

General Course information for

## **Primate Biology**

Z00 4484 Spring 2018  
Room OE 221  
MM Campus  
Florida International University  
Instructor: Sian Evans  
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Office hours: On campus OE 221 Tuesdays and Thursdays 2:00 pm – 4:30 pm  
Wednesdays 11am – 4 pm

### **Syllabus:**

|               |   |
|---------------|---|
| January 9th   | Introduction to course and why I love primates. |
| January 11th  | Moral Behavior in Animals and Kanzi             |
| January 16th  | Primate Characteristics                         |
| January 18th  | Prosimians                                      |
| January 23rd  | Video Cousins: The First Primates (BBC)         |
| January 25th  | New World Monkeys                               |
| January 30th  | Old World Monkeys                               |
| February 1st  | Video Cousins: The Monkeys (BBC)                |
| February 6th  | The Apes  |
| February 8th  | Video Cousins: The Apes (BBC)                   |
| February 13th | Ecology   |
| February 15th | Locomotion                                      |

|  |                                       |
|--|---------------------------------------|
| February 20th                            | Diet                                  |
| February 22nd                            | Review                                |
| February 27th                            | Test 1                                |
| March 1st                                | Communication and Language            |
| March 6th                                | Social Organization                   |
| March 8th                                | Social Bonds                          |
| March 13 <sup>th</sup> -15 <sup>th</sup> | Spring Break                          |
| March 20th                               | Mating Systems                        |
| March 22nd                               | Infant Development                    |
| March 27th                               | Cooperation and Conflict/Review       |
| March 29th                               | Test 2                                |
| April 3rd                                | Video: Ape Genius (NOVA)              |
| April 5th                                | The Evolution of Primate Intelligence |
| April 10th                               | Discussion of Peer Reviewed Article   |
| April 12th                               | Primate Evolution and Ethics          |
| April 17th                               | Primate Conservation                  |
| April 19th                               | Review                                |

**Final Examination: TBA**

**Take Home Questions – Spring 2018**

Due date – hard copies of ONE/TWO essay questions must be submitted at the time of the final examination (TBA). If you select to submit a photo-essay please send it electronically (email preferred).

Answer two of the following questions:-

1. What is empathy? Do non-human primates show empathy?
2. Discuss the evolution of cooperation in primates.
3. Describe the conservation status of an especially vulnerable primate.

## Instructions:

Answers should typically be no less than three typed pages (double spaced). Cite references (minimum of five peer-reviewed) used in the text and list at the end as References. Printed copies of the essays must be handed in at the time of the final examination. Use answering these questions to help you revise for the final examination.

Alternative option for ONE of the TWO essay ONLY.

Photo Essay

About 12 slides with narrative storyline to accompany the slides. References required.

Instructions for references:

References

Check that all references in the text are in the reference list and vice versa, that their dates and spellings match, and that complete bibliographical details are given, including page numbers, names of editors, name of publisher and full place of publication if the article is published in a book. Check foreign language references particularly carefully for accuracy of diacritical marks such as accents and umlauts. For papers in the course of publication, use 'in press' to replace the date and give the journal name in the references. Cite unpublished manuscripts (including those in preparation or submitted), talks and abstracts of talks in the text as 'unpublished data' following a list of all authors' initials and surnames. Do not include these in the reference list.

Web references

Because of the ephemeral nature of many Web sites, other Web citations will be reviewed by the Editors to ensure they are appropriate to an archival journal. As a minimum, the full URL should be given. Any further information, if known (DOI, author names, dates, reference to a source publication, etc.), should also be given.

References in a special issue

Please ensure that the words 'this issue' are added to any references in the list (and any citations in the text) to other articles in the same Special Issue.

Reference management software

This journal has standard templates available in key reference management packages EndNote (<http://www.endnote.com/support/enstyles.asp>) and Reference Manager (<http://refman.com/support/rmstyles.asp>). Using plug-ins to wordprocessing packages, authors only need to select the appropriate journal template when preparing their article and the list of references and citations to these will be formatted according to the journal style which is described below.

Reference style

Text:

All citations in the text should refer to:

1. Single author: the author's name (without initials, unless there is ambiguity) and the year of publication;
2. Two authors: both authors' names and the year of publication;
3. Three or more authors: first author's name followed by "et al." and the year of publication.

Note that 'et al.' is not in italics.

Do not use commas to separate the author's name from the date. Use lower-case letters to distinguish between two papers by the same authors in the same year (e.g. Packer 1979a). List multiple citations in chronological order (e.g. Zahavi 1972; Halliday 1978; Arnold 1981a, b), using a semicolon to separate each reference.

#### Reference List:

References should be arranged first alphabetically and then further sorted chronologically if necessary. More than one reference from the same author(s) in the same year must be identified by the letters "a", "b", "c", etc., placed after the year of publication. To help readers locate 'et al.' citations with the same first authors in the reference list, list references with three (or more) names after those with two, by date, as in the following sequence: Marin & Silva 1992; Marin, Silva & Lopez 1986; Marin, Lopez & Silva 1989

Use the following system for arranging your references:

a. For periodicals

Robinson, M. H. & Robinson, B. 1970. The stabilimentum of the orb web spider, *Argiope argentata*: an improbable defense against predators. *Canadian Entomologist*, 102, 641-645.

b. For books

Bailey, N. J. 1981. *Statistical Methods in Biology*. 2nd edn. London: Unibooks.

c. For multiauthor books

Emlen, S. T. 1978. The evolution of cooperative behaviour in birds. In: *Behavioural Ecology* (Ed. by J. R. Krebs & N. B. Davies), pp. 245-281. Oxford: Blackwell Scientific.

d. For theses

Smith, J. K. 1985. *Investigations on a freshwater crab*. Ph.D. thesis, University of Durham.

e. Forum articles should include volume and part number and Web site address and be cited as:  
Johnson, A. R. 1999. Scent marking in hyaenas: reply to Jones. *Animal Behaviour*, 57, F41-F43.  
Note that journal titles in the reference list should be written in full.

In the case of publications in any language other than English, the original title is to be retained. However, the titles of publications in non-Latin alphabets should be transliterated, and a notation such as "(in Russian)" or "(in Greek, with English abstract)" should be added.

Work accepted for publication but not yet published should be referred to as "in press".

References concerning unpublished data and "personal communications" should not be cited in the reference list but may be mentioned in the text.

**Learning Objectives:** To prepare students in a thorough understanding of the natural history, biology of and behavior and threats facing representatives of the Order Primates. By the end of the course you should be able to read both popular summaries and scientific papers on primates, analyze data and create concise written responses to questions that require organization and integration of course material. I also hope you will continue after the final assessment to explore and learn about our fascinating closest living relatives.

**Assessment:** there will be two tests and a final examination. The tests and the final examination do not typically include multiple choice questions. There will be two essays (one can be in the form of a photo-essay). There will be an opportunity for extra-credit.

|            |       |
|------------|-------|
| Test 1     | 15%   |
| Test 2     | 20%   |
| Final Exam | 40%   |
| Essay 1    | 12.5% |
| Essay 2    | 12.5% |

**Grading Scale:**

|    |        |
|----|--------|
| A  | 85+    |
| A- | 83-84  |
| B+ | 81-82  |
| B  | 75- 80 |
| B- | 73-74  |
| C+ | 71-72  |
| C  | 65-70  |
| D  | 55-64  |

**Class Supplement:**

**Text Book:** Primates of the World. Petter, J and Desbordes F (2013). **(Optional but strongly recommended).**  
Princeton University Press  
ISBN 978-0-691-15695-8. This is a very reasonably priced, beautifully illustrated book and an excellent introduction to this course.

**Blackboard:** A comprehensive selection of articles will be placed on Blackboard formatted in folders that correspond to the lecture topics.

**Attendance :** will be taken. Regular class attendance is strongly advised.

**Expectations and Feedback:** this is an Upper Division class. Consequently I expect all of you by now (i.e. about to graduate shortly) to be familiar with university-wide policies. I will implement short quizzes for students to assess their progress (feedback) and encourage students to see me during office hours for additional information. I welcome submissions from you about your expectations for this course and how I can best manage feedback effectively (you may respond using email or by visiting me during office hours). I hope you will find me responsive to both suggestions for improvement and concerns. I am looking forward to making this learning experience as rewarding as possible for all of us.