INSTRUCTOR: Becca Lewis  
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Office hours: Wednesdays 10-noon

COURSE DESCRIPTION AND OBJECTIVE:  
This is a graduate course focuses on the behavior and ecology of primates. This class will explore the theoretical principles that guide primatologists and other zoologists, such as socioecology, sociobiology, sexual selection, and cooperation. As we examine some of the models used to explain primate behavior and ecology, we will explore the primate radiations in detail.

The objective of this course is for students to understand the major theoretical concepts of primate behavior and ecology. Emphasis will be placed on critical thinking and concise writing.

COURSE FORMAT:  
This class will primarily follow a seminar format. The instructor will give a brief introductory lecture on a new topic to be followed by discussion of the assigned papers. Each discussion will have a designated discussion leader (to be chosen by a semi-random process on the day of the discussion). Thus, students are expected to be prepared to lead discussion every class period. Students are expected to be able to provide a summary of the readings AND a critical evaluation of the readings each class.

Topics to be covered include, but are not limited to, the role of phylogeny in behavior, ontogeny, ecology, demography, power, cognition, intrasexual relationships, intersexual relationships, sexual selection, socioendocrinology.

COURSE READINGS:  
One textbook is required. This course assumes that you already have the basic textbook knowledge of primates. Students who believe that they need to refresh their memories are encouraged to rely heavily this textbook.

*Evolution of Primate Societies* Mitani et al. (2012)

Students will also find this textbook useful but it is not required:

*Primates in Perspective, 2nd edition* Campbell et al. (2010)
Readings will be available on Canvas or online journals and are to be read BEFORE class. A stimulating class discussion depends on students having thoroughly and critically read the assigned papers.

The order of topics and readings will be determined by the make-up of the class. The schedule is purposefully flexible to account for student interests and topics that arise during discussion. Be sure to check Canvas regularly for class materials and information. Class handouts will be available on Canvas.

**COURSE EVALUATION:**

Grades will also be based upon class participation, quizzes, a paper, and an oral presentation on that paper. The paper/presentation will be a critical review of a problem in primate social evolution.

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<thead>
<tr>
<th>%Grade</th>
<th>Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Synthesis &amp; Questions</td>
<td>10% weekly</td>
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<tr>
<td>Discussion Leader</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20% Apr 26</td>
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<tr>
<td>Complete Rough Draft of Paper</td>
<td>30% Mar 22</td>
</tr>
<tr>
<td>Paper</td>
<td>30% May 3</td>
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**Participation:** Each student is expected (1) to ask meaningful questions during any lectures, (2) to be able to summarize any or all of the readings each class period, and (3) to thoroughly, thoughtfully, and critically discuss the readings each class period.

**Weekly Synthesis:** Students are expected to write a double spaced ~2-page paper each week that (1) *synthesizes* the main ideas of the readings and (2) questions/ critiques the ideas and/or methods of the readings. The assignment is NOT to summarize each paper individually. Rather this exercise is to help students (1) think about how the readings integrate with one another and into a whole, (2) practice writing synthetic research papers, such as review articles, and (3) practice concise writing. Students are encouraged to include a paragraph/discussion about how the readings relate to their own research goals.

**Weekly Questions:** In addition to each synthesis, students are expected to turn in a list of questions about the readings and the topic of the day. Students are required to submit (1) 2-3 questions for each reading assigned, and (2) 2-3 questions inspired by the readings that address the topic more broadly. These questions are to be turned in weekly with the synthesis. The goal of these questions is to help prepare the student for discussion.

**Discussion Leader:** Each student is expected to be able to lead the day’s discussion of the assigned readings. Students may be called on at any time during the class period or on any day to lead discussion of a particular paper, a group of papers, or all of the readings assigned that day. Students who are Discussion Leaders will guide the direction of the class discussion for all or part of that day. A well-thought out synthesis and list of questions will help students be prepared for this role.
Term project presentation: Each student will be required to conduct a small research project during the course of the semester and then present the results the last day of class in a 10-15 minute professional-style presentation. The goal of this assignment is to get your “feet wet” by doing original research and learning how to present your data as you would at a national conference (e.g. American Association of Physical Anthropologists). I will meet with each student individually to help you figure out your research topic, and to help you identify the resources you need to carry out your project. If you are unable to collect original data, as an alternative you may compile data from the literature to analyze in a new way. ALL STUDENTS MUST MEET WITH ME TO DISCUSS THEIR RESEARCH PROJECTS NO LATER THAN THE 5TH WEEK OF CLASS (Feb. 15), AND FOR A SECOND TIME THE 11TH WEEK OF CLASS (APR. 5).

Term project paper: You are also required to write a paper on your research project in journal article style. This paper should be approximately 20 pages long, but no more than 25 in 12pt font and with 1” margins. You should write a paper that is publishable in one of the following journals: American Journal of Physical Anthropology; Evolutionary Anthropology, or Animal Behaviour. All papers should explore a set of hypotheses and predictions and test these predictions using either empirical data collected by the student or empirical data collected from the literature. In the rare cases when a literature review is approved, students are expected to synthesize the literature with novel interpretations. ALL STUDENTS MUST TURN IN A PAPER COPY OF A DRAFT OF THEIR PAPER NO LATER THAN THE 9TH CLASS PERIOD TO GET FEEDBACK ABOUT THE DIRECTION OF THE PAPER/PROJECT DURING THE MEETING THE 11TH WEEK (see above). Students are expected to turn in a complete first draft of their paper on March 22.

ACADEMIC INTEGRITY
If you are caught plagiarizing, I will be following the university guidelines for disciplinary actions: (deanofstudents.utexas.edu/sjs/academicintegrity.html), see also (www.academicintegrity.org/).

Each student in this course is expected to abide by the University Code of Academic Integrity (see attached). Any work submitted by a student in this course for academic credit will be the student’s own work. You are encouraged to study together and discuss information and concepts covered in lecture. You can give “consulting” help to or receive “consulting” help from such students. 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 email, email attachment file, disk, or hard copy. Should copying occur, both the student who copied from another student and the student who gave material to be copied will both be automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate.
in any way. Any collaborative behavior during the exams will result in failure of the exam, and may result in failure of the course and University disciplinary action.

**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.

**Accommodations for Students with Disabilities**

In compliance with the UT Austin policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the 1st 3 weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

**Notice About Students with Disabilities**

The University of Texas at Austin provides upon request appropriate academic adjustments for qualified students with disabilities. For more information contact the Office of the Dean of Students at (512) 471-6259. Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6529; 471-4641 TTY. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. For more information: [http://deanofstudents.utexas.edu/ssd/providing.php](http://deanofstudents.utexas.edu/ssd/providing.php).

**Notice about Missed Work Due to Religious Holy Days**

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day, you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen (14) days prior to the classes scheduled on dates you will be absent to observe a religious holy days.

**Use of Canvas in Classes**

This course uses Canvas, a web-based course management system in which a password-protected site is created for each course. Canvas will be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys. You will be responsible for checking the Canvas course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Canvas login page. Scheduled
downtimes are NOT an excuse for late work. However, if there is an unscheduled
downtime for a significant period of time, I will make an adjustment if it occurs close to
the due date. Canvas is available at http://canvas.utexas.edu/.

**UNIVERSITY E-MAIL NOTIFICATION POLICY**

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

In this course e-mail will be used as a means of communication with students. You will
be responsible for checking your e-mail regularly for class work and announcements.
Note: if you are an employee of the University, your e-mail address in Blackboard is your
employee address.