

Animal Behavior-The Primates Spring 2015 Christopher Coe

- 1/20 Introduction and course requirements
- 1/22 Taxonomy and distribution of the living primates
- 1/27 Evolutionary trends of the Primate Order
- 1/29 Prosimians
- 2/3 New World monkeys
- 2/5 Old World monkeys
- 2/10 Lesser apes and great apes
- 2/12 Overview Film: *Survey of the primates*
- 2/17 **EXAM 1**

- 2/19 Graduate training in primate biology
- 2/24 Primate ecology
- 2/26 More ecological considerations
- 3/3 Social group behavior
- 3/5 Chimpanzee communities and behavior
- 3/10 Dominance and aggression
- 3/12 Reproduction
- 3/17 Physiological correlates of social & sexual behavior
- 3/19 Pregnancy, parturition, and motherhood
- 3/24 Infant behavior and socialization
- 3/26 **EXAM 2**
- 3/31-4/2 ***Spring break***

- 4/7 Early experience and abnormal development
- 4/9 Transitions and life course: puberty – adulthood -- aging
- 4/14 Learning and cognition
- 4/16 Protoculture and tool use
- 4/21 Natural communication
- 4/23 Film on primate language learning and cognition
- 4/28 Language learning by the great apes
- 4/30 Primate conservation
- 5/5 Animal welfare and psychological wellbeing
- 5/7 Biomedical modeling and zoonosis (e.g., SAIDS & AIDS)
- 5/12 **EXAM 3 (8:00-9:45 A.M.)**

Concerns or complaints about this course, the instructor, or the TA, please contact the Dept Chair, Hill Goldsmith (chair@psych.wisc.edu). Complaints about sexual harassment, contact Benjamin Ball (2-0512, Room 222, bball@psych.wisc.edu). Contact Office of Equity and Diversity (179-A Bascom) for concerns related to discrimination due to religion, race, gender, sexual orientation, or ethnic background (<http://www.oed.wisc.edu>).

Course goals

This is a Level II Psychology class, a breadth-and-depth course to broaden perspectives on psychology and our understanding of behavior. A primary goal is to review the biology, behavior, and evolutionary relationships of our closest animal relatives, the nonhuman primates, in order to better understand our own behavior. The topics range from the importance of early rearing and parental care to the causes of aggression and inter-personal conflict. By the end of this semester, you will be much more knowledgeable about the >600 species of living primates, where they live, what they eat, and how they behave. We will also consider a number of special topics, such as the lessons that can be learned from teaching apes to use sign language or to communicate with us through computer interfaces. We will discuss both the impressive scope and limits of their cognitive ability, as well as similarities and differences in their emotionality. Given that primates are intelligent and sentient beings, we will also consider the ethical concerns that arise when we keep them in captive settings and use them in biomedical research. Finally, primates are increasingly threatened as their natural habitats diminish. We will consider the conservation challenges and how to protect these unique and special species. Students who take this course will have a much greater appreciation for the diversity of the Primate Order, the lessons they can teach us about ourselves, and the ways in which they are similar and different from us.

Expectations

Although attendance is not taken in this large class, it is expected that students will attend. There is a new topic covered each day, and the subject matter of every lecture is tested on the 3 exams. There are readings that accompany each lecture, usually 1-2 articles for every class in the text reader. Please try to keep up with the readings, as it will make the presentations more informative and also prevent you from having to plow through far too many articles for the first time while studying for the exam.

There are 3 exams, which divide the semester into 3 general topic areas. Your scores on these exams are the basis of the final class grade. Most of the exam questions are based on material discussed in lecture, but do look for overlap between topics covered both in the readings and during lecture. Exam questions that are generated from the readings will typically be based on information that corresponds to points highlighted in the lectures.

Text reader

The text for this course is a reader available at Bob's Copy Shop (the one on Charter and Dayton streets). It is comprised of articles that go along with each class topic listed on the syllabus. The readings are organized sequentially. The text reader can be purchased for \$54+ tax at Bob's Copy Shop (the one on Charter St and Dayton St). They take cash or check only; they do NOT take credit cards. Once you purchase the paper version, you will also have access to an online version. A few articles for each year's reader are different from older versions of this text reader, so please do not rely on a secondhand copy from more than one year ago.

Class website

There is a website for this course at Learning@UW. In addition to a copy of this syllabus, there is a list of the readings that go along with each class topic on the syllabus. There will also be links to supplemental readings as well as to topical stories and any current events related to primates that occur during the semester. We will also periodically post links to youtube videos and/or television shows on primates and/or animal behavior. The class website also serves one other important function. There will be a link to a chat room where students can interact and ask questions. For example, if you miss a class and need notes, you can inquire if someone will share their notes through this site. Please do not use the course Classlist e-mail address for that purpose. Any e-mail sent to the Classlist will go to all students. Then, myriad messages and replies to everyone's Inbox soon become overwhelming. The Classlist address is to be used only by the TA and me in order to communicate about more urgent class matters or to distribute information that everyone should see.

The Course Website has one additional purpose. It can serve as one means for everyone to share information about new discoveries or great photos of primates. Scientists continue to discover new primate species and/or rediscover ones previously thought to be extinct. Please help us create an interesting website this year by helping out with these postings. Should you come across interesting stories or videos about primates during the semester, please let Wellington (our TA) or me know.

Exam and course grades

There are 3 exams. The first 2 exams are given in our classroom, Room 105, and are completed within the 75-minute time period allotted for this class. There is a 3rd test

during Final Exam week on May 12, but it is not cumulative. It just counts as 1/3 of the total grade, and covers the 3rd set of lectures during the semester.

Each test is comprised of approximately 125-135 questions, using the scantron format for computerized scoring. That is, fact-oriented questions including multiple choice, sets of matching items, and true/false statements. For the first exam, there are two additional, unique parts. There will be a Map of the world. You will be asked to identify which primate lives in each of 10 different locations around the world. For this first exam, there is also a Visual Recognition section. Ten different photos of primates will be shown on the screen, and you will be asked to identify which primate you see (based on its appearance, behavior, or the uniqueness of the ecological setting).

Each test counts for approximately 1/3 of the course grade. Although there is not an official curve, nor a mandated curve for each test, the distribution of test scores is used to evaluate the performance of each student relative to others. No letter grade is generated at this time, however, until the final summation of the scores at the end of the semester. The final course grade is based on the sum of correct questions across the 3 tests, totaling approximately 375 questions, from which a new distribution is generated and letter grades assigned based on the number of correct answers.

Students with any special needs, including any physical or sensory disabilities, or any requirements necessitating special arrangements for examinations, should inform the TA or me. Your privacy will be respected. We can arrange for the exams to be given at alternative sites, if you have been authorized by the McBurney Center. Our job is to facilitate your learning experience and to maximize everyone's performance in this class.

Grades

Students will be notified of their grades individually via Learning@UW. Grades will not be posted in a public manner in order to ensure privacy. After the tests, you are welcome to review your tests with our TA, Wellington Amaral. We can print out 'error reports', which show the questions answered correctly as well as the ones with wrong answers. Especially if you do not perform as well as you had hoped or expected, please meet with Wellington or me to figure out ways to improve your performance on the next test.

Rules, rights, and responsibilities

Please see the undergraduate catalogue to review a list of issues related to academic integrity, students' rights and responsibilities, grievance procedures, ways to seek assistance and accessibility of counseling services should they be needed.

Respect and any concerns

All students will be treated with respect. Any concerns or complaints about this course, the instructor, or the TA, please contact the Department of Psychology Chair, Hill Goldsmith (chair@psych.wisc.edu). If there are any concerns or complaints about sexual harassment, please contact Benjamin Ball (bball@psych.wisc.edu) (2-0512, Room 222, Psychology). Contact the Office of Equity and Diversity (179-A Bascom) for concerns related to discrimination due to religion, race, gender, sexual orientation, or ethnic background (<http://www.oed.wisc.edu>).

Instructional Accommodation

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations are a shared faculty and student responsibility. Students are expected to inform the professor any needs by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to provide reasonable accommodations. Disability information and any accommodations are confidential and protected under FERPA.

Office hours

I have regular scheduled office hours, during the 1 hour after each class. You can meet with me in Room 191, Psychology. If you cannot make that time, we can schedule other times. However, those meetings will likely be at my research facility office, Rm 153, at the Harlow Center for Biological Psychology. That address is 22 N. Charter, 3 blocks down Charter Street toward Regent Street. You can arrange a meeting with me by e-mail or by arranging a mutually agreeable time before or after class.

There is a Teaching Assistant for this course: Wellington Amaral <wamaral@wisc.edu> He too has regularly scheduled office hours (Tu and Th, 12:15 – 12:45) but can also arrange special times if you cannot make those hours. In addition to these regular office hours, during the week before and after each exam, he will double increase his office hours in order to provide more assistance preparing for the test and/or reviewing your exam. Wellington's office is also in the Psychology building, Room 189.

While studying for each exam, the TA and I can be contacted by e-mail if you have questions about the material after reviewing your notes and the text reader. However, there is a deadline for those questions before each test. You should e-mail any questions by midnight at least one day before the exams, in order to allow time for us to respond.

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Given the class size, some similar questions may be sent by many students; in those instances, we may post some questions and answers on the class website so that everyone can benefit from the answers. Please do feel free to e-mail questions.

Obviously, you are also welcome to ask those questions in person during class. Most classes begin with a short Q&A period, during which we review some highlights and facts from the prior class. If you feel comfortable asking questions in class, either during the review period and/or during the lecture, it will help to make this course more interactive and a better learning experience for everyone. Please do speak up because it will benefit everyone: if some point is unclear or perhaps you learned something different about primates in a previous course. I have studied and worked with primates for a long time, but no one can know everything. If I can't answer your question, we will turn to the TA, who will have the assignment of finding out the answer for us. Let's see how many challenges we can generate for Wellington and how many new facts we can thereby discover this semester.

Collective, shared goals

The main goal of this course is to make it an enjoyable learning experience for everyone: both for those who might want to pursue a career studying or caring for primates, as well as for those who are taking this course as an elective out of curiosity or to fulfill a science requirement. Our ability to achieve this goal is contingent upon and involves you -- we need your interest and your willingness to share your enthusiasm with others in the class.

