People, Primates, Pets and Pests
CTCM 2530 – Fall 2024

Time: MWF 11:15 am – 12:05 pm **Location:** Denny 106

Instructor: Dr. Lydia E. O. Light
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Office hours: MW 1-2 pm, in person or over Zoom

Communications Consultant (CC): Joey Caputo
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Office:
Office hours:

COURSE DESCRIPTION

To fully understand our place in the world, humans must look beyond ourselves and consider our relationships with other organisms and species. In this course, students will explore the relationships we have with our closest living relatives, the non-human primates. Specific topics will include primate conservation, ethnoprimatology, issues with the primate pet trade, human-primate agricultural conflicts, and the human challenges of introduced and invasive primate species. Throughout the course, students will be asked to consider how their own culture and worldview impact how they think about relationships between humans and primates. The course will also include frequent conversations of the ethical challenges of managing these relationships in a globalized and ecologically rapidly changing world.

****Statement on Social Justice: As anthropologists, we are committed to making the world safe for human differences, and to serving students of all identities and from all backgrounds. As a part of that, this class is explicitly anti-racist. I will not tolerate racist and discriminatory language and beliefs.

****Statement on Gender Equality: This course affirms people of all gender expressions and gender identities. If your name is different than what is indicated on the class roster, please let me know. Please correct me on your gender pronoun if I make a mistake.

COURSE OBJECTIVES

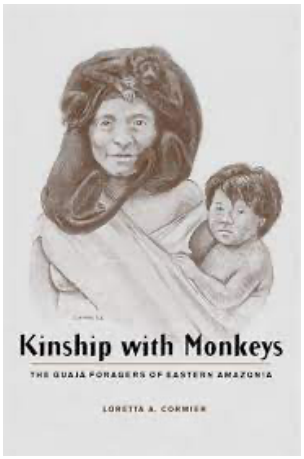
Over the course of the semester, you will have the opportunity to:

1) Become familiar with the discipline of anthropology and understand the ways in which anthropological perspectives differ from other disciplines.
2) Learn about our relationships with our closest living relatives, the non-human primates.
3) Gain an understanding of the variety of ways that people live and interact with non-human primates in other parts of the world.
4) Examine your own biases and expectations about interactions with animals.

REQUIRED TEXT: We will be using two primary texts (which may be rented or purchased as **either hard copies or e-books**). Additional readings will be posted on Canvas.

Kinship with Monkeys
By Loretta Cormier
Columbia University Press
ISBN: 978-0231125253

Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation
By Juno Salazar Parreñas
Duke University Press
ISBN-13: 978-0822370628



TEACHING PHILOSOPHY

My approach to teaching focuses on the power of experiential knowledge and 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 lectures, I use a variety of active learning techniques, primarily small group discussion and peer learning. I also feel that students in my courses should be gaining skills that apply to other courses and professionalism in general.

EXPECTATIONS FOR STUDENTS

This class will be held in-person and will include lectures, discussions, and group activities. All of you are expected to take responsibility for your learning in this course. This includes attending class regularly, completing assigned readings, participating in small group and class discussions, turning in all assignments on time, **working with classmates on group activities**, and keeping up to date on all information presented via Canvas.

WORKING WITH THE COMMUNICATION CONSULTANT

You have the opportunity to work with a communication consultant in this class. A communication consultant is a peer tutor who is here to help you become a better writer and speaker. They can help you understand assignments and rubrics; brainstorm, develop and research ideas for projects; organize a paper or speech; identify strengths and weaknesses in your writing; understand disciplinary conventions; and much more! They will meet with you one-on-one and in small groups outside of class, and they may work with you directly in class.

The goal of working with a communication consultant is to enhance your growth as a writer and speaker. They **do not** grade, correct, or proofread your work, and they cannot predict what grade you will receive on an assignment or what grade you will receive in your class. Just think of them as someone who has been in your shoes and has experience communicating in this discipline. Students who have worked with communication consultants in the past report receiving helpful feedback that they can use, increased confidence, and improved writing and presentation skills.

GRADING

This course will be embracing the "ungrading" policy that has been developed recently (see the recent edited volume by Drs. Alfie Kohn and Susan Blum here). This **DOES NOT MEAN** that you do not have work to complete this course. What it does mean is that when you complete an assignment, you will receive full credit and *extensive* feedback from me and you are expected to read that feedback and *implement it for future assignments*. At midterm and at the end of the semester, you will be asked to tell me what grade (A, B, C, D, or F) you think you deserve and to justify that assessment in relation to your performance throughout the course. While I will ultimately be responsible for assigning your final grade, I will rely mostly on your self-assessments.

Coursework will include the following:

- *ATTENDANCE & PARTICIPATION:* You are all expected to attend class regularly and participate in all class activities. Missing class often, arriving late, leaving early, and choosing not to participate will be noted by the instructor and TA. **If you miss more than three classes** without a university-approved our self-assessed letter grade will be **reduced by one full letter grade**. Every three additional absences will result in additional letter-grade deductions.
- *READING SUMMARIES:* Frequent readings will be required for this course. We will spend the first few minutes of each class completing reading summaries to make sure you are all prepared for the day's discussion. You can miss three summaries and still meet the expectations for the course.

- *CONSULTANT MEETINGS:* Three times during the semester, you will be asked to meet one-on-one with our Communications Consultant (CC). For the first meeting, you will check in with the CC to discuss the course in general. For the second meeting, I will assign a video for you to watch before the meeting and you will be asked to write a one-page, single-spaced response paper to the film. You should discuss the paper with the CC during these meetings and revise the paper based on this feedback prior to submission. For the third meeting, you will be given an opportunity to discuss your inquiry assignment topic and plan with the CC. You should have decided on a topic and completed some initial work before meeting.
- *IN-CLASS WRITING SKILLS ACTIVITIES:* This course will focus student effort on developing critical thinking and communication skills. To prepare you for the major inquiry assignment (see below), you will complete short activities related to writing skills within the discipline of anthropology. These assignments will include a peer assessment and an instructor assessment following revisions. For the peer assessment portion, you may work independently or as part of assigned in-class teams to complete the activity. Then you will independently submit a revised version for instructor assessment.
- *INQUIRY ASSIGNMENT:* You will complete a major inquiry assignment (IA) as part of this course and this will include several separately submitted assignments that will be added together for the final paper. The IA will explore the conservation status of one Endangered nonhuman primate species and you will be asked to consider the ways in which humans and this species interact in other parts of the world. You will submit a written paper (6-8 pages, double-spaced not including references) that uses current anthropological literature to support your position. The paper needs to address biological, cultural, and economic factors that influence this species' survival outlook. The assignment itself will involve submission of paper sections, peer review of those sections, revisions, instructor review of each individual section, then finally the submission of a compilation of all paper sections using correct writing mechanics and citation styles.
- *FINAL PRESENTATIONS:* For your final exam, you will deliver a presentation targeted at a celebrity of your choice and urging them to contribute their resources towards conservation of the primate species you researched for your IA paper.

LATE WORK, GRADE DISPUTES, AND AI POLICIES

Late work will be accepted for **ten calendar days** (weekend days "count") for all assignments before the assignment will close for submissions on Canvas. However, as assignments have been scaffolded to allow for time for revisions, ***falling behind on your coursework may have serious academic consequences***. You should consider your ability to turn assignments in on time when completing your self-assessments. If you feel I have made a grade recording error, 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. All

work submitted for this class needs to be your own original work (either individual work or group work as described in the course materials). This means that work should **NOT** be created using generative AI tools (such as ChatGPT), purchased from people or companies, or obtained from any individual other than yourself.

CLASSROOM BEHAVIOR

My classroom is a place where open-minded, independent thinking is encouraged, even when that classroom exists in an online reality. To facilitate this environment, all students are expected to act with respect and maturity towards their fellow students, the instructor, the teaching assistants, and any visiting speakers. Some of the material covered in class may be perceived as controversial. Please remain respectful of your classmates (and instructors) 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 to complete course activities. If you act disrespectfully towards anyone in the class in any manner (this includes racist, bigoted, sexist, ableist, homophobic, transphobic, and other disrespectful comments *and actions*), I will first ask you to not do so again. If it continues, you will need to leave class for that day. If it happens a third time, I will contact the Dean of Students to discuss removing you from the course entirely, likely resulting in you failing the course.

POLICY ON VISITORS IN THE CLASSROOM

Academia is not structured in a way that is conducive to the multi-faceted lives of our student body here at UNC Charlotte and elsewhere throughout the country. Due to these structural limitations, I explicitly welcome guests in the classroom in the event that other arrangements cannot be made. This includes breastfeeding infants, school-aged children with school holidays, young children for whom regular childcare is temporarily not available, older individuals under your care, and any other reasonable situation. If you plan to bring a guest to class, please consider the nature of the material to be covered in class that day as many of our course discussions will include mature topics.

COMMUNICATION POLICY

I try to be available to you as much as possible. In addition to being available during office hours, feel free to email me at llight1@charlotte.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, please do not expect a response to your email.

ON CAMPUS RESOURCES

Jamil Niner Student Pantry (JNSP): Food insecurity is defined by the USDA as "a lack of access to enough food for an active, healthy life." Food insecure categories include: reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger. Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC Charlotte offers assistance to students facing food insecurity through an on- campus food pantry. The JNSP is located on the east edge of campus at 1224 John Kirk Road. It has regular hours which may change from semester to semester; please see the website at https://ninerpantry.charlotte.edu/ for schedule and details on its services, as well as resources about hunger and food insecurity among college students.

Office of Identity, Equity, and Engagement: A diverse student body is one of UNC Charlotte's most powerful tools for preparing future graduates for careers in an increasingly globalized society. If you hold marginalized identities or you are looking for ways to support your colleagues through allyship, the Division of Student Affairs offers a variety of diversity programs and services related to ability/disability, gender identity, language, race, religion, sexual orientation, socioeconomic status, and other forms of diversity.

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. 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 (7-0311); or (2) Student Health Center (7-7400); or (3) Department of Athletics psychologist. Additional information about your options is also available at titleix.uncc.edu under the "Students" tab.

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.

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 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.

Ethical Learning Expectations: All students and instructors are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility. Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct. All students are required to abide by the UNC Charlotte Sexual Harassment Policy and the policy on Responsible Use of University Computing and Electronic Communication Resources. Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

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 CTCM 2530: People & Primates. 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.

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TENTATIVE SCHEDULE – SUBJECT TO CHANGE

Week	Date	To Do Before Class		Class Topic	Work Due In Class
		Reading Due	Work Due		
	Aug 19			Course Introductions	
1	Aug 21	Syllabus		Critical Thinking	Syllabus quiz
	Aug 23	Reading #1		Anthropology	RS 1
2	Aug 26	Reading #2		Evolutionary theory and EES	RS 2
	Aug 28	Reading #3		Introduction to nonhuman primates	RS 3
	Aug 30		CC Meeting 1 sign up	Thesis statements	TS
3	Sept 2	**NO CLASS – LABOR DAY**			
	Sept 4	Cormier Intro		Introduction to ethnoprimatology	RS 4
	Sept 6	Cormier Ch 1		The Guajá	RS 5
4	Sept 9			Video - *Virunga*	
	Sept 11				
	Sept 13			In-text citations	ITC
5	Sept 16	Cormier Ch 2		Central and South Am. monkeys	RS 6
	Sept 18	Cormier Ch 3		Monkey hunting	RS 7
	Sept 20		CC Meeting 2 sign up	Outlining	Outline
6	Sept 23	Cormier Ch 4		Guajá kinship	RS 8
	Sept 25	Cormier Ch 5		Forest Siblings	RS 9
	Sept 27			Introductions	Intro
7	Sept 30	Cormier Ch 6	VRP 1	Pet monkeys	RS 10
	Oct 2	Cormier Ch 7		Symbolic cannibalism	RS 11
	Oct 4		Self-Assessment 1	Conclusions	Conclusion
8	Oct 7	Cormier Conc.		Ethnoprimatology in Amazonia	RS 12
	Oct 9		Species Choice	IUCN Categories and Basic Research	
	Oct 11			Library Resources Day	
9	Oct 14	**NO CLASS – FALL BREAK**			
	Oct 16	Reading #4		Introduction to primate conservation	RS 13
	Oct 18		IA Thesis 1	IA Thesis statement	IA Thesis 2
10	Oct 21	Reading #5	IA Outline	Valuing primates	RS 14
	Oct 23	Reading #6		Introduced species & "rewildling"	RS 15
	Oct 25	Video – *Years of Living Dangerously* selections			

11	Oct 28	Parreñas Intro	VRP 2	Orangutans	RS 16
	Oct 30	Parreñas Ch 1		From Ape Motherhood to Tough Love	RS 17
	Nov 1				
12	Nov 4	Parreñas Ch 2		On the Surface of Skin and Earth	RS 18
	Nov 6	Parreñas Ch 3		Forced Copulation for Conservation	RS 19
	Nov 8		IA Body 1	Peer feedback – body of paper	IA Body 2
13	Nov 11	Parreñas Ch 4	CC Meeting 3 sign up	Finding a Living	RS 20
	Nov 13	Parreñas Ch 5		Arrested Autonomy	RS 21
	Nov 15		IA Disc. 1	Peer feedback – discussion/conclusion	IA Disc. 2
14	Nov 18	Parreñas Ch 6		Hospice for a Dying Species	RS 22
	Nov 20	Parreñas Conc.		Living and Dying Together	RS 23
	Nov 22		IA Intro 1	Peer feedback - introduction	IA Intro 2
15	Nov 25	Reading #7		Future of nonhuman primates	RS 24
	Nov 27	**NO CLASS – THANKSGIVING BREAK**			
	Nov 29				
16	Dec 2		IA Final 1	**IA Work Day and Peer Review**	
	Dec 4		IA Final 2	Final Thoughts	
FINAL INQUIRY ASSIGNMENT PRESENTATIONS: Dec 6th 11:00 am – 1:30 pm					
Self-Assessment 2 due: Dec 6th 1:30 pm **Assessment meetings: Dec 9-12 by appointment**					