. They should NOT simply be a recap of the information in the article. I want to know what YOU think. These paper account for 10% of your final grade.

Term Research Paper: Each student will be required to complete a research paper on an approved, subject. The student will seek approval (in writing: 1/2 page description of proposed topic) of the subject area by Week 5, submit an outline of the project by Week 7 (w/ 10 references), and turn-in the completed project at the time of the Final Exam period. This project will be worth 30% of the overall course grade.

Pop Quizzes: Many of the readings provided in the course are highly influential and form the basis for later developments in the course. Your comprehension of this material is essential and on 3 occasions we will begin class with a short quiz over the day’s reading assignment (from the course packet only). In sum, the quizzes will represent 10% of the overall course grade.

Attendance and Participation: Consistent attendance and participation (including noticeable evidence of having completed the assigned readings) is essential. Your attendance and participation will account for 5% of the overall course grade.

Summary
Midterm Exam: 25%
Presentations: 25%
Article Responses (2): 10%
Research Paper/Proposal: 30%
Quizzes (3): 10%
Attendance and Participation: 5%

**There will be no make-up examinations or late assignments accepted** except in the case of severe illness, injury, or family emergency. If for some legitimate (and verifiably documented) reason you are unable to complete an assignment or attend class, an extension or extra-assignment may be granted in some cases. This does NOT apply to the Term Paper.
Cheating and Academic Honesty
Cheating, plagiarism, or fabrication are acts of academic dishonesty and will absolutely not be tolerated. Failure of the course and referral to the Dean of the College of Arts and Sciences will be the just reward for anyone engaging in such behaviors.

“Members of the University community are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to present the words, ideas, data or work of another as one’s own, or to cheat on an examination corrupts the essential progress by which knowledge is advanced” (University of Oregon Policy on Academic Honesty).

Discrimination
I will adhere to the highest standards of fostering a supportive atmosphere and creating a campus environment that respects the needs of a culturally, ethnically, physically, and socially diverse student body. I will expect the same of all students in my class. Please let me know if you feel that you have been treated unjustly. The Office of Affirmative Action and Equal Opportunity can be contacted at: 346-2971.

Course Schedule & Readings

Week One
Apr 2-Lecture #1-Primate Ecology
Readings- Mitani et al. Chapters 1, 2, & 3
Strier Chapters 1, 2, & 11
Wrangham and Pilbeam, Apes as Time Machines

Apr 4-Film & Discussion

Week Two
Apr 9-Lecture #2-Primate Social Organizations
Readings- Mitani et al. Chapters 4, 5, & 6
Strier Chapters 3, 4, & 7
Sapolsky, The Influence of Social Hierarchy on Primate Health
Sterck et al., The Evolution of Female Social Relationships
Chapman and Rothman, Primate Sociality-Plasticity and Phylogeny
Di Fiore, Molecular Approaches to Studying Primate Behavior

Apr 11- Week Two Student Presentations and Discussion

Week Three
Apr 16-Lecture #3-Eating
Readings- Mitani et al. Chapters 7 & 9
Strier Chapters 6 & 8
Conklin-Brittain et al., Chimp and Cercopithecine Diets-Micronutrients
Milton, Nutritional Characteristics of Primate Foods-Lessons for Humans?
Aiello and Wheeler, The Expensive Tissue Hypothesis
Chapman and Pavelka, Group Size in Folivores-Ecological Constraints

Apr 18-Week Three Student Presentations and Discussion
Week Four
Apr 23-Lecture #4-Sex
Readings- Mitani et al. Chapters 16, 18, 19, & 20
    Strier Chapter 5
    Paul, Sexual Selection and Mate Choice
    Smuts, Male Aggression Towards Women
    Nunn, Evolution of Sexual Swellings
    Hrdy, Raising Darwin’s Consciousness

Apr 25-Week Four Student Presentations and Discussion

Week Five
Apr 30-Lecture #5-Parenting
Readings- Mitani et al. Chapters 14, 15, & 17
    Strier Chapter 9
    Trivers, Paternal Investment and Sexual Selection
    Suomi, Early determinants of behavior
    Marlowe, Showoffs or Providers-Parenting Effort of Hadza Men

May 2-Week Five Student Presentations and Discussion
Midterm Exam Deployed

Week Six-Midterm Exam Due
May 7-Lecture #6-Competition
Readings- Mitani et al. Chapters 21, 22, & 23
    Wrangham, Evolution of Coalitionary Killing
    Isbell, Contest and Scramble Competition
    Knauf, Violence and Sociality in Human Evolution
    Roscoe, Intelligence and Antecedents of War

May 9-Week Six Student Presentations and Discussion

Week Seven
May 14-Lecture #7-Cooperation
Readings- Mitani et al. Chapters 24, 25, & 26
    Sussman et al, Cooperation and Affiliation
    Whitham and Maestipieri, Primate Rituals
    White et al, The Evolution of Primate Peace
    Silk, The Evolution of Cooperation

May 16-Week Seven Student Presentations and Discussion

Week Eight
May 21-Lecture #8-Communication
Readings- Mitani et al. Chapters 27, 28, & 29
Strier, Chapter 10
Tomasello and Zuberbuhler, Primate Vocal and Gestural Communication
Rendall et al., Grunt Variants in Baboons
Seyfarth et al., Social Cognition and the Origin of Language
Dunbar, The Social Brain Hypothesis

May 23-Week Eight Student Presentations and Discussion

Week Nine
May 28-Lecture #9-Culture
Readings- Mitani et al. Chapters 30, 31, & 32
Laland and Hoppitt, Do Animals Have Culture?
Whiten et al., Cultural Panthropology
Castro and Toro, The Evolution of Culture
Van Schaik et al., Orangutan Culture

May 30-Week Nine Student Presentations and Discussion

Week Ten
June 4-Lecture #10-Humans
Readings- Strier, Chapter 12
Goldberg et al., Forest Fragments and Disease
Infield, Cultural values and Conservation

June 6-Week Ten Student Presentations and Discussion