

Term Information

Effective Term Autumn 2015
Previous Value Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting GE status in the Natural Science (Biological Science) category.

What is the rationale for the proposed change(s)?

This course meets the rationale and learning outcomes for the GE category or categories we are requesting, as outlined in the Curriculum and Assessment handbook.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3304
Course Title The Living Primates
Transcript Abbreviation Living Primates
Course Description Survey of the behavior, morphology and conservation of living primates; particular emphasis given to field studies and the position of humans within the Order Primates.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

[Previous Value](#)

Prereq: 2200 (200).

Exclusions

Not open to students with credit for 304.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

26.0708

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Biological Science

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- The principal objective of this course is to introduce students to the diversity of living primates. Student successfully completing the course will be able to answer the following questions:
- What are primates and how do they differ from other mammals?
- What are the major morphological and behavioral features that distinguish each primate group?
- What factors account for the taxonomic diversity among primates?
- In what ways are human primates similar to and different from non-human primates?
- What is the future of living primates?

[Previous Value](#)

Content Topic List

- Conservation
- Ecology
- Diet
- Adaptation
- Evolution
- Prosimian anatomy
- Lemurs
- Reproduction
- Gorillas
- Chimpanzees
- Baboons
- Motherhood

Attachments

- Assessment plan Anth 3304.docx: Assessment Plan
(GEC Course Assessment Plan. Owner: Freeman,Elizabeth A.)
- GE Rationale _Anth 3304.docx: GE Rational
(Other Supporting Documentation. Owner: Freeman,Elizabeth A.)
- Syllabus Anth 3304.doc: Syllabus
(Syllabus. Owner: Freeman,Elizabeth A.)
- Dr Larsen letter 10 07 14.doc: Chair's Letter
(Cover Letter. Owner: Freeman,Elizabeth A.)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Freeman,Elizabeth A. | 10/22/2014 02:56 PM | Submitted for Approval |
| Approved | McGraw,William Scott | 10/23/2014 08:52 AM | Unit Approval |
| Approved | Haddad,Deborah Moore | 10/23/2014 12:04 PM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole | 10/23/2014 12:04 PM | ASCCAO Approval |



Department of Anthropology

4034 Smith Laboratory
174 West 18th Avenue
Columbus, OH 43210-1106

Phone (614) 292-4149
Fax (614) 292-4155
<http://anthropology.ohio-state.edu>

7 October 2014

Dear Curriculum Panel Members,

I am pleased to submit this curricular bundle for your review. This bundle includes a number of new courses, courses for General Education consideration, and several course changes. These submissions reflect the evolving profile of our teaching mission and what we have to offer our students and the institution generally. The Department of Anthropology has taken on one of its biggest curriculum revisions, involving both undergraduate majors (Anthropological Sciences, Anthropology) and graduate program, in its recent history. I am excited to endorse all of these submissions, and look forward to implementing the revisions to the Anthropology curriculum.

Best regards,

A handwritten signature in blue ink that reads "Clark S. Larsen".

Clark Spencer Larsen
Distinguished Professor of Social and Behavioral Sciences and Chair

THE LIVING PRIMATES

Anthropology 3304

Course meets Mon, Wed & Fri from 12:40 am – 1:35 pm in 160 MacQuigg Lab.

Instructor: Dr. W. Scott McGraw
Office: Department of Anthropology, 4064 Smith Laboratory
Tel: 688-3794
Email: mcgraw.43@osu.edu
Office Hours: Tuesday & Thursday from 1:30 – 3:00

This course is (**under consideration**) is Natural Science (Biological Science) GE course. The goals are that students understand the principles, theories, and methods of modern science; the relationship between science and technology; the implications of scientific discoveries; and the potential of science and technology to address problems of the contemporary world. The expected learning outcomes are:

- (1) Students understand the basic facts, principles, theories and methods of modern science.
- (2) Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
- (3) Students describe the inter-dependence of scientific and technological developments.
- (4) Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

This course is a physical elective within the Anthropology (BA) and Anthropological Sciences (BS) major.

This course is a core course in the Evolutionary Studies minor. Information regarding the minor and its requirements may be found online at <http://artsandsciences.osu.edu/interdisciplinary>.

Required Texts:

(1) *Primate Diversity* (2000) by D. Falk

(2) *The Primate Anthology: Essays on Primate Behavior, Ecology and Conservation from Natural History* (1997) RL Ciochon & R Nisbett, eds.

Optional (Completely) Text

The Pictorial Guide to the Living Primates (1996) by N. Rowe

STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE SEMESTER BEGINS, AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE SEMESTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMMODATIONS AND DEVELOPING ACCOMMODATION STRATEGIES.

Course Content: Primates are among the most interesting and well-studied of organisms. No group of mammals displays a greater variety of dietary, locomotor, socio-sexual and communicative adaptations than do prosimians, monkeys, apes and humans. In this class we take a detailed look at the key morphological and behavioral adaptations of each primate group and examine how these features are used to construct family trees. In addition we explore what humans can learn about themselves by studying non-human primates and what factors threaten the continued survival of our closest relatives.

Course Objectives: The principal objective of this course is to introduce students to the diversity of living primates. Student successfully completing the course will be able to answer the following questions: (1) What are primates and how do they differ from other mammals? (2) What are the major morphological and behavioral features that distinguish each primate group? (3) What factors account for the taxonomic diversity among primates? (4) In what ways are human primates similar to and different from non-human primates? (5) What is the future of living primates?

Course Requirements: There are three exams: two midterms and a final. Exams are **not** comprehensive and each exam counts towards one third of final grade. Make-up exams will be at the instructor's discretion. If you miss an exam you have 24 hours to contact me. Official documentation is required (doctor's excuse, accident report, etc.) for make-ups. All make-up exams will be essay and must be taken within three days of the regularly scheduled exam. Otherwise, the student will receive an "O" for that exam. Exams are based on lectures, readings, films and discussion. The university takes a serious view of cheating, and should any student engage in this practice during the course of any test, his/her paper will be canceled to a mark of zero, and a report will be made to the administration.

Academic Misconduct: All students should become familiar with the rules governing alleged academic misconduct. All students should become familiar with what constitutes academic misconduct, especially as it pertains to plagiarism and test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic misconduct are referred to the proper university committees.

Course Outline and Reading Schedule

| | | |
|------------------|---|--|
| Wednesday | (Aug. 21st) | Adaptation and Natural Selection |
| Friday | (Aug. 23rd) | Evolution and Systematics |
| Reading: | Falk: Introduction | |
| Monday | (Aug. 26th) | Primate classification |
| Reading: | Falk: Introduction & Chapter 2 | |
| Wednesday | (Aug. 28th) | Primate classification |
| Reading: | Falk: Introduction & Chapter 2 | |
| Friday | (Aug. 30th) | Adaptation, Form and Function |
| Monday | (Sept. 2nd) | No Class – Labor Day |
| Wednesday | (Sept. 4th) | Primate evolution I |
| Reading: | (1) Falk: Chapter 1 (2) Anthology - <i>Backdrop</i> (pp. XIX-XXX) | |
| Friday | (Sept. 6th) | Primate evolution II |
| Reading: | (1) Falk: Chapter 1 (2) Anthology - <i>Backdrop</i> (pp. XIX-XXX) | |
| Monday | (Sept. 9th) | Primate Evolution III |
| Reading: | (1) Falk: Chapter 1 (2) Anthology - <i>Backdrop</i> (pp. XIX-XXX) | |
| Wednesday | (Sept. 11th) | Prosimian Anatomy: Galagos, Lorises & Lemurs |
| Reading: | (1) Falk: Chapter 3 (2) Anthology essay 29: <i>Radio Bush Baby</i> (R Martin & S Bearder) (3) Anthology essay 33: <i>Calls of the Wild</i> (S Bearder) (4) Anthology essay 31: <i>Lemurs Lost and Found</i> (P Wright) | |

| | | |
|------------------|--|--|
| Friday | (Sept. 13th) | Prosimians II: Galagos, Lorises & Lemurs |
| Reading: | (1) Falk: Chapter 3 (2) Anthology essay 29: <i>Radio Bush Baby</i> (R Martin & S Bearder) (3) Anthology essay 33: <i>Calls of the Wild</i> (S Bearder) (4) Anthology essay 31: <i>Lemurs Lost and Found</i> (P Wright) | |
| Monday | (Sept. 16th) | Prosimian III: Lemurs and John Cleese |
| Wednesday | (Sept. 18th) | Tarsiers |
| Reading: | Falk: pp. 79-82. | |
| Friday | (Sept. 20th) | Evolutionary Grades vs. Evolutionary Clades: the tarsier problem |
| Monday | (Sept. 23rd) | Exam 1 |
| Wednesday | (Sept. 25th) | Platyrrhine Biology & The Callitrichines |
| Reading: | (1) Falk: Chapter 5 (2) Anthology essay 20: <i>Strategies of Reproduction</i> (RD Martin) (3) Anthology essay 24: <i>Diet for a Small Primate</i> (S Ferrari) | |
| Friday | (Sept. 27th) | Platyrrhine biogeography and the radiation of monkeys into the New World. |
| Monday | (Sept. 30th) | Cebidae & Pitheciidae |
| Reading: | (1) Falk: Chapter 6 (2) Anthology essay 22: <i>Capuchin Counterpoint</i> (C Janson) (3) Anthology essay 23: <i>Scarlet Faces of the Amazon</i> (J Ayres) (4) Anthology essay 25: <i>Monkeys With Inflated Sex Appeal</i> (S Boinski) (5) Anthology essay 27: <i>Night Watch on the Amazon</i> (P Wright) | |
| Wednesday | (Oct. 2nd) | Atelidae |
| Reading: | (1) Falk: Chapter 6 (2) Anthology essay 4: <i>Family Feuds</i> (C Crockett) (3) Anthology essay 21: <i>Poison in a Monkey's Garden of Eden</i> (Glander) (4) Anthology essay 26: <i>Menu For a Monkey</i> (K Strier) | |

- Friday (Oct. 4th)** Old World Monkeys 1: Colobines
- Reading: (1) Falk: Chapter 7
 (2) Anthology essay 1: *Monkey Moves* (ED Starin)
 (3) Anthology essay 7: *Daughters or Sons* (S Blaffer-Hrdy)
 (4) Anthology essay 17: *Teamwork Tactics* (L Leland & T Struhsaker)
 (5) Anthology essay 18: *The Kindness of Strangers* (ED Starin)
- Monday (Oct. 7th)** Old World Monkeys II: Guenons
- Reading: (1) Falk: Chapter 7
 (2) Anthology essay 19: *The Vervet's Year of Doom* (L Isbell)
 (3) Anthology essay 8: *In the Minds of Monkeys* (Cheney & Seyfarth)
- Wednesday (Oct. 9th)** Old World Monkeys III: Mangabeys & Mandrills
- Reading: (1) Falk: pp. 223-228
 (2) Anthology essay 13: *Monkey on a Riverbank* (K Homewood)
- Friday (Oct. 11th)** Old World Monkeys IV: Geladas & Macaques
- Reading: (1) Falk: pp. 219-233 & Chapter 9 (pp. 230-246)
 (2) Anthology essay 7: *Ms. Monkey* (MF Small)
 (3) Anthology essay 30: *The Rhesus Monkey's Fall From Grace* (C Southwick and M Siddiqui)
- Monday (Oct. 14th)** Old World Monkeys V: Savannah Baboons
- Reading: (1) Falk: Chapter 9
 (2) Anthology essay 3: *Mother Baboon* (J Luft and J Altman)
 (3) Anthology essay 5: *What are Friends For?* (B Smuts)
 (4) Anthology essay 11: *Leading Ladies* (J Altmann)
 (5) Anthology essay 14: *The Predatory Baboons of Kekopey* (Harding & Strum)
- Wednesday (Oct. 16th)** Monkeys as an evolutionary grade
- Friday (Oct. 18th)** Review
- Monday (Oct. 21st)** Exam 2
- Wednesday (Oct. 23rd)** The Lesser Apes I
- Reading: (1) Falk: Chapter 10
 (2) Handout: "Gibbon song and human music from an evolutionary perspective" by Thomas Geissman.
 (3) <http://www.gibbons.de/>

- Friday (Oct. 25th)** The Lesser Apes II
- Reading: (1) Falk: Chapter 10
 (2) Handout: "Gibbon song and human music from an evolutionary perspective" by Thomas Geissman.
 (3) <http://www.gibbons.de/>
- Monday (Oct. 28th)** Living apes as models for the last common ancestor of apes and humans
- Wednesday (Oct. 30th)** Medical Primatology and the ethics of apes in captivity
- Friday (Nov. 1st)** Orangutans I
- Reading: (1) Falk: Chapter 11
 (2) "How to be an orangutan." *Int. Wildlife*. Jan/Feb 1997, pp. 38-45.
- Monday (Nov. 4th)** Orangutans II
- Reading Falk: Chapter 11
- Wednesday (Nov. 6th)** Gorillas I
- Reading: (1) Falk: Chapter 12
 (2) Anthology essay 2: *Gorilla Society* (P Veit)
- Friday (Nov. 8th)**
- Monday (Nov. 11th)** No Class – Veterans Day
- Wednesday (Nov. 13th)** Chimpanzees I
- Reading: (1) Falk: Chapter 13
 (2) Anthology essay 10: *Dim Forest, Bright Chimps* (Boesch & Boesch)
 (3) Anthology essay 12: *To Catch a Colobus* (C. Stanford)
 (4) Anthology essay 16: *Leopard Killers of Mahale* (R and J Byrne)
- Friday (Nov. 15th)** Chimpanzees II
- Reading: (1) Falk: Chapter 13
 (2) Anthology essay 10: *Dim Forest, Bright Chimps* (Boesch & Boesch)
 (3) Anthology essay 12: *To Catch a Colobus* (C. Stanford)
 (4) Anthology essay 16: *Leopard Killers of Mahale* (R and J Byrne)

| | | |
|------------------|---|---|
| Monday | (Nov. 18th) | Pygmy chimpanzees |
| Reading: | (1) Falk: Chapter 13 (2) Anthology essay 15: <i>Acrobatic Pygmy Chimpanzees</i> (RL Susman) (3) Anthology essay 9: <i>The Bonobo's Peaceable Kingdom</i> (T Kano) | |
| Wednesday | (Nov. 20th) | Pygmy chimpanzees |
| Friday | (Nov. 22nd) | The human primate early human evolution |
| Reading: | Falk: Chapter 14 | |
| Monday | (Nov. 25th) | Primate Conservation |
| | (1) Anthology: pp. 193 - 197 (Nisbett and Ciochon) (2) Anthology essay 28: <i>The Perils of Primates</i> (J Wolfheim) | |
| Wednesday | (Nov. 27th) | No Class - Thanksgiving |
| Friday | (Nov. 29th) | No Class - Thanksgiving |
| Monday | (Dec. 2nd) | Primate Extinction and Conservation Biology |

Final Exam: Wednesday, December 11th, 12:00 pm – 1:45 pm

Rationale for *The Living Primates* (ANT 3304) as a Natural Science (Biological Science) GE course.

Question: Why does this course qualify for GE status in the Natural Science (Biological Science)?

This course is a hypothesis driven introduction to the key morphological and behavioral adaptations of the primates. The objectives are twofold: (1) to introduce students to the diversity of living primates using an explicitly evolutionary approach and, (2) to use primates as the platform for introducing the scientific method as well as for illustrating how major concepts in evolutionary biology are applied to research, discovery, and problem solving. Most undergraduates - including those pursuing non-scientific fields of study - have some familiarity with living primates (lemurs, monkeys, and apes) so these charismatic animals provide an excellent entry to core concepts in the natural (biological) sciences.

The course is constructed to answer five questions: (1) What are primates and how do they differ from other mammals? (2) What are the major morphological and behavioral features that distinguish each primate group and what methods are used to collect the requisite data? (3) What factors (adaptations) account for the taxonomic diversity among primates? (4) In what ways are human primates similar to and different from non-human primates? (5) What is the future of living primates? In the course of answering these questions, we cover a variety of scientific topics and methods including: hypothesis testing, adaptation and natural selection, principles of classification and taxonomy, size and scaling, cladistics, biogeography, comparative anatomy, reproductive tactics, evolution of social systems, reproductive tactics, kin selection and altruism, evolution and geological time, etc. There is insufficient time to cover any one of these topics in great depth and it is not the purpose of the course to transform every student into a primatologist; however, by surveying the diversity of scientific approaches brought to bear on exploring a single biological radiation (which happens to include *Homo sapiens*), students learn how the scientific process works as well as its outcomes.

NB: This course is already approved as a core course within the **Evolutionary Studies** minor. It is also a physical anthropology elective within the Anthropological Sciences (BS) and Anthropology (BA) majors.

Specific Learning Outcomes of Natural Science (Biological Science) courses.

(1) Students understand the basic facts, principles, theories and methods of modern science.

Response: The course takes an explicitly evolutionary approach to examining the diversity and relationships within the primate order. Phylogenetic (family) trees are hypotheses accompanied by multiple questions: we address the questions and data that are used to generate them as well as those data that have overturned earlier answers. In so doing, students are introduced to the methodological approaches and idiosyncrasies used by primatologists across a variety of sub-disciplines (e.g., comparative anatomists, behaviorists, psychologists, veterinarians, conservationists) in addressing scientific questions at a variety of levels.

(2) Students understand key events in the development of science and recognize that science is an evolving body of knowledge.

Response: Our survey begins with a discussion of how Greek taxonomists (e.g., Aristotle) viewed primates, moves through the Ages of Exploration (when exotic animals were often viewed as monsters) and Europe's Golden era of Natural History (the filling of museum drawers), and concludes with examples of how cutting edge methodologies (DNA sequencing, cloning, GIS, disease control, etc.) are used to address current problems such as the identification of cryptic clades, viruses (Ebola) resulting from the bush meat trade, and preservation of endangered species.

(3) Students describe the inter-dependence of scientific and technological developments.

Response: As noted above, one of the major goals of the course is to illustrate how cutting edge technology is being used to examine questions in primate biology. Examples of these methods/applications include morphometric analyses of bones and teeth, basic biomechanics, molecular (e.g., genetic) primatology, use of primates in HIV research, cognitive (psychological) primatology, population management, use of GIS in primate conservation biology, etc.

(4) Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

Response: Primates are a fascinating group that includes our distant cousins and closest extant sister taxa. They are also a group of contrasts. In some cultures, primates are considered evil and filthy, whereas in others they are revered as deities. There is ample evidence that apes have a sense of being and that many primates – even some monkeys – show evidence of culture and higher-level thinking. Struggling farmers in the developing world regard crop-raiding monkeys as threats to their livelihood, while millions of dollars are donated annually for conservation efforts in the same parts of the world. To many persons, the thought of being related to monkeys is abhorrent and repulsive; others take comfort knowing there are nonhuman relatives still evolving in the forest. Of utmost importance is the realization that over half of all primate species are in danger of extinction and that one primate – us – is responsible for this mass exodus. All these issues raise significant ethical/philosophical issues (e.g., *Are we justified confining cognizant chimpanzees in solitary cages, even if it means achieving a breakthrough in AIDS research?*) and in this class, we shy away from discussing none of them.

Assessment plan for ANT 3304 (*The Living Primates*)

Assessment: This course will use two instruments to assess learning outcomes. First, we will use a pre and post course 15 question test to gauge the body of knowledge obtained over the course of the semester. The 15 questions will address each of the four learning outcome pillars (above). The test will be delivered on the first and final day of classes and graded anonymously. In addition, I will be using embedded questions in regular examinations administered during the course of the semester. Results of these questions – scored as a part of regular examinations – will be tracked annually and will provide a longitudinal signal of class performance. Results (paper and electronic) of both assessment tools will be archived in the Department of Anthropology. NB: we have used both of these instruments in our assessment of current GE courses (e.g., ANT 2200 – *Introduction to Physical Anthropology*) as well as core courses (e.g., ANT 3300 – Human Origins, ANT 3401 – *Fundamentals of Archaeology*) within our majors. Both have proven to be highly effective. Based on the last six years of assessment activities in our department, the percentage of “correct” student responses to the embedded questions cluster around 80%: we will therefore use this standard for assessing embedded questions in this course. Pre and post course testing of expected learning outcomes will use 80% as the standard during the first year of administration. If an insufficient number of students achieve this standard, I will revise the course in order to focus more on those areas (e.g., history of scientific primatology, core facts and principles of primates, intersection of scientific primatology and technology, ethics and primates, etc.) students find problematic.