ANTHROPOLOGY 128A: PRIMATE BEHAVIOR
http://www.sscnet.ucla.edu/07F/anthro128a-1/
MWF 10:00-10:50
Location: Humanities A65

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READINGS:
(2) Perry, S. with Manson, J. Manipulative Monkeys: The Capuchins of Lomas Barbadal. (Abbreviation: MM) This is a draft of a book that will be published in February 2008 by Harvard University Press (copyright 2007, all rights reserved). Harvard Univ. Press has generously allowed my students to have access to this book in advance of publication, free of charge as read-only pdfs, under the condition that it be available only to people enrolled in the class. People who are waitlisted can email help@ssc.ucla.edu to request temporary access, so that they can keep up with the readings. Do not circulate the readings to anyone outside the class; this would be a breach of copyright law.
(3) Reader. I have made the reader contents electronically. For those of you who have no patience for downloading pdfs, it is also available at Course Reader Materials, 1137 Westwood Blvd. (between Kinross & Lindbrook); (310)-443-3303.

Reading assignments are noted in the syllabus below according to the topics to which they most closely pertain. You will probably find it more enjoyable to read the book chapters in the order in which they occur in the books rather than skipping around. By taking notes on the books and answering the study questions in the reader, you will help yourself prepare for the exams. You should read the articles from the reader BEFORE the lecture.

LECTURE NOTES:
I have found in the past that students perform at a much lower level if they are provided with a complete set of lecture notes, even when the provider of the notes is me, rather than a note-taking service. Presumably this is because students use the notes as a substitute for attending lecture. For this reason I am hesitant to recommend the use of anyone’s notes but your own. However, I know that I talk quickly, and I want to help
reduce panic during note-taking, so will electronically post a brief skeleton of the lectures along with some diagrams that would be time consuming to draw, as links to the course website. If you use this at all, I suggest that you bring it to class and take notes on the reverse side or in the margins, to save time copying from the board or screen. A word of warning: there will be many important points and additional examples provided in class that are not in these notes, and you will be required to know them for the quizzes!

GRADES will be based on 2 quizzes (50 points each), lecture attendance (28 points), section grade (100 points: 30 for attendance, 10 for participation, and 60 for the zoo project) and a final exam (100 points). Your TA will be responsible for the grading; I will handle regrade requests in collaboration with the TA. Attendance is mandatory both for lectures and sections. Be sure to sign the attendance sheet in lecture each day (a friend cannot do this for you). If you miss a quiz (due to a legitimate medical reason documented in writing), then that quiz will be dropped and the other quiz will count double. Points will be deducted for tardiness in turning in the various components of the zoo project (typically up to 5 points for each late assignment).

Re-grade policy: Any requests for re-grades must be submitted to my mailbox (via the front desk person, who will time stamp it and deliver it to my box) within a week after the quiz or assignment has been returned. Because differences in personality and cultural background endow some students with better haggling skills than others, I have instituted a policy of considering re-grade requests only when they are submitted in writing; re-grade requests will not be discussed in person. Exams and assignments that were completed in pencil rather than pen are not eligible for regarding. If I re-grade a quiz or assignment for reasons other than incorrect tallying of points, I will very carefully re-grade the entire assignment, not just the item in question. An absent minded grader is equally likely to make errors in favor of the student as she is to make errors that lower the grade; this means that in theory, a grade could be lowered rather than raised as a consequence of a carefully done re-grading. In general, I recommend that you devote more of your energy to preparing for future assignments rather than to salvaging past ones, because you will learn more that way.

Making up missed work: If you have a personal or medical problem that will interfere with your ability to do the coursework, let me know immediately so that we can arrange extra tutoring or whatever is necessary to remedy the problem. I will NOT be sympathetic to such excuses if they are brought to my attention at the END of the quarter as a post-hoc rationalization for not doing well. If you have a medical or personal emergency that prevents you from taking a quiz, I must know about it within 48 hours of the exam in order for you to qualify for a makeup, and you must provide a signed medical excuse (or official documentation of the family crisis).

Zoo trip: This class will require you to visit the zoo twice: once during the first two weeks of class, and a second time during weeks 3-6. There is a fee for zoo admission of $10/visit (though group discounts are available - $7/person for groups of >15); annual memberships for students are $35. These zoo visits are absolutely mandatory; if there is some reason why you can not attend, then you should not enroll in the class.

Classroom policies:
Everyone will learn more efficiently if there is an atmosphere of mutual respect in the classroom. I insist that you all behave in accordance with the following rules, and if you do not, I will request that you leave the classroom (and yes, you will still be responsible for knowing the material that you missed after being evicted).

1. NO TALKING during class time, unless you have a question or comment and I have called on you. My voice does not carry well, and competing voices will drown out my voice so that the students near you cannot hear me. If you have a question, raise your hand.

2. Please turn cell phones off at the start of class.

3. Do not engage in activities that might distract the students near you (e.g. reading the paper, passing notes, crunching noisy food). If you are bored by the subject material, please drop the course immediately so that someone on the lengthy wait list can take advantage of the opportunity.

4. If I begin to talk too quickly for note-taking or you can’t hear me in the back row, speak up!!! (You can interrupt me in this one context rather than waiting for me to call on you.) When I get excited about my lecture topic, as happens often in this class, I start speeding up without realizing I am doing so, and I will have to rely on you to let me know when I am going too fast. Don’t be shy about slowing me down.

5. Feel free to ask questions in class, at any point in the lecture (though in some cases, I may defer your question to a point in the lecture where the flow of the argument will not be disrupted). 90 students is somewhat large for relaxed discussions, but we will have to do our best. One of my primary goals in this class is to get you to think about the scientific process. If at any point it is not clear how I have arrived at a particular conclusion, or how the data have supported or falsified a particular hypothesis, please let me know so we can discuss it. In most cases we can safely assume that you are not the only student who had this question.

6. Everyone should feel free to attend office hours, even if they do not have an agenda of burning issues to discuss. In a class this size, office hours are typically my only chance to get to know you on a first name basis. In classes with sections, the students often do not bother to get to know the professor and use the TA as the interface between student and professor. This is a shame, and I certainly do not want you to use the TA as a substitute for me. I enjoy teaching far more if I have a chance to know you individually, and if I am getting regular feedback from students. Also, when it comes time for me to write you letters of recommendation, I want to know more about you than what scores you got on assignments. So please take the initiative to come in, and don’t feel like you are wasting my time! Office hours are set aside specifically for getting to know you.
DATE TOPIC(S) | READING(S)
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**INTRODUCTION AND METHODS**


Section, week 1: organizational; short film (“Life in the Trees”); talk briefly about zoo projects

10/1  A day in the life of a primatologist: capuchins.  MM Preface, Ch1
10/3  The scientific method: Research design, data collection and analysis.  MM 2

**THEORY**

10/5  Natural selection & levels of explanation  Daly&Wilson

Section, week 2: theory review

10/8  Kin selection, P-O conflict  Boyd & Silk
10/10  Reciprocity, sexual selection
10/12  Development and behavioral flexibility; Quiz 1  Avital&Jablonka

Section, week 3: Begin zoo project (make checksheets),

10/15  Social inheritance of traits. Practice analyzing video.  West-Eberhard

**TAXONOMY**

10/17  Primate taxonomy  “Guide to the Primates”
10/19  Primate ecology  MM 3,4

Section, week 4: Work on project design; more review of theory.

10/22  Dominance hierarchies; & RS  Hinde
Social interactions, social relationships, and social organizations

**SPECIAL TOPICS**

Dynamics of social relationships

10/24  Conflict and reconciliation  MM6-7
10/26  Coalitions and alliances  K4,5,7
Section, week 5: FILMS (Kummer experiments) & discussion of Kummer

10/29 Evolution & social organization Mitchell et al.
10/31 film: The New Chimpanzees

Mating systems and social systems

11/2 Quiz 2

Section, week 6: bring data summaries and discuss Kummer

11/5 Film: Three monkeys K3, Smuts
11/7 Male-male competition, female mate choice Harcourt; MM 8-9
11/9 Male-female social relationships; infanticide van Schaik

Section, week 7: work on zoo project/ data summaries

11/12 (No class: Veteran’s Day)
11/14 Reproductive suppression MM10
Parenting & alloparenting; callitrichids Garber
11/16 Communication MM5
Examples of data analysis problems, statistics

Section, week 8: Work on zoo project (statistics, graphics); discuss Kummer book

11/19 Evolution of intelligence I: K6
Foraging hypotheses

The primate mind

11/21 Evolution of intelligence II: Dunbar
11/23 No class: Thanksgiving

Section, week 9: Finish projects

11/26 Social cognition Seyfarth & Cheney
11/28 Social learning; tool use MM 11-12
11/30 Cultural Transmission Whiten et al. 1&2
Visalberghi films Van Schaik et al.
Perry & Manson

Section, week 10: Review for final. Zoo project due the day after your section meets at 4 pm

12/3 Presentation of Class Projects
FINAL EXAM: Thursday Dec 13, 3:00-6:00 pm

**Reserve Readings (2-hour reserve):**
The following books may be useful references. I have recommended additional readings for students who are struggling with particular topics (see optional reading list at the end). The remaining books may be good sources of ideas and information for people wanting to learn more about primatology.

**Theory texts:**

**Primates textbooks and edited volumes:**

**Primates “ethnographies”:**


Optional readings list:
Those of you who did not take Anthro 7 at UCLA, using the Boyd and Silk textbook, may need to do some extra background reading. The following books will provide background on various lecture topics.

The comparative method:

Methods in Primatology:

Natural Selection:


Sexual selection:


Primate Taxonomy:

Primate Ecology and Conservation:

Dominance Hierarchies:

Evolution and Social Organization:

Communication:

Evolution of Intelligence: