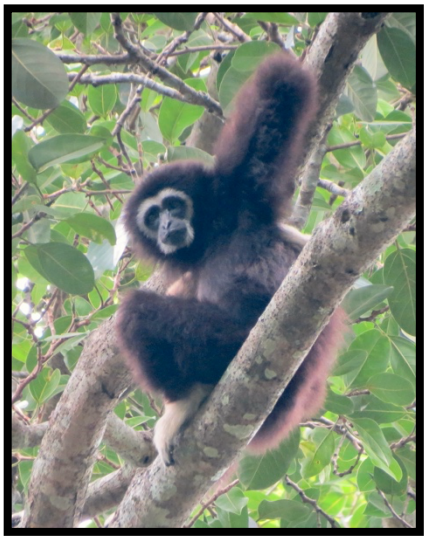
Primates: Past & Present
ANTH 3040 – Spring 2019

Time: TR 1:00-2:15 pm
Location: Fretwell 419

Instructor: Dr. Lydia E. O. Light
Office: Barnard 215
Email: llight1@uncc.edu
Office Hours: TR 2:30- 3:00 pm, W 10:00 am-2:00 pm, and by appointment

COURSE DESCRIPTION



To fully understand our place in the world, humans must look beyond ourselves. In this course, students will explore the evolution and diversity of our closest living relatives, the non-human primates. The first unit of the class will focus on the evolutionary history of the primate order, covering lineages that led to current living species as well as the many lineages that went extinct. The second unit of the class will cover the impressive diversity of primate species still living today. Students will be introduced to both the biological and behavioral differences between primate species. Throughout the course, students will be asked to consider the relationship between the past primates and living human and nonhuman primates. The course will also highlight core principles in modern primatology including behavioral flexibility, ecosystem change, and fieldwork ethics.

Purpose Statement: Students will gain appreciation of central theoretical issues in this anthropological sub-discipline, learn critical skills in empirical and quantitative methods, and understand the roles of effective communication and team work in the practice and dissemination of science.

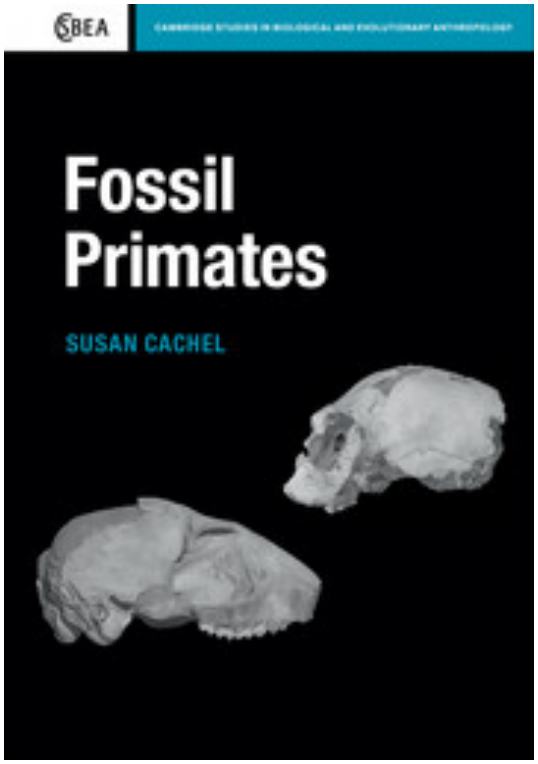
***This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate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

COURSE OBJECTIVES

Specific Outcomes: Over the course of the semester, you will have the opportunity to:

1) Review the fundamental principles of biological evolution throughout geological time.
2) Understand and articulate the ways biological anthropologists investigate primate evolution through morphological and molecular data.
3) Be introduced to a wide variety of extinct fossil primate species and their evolutionary and ecological histories.
4) Learn about the evolutionary histories of the major taxonomic groups of modern primates.
5) Develop collaborative skills and strengthen critical thinking skills through group discussions.

REQUIRED MATERIALS



TEXT: The majority of the readings are found in the primary text (which may be rented or purchased as either a **hard copy or e-book**).

Fossil Primates
1st Edition
By Susan Cachel
Cambridge University Press

CLASSROOM RESPONSE SYSTEM: You will need access to the *Poll Everywhere* app for reading quizzes. *Poll Everywhere* can be used with any mobile-enabled device (laptops, smartphones, or tablets). Please email me if you do not have access to a suitable device. Students must create a *Poll Everywhere* account and register it through the link provided on Canvas.

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 including in-class group work and non-traditional course assignments. I also feel that students in my courses should be gaining skills that apply to other courses and professionalism in general.

COURSE UNITS

UNIT ONE – Evolutionary Principles: This unit will review the fundamental principles of biological evolution while building a comprehensive perspective about biological life in the deep past. Students will learn about geological processes and animal communities prior to the origins of primates and will use this knowledge as a foundation for understanding the specific requirements for primate development.

UNIT TWO – Fossil Primates: During this unit, students will be introduced to several fossil primate species for each of the main geological time periods and taxonomic groups. Students will receive information on species morphology, phylogeny, ecology, and behavior. Special attention will be paid to factors that encouraged survival or extinction among each major group or transition period.

UNIT THREE – Living Primate Diversity: The final unit of the course will focus on the living primates and will again focus on morphology, phylogeny, ecology, and behavior for all of the major taxonomic groups. During this unit, students will be challenged to use the information from the previous two units to assess the likelihood of survival or extinction for the living primates given current environmental and demographic conditions.

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, completing all lab exercises, turning in all take-home assignment on time and keeping up to date on all information presented via 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. If you do have a valid excuse, I require that you contact me **within 24 hours** from the scheduled time of the activity (or 24 hours from when you are bodily able to contact me) to request a make-up opportunity.
- 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. To maximize your chances for succeeding in this course, you should complete the assigned reading **BEFORE** we cover the material in class. Additionally, you should critically engage with the material as you read it.

ATTENDANCE: Attendance WILL be counted (with lateness equal to 80% attendance) and will count for 10% of your final grade. You will be granted three unexcused absences before losing credit.

EXAM: One exam will be given at the completion of the first unit and will be made available on Canvas. The exam will include multiple-choice, true/false, and matching questions. The exam will count for 15% of your final grade. The exam will cover information included in **readings, lectures, videos, and class discussions**.

QUIZZES: Reading quizzes will be given during the **first five minutes** of class on the day readings are due and will assess your understanding of those readings. As these quizzes are designed to provide immediate feedback, they will be taken as a class and will not be available after the first five minutes, so be sure to **arrive on time** for lectures. Quizzes together will comprise 25% of your final grade. I will drop the lowest five quiz grades from your final grade.

VIDEOS: Throughout the semester, I will be showing videos that help clarify or expand on topics covered in class. The videos do NOT serve to fill empty time, but should instead be considered valuable learning material. Furthermore, videos can provide valuable discussion material that seldom fits into the schedule for the class. Therefore, you will be asked to meet with a group of classmates to hold a discussion of the video. As a group, you will be asked to submit a written statement that summarizes your group's conversation about the video and a peer assessment clarifying individual contributions. Video discussion summaries will comprise 25% of your final grade and **MUST** be submitted via Canvas. Instructions for completing the video response papers will be posted on Canvas.

UNESSAY ASSIGNMENT: This course will culminate with a major assignment that demonstrates the student's development regarding the course content. The student can choose the mode of delivery for this assignment (essay, portfolio, sculpture, music video, artistic rendering, etc.) but will also need to provide a 1-2 page assignment synopsis. This assignment will count for 25% of your final grade. Details will be posted on Canvas.

GRADING

Assessment	**Points**	**% of final grade**
Attendance	40	10%
Exam	60	15%
Reading quizzes	100	25%
Video discussions	100	25%
Unessay assignment	100	25%
Total	**400**	**100%**

Final course grades will be assigned as follows:

A	360 and above	90-100%
B	320-359	80-89%
C	280-319	70-79%
D	240-279	60-69%
F	239 and below	<60%

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

LATE WORK AND GRADE DISPUTE POLICIES

Late assignments will be penalized 5% for being turned in during but after the start of class and 10% for each 24-hour period after they are due. Details for each assignment will be provided via Canvas. If you feel I have made a grading or recording error with your course grades, you **MUST**

contact me to discuss the issue within **2 weeks** of when the grade is posted on Canvas or by the last day of class if during the final two weeks of the semester. Any disputes brought to my attention after that point will not be addressed as you are responsible for monitoring your grades.

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.

CLASSROOM BEHAVIOR

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 **put aside after the reading quiz**. 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 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.

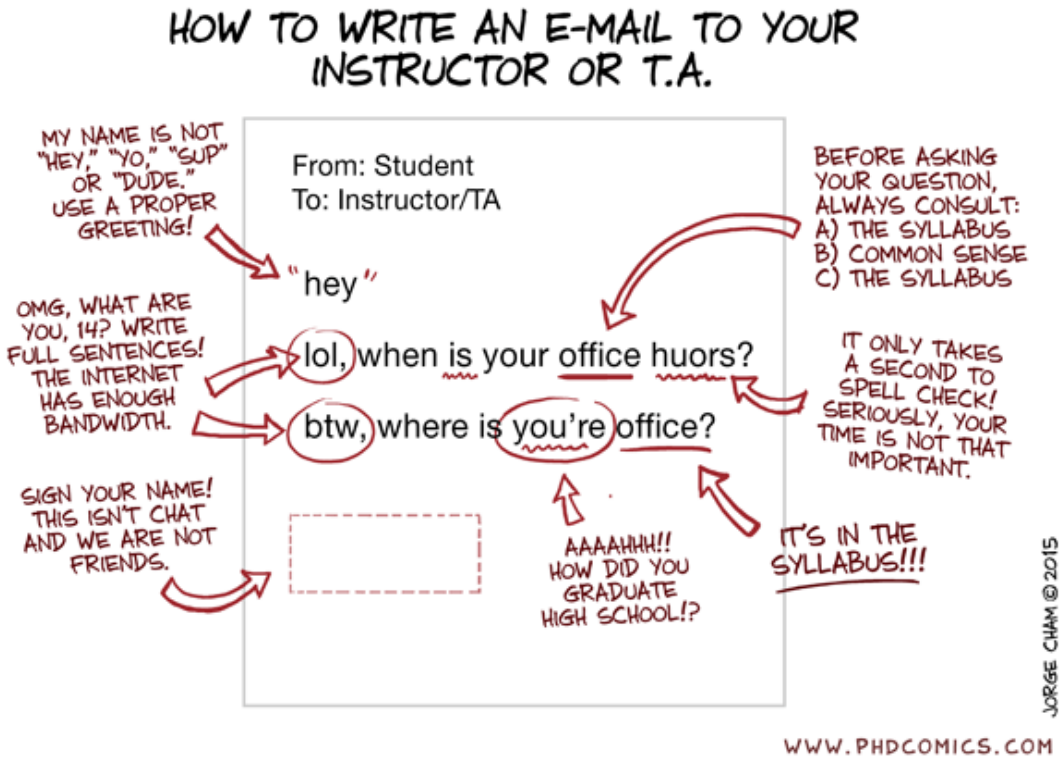
SCHOLASTIC DISHONESTY

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. 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.

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 llight1@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.

*** This syllabus contains the policies and expectations I have established for Principles of Biological Anthropology. 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.

TENTATIVE SCHEDULE – SUBJECT TO CHANGE

	Week	Date	Class Topic	Assignment
UNIT ONE: Fundamentals	1	Jan 10	Course Introductions	
	2	Jan 15	Primates Introduction	Cachel Ch. 1
		Jan 17	Primate Taxonomy	Cachel Ch. 2
	3	Jan 22	Fossils and Fossilization	Cachel Ch. 3
		Jan 24	The World of the Past	Cachel Ch. 4
	4	Jan 29	Lifeways of Extinct Animals	Cachel Ch. 5
		Jan 31	Evolutionary Processes	Cachel Ch. 6
	5	Feb 5	Video – *Making North America: Life*	
		Feb 7	Primate Origins	Cachel Ch. 7 **VD1 and VE1 DUE!**
	6	Feb 12	**EXAM 1**	
UNIT TWO: Fossil Primates	6	Feb 14	Paleocene	Cachel Ch. 8
	7	Feb 19	Eocene	Cachel Ch. 9
		Feb 21	Video – *The Link*	
	8	Feb 26	Malagasy Primates	Cachel Ch. 10 **VD2 and VE2 DUE!**
		Feb 28	Oligocene	Cachel Ch. 11
		Mar 4-9	**NO CLASS – SPRING RECESS**	
	9	Mar 12	Anthropoids	Cachel Ch. 12
		Mar 14	Platyrrhines	Cachel Ch. 13
	10	Mar 19	Miocene hominoids	Cachel Ch. 14
		Mar 21	Cercopithecoids	Cachel Ch. 15
	11	Mar 26	Late Cenozoic	Cachel Ch. 16
		Mar 28	Video – *The Largest Ape that Ever Lived*	
	12	Apr 2	Fossil Primate Review	Cachel Ch. 17 **VD3 and VE3 DUE!**
UNIT THREE: Living Primates	12	Apr 4	Lorises, Pottos, & Galagos	Reading #1 **Unessay Topic DUE!**
	13	Apr 9	Lemurs & Tarsiers	Reading #2
		Apr 11	Guest Lecture	Reading #3
	14	Apr 16	Video – *The Littlest Alien*	
		Apr 18	Central & South American Monkeys	Reading #4 **VD4 and VE4 DUE!**
	15	Apr 23	African & Asian Monkeys	Reading #5
		Apr 25	Apes	Reading #6
	16	Apr 30	Reflections	
FINAL PRESENTATIONS: Thursday, May 9 11:00 am-1:30 pm				