ANTHROPOLOGY 301: PRIMATE BEHAVIOR
FALL 2012
WEB

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COURSE MECHANICS

(1) Course Description
Prerequisite: Anthropology 101 (Introduction to Biological Anthropology) OR Anthropology 102 (Introduction to Cultural Anthropology) OR Psychology 101 (Introduction to Psychology) OR completion of General Education Category III.A.2. In this course, students will be introduced to the anthropological study of the behavior of primates, including lemurs, monkeys, and apes. Through an explicitly evolutionary approach, the course will review and discuss the morphological, behavioral, and ecological characteristics that are part of the primate heritage of humankind.

(2) Course Objectives
Through this course, students will achieve a rich understanding of the behavior of nonhuman primates and how it is shaped by morphology, ecology, and other external factors. Students will learn to analyze and discuss key issues in primate behavior and to view these issues through the prism of evolutionary theory. They will come to view primate behavior not as a static body of scientific ‘facts’ but as a constantly changing discipline in which hypothesis testing and experimentation are used to produce new insights into (and interpretations of) the lives of our closest living relatives. Students will develop critical thinking and writing skills through the completion of two writing assignments focusing on topics in primate behavior that interest them.

(3) Student Learning Goals
Students completing this course will learn (A) primate behavior from an evolutionary perspective, (B) to think critically about primate behavior and form their own opinions on key issues in the field, and (C) how studies of primate behavior enable us to better understand our own behavior.

(4) General Education Requirement
This course fulfills the requirements of General Education courses belonging to category III.A.3 at CSU Fullerton (Implications and Explorations in Mathematics and Natural Sciences). This course contains substantial scientific and mathematical content and requires completion of appropriate courses in Categories III. A. 1 and 2 as prerequisites to enrollment. A grade of “D” (1.0) or better in this course is required to meet this general education requirement. Below, five goals of General Education courses in category III.A.3 are listed in italic type, and are followed by standard type explaining how this Primate Behavior course will meet these goals:

1) “To understand broad unifying themes in mathematics and/or science from cross-disciplinary perspectives” - This course applies principles from evolutionary theory (the primary unifying theme in the biological and anthropological sciences) to the study of the behavior and ecology of the nonhuman primates, our closest living relatives.
2) “To solve complex problems that require mathematical and/or scientific reasoning” - Students will be required to develop the critical thinking skills necessary to achieving informed opinions on key concepts in primate behavior. In particular, students will be introduced to the combination of hypothesis testing and experimentation that comprise the scientific method.

3) “To relate mathematics and/or science to significant social problems or to other related disciplines” - Students will learn how increases in our understanding of nonhuman primate behavior have improved the human condition. For example, early studies of nonhuman primate mothering behavior led to dramatic changes in human mothering techniques in many Western cultures.

4) “To apply disciplinary concepts from mathematics or the natural sciences in a variety of settings” - This course provides students with an up-to-date overview of the field of primate biology, covering many studies that have benefited from recent advances in remote sensing and satellite telemetry, noninvasive genetic and hormonal sampling, and other technological advances that have greatly facilitated the study of primate behavior and ecology.

“Writing assignments in General Education courses should involve the organization and expression of complex data or ideas and careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement and/or for means of remediation are offered. Assessments of the student’s writing competence shall be used in determining the final course grade. (UPS 411.201:1)” - This course fulfills the General Education writing requirement by requiring students to complete four 1½ page lab reports. These writing assignments will help students organize and discuss complex data and ideas related to their growing understanding of primate behavior. Students will receive feedback (i.e., editorial comments on scientific content, as well as on writing style, grammar, and organization) from me that they will be expected to use to help improve their subsequent lab reports. Sixteen percent of students’ overall course grade will be based on assessment of their writing competence through evaluation of their written assignments.

COURSE REQUIREMENTS & GRADING

Successful progress in the course requires that students keep up with the assigned material. This is an online course and has no scheduled class meetings. Students will be expected to keep up to date on assignments, and will access instructional materials (lectures, video clips, study questions, etc.), and exams online. Please remember that your education is your responsibility. The overall structure of the course is provided in this syllabus.

IMPORTANT NOTES FOR DR. FASHING’S ON-LINE CLASS

1) All instructional materials (e.g., films, article readings, Powerpoint lecture slides) for this course (with the exception of the readings from the three course textbooks) will be posted on the course Titanium (moodle) website. Although links for the readings and films are always available to you, new Powerpoint lecture slides for each week of instruction will become available beginning the Saturday before the start of each week at 8AM.

2) Study questions will accompany ALL assigned materials (readings, videos, Powerpoint lectures, etc.). The study questions are meant solely to structure your studying so that you know what points are the most important to focus on for each assignment. I suggest that as you do the readings, you answer the study questions related to the readings. Later on, you will go over those answers to help you prepare for the exams. The same applies to the lecture and film questions. Students are expected to be able to answer ALL posted readings, video, and lecture study questions. However, you are NOT expected to turn in the answers to the study questions to me, as
they are entirely for your own benefit, to help you better prepare for the exams. Please note that
no study questions will accompany the required readings from the *How Humans Evolved* (HHE)
textbook. However, in order for you to fully answer the study questions for the other assigned
materials in this course (e.g., non-HHE readings, films, lecture slides, etc.), you should first read the
relevant pages from the HHE textbook to obtain the background knowledge you will need to
better understand the other course materials.

The **GRADING** in this course will be based on 1 QUIZ, 5 EXAMS, and 4 LAB REPORTS.

(1) **Quiz (2%)**
To help ensure that all students have read the syllabus in its entirety and understood its content fully before
starting this course, there will be one quiz on the course syllabus, worth 2% towards your final grade, during
the 1\textsuperscript{st} WEEK of the class. The quiz will consist of multiple choice and/or true/false questions which you can
answer WITH the help of this syllabus. Each student will have 3 \(\frac{1}{2}\) days to take the quiz online, so a makeup
quiz will not be granted. The quiz will become available online on Monday at 8am, and remain available until
Friday 5pm, during the 1\textsuperscript{st} WEEK of the class. You will have 10 MINUTES to complete the quiz online.

(2) **Online Examinations (82%)**
FIVE non-cumulative exams (each worth 16.4\% of your final grade) will be given during the session, one for
each week of the course, which will comprise a combine total of 82\% of your final grade. These exams will
consist of questions in several styles (multiple choice, matching, true/false, and/or short essay) which you
must answer WITHOUT the help of your notes or any other course materials. Each student will have 2 \(\frac{1}{2}\) days
to take each exam online, so makeup exams will not be granted. EXAMS will become available online on
Wednesday at 8am, and remain available until Friday 5PM of the same week. You will have 50 MINUTES to
complete each exam unless otherwise noted. PLEASE do not exceed posted time limits on the exams or the
system will freeze up and refuse to let you submit your exam for grading (which will prevent me from giving
you a final grade for the exam). You MUST complete each exam in ONE sitting (i.e., you cannot come back to
it), so make sure that you have a block of time set aside for each exam when you will not be interrupted. You
will NOT be able to open either exam up again once you have closed it. Attempt each exam only AFTER you
have completed ALL the readings, viewed the lectures, and viewed any assigned videos or other related course
content.

To help you gain practical experience completing a test for this class in TITANium (moodle) (and to help
alleviate any concerns or anxieties you may have about the upcoming exams), I have created a short 15-
minute, 10-question PRACTICE EXAM that will give you an idea of what to expect on (and to help you better
prepare for) the actual first exam. This practice test will help you become more familiar with (1) the types of
questions I will be asking on the exams, (2) the format of my questions, (3) the level of detail of my exam
questions, as well as (4) what the testing environment in moodle is like. This practice test contains questions
from the year before (similar to current test questions) presented in random order with random answers.
Unlike the actual exams in this class, **you can take this practice test as many times as you’d like** from
anywhere with a reliable internet connection and your grade on this test will not count towards your final
grade. At the end of each practice session, you will see your overall performance on the practice test, but not
correct answers to the questions (to encourage you to study more and practice taking the test again). The
practice exam will cover all the material from “Study of behavior” up to and including “Primate diversity: The
primate pattern”.

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(3) Writing Assignments (16%)
There will be FOUR lab report style writing assignments, each worth 4% of your final grade, contributing a combined total of 16% to your overall course grade. Each lab report should be 1 ½ double-spaced pages long. Lab reports must be written in your own words/voice. To guard against plagiarism, you must submit the writing assignments to me using the Turnitin links posted on the course Titanium/moodle site. Turnitin is a plagiarism detection program which scans the internet for partial to full sentence matches between your submitted work and all other material on the internet, including student papers from this and other universities. All cases of blatant plagiarism will be reported to the Dean of Students office. Students must work independently on the lab reports. Student lab reports will be graded on scientific content, as well as on writing style, grammar, and organization. Lab reports are due on Fridays at 10PM. As a Cal State Fullerton student you have access to computers with word processing software and internet connections. Be sure to spell check, proofread, and repeatedly revise your writing assignments before submitting them. If you feel that you need assistance in improving your writing skills, help is available from the CSUF Writing Center in Pollak Library, (714) 278-3650, <http://hsswebdev.fullerton.edu/engl/writing_center/index.asp>. This is an excellent resource available to you free of charge. Because this resource is available to you, EVERYONE in this class should be able to produce writing assignments that are clearly written and grammatically sound.

(3) Grading Breakdown

The point and percentage breakdown, and grading scale for this course are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Time Due (PM)</th>
<th>Date Due (FRI)</th>
<th>Points</th>
<th>Percent of Grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>5</td>
<td>31Aug12</td>
<td>10</td>
<td>2</td>
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<td>EXAM 1</td>
<td>5</td>
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<td>16.4</td>
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<tr>
<td>Lab 1</td>
<td>10</td>
<td></td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>EXAM 2</td>
<td>5</td>
<td>05Oct12</td>
<td>82</td>
<td>16.4</td>
</tr>
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<td>Lab 2</td>
<td>10</td>
<td>12Oct12</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>EXAM 3</td>
<td>5</td>
<td>26Oct12</td>
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</tr>
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<td>EXAM 4</td>
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<td>16.4</td>
</tr>
<tr>
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<td></td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>EXAM 5</td>
<td>5</td>
<td>14Dec12</td>
<td>82</td>
<td>16.4</td>
</tr>
<tr>
<td>Lab 4</td>
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<td></td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>500</td>
<td>100</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points (range)</th>
<th>Percent % (range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>493-500</td>
<td>≥99</td>
</tr>
<tr>
<td>A</td>
<td>463-492</td>
<td>93-98</td>
</tr>
<tr>
<td>A-</td>
<td>448-462</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>433-447</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>413-432</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>398-412</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>383-397</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>363-382</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>348-362</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>323-347</td>
<td>65-69</td>
</tr>
<tr>
<td>D</td>
<td>298-322</td>
<td>60-64</td>
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<tr>
<td>F</td>
<td>0-297</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Grades from ‘A+’ to ‘A-’ are earned by students who make a serious effort on their assignments and in the class in general, and who demonstrate by their work and exams that they have an excellent understanding of the materials covered in lectures and readings.

COURSE POLICIES

(1) Email Policy
When you email me regarding this course, please make sure to include the course and section number in your message. This way you can be sure that your message gets received and filed in the proper place (and not
All emails must be addressed to me (Professor or Dr. Fashing) and must be signed with your full real name. Thanks.

(2) Makeup Exams and Late Papers
You must post assignments on time. Five percent of the grade will be deducted from written assignments for each day they are late, no excuses. Makeup exams will be administered only for excused absences (e.g., serious illnesses, family emergencies). Written email requests for makeup assignments must be made prior to the missed quiz or exam.

(3) Academic Integrity
Students are expected to be familiar with, and adhere to, University policies on Academic Dishonesty. Dishonesty of any kind will not be tolerated in this course and policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current CSUF student handbook (http://fullerton.edu/handbook/) or on the web at <http://www.fullerton.edu/deanofstudents/Judicial/Letter%20to%20Students.asp>. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest may receive a failing grade on the assignment or in the course. The Dean of Students Office Judicial Affairs has produced a guide on how to avoid plagiarism, which can be accessed at <http://www.fullerton.edu/deanofstudents/Judicial/Student%20Guide%20to%20Avoiding%20Plagiarism.pdf>.

(4) Course Website Policy
The use of a computer and the internet is required for this course. You will be utilizing the course Titanium site for many purposes, including viewing Powerpoint lectures and videos, taking exams, turning in writing assignments, corresponding with me, and keeping track of your grades. The syllabus is available on Titanium where all the course information and activities required for your grade will be posted during the semester. Titanium is a web-based application provided by CSUF on which instructors can provide course documents and resources to students. If you are new to online courses or to Titanium, please see the advice below. If you have difficulties using your computer or getting access to Titanium, contact the Helpdesk at <http://www.fullerton.edu/helpdesk>, or (657) 278-7777 but do NOT call me or the Anthropology Department. Please make sure that the e-mail address listed for you on Titanium is one you use or one that you regularly check (all CSUF students receive a student e-mail address, but you may have it changed to another one, such as gmail or yahoo; remember that it is your responsibility to arrange this). Your not receiving my e-mails because of not having verified your correct e-mail address in Titanium is your responsibility; it may not be used as an excuse for missing assignments.

If you are unfamiliar with Titanium tools, there are several tutorials for students (http://oasis.fullerton.edu/tutorials.aspx) that are offered through the University’s Online Academic Strategies & Instructional Support (OASIS) office and I encourage you to use them. You are responsible for learning how to use Titanium. Students access Titanium through their Student Portal. Login to the portal at <http://my.fullerton.edu>; click the Titanium tab; click the link ‘Click here to Access your Titanium Classes’.

If, at any time, you should encounter technical problems related to this course, please contact OASIS. OASIS is a one stop online support center number and email to help you solve technical issues related to this and other online classes at Cal State Fullerton.
Additional tips to help you avoid problems with online exams and assignments for this course:

1) I recommend you use Mozilla Firefox instead of Internet Explorer as your web browser. Be sure to update to the latest Firefox web browser version to ensure a smooth Titanium experience. I also recommend that you install the current Acrobat Reader program (to view PDF files) or update to the latest version online at <http://get.adobe.com/reader/>.

2) DO NOT hit the BACK button on the browser during the exam.

3) Turn off all other browser windows while taking the exam because each website eats up bandwidth.

4) Turn off any instant messaging (e.g., Yahoo/MSN/Google/etc) or chat applications.

5) Turn off any social networking applications (e.g., Facebook, Twitter, MySpace, etc.).

6) Because the system refreshes the page every single time you hit the NEXT button to proceed to the next question during your exam, if there is any loss of internet connectivity at that time, you might get an error message and be unable to proceed with the rest of the exam.

7) PLEASE do not exceed posted time limits on the exams or the system will freeze up and refuse to let you submit your exam for grading (which will prevent me from giving you a final grade for the exam). I suggest you use a timer or stopwatch to help you stay on track during the exam.

8) When taking exams for this class you are strongly encouraged to take them on a campus computer. You stand a VERY HIGH chance of being kicked out of the exam if you take it off campus. If you are kicked off (or timed out) of the exam while off campus you will not be able to re-start your exam session. There are several computer labs on campus. In addition, CSUF recently created a testing center for online classes (Student Genius Corner) which is located in the Pollak Library, Titan Lab, PLN-030 (basement north) where students will be able to take the course exams online in a quiet, comfortable environment equipped with the latest software (and technical support staff) and superfast, reliable internet connections.

Other Online Course Information

a) I will post grades for the previous week’s assignments on the class Titanium site one week after the due date, although there may be delays due to workload. I will notify the class when grades are posted.

b) All emails must be signed with your real name. I will respond to student email in 1-3 business days.

c) You will need access to a Windows based computer connected to the internet. There are many such computers available on campus. In the event of technical problems, students can submit their work to a Department of Anthropology staff member during regular university business hours. If this step proves necessary, be sure to email me immediately to let me know that you have submitted your work for my class to another staff member.
(5) Disability Statement
If you have a disability or special need for which you are, or may be, requesting an accommodation, please inform me and contact the Disabled Student Services Office, located in University Hall 101, as early as possible in the term. For more information, the Disabled Student Services Office can be reached by calling (714) 278-3117 or visit their website at www.fullerton.edu/disabledservices/. Confidentiality will be protected.

(6) Emergency Preparedness
The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

Before an emergency occurs
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly area for your building.

When an emergency occurs
1. Keep calm and do not run or panic. Your best strategy for emerging safely from an emergency is to remain clear-headed.
2. Stay where you are unless it is unsafe to remain there. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area; remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter the building until informed it is safe by a building marshal or other campus authority.

After an emergency occurs
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University’s operational status by checking the University’s website at http://www.fullerton.edu, calling the University’s hotline number at 657-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

For more information about emergency preparedness, see: <http://prepare.fullerton.edu/>
REQUIRED MATERIALS

Required materials (readings and videos) come from the FOUR sources listed below. The three textbooks are available at Titan Bookstore on campus and the other sources can be found on the course website. You will find the actual individual reading and video assignments from these sources in the course schedule below. Questions pertaining to the reading and film assignments will be included on the exams along with material from the slide lectures.

1) TEXTBOOKS are available at the Titan Bookstore on campus.

1) Boyd, R. and Silk, J.B. 2011. Special edition of How Humans Evolved, 6th edition. New York: W.W. Norton [referred to as HHE on the course schedule]. This special edition, printed just for this class, includes ONLY those chapters on primate behavior from the original text, and does not include a table of contents or index; it is therefore considerably less expensive than the “whole book”, which includes material that is not relevant to our class. (If you purchased the whole book for another course, there is no need to purchase this special edition, since the page numbers have been retained.) In my opinion, this special edition of How Humans Evolved provides a clearer, more accessible introduction to primate behavior than any other textbook currently on the market. It is, however, a relatively slim volume and I am therefore supplementing it with readings from the following additional sources.


3) Sapolsky, R.M. 2001. A Primate’s Memoir: A neuroscientist’s unconventional life among the baboons. New York: Scribner. A funny and highly entertaining book describing the author’s classic behavioral and hormonal study of a population of baboons inhabiting the Kenyan savanna as well as his experiences traveling around East Africa. You are welcome to read this book at your own pace, but be sure to finish reading it by WEEK 12, since material relevant to this book will appear on EXAM 4.

2) ARTICLE READINGS will be posted on the course website. Questions to help guide your reading will also be posted with these readings. Supplemental readings come from a variety of sources and help to fill in the gaps left by the course texts. The readings, which will be referred to by the names in BOLD type font below on the course schedule, are as follows:

2) TYSON, P. 2010. The nurture of nature. NOVA online; http://www.pbs.org/wgbh/nova/nature/genes-behavior.html


3) FILMS. Students will be required to watch EIGHT full-length (~1 hour long) films available online through links posted on the course website that are related to and build upon material covered in class. Questions to help guide your viewing (in a handout) will also be posted along with the videos. The films are as follows:

1) Darwin: The Tree of Life (2009)
2) Life: Primates (2010)
3) The Last Great Ape (2007)
5) Living with Baboons (2012)
6) Murder in the Troop (2009)
8) Ape Genius (2008)

4) SHORT AUDIO/VIDEO CLIPS. Students will also be required to watch two short (~15 min) videos and listen to a short (~10 min) audio clip available online through links posted on the course website. Questions to help guide your viewing will also be posted along with the audio/video links. The clips are as follows:

1) VIDEO - When the Water Ends: Africa’s climate conflicts (2011)
2) VIDEO - 'James Hansen TED talk - Why I must speak out about climate change' (2012)
3) AUDIO - This American Life: Unconditional love (2006)

5) ADDITIONAL COMPLETELY OPTIONAL BUT FUN READING: If during the semester (or even after it ends), you still want to read more about primate, I highly recommend the following books which are entertaining and fun to read.

b) Goodall, J. 2010. Through a Window: My thirty years with the chimpanzees of Gombe. Stories from Jane Goodall’s pioneering study of chimpanzees at Gombe Stream, Tanzania.

c) Perry, S. 2011. Manipulative Monkeys: The capuchins of Lomas Barbudal. A great book describing the day-to-day life of UCLA professor Susan Perry and her research team as they study capuchin behavior in Costa Rica.


CHANGES TO THE SYLLABUS

This document is not a legal contract, but a course syllabus. As such, it is a good-faith outline of course requirements and expectations. Note, however, that circumstances may require that assignment deadlines and so on be changed during the course of the semester. Changes, if any, will be announced in class, under the “Announcement” button in the “Course Menu” or by email. It is your responsibility to know of any announced changes.

NOTE: In the schedule below, HHE = How Humans Evolved, 6th edition & TPA = The Primate Anthology. The * means that you should be sure to finish reading the book A Primate’s Memoir by this week since material from this book will appear on EXAM 4.
<table>
<thead>
<tr>
<th>SECTION</th>
<th>WEEK</th>
<th>WEEK OF</th>
<th>TOPICS</th>
<th>READINGS &amp; FILMS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evolution &amp; Diversity</td>
<td>1</td>
<td>26 Aug</td>
<td>Study of behavior</td>
<td>HHE 2-21, 102-104, 136-137, 366-368; MARTIN &amp; BATESON 1993</td>
<td>Quiz (31 Aug); EXAM 1 &amp; Lab 1 (14 Sep)</td>
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<tr>
<td></td>
<td>2</td>
<td>02 Sep</td>
<td>Evolutionary approach</td>
<td>PALUMBI 2001; HAMER &amp; COPELAND 1999; TYSON 2010; VIDEO – ‘Darwin: The Tree of Life’</td>
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<tr>
<td></td>
<td>3</td>
<td>09 Sep</td>
<td>Primate diversity: The primate pattern</td>
<td>HHE 102-118; NEKARIS 2002</td>
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<tr>
<td>Ecology &amp; Conservation</td>
<td>5</td>
<td>23 Sep</td>
<td>Primate feeding ecology</td>
<td>HHE 118-125; TPA Chapters 14, 21, 24; FIMBEL &amp; VEDDER 2004</td>
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<tr>
<td></td>
<td>6</td>
<td>30 Sep</td>
<td>Sources of disease and mortality</td>
<td>HHE 126-128; TPA Chapters 17,19</td>
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<tr>
<td>Reproduction</td>
<td>7</td>
<td>07 Oct</td>
<td>Reproduction at the individual level</td>
<td>HHE 135-158; TPA Chapter 2; VIDEO - ’The Gorilla King’</td>
<td>Lab 2 (12 Oct) &amp; EXAM 3 (26 Oct)</td>
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<tr>
<td></td>
<td>8</td>
<td>14 Oct</td>
<td>Sexual selection and mating systems</td>
<td>HHE 129-130, 135-158; TPA Chapters 9, 25; VIDEO - ’Living with Baboons’</td>
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<td>9</td>
<td>21 Oct</td>
<td>Reproductive strategies: male-male competition and female choice</td>
<td>HHE 135-158, 389-402, 407-409; TPA Chapter 4; TYSON 2009; VIDEO – ’Murder in the Troop’</td>
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<td>Growth &amp; Development</td>
<td>10</td>
<td>28 Oct</td>
<td>Mothers and infants I: Mother’s perspective</td>
<td>HHE 402-412; TPA Chapters 3, 5; HRYD 1995</td>
<td>EXAM 4 &amp; Lab 3 (16 Nov)</td>
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<td>11</td>
<td>04 Nov</td>
<td>Mothers and infants II: Infant’s perspective; Juveniles: Transition to adulthood</td>
<td>HHE 142 Box 6.1, 370-374; TPA Chapters 1, 7, 11; AUDIO - ’This American Life: Unconditional Love’</td>
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<td></td>
<td>12</td>
<td>11 Nov</td>
<td>Aggression and dominance</td>
<td>Sapolsky’s A PRIMATE’S MEMOIR*, VIDEO - ’Stress: Portrait of a Killer’</td>
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<td>Social Behavior</td>
<td>13</td>
<td>25 Nov</td>
<td>Kinship and altruism among kin; Altruism among non-relatives</td>
<td>HHE 159-175; DE WAAL 2005</td>
<td>EXAM 5 &amp; Lab 4 (14 Dec)</td>
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<td>14</td>
<td>02 Dec</td>
<td>Communication</td>
<td>STRIER 2007; TPA Chapter 33</td>
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<td>15</td>
<td>09 Dec</td>
<td>Cognition</td>
<td>HHE 177-191; TPA Chapter 8; VIDEO – ’Ape Genius’</td>
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WEEK OF 18 NOV - FALL RECESS - NO CLASSES

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