Anthropology
Enriching the Lives of Zoo Boise Primates
ANTH 479 SL
Spring 2016

Course Description

You will learn about the wild and captive behavior of a number of primate species. Perhaps more important you will learn through observation of Zoo Boise primates that individual primates have preferences. Realizing that primates are individuals will enhance your understanding of primate behavior and provide a bridge between human and non-human primate behavior that is not always possible from a textbook.

Additionally, you will affect the lives of Zoo Boise primates by making an item to add to their environment. That item or enrichment could be a change to their living area or something to engage with on a regular basis. This is the service component for this class. Providing enrichments helps the keepers make a more stimulating environment for each primate. Therefore, you will be directly impacting the lives of the Zoo Boise primates.

Finally, we will think about primate conservation. How does human and other primate behavior need to come together to improve the likelihood of primate survival.

Course Schedule

- This class is designed as a workshop. You should be able to complete all requirements (except a bit of reading) during scheduled class time.
- 1st class meeting Monday 11 January 9AM to 12PM
- We may require a Saturday class to build enrichment items, this is to be determined
Course Outcomes

Upon completion of this course, the student should be able to

- Compare primate and modern human appearance, actions and culture as a means to recognize humans are primates and subject to natural laws.
- Document, and analyze primate behaviors.
- Evaluate how human and non-human behaviors must be considered in a reasonable primate conservation plan.

Outcomes Assessment

Acquired knowledge in this class will be assessed through two components:

Service component:
- Reflection essays – 3
- Enrichment
  - Determine or design
  - Submit approval form
  - Develop materials list and "how to build" plan
  - Build
  - Poster – Service Learning Exhibition

Research component:
- Reading discussion
- Morphology & behavior research
- Weekly Zoo observations
- Data organization & analysis
- Hypothesis development & testing
- Poster – Optional for the Undergraduate Research Conference

- Only one late assessment (group activities including the service learning project cannot be made-up) will be graded. Once you have used the exception no other late work will be accepted for a grade.
Textbooks and Additional Materials

Text:

**The Primate Anthology** by Russell L. Ciochon and Richard A. Nisbett

Series of writings from researcher for the general public that describes and explains primate behavior in the wild.

We will be reading ~ 1 chapter per week. These are easy reading but relay interesting observations about primate interactions. See the Blackboard tab Readings for the schedule.

Library Reserve:

**Primates in Perspective** edited by Christina J. Campbell, et al.

Extensive compilation of knowledge about primates. Good resource for information about many species.

**Primate Adaptation & Evolution** by John G. Fleagle

Great resource for general primate properties and some specific species information. The second half deals with primate evolution.

Other materials will be provided through Blackboard. See in particular the tab Resources.

Methods of Delivery

This class integrates a service-learning project. We will be working with Zoo Boise to provide enrichment for primates.

“Service-Learning is a teaching strategy that integrates course content with relevant community service. We will have opportunities to apply course content at Zoo Boise, while gaining hands-on skills, career exploration, and opportunities for meaningful involvement with the local community.”

This class is also about research. Research with primates mean observations. Through observing you will have the opportunity to develop and test a question about primate behavior.
There are three main areas we want to consider: behavior, observations, and conservation. To learn about these items, we will read, do library research, observational research including hypothesis testing and data analysis, develop plans for enrichment, write reflections, and make a poster.

Observations will be done at Zoo Boise.

**What are the requirements for this service project?**

In the wild, primates must find their own food, protect themselves from danger in the environment and predators, interact in social groups, etc. In order for primates to live healthy lives in a Zoo, opportunities to engage in natural behaviors must be provided. These opportunities are referred to as enrichment. Enrichment can include hiding food to mimic foraging or having perches high in the enclosure to allow observation of the greater surroundings to watch for predators. Here is a web page with more information: [http://www.enrichment.org/](http://www.enrichment.org/).

At Zoo Boise, we will be observing primates, speaking to keepers, learning about species and individual behaviors. We will apply that information to make an enrichment activity or environment item that is appropriate for that primate.

**There will be NO opportunity to directly come into contact with any primate.**

This service-learning project will be graded through your enrichment, reflections and poster.
**Reflections** 100 points (25 pts for 1st & 2nd, 50 pts for final)

Reflections will be written using the **DEAL** criteria.

- **D**escribe the what, where, who and when associated with this service learning project.
- **E**xamine the experience within the context of the learning goals.
- **A**rticulate **L**earning by thinking about what was learned, how it was learned, the importance of the learning and, what new behaviors will I exhibit due to this learning?

Prompts will be provided that follow this model.

A rubric will be available with specific requirements.

**Enrichment** 100 points

This will require that you either design or find (see enrichment tab for ideas) an appropriate enrichment for the primate that you are observing.

You will need to submit:
- Enrichment Approval Form
- Materials List
- Build Plan

Actually build the enrichment.
We will all do this on the same day.

**Service Learning Exhibition Poster** 100 points

Each person/group will make and present a poster to the class. Details of the poster requirements will be provided. We will begin working on the poster during the observation period. This will allow you plenty of time to understand the requirements.
There is a service learning exhibition at the end of the semester. Posters will be submitted to this exhibition. This is a great opportunity to learn to present your work to a general audience. It is also great to include in senior portfolios.

What are the requirements for the Research Component?

**Observations** 100 points

Your observations will be part of the participation points. Observations will be done at Zoo Boise. Taking part in the enrichment build activity. You are also encouraged to act as a species expert with Zoo Boise visitors and provide behavioral information as appropriate.

**Data analysis & hypothesis testing** 100 points

Your observation data will need to be put into a data base (excel chart) for ease of handling. You will need to regularly look for patterns to help you understand the relationships between the primates and how they apply to your hypothesis.

**Library or Online Research** 100 points
We will need to collect information about the wild behavior and morphology of the species you are observing. You will want to consider differences in behavior.

This also includes readings from “The Primate Anthology”. You should be prepared to discuss both.

Optional:

Submit an abstract to the Undergraduate Research Conference.

This is a great opportunity to show case your observations and data analysis. It is a different take on the information you will be gathering than you are required to do for the Service Learning Exhibition. Think about getting twice “the bang” from your work this semester without a huge amount of additional work.

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 TO 100</td>
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<tr>
<td>A-</td>
<td>90 to 92.9</td>
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<td>B+</td>
<td>87 to 89.9</td>
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<td>B</td>
<td>83 TO 86.9</td>
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<tr>
<td>B-</td>
<td>80 to 82.9</td>
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<td>C+</td>
<td>77 to 79.9</td>
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<td>C</td>
<td>73 to 76.9</td>
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<td>C-</td>
<td>70 to 72.9</td>
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<td>D+</td>
<td>67 to 69.9</td>
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<td>D</td>
<td>60 TO 66.9</td>
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<td>F</td>
<td>0 TO 59.9</td>
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**Communication**

Discussion is an important part of science. Part of that discussion is to ask questions about the data and conclusions made by each scientist. This questioning is what makes our understanding of natural phenomena stronger. All of our discussions no matter the format (face-to-face, Blackboard, email or Facebook) will remain courteous. Courteous communication includes questioning the data and conclusions a person makes but it does not include any personal criticism.
Office Hours
Office Hours 3 to 4 Wednesday (HEMG 54)
Other times by appointment or online

Email
You can always reach me by email, cynthiabradbury@boisestate.edu. Email is the communication of choice if you need to discuss personal information. I check email regularly and will get back to you ASAP. If you do not receive a response within 48 hours, resend your request. Please note that we can meet if email is not sufficient to discuss any issues or questions. Contact me through email, or talk to me before or after class to make arrangements.

Blackboard
This course works in conjunction with the Blackboard program. Check there for due dates and resources.

- Announcements
- Course Materials
- Videos

I will use Blackboard announcements with a follow-up email to alert you to changes in due dates, class cancellations, etc. It is critical you check announcements and your BSU email at least once between each class period.

Facebook
Boise Physical Anthropology Community has recent news about the topics we are covering in this class. Check it out.

Course Work Expectations

See tentative calendar (at the end of this document and on the Blackboard site under the Syllabus/Schedule tab). Check the weekly due date schedule in Blackboard regularly for any changes. Changes to the schedule or weekly due dates will be placed in Blackboard announcements and an email will be sent.

Also, on the enrichment build day, we may need to spend two to three hours manufacturing the items. We will schedule this day well in advance. It may be necessary to do the build on a Saturday in order to have access to needed facilities.
As a Service Learning class, we are making a commitment to the Zoo to provide enrichments for the primates. The deadlines associated with enrichments are necessary for us to complete this commitment. In return, we are able to do observations throughout the semester at no cost. You are welcome to remain at the Zoo beyond your observation time. If friends or family join you after that time, they will have to pay the regular admission fee.

**Course Calendar**

It is your responsibility to keep up with all deadlines and any changes that may occur. A copy of this calendar is in Syllabus/Schedule tab in Blackboard.

- We often must be flexible working with the Zoo. Their schedule can change based on animal care needs.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Week</th>
<th>Topics</th>
<th>Behavior Readings</th>
<th>At the Zoo</th>
<th>Key Dates</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td>11</td>
<td>1</td>
<td>Primate taxonomy cladistics &amp; general primate traits</td>
<td>make general observations of all species, which do you want to work with &amp; why?</td>
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<td></td>
<td>18</td>
<td>2</td>
<td>No Class MLK Day</td>
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<td></td>
<td>25</td>
<td>3</td>
<td>Research these items for the primates you will be studying: Life history, diet &amp; ranging patterns &amp; Social &amp; mating groups &amp; dispersal patterns</td>
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<td>February</td>
<td>1</td>
<td>4</td>
<td>Ethograms, Observation types, &amp; Enrichment</td>
<td>Try out different observational techniques, which one will give you the information you need?</td>
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<td>Reflection 1</td>
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<td></td>
<td>8</td>
<td>5</td>
<td>What observation method should you use?</td>
<td>Olive baboons, What are friends for?</td>
<td></td>
<td>Observations</td>
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<td></td>
<td>15</td>
<td>6</td>
<td>Do we have all the background research done on our primate species?</td>
<td>Tana River mangabeys, Monkey on a Riverbank.</td>
<td></td>
<td>Observations</td>
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<td></td>
<td>22</td>
<td>7</td>
<td>Discuss methods, make sure we have background material, prepare for build</td>
<td>Chimpanzees, Leopard killers of Mahale.</td>
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<td>Observations &amp; Hypothesis due</td>
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<td></td>
<td>29</td>
<td>8</td>
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<td>Hapalobates, Red Colobus, &amp; Crowned Eagles, Teamwork Tactics.</td>
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<td>March</td>
<td>7</td>
<td>9</td>
<td>Patas &amp; Green colobus, The Kindness of</td>
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<td>14</td>
<td>10</td>
<td>Enrichment BUILD</td>
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<td>21</td>
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<td>Spring Break</td>
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<td>April</td>
<td>11</td>
<td>13</td>
<td>Wrap up behaviors &amp; conservation</td>
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<td>1. Reflection 3 2. Optional: Undergraduate Research Conference 18 Apr</td>
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<td>25</td>
<td>15</td>
<td>Wrap up behaviors &amp; conservation &amp; symposium 28 April</td>
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**ANTH 479 Primates at Zoo Boise Bradbury**

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<td>12</td>
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<td>Capuchin, Capuchin Counterpoint</td>
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<td>Observations</td>
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<tr>
<td>11</td>
<td>13</td>
<td>Wrap up behaviors &amp; conservation</td>
<td>193-197 &amp; 28</td>
<td>Introduction Human nonhuman primate interaction and</td>
<td>Observations</td>
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**General Policy**

**Academic Dishonesty**
All work submitted by a student must represent his/her own ideas, concepts, and current understanding. Cheating or plagiarism in any form is unacceptable and violations may result in disciplinary action.

- Cheating or plagiarism on a single assignment or exam will result in a failure on that assignment.
- Failure in the class will result if cheating or plagiarism is found in more than one assignment or exam.
- Working together on an individual assignment is encouraged. Work submitted as an individual assignment should however be "in your own words."

**Drop Policy**
It is your responsibility to drop the course. You are responsible for adding and dropping courses. It is your responsibility to drop any course you do not intend to finish. If you stop attending a course without filing a drop request you will receive a grade of F.

**Special Accommodations**
Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC. Please stop by Administration 114, call 208-426-1583, or email DRCinfo@boisestate.edu to make an appointment with a disability specialist. To learn more about the accommodation process, visit the DRC website: http://drc.boisestate.edu.

**Library and Information Resources**
See Blackboard Other Resources/Library Resources (Button on left just above My Grades).

**Attendance and punctuality**
**Attendance is required** and will enhance your performance in this course. Absences or late arrivals could result in your grade being lowered. A significant portion of the grade is daily group work. You must be present to receive this credit.

**Record Keeping**
You have a responsibility to check your grades.

Please maintain copies of submitted work for future reference. If there is a discrepancy between a grade on an assignment and a grade you expected, original copies must be available to amend the error. Your grades will be posted to Blackboard. These grades should be checked regularly to ensure accuracy. **Once a grade has been uncontested for a period of two weeks, it will be considered correct and permanent.**

**Image credits (in order of appearance)**
Hallie Decime Tilty Shifty Photography Tumbler
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