

Primate Behavior (ANT4552/ANG6930)

Course Info: T 6 (12:50-1:40pm) TUR 2350
R 5-6 (11:45-1:40pm) WEIM 1076

Instructors: Stephanie Bogart, Ph.D.
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Office Hours: T: 10am-12pm, W: 1-2:30pm,
or by appt.

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Office Hours: T and R 2:45-3:45pm



Course Content: We will explore the central and cross-disciplinary concepts of primate behavior, which includes, but are not limited to genetics, ecology, behavioral diversity, evolution, and sociality; and how these factors shape primatology as a field. This course further investigates the interconnection of ecology and behavior, with implications for the origins of human behavior. Additionally, you will learn to create a scientific hypothesis and test it by gathering behavioral data on captive primates. Students will collect data on a primate species at the Santa Fe Teaching Zoo and analyze the data for a written and oral report. Students will gain practical skills in conducting scientific methods collecting primate behavioral data and will be guided in a step-wise process.

Course Objectives:

- To develop a deeper comprehension of the central and cross-disciplinary concepts of primate behavior, which include, but are not limited to genetics, ecology, behavioral diversity, evolution, and sociality; and how these factors shape primatology as a field.
- To demonstrate understanding of ecological and evolutionary processes as well as the implications these processes have on primate behavior.
- To foster the students' process of identifying, exploring, assessing and solving real world problems through independent study that solidify their understanding of the scientific method and basic scientific principles.
- To effectively communicate the principles of primatology and its application to evolution.

Student Learning Outcomes:

- Identify, describe, explain, and apply factual, conceptual, and procedural knowledge in primate behavior.
- To understand and apply the scientific method and develop critical thinking skills from an evolutionary framework to investigate primate variation in its biological, social, and cultural dimensions.
- Integrate different sources and types of knowledge into holistic perspectives about primates and humans.
- Develop skills in reading and facilitating discussions over recent primary scientific literature, as well as public speaking skills.

Required Materials:

Primate Behavioral Ecology by Karen Strier, 5th edition 2016, ISBN 1138954365

Recommended Materials:

Measuring Behaviour: An Introductory Guide, by Martin and Bateson, 3rd edition 2007, ISBN: 978-0521535632

FEES AND TRANSPORTATION NOTICE:

This course involves collecting data at the Santa Fe Teaching Zoo. Due to the late nature of the course offering we were unable to onboard this cost into the course materials fee. We have negotiated a lower rate for entry fees for this class. UF students generally have to pay \$5 per visit to the Zoo. **Participants of this class have a discounted rate of \$15 for a pass of 7 visits (including the orientation visit).** This fee will be **due during the first visit (orientation from Zoo staff) to the zoo on January 30th** and is the **student's responsibility**. Accommodation may be available on a case-by-case basis to those with financial difficulties.

Students are responsible for their own transportation to the zoo. Students can manage their own carpools using Canvas' discussion board or other means. The RTS 10 Bus route picks up along 13th Street and goes to the Santa Fe Campus, usually taking 27 minutes and runs about every 30 minutes. You will need to walk to the zoo from the bus drop off (about 10 minutes). You can also catch the 43 bus Santa Fe College from various stops on campus.

Grading: *grades will not be rounded***** Letter grades assigned based on total percent of points according to normal grade scale system. A = 93.0 or above; 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; E = <59.9
UF grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Undergraduate

20% - Midterm 1
20% - Midterm 2
15% - Practicing behavioral collection assignment
10% - Attendance and participation
35% - Primate Behavioral Research
 Research question approval (10pts)
 Methods draft (20pts)
 Research report (35pts)
 Presentation (35pts)

Graduate

15% - Midterm 1
15% - Midterm 2
10% - Practicing behavioral collection assignment
10% - Attendance and participation
15% - Grad student-led article discussion
35% - Primate Behavioral Research
 Research question approval (10pts)
 Methods draft (20pts)
 Research report (35pts)
 Presentation (35pts)

Midterms: Midterms will be **non-cumulative**, covering the material since the last exam (or from the start of term for midterm 1). The exam will consist of several types of questions: fill-in-the-blank, multiple choice, and critical thinking essays. **Make-up exams can be scheduled only with proper documentation for an appropriate excuse.**

Practicing Behavioral Collection Assignment: Students will get practice with collecting behavior using the most common methods. Students will work in groups of two or three and collect and analyze data with respect to inter-observer reliability. Further assignment instructions will be provided in a separate document.

Attendance and participation: Student attendance and participation in class and collecting data at the zoo will be graded. Class attendance is one point per session (students are allowed two unexcused absences). Participation in zoo data collection will be graded based on presence and actively collecting data on at least six days of data collection, either during scheduled times or during a make-up session (2 points per collection day). Students will also receive 2 points per graduate-led article discussion for participation (0.5pts for listening and following along, but did

not participate in discussion, 1pt: prepared and asked or answered a thoughtful question, 2pts: contributed in multiple ways to the discussion).

Grad Student-Led Article Discussion: Graduate students will be responsible for leading a discussion over a primary peer-reviewed research article related to primate behavior of their choosing. Graduate students will be responsible for finding an article and getting it approved by the professors before Feb 27th and presenting during week 11. The presentation should be no longer than 10 minutes, followed by a 10min discussion (seminar-style) with students, who will be provided access to the article prior to discussion.

Primate Behavioral Research: Students will conduct an original primate behavioral research project to be carried out at Santa Fe Teaching Zoo. Students may work alone or in groups of two-three. You will be required to have a one-on-one meeting with Drs. Bogart and Valenta to discuss your areas of interest and plan out what you would like to research. Further assignment instructions will be provided in a separate document.

- *Group projects are accepted (no more than 2-3 students).*
- You will consider a particular question and hypothesis to observe captive primates and obtain behavioral data.
- You will find relevant scientific articles that will provide you with context on the topic for your introduction and questions.
- Your research question and hypotheses explanation is due Thursday, Feb 6th
- A draft of your methods will be due Thursday, Feb 13th.
 - *Approval is needed before students can start collecting data*
- You will collect your data at the zoo during weeks 8 through 14.
- You will then present your research in a 10-15 minute lecture the on Thursday, April 16th and Tuesday, April 21st (this means you must be concise).
 - *Presentations due on Canvas by W: 4/15 by 11:59pm*
- Your final written report is due the week of finals.

****NOTE:** *Each student in a group will be graded individually on their individual effort and participation (5pts). Presentation grades will vary by student based on verbal and non-verbal scores, but the scores for project content will remain the same throughout the group unless an issue arises about someone's effort. All other components of the project will be graded similarly among group members unless a group speaks with the professors. This will be assessed on a case-by-case basis and dependent majority issues.* **

SCHEDULE: (*Subject to revision*)

Week & Dates	Lecture Topic	Textbook Chapter
WK 1 Jan 6-10	T: Intro (SB & KV) R: Taxonomy (SB)	1 & 2
WK 2 Jan 13-17	T: Behavioral data collection, research design (SB) R: Behavioral assignment (in class)	MB
WK 3 Jan 20-24	T and R: Primate taxa (SB & KV)	2
WK 4 Jan 27-31	T: Evolution and sociality (KV) R: Jan 30th – Zoo orientation	3 & 4
WK 5 Feb 3-7	T: Mating (KV), Librarian – help finding research R: Female and male strategies (KV) R: Research question Due	5 7 & 8
WK 6 Feb 10-14	T: Life Histories (KV) R: Foraging and Ecology (KV) R: Methods draft due	9 6
WK 7 Feb 17-21	T: Foraging and Ecology continued (KV) R: Midterm I	6
WK 8 Feb 24-28	T: Community Ecology (KV) R: Zoo data collection R: Graduate student article for approval	11
WK 9 Mar 2-6	Spring Break	
WK 10 Mar 9-13	T: Conservation (KV) R: Zoo data collection	12
WK 11 Mar 16-20	T: Graduate Student-led discussions R: Zoo data collection	Article provided by GS
WK 12 Mar 23-27	T: Communication (SB) R: Zoo data collection	10
WK 13 Mar 30- Apr 3	T: Cognition & synthesis (SB) R: Zoo data collection	12
WK 14 Apr 6-10	T: Research analyses (SB & KV) R: Zoo data collection	
WK 15 Apr 13-17	T: Midterm II R: Student Presentations Presentations due W: 4/15 by 11:59pm	
WK 16 Apr 20-22	T: Student Presentations	
Final Paper due by Final exam date (Monday, April 27th, 2020 11:59pm)		

MB = *Measuring Behavior* by Martin and Bateson

Make-up and Late Work: Make-up/late assignments will not be scheduled unless demonstrated illness, serious emergency, or major scheduling conflict with proof provided to the Instructor. An official letter, following university procedures, is expected prior to the due date so that a make-up can be arranged. It is the student's responsibility to contact the instructor and inform them of the emergency within a 24-hour period following the missed class. *E-mails are strongly encouraged.*

Late assignments without an excuse will be reduced 5% per day late.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodation

Students with disabilities requesting accommodations should first register with the Disability Resource Center (www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. **Ideally, student accommodation should be communicated to the instructor before the end of the first month of the term).**

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Student Conduct and Academic Honesty and Integrity

UF students are bound by The Honor Pledge which states:
<https://sccr.dso.ufl.edu/students/student-conduct-code/>

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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."

Cheating, copying other's work, plagiarism, and other acts of academic misconduct are unethical. UF and the instructor consider these to be serious offenses. The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the Instructor

CLASS CONDUCT

No photography or recording
allowed during lecture
(without prior permission)

Cell phones should be off or in silent mode

Use of a phone will result in point deductions

Laptops are permitted ONLY for notetaking

Use of social media, email, or non-course related work will result in point deductions

Harassment and Discrimination

"Harassment" is defined as conduct that (1) is of any type (written, oral, graphic, or physical), (2) is directed towards or against a person because of their personal status (i.e., race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others), and that (3) unreasonably interferes with the individual's work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening. "Discrimination" is defined as a conduct that (1) adversely affects any aspect of an individual's employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels that his/her rights have been violated may speak to the instructor who will direct the complaint through the proper university channels, or the student may directly file a complaint with UF Department of Human Resources.

"The University of Florida has zero tolerance for sexual discrimination, sexual harassment, sexual assault, dating violence, domestic abuse or stalking." <https://titleix.ufl.edu/>

Campus Resources

Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the Counseling and Wellness Center:

<https://counseling.ufl.edu/about/location-hours-contact/>

- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
 - Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the Counseling and Wellness Center.

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>