

Course Form *(One form per course, lab, or recitation)*

NORTHEAST Integrated Curriculum Committee



Date: 10/11/2022

1. **Contact person:** Conrad Quintyn
Phone: 570-389-5379 **Email:** cquintyn@bloomu.edu
2. **Department:** Anthropology
Program: Anthropology, Criminal Justice & Sociology
3. **Tracking #** *(For Provost office use only)*
4. **CIP#** *(For Provost office use only)*
5. **Select which actions you are requesting for** X Undergraduate Graduate
 Course Modified for Integration Course Not Previously Offered at any campus
6. **Click modalities that the course may be offered (80% +)**
 Face-to-Face/In person Online (100%) Interactive TV Multi-modal

New University Course Prefix	New University Course Number	New University Course Title
ANTH	405	Primates
Current University Course Prefix	Current University Course Number	Current University Course Title
<i>*Only list Current Courses that are equivalent to the New Course</i>		
BU: ANTH	405	Primates
LHU:		
MU:		

New Course for Integrated University

7. Will the course be seeking General Education approval?

No Yes (if yes, go to next section [General Education Approval- click on this link](#))

8. Resources at Each Campus: List any resources, including faculty, facilities, technology, equipment, or library resources necessary at each campus listed above.

The course will be offered within load of current faculty and will be available on the BU campus. For face to face offering there are no additional resources needed beyond current classroom technology.

Identify on which campuses the course is intended to be offered in the integrated university (for administration use only):

<input checked="" type="checkbox"/> BU	<input type="checkbox"/> LHU	<input type="checkbox"/> MU
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9. Identify Departments/Programs/Courses impacted by changes on this form (Identify any programs/departments/courses that may be impacted by course changes. Contact programs, departments to obtain support if you are offering a course that will impact their program:

No other departments, courses, programs, campuses are impacted.

10. Indicate Semester and Year Course will be implemented: Fall semester 2023

11. Provide a rationale for how this course relates to the mission and goals of the related program:

A B.A. in Anthropology provides students with skills needed to understand social and cultural systems, and helps them develop critical thinking, analytical, problem-solving, and presentation skills necessary for professional success. The goals of the Anthropology program are to have students be able to: 1. Identify diverse worldviews, 2. Describe anthropological theories, 3. Apply ethical principles in research, 4. Conduct research, 5. Demonstrate effective communication skills, and 6) Evaluate the viability of potential solutions

As students study primate classification, biology, behavior and ecology they are evaluating scientific data on primate research to answer questions about the natural world (i.e., the origins of human behavior or specifically the origins of speech and language).

12. Abbreviated Title (for Master Schedule, Maximum 20 spaces): Primates

13. Course Description for Catalog (Maximum 75 words -start with an action verb.):

Explores primate classification, biology and the various phenomena affecting primate behavior such as ecology, social life, and sociocultural adaptation with emphasis on the development of socio-biological traits relating to human origins.

14. Credit(s): 3

Clock Hours: 3 **Lecture:** hours **Recitation:** hours **Lab:** hours

Contract Hours: 3 **Lecture:** hours **Recitation:** hours **Lab:** hours

15. Prerequisites (*Courses completed prior to taking this course*):

ANTH 140 Intro to Biological Anthropology or nine (9) semester hours in anthropology or any biology course

16. Co-requisites (*Courses which must be taken simultaneously with other courses*):

N/A

17. Enrollment Restrictions (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*):

N/A

18. Repeatable: Can this course be repeated for credit as a multi-topic class, not just for a grade change?

No Yes: How many times is the course repeatable?

19. Dual-Level or Cross-Listed: Is this course dual-level? Yes No.

20. Estimated Frequency of Offering: Once in a two-year cycle.

21. Recommended class size for student success: *Provide the recommended class size number and a clear rationale based on accreditation guidelines, discipline standards, or pedagogical limitations.*

The recommended class size for student success is 25. This course is writing, presentation, and discussion intensive. The recommended class size is to meet the needs of students by allowing for meaningful classroom discussions, more personal communication, inclusion of all students in assessment of performance in formal and informal presentation settings, and working with students on a one-on-one basis, and it is based on review of students' performance.

Submit a Master Course Syllabus – (see attached)

General_Education_Approval

Locate the required Curricular Theme, Program Goal, and Learning Objectives and Desired Outcomes for your selected area of this program in the [General Education Plan \(click on this link\)](#).

GE-1: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below (click on the words *Choose an item*, then click on the arrow and select one option):

N/A (Not a General Education course)

Choose an item.

GE-2: How does your course fit into the General Education *Curricular Theme and Program Goal* to which you are applying (be sure to address all of the required areas of the selected *Program Goal*)?

GE-3: List the Course Specific SLOs that correspond to the General Education SLOs of the relevant *Curricular Theme and Program Goal* and explain how your course will meet each one of these Course Objectives. *Please be specific and use examples to align in column two and to demonstrate how this will be implemented in column three.*

Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (SLOs)	How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of General Education and Course Specific SLOs?

Submit the Master Course Syllabus (including assessment) in addition to this form to be considered for General Education approval.

Signatures		
Required Signatures	Name	Date
Department Chairperson	David Fazzino	10/11/2022

By typing my name in the box above, I am electronically signing this form. Dean, ICC Chair, and President/Designee will sign to indicate approval directly in SharePoint.

Final status: Approved



Approved by
Rogers-Adkinson, Diana

The recommended class size is acknowledged. The president (or designee of the president) retains the right to alter the class size as warranted, in support of the mission, vision and operation of the university.

MASTER COURSE SYLLABUS

NORTHEAST Integrated Curriculum Committee

1. **DATE PREPARED:** 7/13/2022
2. **PREPARED BY:** Conrad Quintyn
3. **DEPARTMENT:** Anthropology, Criminal Justice & Sociology
Program: Anthropology
4. **COURSE PREFIX & NUMBER** (*without space in-between*): ANTH405
5. **COURSE TITLE:** Primates
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 25
8. **PREREQUISITES/CO-REQUISITES:** ANTH 140 Intro to Biological Anthropology or nine (9) semester hours in anthropology or any biology course
9. **COURSE DESCRIPTION FOR CATALOG:** Explores primate classification, biology and the various phenomena affecting primate behavior such as ecology, social life, and sociocultural adaptation with emphasis on the development of socio-biological traits relating to human origins.

10. CONTENT DESCRIPTION: The following areas of study will be included:

- I. **Introduction to Nonhuman Primates**
 - A. What Is a Primate?
 - B. How Much Like Us?
 - C. What is Primatology?
 - D. Why Study Primates?
 - E. Where Does One Go to Study Primates?

- II. **Primate Classification**
 - A. Classification Systems
 - B. What Is a Species?
 - C. How New Species Appear?
 - D. Primate Taxonomy
 - E. Morphological-based Taxonomy
 - F. Genetic-based Taxonomy

- III. **Primate Biology**
 - A. Phylogenetics: Genetic Distance
 - B. General Body Plan
 - C. Body Size and Energy Requirements
 - D. Reproductive Biology
 - E. Growth and Development

- IV. **Primate Biogeography**
 - A. Distribution of Primates
 - B. World Biomes

V. Primate Ecology

- A. How Primates Use their Environment
- B. Ecology Basics
- C. Components of an Ecosystem
- D. Factors that Limit Populations
- E. Species Interactions: Primates as Prey
- F. Primate-Plant Interactions
- G. Intergroup Competition and Competitive Exclusion
- H. Ranging Behavior and Territoriality
- I. Activity Cycles

VI. Primate Social Organization

- A. Why Do Some Primates Live in Social Groups While Some Do Not?
- B. Types of Social Groupings
- C. Why Do Animals Migrate?

VII. Primate Social Relationships

- A. Primates as Social Organisms
- B. The Adaptive Value of Social Behavior: Selfishness, Kin Selection, and Altruism
- C. Types of Primate Social Relationships

VIII. Primate Communication

- A. What Is Language?
- B. Theories about the Origin of our Language Ability
- C. How Different is Human Vocal Communication from that of Other Primates?
- D. Vocalization of Primates in their Natural Environments
- E. Talking with the Apes: Captive Studies
- F. What Does Our Language Have in Common with the Vocal Communications of Primates?

11. & 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT. Use the Table below to document the outcomes and assessment for the course. *If this is a General Education course, be sure to complete the second column as well, if it is not a General Education course, you can leave the 2nd column blank.*

If General Education: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below directly as done on the Course Form above (click on the words *Choose an item*, then click on the arrow and select one option):

Choose an item.

11. Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (<i>Complete this column for GE courses only</i>)	12. Student Assessment <i>Include assessment(s) and whether they are suggested or mandated (e.g., to comply with accreditation or as a minimum standard)</i>
Students will recognize and identify primates from both a biological & a behavioral suite of characteristics		<p><u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p> <p>Cumulative final exam focus on all goals reinforced in lectures and discussions</p>
Students will recognize and classify primates into their taxonomic categories		<p><u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p> <p>Cumulative final exam focus on all goals reinforced in lectures and discussions</p>
Students will learn the basics of ecology and how primates use their ecology		<p><u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p>

		Cumulative final exam focus on all goals reinforced in lectures and discussions
Students will observe primate social behavior and relationships as a field project		<u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric <u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay Cumulative final exam focus on all goals reinforced in lectures and discussions

**Note- Rows can be added*

13. METHODS:

This course is offered as a lecture/discussion course, using other materials and techniques such as films, videos, and Power Point slides, and fossil skull casts as appropriate. To facilitate discussion the proposed class size is 25 students. The course is offered every fall and spring semester.

14. COURSE ASSESSMENT:

The department collects departmental-developed rubrics and/or results on exam items across all sections of the course, both distance and in-class learning each semester. The Department will utilize a bank of questions that will serve to assess student learning objectives through the strategy of embedded questions on exams (test blueprinting). The question bank will be developed from contributions by department faculty members and will be large enough for faculty to select questions that vary from individual to individual and semester to semester, but at the same time test each of the four objectives in a reasonably consistent measurable manner. Each student learning objective will have its own set of questions. For each of the objectives, three to five embedded questions will be utilized on exams throughout the semester to test overall knowledge acquisition. Embedded question data is reported to the department outcomes assessment committee within 30 days of the final day of the semester. The data for all sections will be statistically analyzed and summarized into one data set for assessment purposes. The assessment data assists in

identifying changes needed to the course to ensure greater student attainment of the Student Learning Objectives.

The assessment results will be utilized to assist our program outcomes and general education goals as well as helping in long-term planning for curriculum and development. Data from course assessment will be transmitted to the university Office of Planning and Assessment.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended): Listed below are some of the materials which might be used in the course development but are not limited to the following references. The following list includes both historical materials and more recent references (*holdings available in the Andruss Library).

*Ankel-Simons, F. (2000). *Primate Anatomy: An Introduction*, Academic Press, London.

Chapman, C., Lawes, M., and Eeley, H. (2006). What hope for African primate diversity? *African Journal of Ecology* 44: 116-133.

Cheney, D., Silk, J., and Seyfarth, R. (2012). Evidence for intrasexual selection in wild female baboons. *Animal Behavior* 84: 21-27

Basabose, A. (2005). Ranging patterns of chimpanzees in a montane forest of Kahuzi, Democratic Republic of Congo. *International Journal of Primatology* 26: 33-54.

*Davenport, T., Stanley, W., Sargis, E., DeLuca, D., Mpunga, N., Machaga, S., and Olson, L. (2006). A new genus of African monkey, *Rungwecebus*: Morphology, ecology, and molecular phylogenetics. *Science* 312: 1378-1381.

*de Waal, F. (1998). *Chimpanzee politics: Power and Sex Among Apes*. The Johns Hopkins University Press, Baltimore.

*de Waal, F. (1999). Cultural primatology comes of age. *Nature* 399: 635-636.

Di Fiore, A., and Rodman, P. (2001). Time allocation patterns of lowland woolly monkeys (*Lagothrix lagotricha poeppigii*) in a neotropical *terra firma* forest. *International Journal of Primatology* 22: 449-480.

*Gesquiere, L., Learn, N., Simao, M., et al. (2011). Life at the top: Rank and stress in wild male baboons. *Science* 333: 357-360.

*Gosselin-Ildari, A. and Koenig, A. (2012). The effects of group size and reproductive status on vigilance in captive *Callithrix jacchus*. *American Journal of Primatology* 74: 613-621.

*Groves, C. (2001). *Primate Taxonomy*. The Smithsonian Institution Press, Washington, D.C.

Hart, J., Detwiler, K., Gilbert, C., et al. (2012). Lesula: A new species of *Cercopithecus* Monkey endemic to the Democratic Republic of Congo and implications for

Conservation of Congo's Central Basin. *PLoS ONE* 7, e44271.

Hart, D. (2007). Predation on primates: A biogeographical analysis. In Gursky, S., Nekaris, K., (eds.), *Primate Anti-predator Strategies*, Springer, New York, pp. 27-59.

Heymann, E. (2006). The neglected sense—olfaction in primate behavior, ecology, and Evolution. *American Journal of Primatology* 68: 519-524.

Hunt, K. D. (2020). *Chimpanzee: Lessons from our Sister Species*. 1st ed. Cambridge University Press, Cambridge, UK.

Jackson, T. (2021). *Monkeys: Apes, Gorillas and Other Primates*. Amber Books, London, UK.

*Jolly, C. (2001). A proper study for mankind: Analogies from the Papionin monkeys and their implications for human evolution. *Yearbook of Physical Anthropology* 44: 177-204.

*Jones, C. (2005). *Behavioral flexibility in primates: Causes and Consequences*. Springer, New York.

Kaumanns, W., and Singh, M. (2012). Social relationships among lion-tailed macaque (*Macaca silenus*) males in differently structured social units. *Current Science* 102: 1451-1455.

Kingdon, J. (1990). *Island Africa: Evolution of Africa's Animals and Plants*. Collins, New York.

*Krebs, C. (1994). *Ecology: The Experimental Analysis of Distribution and Abundance*, 4th ed. Harper Collins, New York.

Lehman, S. and Fleagle, J. eds. (2006). *Primate Biogeography: Progress and Prospects*. Springer, New York.

Link, A. and DiFore, A. (2006). Seed dispersal by spider monkeys and its importance in the maintenance of neotropical rain-forest diversity. *Journal of Tropical Ecology* 22: 235-246.

Manson, J. (2007). Mate choice. In Campbell, C., Fuentes, A., MacKinnon, K., Panger, M., Bearder, S. (eds.), *Primates in Perspective*, Academic Press, New York, pp. 447-463.

Nekaris, K. (2006). Social lives of adult Mysore slender loris (*Loris lydekkerianus*). *American Journal of Primatology* 68: 1171-1182.

*Novak, M. and Sigmund, K. (2005). Evolution of indirect reciprocity. *Nature* 437:

1291-1298.

Overdoff, D. and Parga, J. (2007). The new era of primate socioecology: Ecology and intersexual conflict. In Campbell, C., Fuentes, A., MacKinnon, K., Panger, M., Bearder, S. (eds.), *Primates in Perspective*, Academic Press, New York, pp. 466-482.

Ramdarshan, A., Merceron, G., and Marivaux, L. (2012). Spatial and temporal ecological Diversity amongst Eocene primates of France: Evidence from teeth. *American Journal of Physical Anthropology* 147: 201-216.

*Roberts, S. (2012). On the relationship between scent-marking and territoriality in callitrichid primates. *International Journal of Primatology* 33: 749-761.

Rosenberger, A. (2011). Evolutionary morphology, platyrrhine evolution and systematics. *Anatomical Record* 294: 1955-1974.

Russo, G. and Shapiro, L. (2011). Morphology correlates of tail length in the catarrhine sacrum. *Journal of Human Evolution* 61: 223-232.

*Savage-Rumbaugh, S. and Lewin, R. (1994). *Kanzi: The Ape at the Brink of the Human Mind*. John Wiley & Sons, New York.

Schwartz, B. L. and Beran, M. J. (2022). *Primate Cognitive Studies*. Cambridge University Press, Cambridge, UK.

Schwartz, J. (2005). *The Red Ape: Orangutans and Human Origins*, Revised edition. Westview Press, Cambridge, MA.

Smith, T. (2006). Individual olfactory signatures in common marmosets (*Callithrix jacchus*). *American Journal of Primatology* 68: 585-604.

*Smuts, B. (1993). Male aggression and sexual coercion of females in nonhuman primates and other mammals: Evidence and theoretical implications. *Advances in the Study of Behavior* 22: 1-63.

Swindler, D. (2002). *Primate Dentition: An Introduction to the teeth of non-human Primates*, Cambridge University Press, London.

*Tecot, S., and Romine, N. (2012). Leading ladies: Leadership of group movements in a pair-living, co-dominant, monomorphic primate across reproductive stages and fruit availability seasons. *American Journal of Primatology* 74: 591-601.

*Turner, I. (2001). *The Ecology of Trees in the Tropical Rain Forest*. Cambridge University Press, Cambridge, UK.

*Watts, D., Muller, M., Amsler, S., Mbabazi, G., and Mitani, J. (2006). Lethal intergroup Aggression by chimpanzees in Kibale National Park, Uganda. *American Journal of Primatology* 68: 161-180.

*Zihlman, A., Cronin, J., Cramer, D., and Sarich, V. (1978). Pygmy chimpanzee as a possible prototype for the common ancestor of humans, chimpanzees, and gorillas. *Nature* 275: 744-746.

16. Prototype Text: May include but not be limited to:

Strier, K. (2021). *Primate Behavioral Ecology*, 6th ed. Routledge, Oxfordshire, UK.

Fleagle, J. (2013). *Primate Adaptation & Evolution*, 3rd ed. Academic Press, New York.

Campbell, C., Fuentes, A., MacKinnon, K., Bearder, S., and Stumpf, R. (2011). *Primates in Perspectives*, 2nd ed. Allyn and Bacon, Boston.

Indicate possible recommended texts for the course where appropriate, including author/editor, title, publisher, edition, and date of publication. The style of entry should consistently follow a manual such as Turabian, MLA, APA, or an accepted guide in a specific discipline.