

**ANT4552x8009: Primate Behavior**  
**Weimer Hall 1094 Thursday 4<sup>th</sup>-6<sup>th</sup> (10:40am-1:40pm)**

Instructor: Carrie Vath

Office: Basement of Broward Hall- UF Teaching Center Rm. 9 (Secretary will direct you)

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Office Hours: Wednesday 9:35-10:25am & Thursday 1:55-2:45pm and by appointment

Course Description

Behavior is an evolved biological phenomenon, and in this course we will explore why nonhuman primates behave as they do. Our emphasis will be on understanding the adaptive significance of the diversity of primate social behavior within an ecological context.

Required Text

- Strier, K. (2011) *Primate Behavior and Ecology*, 4th ed. W.H. Freeman & Company

Additional Readings

- Other readings have been selected from a variety of sources (see below for more detail)

Course Objectives:

- (1) Students should have working knowledge and understanding about primate taxonomy
- (2) Be able to identify, describe and/or categorize the different female and male strategies, how they relate to each other and to a basic understanding of the biological and behavioral nature of non-human primates.
- (3) Explain the investigative procedures employed by primatologists both unique and within the scope of scientific approaches to study primate behavior in wild and captive settings.
- (4) Discuss the study of ecology, its relevance to primatology, and its contribution toward a better understanding of the relationship between non-human primates and their environments
- (5) Explain the specific issues related to primate conservation and how humans are intricately involved.

Course Requirements

Punctuality:

Arriving late disrupts the class in session and is disrespectful to the other students and to the instructor. Therefore, each class participant is expected to be in class on time

Class Attendance:

Attendance is important for success in the class. Lecture notes/power points are NOT posted. In case of absence, it is your responsibility to find out what assignments were missed and to acquire notes from a classmate. Attendance is NOT factored into your grade HOWEVER, class participation is and if you are absent you will miss out on those points and they cannot be made up.

Participation:

Participation in class will be an important part of your grade. Participation will be evaluated through your contribution to regular in-class discussion. However, I understand that some people are more comfortable than others speaking in front of groups, and therefore your participation grade will

also be evaluated through your participation in small group work and through a variety of other means (e.g., contribution of questions for class discussion or other materials or ideas that I ask you to bring to class, in-class work, and other assignments). I hope, however, that we can work together to create a class environment where everyone feels comfortable and safe participating in class discussions.

#### Quizzes:

There will be 4 pop quizzes during the semester; the lowest grade will be dropped. If a quiz is missed - it will be the one dropped. Quizzes will be based on readings (not book chapters). You do not need to know every small detail but the question asked should determine if you thoughtfully read the article.

#### Exams:

There will be 3 exams. The exam format will include multiple choice, true false, fill-in the blank, short answer and essay questions. An exam review sheet will be provided to students 1 week before the exam. Students are encouraged to visit me during office hours if they have any questions as there will be **NO IN-CLASS EXAM REVIEW**.

**Exam 1: September 20<sup>th</sup> (Covers Chapters 1-5 & 11)**

**Exam 2: October 25<sup>th</sup> (Covers Chapters 6-10)**

**Exam 3: December 11<sup>th</sup> 5:30-7:30pm (Covers Chapter 12 and Week 11-15 Readings)**

#### Term Paper:

Students will select which type of term paper they want to write. All students will need to submit (by email) their topic and option selection to the instructor by the end of week 3.

Students cannot duplicate topics & taxa: topics are allocated on “first come, first serve” basis (so email as soon as you have your topic, but be prepared to switch if someone else is already doing it).

I am happy to provide feedback and comments on papers (these can be completed or partial drafts) but they must be emailed to me at least a week prior to the due date and I will get my comments back within 48 hours.

**Term Paper Topic Due: September 6 by 5pm**

**Term Paper Final Submission Due: November 8<sup>th</sup> at the start of class**

#### **Option A (Literature Based) Overview:**

Students select a subject of their choice, but it must have both a topical and an organismal focus (e.g., “Why are marmosets polyandrous?” “how does primate communication differ between lemurs and monkeys?”). The paper employs evolutionary theory to interpret some social or ecological phenomenon (e.g., sexual dimorphism, polyandry, monogamy, folivory, polyspecific associations, etc.), and it must cover the literature on some taxonomic subset of primates (a species [e.g., orangutans], or genus [e.g., Pan], or subfamily [e.g., Callitrichinae], etc.). You are expected to use the library’s reference tools to ensure use of the recent literature & also to learn to do scholarly work. If you do not know how to use the “Web of Science” online data base visit me during my office hours (I will also go over this in class).

The paper should be 4-6 pages, single-spaced, size 12 font, and a minimum of 10 scholarly references. **ONLY HARD COPIES WILL BE ACCEPTED.**

### Option B (Observation Based) Overview:

Students develop a question based on the primate collection that they can test with observations at any local zoo (examples include but not limited to: Santa Fe, Jacksonville, or Jungle Friends). Question and the study design will need to be submitted during week 3 of the course. Students should plan on a minimum of 8 hours of data collection. All of the data sheets must be included in the appendix of the paper.

Question examples include: “who does more social grooming lemurs or chimpanzees?” to questions based on female/male interactions, adult/infant interactions, and presence/absence of stress behaviors etc.

This research based paper will be written following the format of International Journal of Primatology (Abstract, Introduction, Methods, Results, Discussion, and Conclusion) and have a minimum of 8 scholarly references. Results section only requires simple statistics (proportions, averages, etc.).

#### Grading:

Participation	25%
Quizzes (3)	15%
Exams (3)	30%
<u>Term Paper</u>	<u>30%</u>
<b>TOTAL</b>	<b>100%</b>

#### Grading System:

A = 100-92.5	C(S) = 76.4-72.5
A-=92.4-89.5	C-(U) = 72.4-69.5
B+=89.4-86.5	D+=69.4-66.5
B= 86.4-82.5	D= 66.4-62.5
B-= 82.4-79.5	D-= 62.4-59.5
C+= 79.4-76.5	E= 59.4-0

### 48-hour Grade Dispute Policy

Students who wish to discuss grades on assignments and exams should contact the instructor within 48 hours of posting to arrange a meeting time. *Please do not wait until the end of the semester to question grades or request special consideration.*

## *Class Schedule*

	<b>Topic</b>	<b>Required Readings</b>
<b><u>Week 1</u></b>		
Aug. 23	Intro. to course Review primate taxonomy	
<b><u>Week 2</u></b>		
Aug. 30	Behavioral Ecology Asking Questions & Field methods	Chap. 1 & 2 Fragaszy <i>et al</i> (1992)

<b><u>Week 3</u></b>	Asking Questions & Field methods	<b><i>TERM PAPER TOPIC DUE</i></b>
Sept. 6	Community Ecology	Chap. 11 Vulinec <i>et al</i> (2006)
<b><u>Week 4</u></b>	Evolution & Social Behavior	Chap. 4
Sept. 13	Evolution & Sex	Chap. 5
<b><u>Week 5</u></b>	<b>EXAM 1</b>	Chap. 1, 2, 4, 5, 11
<b><u>Week 6</u></b>	Communication & Cognition	Chap. 10, Shreeve (1991) & Zuberbuhler (2000)
Sept. 27	Diet & Food Competition	Chap. 6
<b><u>Week 7</u></b>		Radetsky (1995)
Oct. 4	Female & Male Strategies	Chap. 7 & 8 Paul (2002)
<b><u>Week 8</u></b>		Chap. 7 & 8 Sheller <i>et al</i> (2009)
Oct. 11	Female & Male Strategies	Di Bitetti & Jensen (2000)
<b><u>Week 9</u></b>	Developmental Stages	Chap. 9
<b><u>Week 10</u></b>	<b>EXAM 2</b>	Chap. 6,7,8,9,10
<b><u>Week 11</u></b>	Group Movement	TBD
<b><u>Week 12</u></b>		TBD
Nov. 8	Predation	<b><i>TERM PAPER DUE</i></b>
<b><u>Week 13</u></b>	Primates & Disease	Kowalewski <i>et al</i> (2011) Nellemen <i>et al</i> (2010)
<b><u>Week 14</u></b>	<b>HOLIDAY- NO CLASS</b>	
<b><u>Week 15</u></b>	Primate Conservation	Chap. 12; Mekonnen <i>et al</i> (2012); Detwiler <i>et al</i> (2005), & Ehardt <i>et al</i> (2005)
<b><u>Week 16</u></b>		

**Additional Readings (these will be posted on the course website)**

Detwiler, K.M., Burrell, A.S., and Jolly, C.J. 2005. Conservation implications of hybridization in African cercopithecine monkeys. *American Journal of Primatology* 26(3): 661-684

Di Bitetti, M.S. and Jansen C.H. (2000). When will the stork arrive? Patterns of birth seasonality in Neotropical primates. *American Journal of Primatology*. 50:109-130

Ehardt, C.L., Jones, T.P. and Butynski, T.M. 2005. Protective status, ecology, and strategies for improving conservation of *Cercocebus sanjei* in the Udzungwa mountains, Tanzania. *American Journal of Primatology* 26(3): 557-583

Fragaszy, D.M.; Boinski, S.; Whipple, J. 1992. Behavioral sampling in the field: comparison of focal and group methods. *American Journal of Primatology* 26:259-275.

Kowalewski, M., J.S. Salzer, J.C. Deutsch, M. Rano, M.S. Kuhlenschmidt, and T.R. Gillespie (2011). Black and Gold Howler Monkeys (*Alouatta caraya*) as Sentinels of Ecosystem Health: Patterns of Zoonotic Protozoa Infection Relative to Degree of Human-Primate Contact. *American Journal of Primatology*

Mekonnen et al (2012) Newly Discovered Bale Monkey Populations in Forest Fragments in Southern Ethiopia: Evidence of Crop Raiding, Hybridization With Grivets, and Other Conservation Threats. *American Journal of Primatology* 74:423-432

Nellemann, C., I. Redmond, J. Refisch (eds). 2010. *The Last Stand of the Gorilla – Environmental Crime and Conflict in the Congo Basin*. A Rapid Response Assessment. United Nations Environment Programme, GRID-Arendal. [www.grida.no](http://www.grida.no)

On the Move, Chapter 3. Boinski, S. *et al.* A critical evaluation of the influence of predators on primates: effects on group travel. Pgs. 43-72

On the Move, Chapter 4. Cords, M. Mixed-species association and group movement Pgs.73-99

Paul, A. (2002) Sexual selection and mate choice. *International Journal of Primatology* 23(4): 877-904

Radetsky, P. 1995. Gut thinking. *Discover* v16 May: 76-81

Sheller, C. et al. (2009) The Effects of Infant Births on Male-Female Relationships in *Cebus capucinus*. *American Journal of Primatology* 71:380-383

Shreeve, J. 1991. Machiavellian Monkeys. *Discover Magazine* June pages 69-73

Vulinec, K., Lambert, J.J, and Mellow, D.J. 2006. Primate and dung beetle communities in secondary growth rainforests: implications for conservation of seed dispersal systems. *International Journal of Primatology*. 27 (3): 855-879

Zuberbuhler,K. 2000. Interspecies semantic communication in two forest primates. *Proc. R. Soc. Lond.* 267: 713-718

### **Academic Integrity**

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The UF Honor Code reads:

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” For more information please refer to <http://www.dso.ufl.edu/studentguide>.

### **Accommodations**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

**Counseling and Wellness:** A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.