

General Course information for

## **Great Ape Conservation**

BSC 4934 Fall Semester 2017

Instructor: Siân Evans

OE 221| (MM Campus)

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Office hours: On campus OE 221 Tuesday and Thursday 2-4 pm and Wednesdays  
1pm- 4 pm

August 21	Introduction/Resources/Why Conservation matters
August 23	Compelling Conservation Stories
August 28	Primates
August 30	Primate Ecology
September 04	Chimpanzees and Bonobos
September 06	Gorillas and Orangutans
September 11	Video BBC Cousins Great Apes
September 13	Great Apes past and present: Evolution of Great Apes and Conservation
September 18	Biogeography
September 20	Range Counties – Student Presentations
September 25	Why Preserve Great Apes? Ape Genius
September 27	Attitudes and knowledge of local people to Great Apes
October 02	Videos: Grid (Whaling in the Faroe Islands) and
October 05	Review
October 09	Mid-term
October 11	Logging /deforestation

October 16	Conflict Zones – Student Presentations
October 18	Great Ape Reintroductions
October 23	Human Great Ape Conflict
October 25	Video – Conflict minerals in the Democratic republic of Congo
October 30	Projects and How to prepare a scientific report
November 01	Diseases of Great Ape Populations
November 06	Trade in Great Ape
November 08	Tourism in Great Apes
November 13	Personhood of Great Apes
November 15	Ethics of Great Ape Conservation student presentations
November 20	Chimpanzees an Unnatural History
November 23	Thanksgiving
November 27	Student led discussions on their presentations. Peer review
November 29	Great Apes in the Media

**Final Assessment due/Presentations TBA**

### **Class Supplement:**

**Readings:** World Atlas of Great Apes and their Conservation (2005). Edited by Caldecott, J. and Miles, L. University of California Press. ISBN 0-520-24633-0  
 Also [www.cms.int/publications/pdf/world\\_atlas\\_great\\_apes/english.pdf](http://www.cms.int/publications/pdf/world_atlas_great_apes/english.pdf)  
[www.stateoftheapes.com](http://www.stateoftheapes.com)

**Blackboard:** Comprehensive (and up to date) references are posted on BlackBoard by topic.

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

**Global learning perspective:** Students will be able to appreciate the complexity of Great Ape conservation from a global and international perspective and be sensitive to the challenges facing human populations that co-exist with Great Apes.

**Assessment:** There will be a mid-term evaluation and a final paper due at the end of the semester together with a short summary presentation. Class participation will be assessed on the basis of the participation on the basis of student led discussions. Advocacy will be assessed on the basis of involvement with the

Mid-term 20%  
Advocacy 10%  
Class participation 20%  
Final paper 50%

**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 welcome submissions you about YOUR expectations for this course and how I can best manage feedback effectively (you may respond using Canvas or visiting with me during office hours).

**Learning Objectives:** To prepare you so you have a thorough understanding of the natural history, biology of and behavior and threats facing the Great Apes. By the end of the course you should be able to read both popular summaries, on line reporting (this is a rapidly changing field) and scientific papers on the conservation of Great Apes. Become an advocate for Great Ape Conservation. Be able to analyze data and create concise written responses to questions that require organization and integration of course material. Produce a paper that examines an area of Great Ape Conservation.

The paper should be at least 12 pages long with an adequate (comprehensive) reference section. Selection of a topic should be made (in consultation with me) immediately after the mid-term. PLEASE do not leave this to the last minute as a lot of thought and research time is involved including soliciting information from experts in the field (as most will be in the field they will likely not be able to reply promptly to your questions. No abstract is needed. Format should follow APA (American Psychological Association) style.

I also hope you will remain committed to preserving a future for our closest living relatives continue after the final assessment.