

Primates in Peril

ANTH 3090.002 – Spring 2017

Time: MW 11:00 am-12:15 pm

Location: Fretwell 419



Instructor: Dr. Lydia E. O. Light

Office: Barnard 215

Email: llight1@uncc.edu

Office Hours: MW 9:45 am-10:45 am; TR 11:00 am-12:00 pm

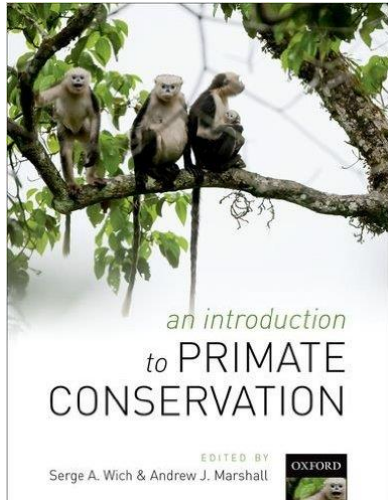
COURSE DESCRIPTION

Almost 40% of the Earth's species are facing extinction, mostly due to human activities. Nonhuman primates include some of the most highly endangered mammals on the planet while also holding a privileged position in people's conceptions of nature. The biodiversity conservation movement has attempted to address the complex issue of primate conservation but efforts are often disastrously unsuccessful. Is there any hope for saving these species? Would we have to sacrifice our fellow humans to do so?

This course will explore the fundamental challenges hindering global success of the biodiversity conservation movement with particular attention on nonhuman primates. Students will be introduced to a variety of theoretical approaches from anthropology, ecology, risk management, social justice, and political ecology.



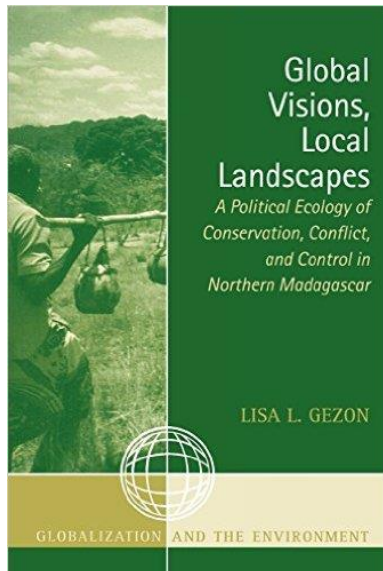
Purpose Statement: This course directly engages students as citizens of the global community. It will challenge students to think critically about their role in the world while also fostering ethical considerations for humans and animals. Students from all disciplines will be introduced to the importance of anthropological thinking in creating realistic workable solutions when dealing with issues on a global scale.



REQUIRED MATERIALS

TEXTBOOK: The majority of the readings are found in the primary text. The text can be purchased at the UNCC bookstore, off-campus bookstores, and online at www.amazon.com (use smile.amazon.com to contribute a portion of your purchase to a charity of your choice). **THIS TEXT IS ALSO AVAILABLE AS AN ETEXTBOOK AT THE UNCC LIBRARY.**

An Introduction to Primate Conservation
By Serge A. Wich & Andrew J. Marshall
Oxford University Press



ETHNOGRAPHY: A different perspective is presented in an ethnography focused on communities in Madagascar. This book may be purchased at the UNCC bookstore, off-campus bookstores, online at www.amazon.com (use smile.amazon.com to contribute a portion of your purchase to a charity of your choice), and as an eBook on books.google.com.

Global Visions, Local Landscapes: A Political Ecology of Conservation, Conflict, and Control in Northern Madagascar
By Lisa Gezon
AltaMira Press

TEACHING PHILOSOPHY

My approach to teaching focuses on the power of experiential knowledge. Therefore, I include as many opportunities for my students to emotionally engage with the material presented. While certain aspects of the course are most effectively taught through traditional lectures, I use a variety of active learning techniques, primarily focused on lab time, but occasionally done during class time. I also feel that students in my courses should be gaining skills that apply to other courses and professionalism in general.

***This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

COURSE UNITS

UNIT ONE – Background Conceptual Issues: This unit will present a general overview of nonhuman primates and common methods relevant to primate conservation.

UNIT TWO – Threats: Primates face a variety of threats to their continued existence. In this unit, we will examine habitat destruction and degradation, primate trade, hunting, infectious diseases, and climate change.

UNIT THREE – Solutions: Primate conservationists have used a number of different strategies to protect primate populations, including protected areas, landscape mosaics reintroduction, ecosystem services, and evidence-based conservation. This unit will examine the suitability of each of these approaches and possible future directions for improving the chances of success.

COURSE REQUIREMENTS

All students are expected to **take responsibility for their learning** in this course. This includes attending lectures, completing assigned readings, participating in small group and class discussions, turning in all assignments on time and keeping up to date on Canvas. Lectures **will NOT be posted** on Canvas. There will be **NO MAKE-UP** opportunities for in-class activities except in the case of **documented, university approved** excuses. Therefore, class attendance is crucial for successful completion of the course. All students are encouraged to visit me during my office hours for assistance. Unanticipated factors such as time constraints and accessibility of reading material may influence the planned topics and schedule. All changes in course content and schedule will be announced as far in advance as is feasible.

READING: Frequent readings will be required for this course. While readings from the primary text will be assigned for specific course meeting dates, there will only be two “due dates” for the ethnography reading. I strongly encourage students to consider their own time management and critical reading skills while planning for these assignments.

EXAMS: Two exams will be given during the semester consisting of multiple-choice, true/false, matching, and short answer questions. The exams will cover information included in **readings, lectures, videos, and class discussions**. The exams will not be cumulative; however, key principles from the first unit may be relevant to later material and may be included on the second exam. There will be **NO MAKE-UP EXAMS** except in the case of **documented, university approved** excuses. If you do have a valid excuse, I require that you contact me **within 24 hours** from the scheduled time of the exam (or 24 hours from when you are bodily able to contact me) to request a make-up exam.

VIDEOS: Throughout the semester, I will be showing six videos that help clarify or expand on topics covered in class. You will be asked to complete video response papers worth 10 points each to demonstrate your understanding of the material and to give you an opportunity to critically engage with the material. The highest five grades will be counted towards your final grade. Video response papers are due **prior to the start of the next class** and **MUST** be submitted via Canvas as Microsoft Word documents.

SHORT ACTIVITIES: You will have the opportunity to complete ten short activities designed to help students assess their progress and engage with course material. These activities will be graded. Each exercise will be worth 10 points and 10 exercises will be completed over the semester. Activities may be either individual or group activities, completed in class or outside of class.

PROJECTS: Two projects will be assigned during the semester. The first assignment will require you to examine your own consumption of palm oil and to reflect on how your actions impact orangutan populations in Indonesia. The second assignment will be an in-class mock debate where small groups will be asked to discuss the main threats to primate survival.

FINAL PROJECT: During the last week of the course, you will be required to present a conference-style poster critically examining a specific conservation challenge approved by the instructor. The project will be worth 100 points (20% of your final grade). A substantial portion of the assignment will focus on providing realistic, culturally informed solutions to the problem.

PARTICIPATION: Attendance and participation WILL be graded throughout the semester. You are granted three absences from discussion/lecture days (attendance will not be taken on video days) without penalty. Each absence beyond the third will be penalized one point. Participation will be assessed twice during the term (once prior to the midterm grades and once at the end of the course) for 5 points each time. Students may be penalized for either under- or over-participating (monopolizing the conversation, being disruptive, or disrespecting classmates or the instructor) in class discussions.

GRADING

Assessment	Point Value	Approximate percent of final grade
First Exam	50 points	10%
Second Exam	75 points	15%
Video Worksheets	100 points	20%
Short activities	100 points	20%
Debate	25 points	5%
Palm Oil Project	25 points	5%
Final Project	100 points	20%
Participation	25 points	5%
Total	500 points	100%

Final course grades will be assigned as follows:

A	90-100%	450 points and above
B	80-89%	400-449 points
C	70-79%	350-399 points
D	60-69%	300-349 points
F	<60%	299 and below

EXTRA CREDIT: Extra credit assignments will be available at the end of each unit. There will be **NO individual extra credit assignments given at the students' request.**

CLASSROOM BEHAVIOR

This syllabus contains the policies and expectations I have established for Primates in Peril. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

My classroom is a place where open-minded, independent thinking is encouraged. To facilitate this environment, all students are expected to act with respect and maturity towards their fellow students, the instructor, and any visiting speakers. I hold the following expectations for my students:

- 1) All cell phones (smart or dumb) and other personal electronics must be **turned off before the start of class** and kept out of sight. If you are using a laptop, I ask that you use it **only for taking notes or completing in-class activities**. If you have extenuating circumstances, please contact me.
- 2) To reduce in-class distractions, please **remain seated during lectures**. If you know you need to leave prior to the end of class, please speak to me before class begins.
- 3) Please save your personal discussions for after class and avoid interrupting classmates.
- 4) Arrive **on-time** for class and refrain from packing up your belongings before the lecture is finished. While it is reasonable to be late occasionally, habitual tardiness is not acceptable. If you have extenuating circumstances, please contact me.
- 5) Some of the material covered in class may be perceived as controversial. Please remain respectful of your classmates (and instructor) during discussions of such nature. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further and may subsequently lose opportunities for course credit.

SCHOLASTIC DISHONESTY

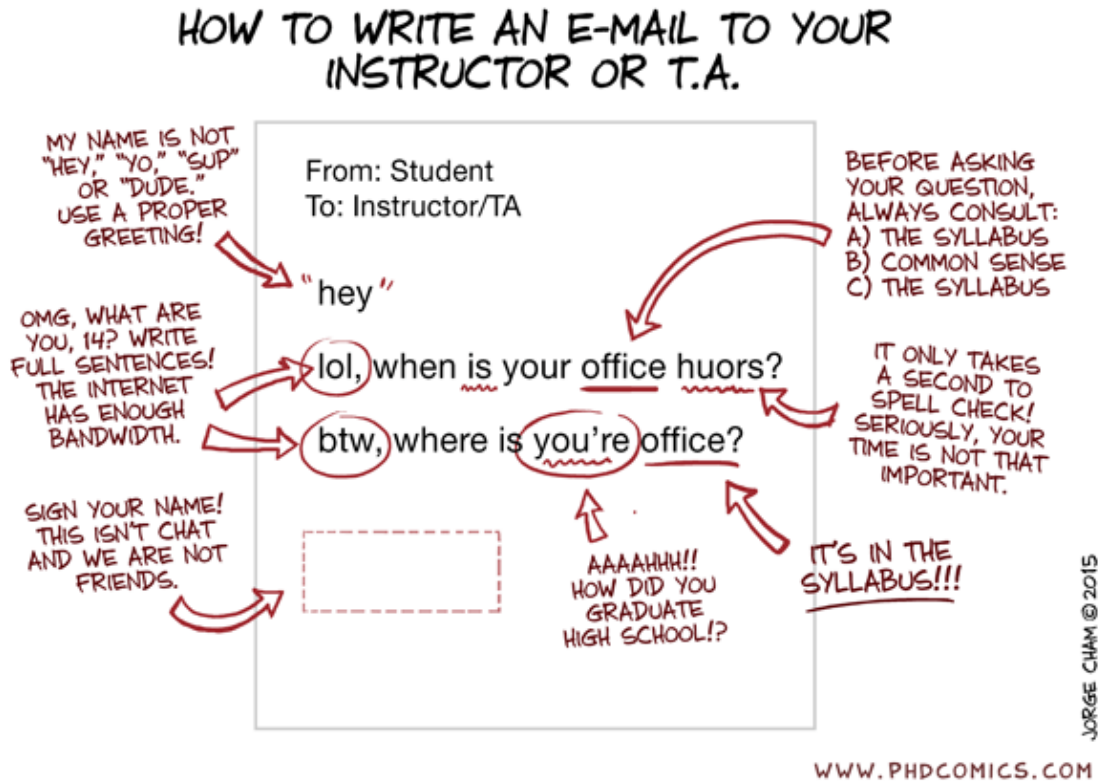
While I recognize that adjusting to college academics can be a challenging time, I do not tolerate any form of academic dishonesty in my class. I will not tolerate any attempts to manipulate grading opportunities or misappropriate credit for work done and will penalize any student violating the university policies on scholastic dishonesty. I reserve the right to ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work. If work is found to be anything other than the original work of the student, I reserve the right to assign no credit for a portion of an assignment or the entire assignment. Highly egregious cases will be sent to the Dean of Students Office immediately. All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or [online](#).

ACADEMIC ASSISTANCE & ACCOMMODATIONS

I encourage all of my students to seek out additional assistance if they are concerned about their academic performance (and even if they are not). I am always available to meet with students either during my office hours or by appointment. In addition, the university provides a number of services designed to help students excel academically. Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

COMMUNICATION POLICY

I try to be available to students as much as possible. In addition to being available during office hours, feel free to email me at lightl@uncc.edu with questions. I will respond to emails within 24 hours, but usually much sooner. However, if there is no question in the email that needs to be answered or the question is explicitly stated here in the syllabus, I will not respond to the email. Also, if the email is not written in a professional manner, I will request ONCE that you follow proper formatting, after which I will stop communicating with you via email.



TITLE IX REPORTING POLICY

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are considered [Responsible Employees](#) who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

REVISIONS POLICY

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by changes to this syllabus posted on the course in Canvas.

TENTATIVE SCHEDULE – SUBJECT TO CHANGE

	Week	Date	Class Topic	Assignment	
UNIT ONE: Background	1	Jan 9	Introduction		
		Jan 11	Primate Diversity	Textbook Ch. 1	
	2	Jan 16	NO CLASS – MLK Day		
		Jan 18	Why conserve primates?	Textbook Ch. 2	
	3	Jan 23	IUCN Red List	Textbook Ch. 3	
		Jan 25	Video – <i>Madagascar, Lemurs & Spies</i>		
	4	Jan 30	The Species Concept	Textbook Ch. 4 Video Response #1 DUE!	
		Feb 1	Video – <i>Mystery Monkeys of Shangri-la</i>		
	5	Feb 6	Primate Abundance	Video Response #2 DUE!	
		Feb 8	EXAM 1		
UNIT TWO: Threats	6	Feb 13	Habitat Change	Textbook Ch. 7	
		Feb 15	Video – <i>Facing Extinction</i>		
	7	Feb 20	Primate Trade	Textbook Ch. 8 Video Response #3 DUE!	
		Feb 22	Video – <i>Jungle Gremlins of Java</i>		
	8	Feb 27	Hunting	Textbook Ch. 9 Video Response #4 DUE!	
		Mar 1	Infectious Disease	Textbook Ch. 10 Palm Oil Project DUE!	
			Mar 6-9	NO CLASS – SPRING RECESS	
	9	Mar 13	Climate Change	Textbook Ch. 11	
		Mar 15	Work Day	Ethnography Part I	
	10	Mar 20	Debate		
Mar 22		EXAM 2			
UNIT THREE: Solutions	11	Mar 27	Protected Areas	Textbook Ch. 12	
		Mar 29	Video – <i>Virunga</i>		
	12	Apr 3	Landscape Mosaics	Textbook Ch. 13 Video Response #5 DUE!	
		Apr 5	Human-primate Conflict	Textbook Ch. 14	
	13	Apr 10	Reintroduction	Textbook Ch. 15	
		Apr 12	Ecosystem Services	Textbook Ch. 16	
	14	Apr 17	Evidence-based Conservation	Text Ch. 17	
		Apr 19	Video – <i>Before the Flood</i>		
	15	Apr 24	Future Directions	Textbook Ch. 18 Video Response #6 DUE!	
		Apr 26	Final Projects – Group 1		
16	May 1	Final Projects – Group 2			