PRIMATE SOCIAL BEHAVIOR
Course #: ANT 346L
Unique #: 31230

SAC 5.172
Tuesdays and Thursdays, 11:00 to 12:15 am

Instructor:  Anthony Di Fiore
Associate Professor
SAC Room 5.150

Contact:  anthony.difiore@austin.utexas.edu
512-471-2318

Office Hours:  Tuesdays, 1:00 to 3:00 pm
or by appointment

Website:  Blackboard (http://courses.utexas.edu)

Check Blackboard regularly for announcements,
updated class information, readings, and
supplementary materials

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“Shh. Listen! There’s more: ‘I’ve named the male with the
big ears Bozo, and he is surely the nerd of the social group—
a primate bimbo, if you will.'”
I. Course Description and Rationale

One of the primary tools that anthropologists have for gaining insights into the evolution of human behavior and human social systems is through the study of nonhuman primates. The goal of this class is to provide you with an overview of the behavior and social systems seen in nonhuman primates and to interpret variation in these aspects of primate biology - both between and within species - from the perspective afforded by evolutionary and socioecological theory.

In Part I of this course, we will briefly explore the diversity, distribution, taxonomy, and evolutionary history of living primates and give you an introduction to primate field studies. This will essentially be a tour through the primate order, outlining the grouping patterns, mating systems, foraging behavior, and individual behavioral strategies that characterize taxa in the major groups of primates, as well the features that distinguish these major groups from one another.

Part II of the class covers the fundamental theoretical principles that modern primatologists employ to study and understand the variation in primate social systems. Since the theory of evolution by natural selection forms the backdrop for all of evolutionary biology, we will start there. We will then discuss the concepts of reproductive success and inclusive fitness and talk particularly about the fundamental implications of kinship for understanding primate social lives. From there, we will introduce various modeling approaches that evolutionary biologists use to understand patterns of nonhuman primate and other animal behavior, including optimality modeling and game theory.

In Part III, we get into the real heart of the course, discussing principles of primate socioecology and sociobiology - the study of how various factors such as the predation regime and the abundance and distribution of food resources shape the behavior and social relationships of individuals and ultimately determine both the kinds of societies we see nonhuman primates living in and the kinds of social interactions in which they participate. Here, we will take the fundamental principles we discussed in Part II and use them to understand the grouping, mating, and parenting strategies seen in nonhuman primates. First, we will look at how grouping patterns arise from the tradeoff between two basic, competing survival needs - avoiding predation and getting enough to eat. From there, we will discuss sexual selection theory, examine how mating systems arise from the intersection of the reproductive interests of males and females, and how ecological factors such as the abundance, distribution, and defensibility of resources can influence mating systems. We will then consider various alternative strategies that individual female and primates might use in order to maximize their fitness within the context of the mating system and look at how conflicts between the sexes over their respective reproductive interests might be played out. Lastly, we will explore how the costs and benefits of parenting differ between the sexes, which can create different incentives for providing care, and we will examine how ecological and social factors can influence decisions over whether, when, and how much to invest in offspring.
In Part IV of the course, we focus in more detail on some of the aspects of primate social behavior that were introduced in Part III. In particular, we explore further the different kinds of competitive and cooperative social relationships that nonhuman primates participate in, including dominance relationships, coalitions, and friendships. We will also talk about why male-female bonds feature prominently in some primate societies.

Finally, in Part V of the course, we will discuss several additional important areas of research in modern primate social biology, including looking at how cognitive complexity, communication, tool use, stress physiology, and “culture” in nonhuman primates all influence and are influenced by sociality. Any one of these topics could be the subject of an entire course, so our coverage will necessarily be cursory, but these should give you an introduction to important other directions in modern primatology.

II. Course Aims and Objectives

Aims

The purpose of this course is to give students not only an appreciation of the DIVERSITY of different primate lifeways, patterns of social organization, and types of social relationships but also WHY this diversity exists, HOW it is related to underlying ecological, social, and demographic factors, and WHY these issues are of interest to anthropologists. At the end of the class, you should have a solid foundation in evolutionary and adaptationist thinking as they are used in the anthropological sciences, with a specific focus on understanding aspects of nonhuman primate social behavior.

Overall, this course fits into the Department’s broader curriculum in biological anthropology by considering nonhuman primate social behavior in the context of evolutionary and socioecological theory. It fits into the general anthropology curriculum in addressing important issues about the evolution and expression of cooperative and competitive inter- and inter-group behavior.

Specific Learning Objectives

When you have completed the course, you should:

• Have a solid knowledge of the diversity of nonhuman primate social systems and patterns of social behavior
• Understand what it means to take an evolutionary approach to thinking about nonhuman primate behavioral biology
• Be able to describe different modeling approaches used in the evolutionary behavioral sciences (optimality modeling, game theoretical approaches, biological market approaches)
• Be able to articulate evolutionary hypotheses for a given pattern of nonhuman primate social behavior (e.g., mate choice) and to design and critique tests of those hypotheses using logic and evidence
• Feel comfortable reading and critiquing research from the primary literature on nonhuman primate social behavior, including evaluating the strengths and weaknesses in the researchers methodology and interpretation
III. Format and Procedures

As noted above, the course will be divided into five sections, each of which will involve a combination of lecture material and full class discussion during normal class time. The following is a general overview of the major topics we will cover in each part of the course:

Part I – Primate Diversity, Distribution, Taxonomy, and Phylogeny

Part II – Fundamental Principles in the Study of Primate Social Behavior

Part III – Grouping, Mating, and Parenting

Part IV – Social Relationships – Rivalries and Friendships
• Defining social relationships. Competition, dominance, power and leverage. Reconciliation. Cooperation, alliances, friendships. Sexual coercion.

Part V – Social Behavior, Physiology, and the Mind

More details on the content of each of these sections, along with reading assignments, are provided in the Tentative Course Schedule section below. Please note that the specific material covered is subject to change throughout the semester as I gauge student interest and expertise, and I reserve the right to modify the content of the class and remove or emphasize specific topics.

Use of Blackboard

For this class I will use Blackboard – a Web-based course management system with password-protected access at http://courses.utexas.edu – to distribute course materials, to communicate with you, and to post assignments and grades. You may also be asked to use Blackboard to submit some assignments. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Behavioral Expectations
Attendance

Inasmuch as students have voluntarily sought admission to the University, I expect you to attend all class meetings, including all lectures and all meetings of associated discussion sessions. Students may be excused for documented medical or personal emergency and will receive reasonable accommodation for the observance of religious holidays (see below). In these cases, they should contact me in advance or, in cases of emergency, as soon as is practicable. Students are responsible for making up any material or assignments they miss.

Classroom Decorum

Please remember that the classroom is a space for free and open inquiry and for the critical evaluation of ideas, and it should be free of personal prejudice. Every student has the right to learn as well as the responsibility not to deprive others of that right, and every student is accountable for his or her actions. Students and instructors alike have an obligation to all members of the class to create an educational atmosphere of mutual trust and respect in which differences of opinion can be subjected to deliberate and reasonable examination without animus. During classroom and online discussions and interactions with one another, please treat your fellow classmates with courtesy, civility and respect.

As a matter of courtesy to me and to your fellow students, I expect you arrive at class on time, prepared and ready to participate. Please do not schedule other engagements during this class time.

Students are reminded that cell phone use is forbidden in class. Please shut off all cellular telephones and pagers before class starts and refrain from checking messages and texts during class time. If this becomes an issue, students violating this rule will be asked to leave the class. Students should also refrain from eating in class. You are welcome to bring in water or another non-alcoholic beverage to drink during class.

Except in cases of emergency, I expect you to remain in the classroom for the duration of the lecture or section meeting. If you know that you will need to leave a particular class session early, please let me know beforehand. If it is necessary to leave or enter a room once class has begun, please do so quietly and with as little disruption as possible.

If you have trouble hearing or concentrating on the lecture or media presentation because of distractions around you, quietly ask those responsible for the distraction to stop. If the distraction continues, please let me know. Disruptive classroom behavior may be subject to disciplinary sanction.

Finally, please be aware that no audio or video recording of my lecture is permitted without prior, written approval, and I do not give assignments for extra credit, so please be sure to pay close attention to dates of exams and assignments.
Completion of Assignments

Students are expected to submit course work on time and to retain copies of their work until a final grade has been received for the course. Instructors are not obliged to accept late work and may assign a failing or reduced grade to such assignments.

Students who encounter sudden and incapacitating illness or other comparably grave circumstance beyond their control that prevents them from completing an examination or assignment in a course should see me immediately to discuss the situation. Under appropriate circumstances, the student may be granted a temporary mark of Incomplete. To receive an Incomplete, students must have completed all other requirements for the course, including satisfactory attendance, and there must be a strong likelihood they will pass the course when all work is completed.

Religious Holy Days

By University of Texas at Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Student Feedback

During this course I will periodically be asking you to give me feedback on your learning in informal as well as formal ways, including through anonymous surveys about how my teaching strategies are influencing your learning. It is very important for me to know your reaction to the material we are covering in class and on graded materials and assessments, so I encourage you to respond to these surveys, ensuring that together we can create an effective environment for teaching and learning.

IV. Instructor Perspective

We are going to cover a LOT of material in this course, much of which may be very new to many of you, especially those without some theoretical background experience in evolutionary biology or animal behavior. Some of the concepts we will talk about in this course are not easy ones to grasp, and many of them are still being debated - sometimes heatedly - by researchers and theoreticians in the field. That said, NONE of the material we will cover is beyond the grasp of any motivated and enthusiastic student willing to put in the effort, and I urge you all to throw yourselves wholeheartedly into this fascinating field. I want you all to feel comfortable enough to pose questions, ask me for clarification, interrupt with ideas and comments, and offer your own opinions or challenges to the material I am presenting.

I have found that the best way to get some of this information across is to encourage YOU to extract it from me through questions, comments, and discussion. Thus, I firmly believe that teaching should involve DISCOURSE between instructors and students. I want you all to feel comfortable enough to pose questions, ask me for clarification, interrupt with ideas and comments, and offer your own opinions or challenges to the material I am presenting. Part of your grade in this class will DEPEND on your willingness to do this, so do not be shy!
Throughout the course, I will look forward to hearing your thoughts on the materials we cover and on the course format.

Before we begin, you should be aware that in this class we will take a decidedly EVOLUTIONARY perspective on primate and other animal behavior, and you will be assessed in part on your ability to grasp, articulate, employ, and evaluate evolutionary/adaptationist thinking using scientific evidence and logic. If you find yourself resistant to evolutionary thinking arguments for philosophical, religious, or other reasons, then this may not be a class for you.

Finally, I would love to see ALL students learn the material well and receive good grades in this class. So, please come see me in office hours or make an individual appointment with me immediately if you are having any undue difficulty with the material or any problems or concerns you want to discuss.

V. Course Requirements

Course Materials

Texts
I have NOT assigned or required that you purchase a textbook for this course. Instead, all readings, instead, will be posted on the secure Blackboard site. However, for those of you that are very interested in this topic, I have suggested a few books below that I recommend as particularly useful. We will be reading select portions of many of these during the course, and you may wish to procure some of them for your personal library.


Key Readings
Most of our readings for the semester are either select chapters from the books listed above or are taken from the primary literature. Versions of all REQUIRED readings will be posted as PDF files to the course Blackboard site and listed on the syllabus so that you can download them for printing and reading. For those with further interest in a topic, I will also post additional, OPTIONAL readings for some classes.

Lecture Notes and Multimedia Material
I will not be posting lecture notes or copies of slides shown in class online — in most cases, will need to come to class and take notes to make sense of the slides I show. You are welcome, however, to come and review copies of the slides during office hours. Whenever possible, I will also upload or post links to any multimedia materials that are used in class.
Grading Procedures

Grades in this class will be based on the following assignments, which are discussed in more detail below:

Zoo Observation Assignment (10%)
Early in the semester, you will need to go on your own to one of the local zoological parks (e.g., the Austin Zoo and Animal Sanctuary or the San Antonio Zoo) and spend some time observing primates there and completing a short observation assignment. The assignment is worth 10% of your final grade and is due on September 27th, 2012 at the start of class.

Homework and Quizzes (15%)
Five times throughout the semester, or roughly once every 3 weeks, I will hand out a short “homework” assignment or give you a short quiz in class. Each of these is worth 3% of your final grade. Late homeworks will not be accepted, and missed quizzes cannot be made up. For homework assignments, you will have until the start of the next class period to complete and turn in the exercise.

Midterms (40%)
There will be two in-class midterms (October 9th and November 6th). These exams will consist of multiple choice, short answer/definition, and essay questions and will cover material from the lectures and your readings and is designed both to test your basic knowledge and your critical thinking skills. Each are worth 20% of your final grade. Since the midterms are given during class time, no makeup exams will be given except in cases of emergency.

Final Exam (25%)
Your final exam for this course will be a take-home final. It will consist of consist of short essay questions and will count for 25% of your final grade. The final exam will be distributed on the last day of class and is due at 10:00 am on December 12th, 2012, the day of our scheduled final exam. We will NOT have a final exam during the scheduled final exam time slot. Take-home finals turned in late will be penalized 10% for each day or partial day late with NO exceptions.

Attendance and Participation (10%)
Your attendance and your participation in class constitute a combined 10% of your final grade. Simply put, you MUST attend and contribute to this course in order to get a good grade. I expect you come to class with questions and comments about the days readings and to participate in class discussion. In additional, on several occasions during the semester we may allocate part, or all, of the class period to “nonlecture” activities. Attendance will be taken regularly during throughout the semester, so excessive absences will be noted and penalized.

To give yourselves an idea of what I will be looking for in assessing your participation in the class, check out the Class Participation and Discussion Rubric, which will be posted on the Blackboard site.
**Final Grades**

Your final grade in this course will be based on the sum of your scores on all assignments. I will use two different methods to determine grades. First, I will calculate grades on a straight percentage basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 to &lt;93</td>
</tr>
<tr>
<td>B</td>
<td>87 to &lt;93</td>
</tr>
<tr>
<td>B+</td>
<td>83 to &lt;87</td>
</tr>
<tr>
<td>B-</td>
<td>80 to &lt;83</td>
</tr>
<tr>
<td>C</td>
<td>77 to &lt;80</td>
</tr>
<tr>
<td>C+</td>
<td>73 to &lt;77</td>
</tr>
<tr>
<td>C-</td>
<td>70 to &lt;73</td>
</tr>
<tr>
<td>D</td>
<td>67 to &lt;70</td>
</tr>
<tr>
<td>D+</td>
<td>63 to &lt;67</td>
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<tr>
<td>F</td>
<td>0 to &lt;63</td>
</tr>
</tbody>
</table>

I will also calculate grades based on a curve, where the mean score for the class will mark the cutoff between a B- and a C+. Your final grade will be the higher of these two.

**Important Policies**

**Make-up exams**

Make-up exams will not be permitted, except in the case of medical emergency (for which documentation from your physician’s office within 2 days of the exam is required) or for observance of religious holy days (in which case you must let me know two weeks in advance).

**Review of grades**

Please review all grades assignments immediately after they are returned. If you feel an error has been made in how you were graded or if there is anything you do not understand about why you received a particular grade, you must come to office hours or come see me in an individual appointment to bring that to my attention within one week of the assignment being returned. Email is not an acceptable venue for requesting a review of your grade.

**Late assignments**

Assignments are due at the START of class on due date given. Assignments turned in after the start of class will be marked down 10% for each day or portion of a day that they are late.

**Summary of Key Dates Relevant to the Course**

<table>
<thead>
<tr>
<th>% of Grade</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>End of Official Add/Drop Period</strong></td>
<td>Sep 4th, 2012</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homeworks and Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm 1</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Final Exam Distributed</strong></td>
<td>Dec 6th, 2012</td>
</tr>
<tr>
<td><strong>Final Exam Due</strong></td>
<td>25%</td>
</tr>
</tbody>
</table>

**VI. Tentative Course Schedule**

Below is a TENTATIVE schedule of specific lecture topics and assigned readings, which represents my current plans and objectives. As we go through the semester, those plans are
LIKELY to change somewhat to enhance the class learning opportunity. Such changes are not unusual and should be expected.

Any changes, revisions, or updates to the course schedule below will be posted in a timely fashion on the course Blackboard site and noted in class. PDF files of the readings for each class will also be posted on the course Blackboard site, and you should check the site regularly for announcements and to be prepared for class.

### Part I: Primate Diversity, Distribution, Taxonomy, and Phylogeny

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-Sep-12</td>
<td>Class 5</td>
<td>Natural history of the living primates I: Lemurs, lorisises and galagos – the Suborder Strepsirhini.</td>
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<tr>
<td>Date</td>
<td>Class</td>
<td>Topic</td>
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</tr>
<tr>
<td>18-Sep-12</td>
<td>Class 6</td>
<td>Natural history of the living primates II: Tarsiers and New World monkeys - the Suborder Haplorhini.</td>
<td></td>
</tr>
<tr>
<td>20-Sep-12</td>
<td>Class 7</td>
<td>Natural history of the living primates III: Old World monkeys - the Suborder Haplorhini (continued).</td>
<td></td>
</tr>
<tr>
<td>25-Sep-12</td>
<td>Class 8</td>
<td>Natural history of the living primates IV: Apes - the Suborder Haplorhini (continued).</td>
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</tbody>
</table>

**Part II: Fundamental Principles in the Study of Primate Social Behavior**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-Sep-12</td>
<td>Class 9</td>
<td>Evolution, natural selection, and fitness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
<tr>
<td>2-Oct-12</td>
<td>Class 10</td>
<td>The problem of altruism, its theoretical solutions, and an introduction to game theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
<tr>
<td>4-Oct-12</td>
<td>Class 11</td>
<td>Modeling in the study of animal behavior and ecology - currencies, constraints, and strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
<tr>
<td>9-Oct-12</td>
<td>Class 12</td>
<td>MIDTERM 1 IN CLASS</td>
</tr>
</tbody>
</table>
### Part III: Grouping, Mating, and Parenting

#### 11-Oct-12
**Class 13**
Sociality and grouping - Avoiding predators and acquiring food

**Required Readings**

#### 16-Oct-12
**Class 14**
Sexual selection - Intrasexual competition and mate choice

**Required Readings**

#### 18-Oct-12
**Class 15**
Ecology of mating systems - Resource distribution and defensibility

**Required Readings**

#### 23-Oct-12
**Class 16**
Reproductive strategies of males

**Required Readings**

#### 25-Oct-12
**Class 17**
Reproductive strategies of females

**Required Readings**
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-Nov-12</td>
<td>Class 20</td>
<td>MIDTERM 2 IN CLASS</td>
<td></td>
</tr>
<tr>
<td>13-Nov-12</td>
<td>Class 22</td>
<td>Dominance, power, leverage, and the significance of rank</td>
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</tbody>
</table>


### 15-Nov-12  Class 23

Cooperation and alliances I - Intra-sexual friendships and cooperation among kin

**Required Readings**


### 20-Nov-12  Class 24

Cooperation and alliances II - Inter-sexual friendships and bonds among nonkin

**Required Readings**


### 22-Nov-12  NO CLASS

THANKSGIVING

### Part V: Social Behavior, Physiology, and the Mind

#### 27-Nov-12  Class 25

Evolution of intelligence - Ecological versus social cognition

**Required Readings**


#### 29-Nov-12  Class 26


**Required Readings**


4-Dec-12  **Class 27**
Sociality and stress

**Required Readings**


6-Dec-12  **Class 28**
Learning, culture, and the social roots of ethics

**Required Readings**


12-Dec-12  **TAKE-HOME FINAL EXAM DUE**
Must be turned in by 10:00 am - no exceptions!

**IX. Academic Integrity**

*The University of Texas Honor Code*

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

As a student at The University of Texas, you are expected to maintain the highest integrity in your academic work and to adhere to and abide by the University of Texas Honor Code all times. All work you submit in this course for academic credit must be entirely your own work; you are permitted to collaborate with another student on a graded assignment without the express permission of the instructor.

You are encouraged to study with your fellow students and to discuss information and concepts covered in lecture and the sections with one another. You may also give "consulting" help to or receive "consulting" help from your classmates. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the
student who gave material to be copied will both automatically receive a zero for the assignment.

During examinations, you must do your own work. Talking or discussion is not permitted during examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during examinations will result in failure of the exam, and may lead to failure of the course and additional University disciplinary action. During exams, you also may not use notes or other sources to answer exam questions without the instructor’s permission.

Plagiarism consists of presenting ideas and words without acknowledging their source. Whether intentional or inadvertent, plagiarism is another serious offense against academic integrity and will also result in failure on an assignment and possibly failure if the course and additional University disciplinary action. Any of the following acts constitutes a crime of plagiarism:

- Using a phrase, sentence, or passage from another person’s work without quotation marks and attribution of the source.
- Paraphrasing words or ideas from another’s work without attribution.
- Reporting as your own research or knowledge any data or facts gathered or reported by another person.
- Submitting in your own name papers or reports completed by another.
- Submitting your own original work toward requirements in more than one class without the prior permission of the instructors.

Plagiarism and other cases of academic fraud are matters of fact, not intention. It is therefore crucial that you be diligent in assuring the integrity of your work by:

- Using quotation marks to set off words not your own.
- Using proper forms of citation and attribution for source materials.
- Doing your own original work in each class, without collaboration, unless otherwise instructed.
- Not using published sources, the work of others, or material from the web without attribution.
- Asking your professor or preceptor if you have questions about an assignment or the use of sources.

Additional violations of academic integrity include the following:

- Giving your work to another student to submit as his or her own.
- Secreting or destroying library or reference materials.
- Submitting as your own work a paper or results of research that you have purchased from a commercial firm or another person.

Particular emphasis is placed on the use of papers and other materials to be found on the internet, whether purchased or freely available. Be aware that in addition to having access to the same search engines as students, faculty also have at their disposal a number of special websites devoted to detecting plagiarism from the web.
Penalty for violation of The University of Texas Honor Code and for all of the violations of academic integrity discussed above can also be extended to include failure of the course and University disciplinary action.

X. Other University Notices and Policies

Use of Email for Official Correspondence to Students

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/help/utmail/1564.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone) or via the internet at http://www.utexas.edu/diversity/ddce/ssd. Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone (e.g., a fellow student) who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Q Drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:
“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

**Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
SIGNATURE PAGE

Please submit the following to your instructor at the beginning of the next class period.

I have read and understand this syllabus and the policies discussed herein, particularly those regarding Academic Integrity.

I agree to abide by these rules and policies in both letter and spirit.

NAME (print): ___________________________ DATE: ______________________

SIGNATURE: ______________________________________________________

UT EID NUMBER: ________________________________