

# **Comparative Primate Development**

**ANT 348K (31723)**

**Spring 2019**

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**Class Meets:** Mondays & Wednesdays, 10:00 – 11:30 AM

**Room** JES A217A

**Instructor:** Dr. Aaron Sandel

**Office:** SAC 5.140

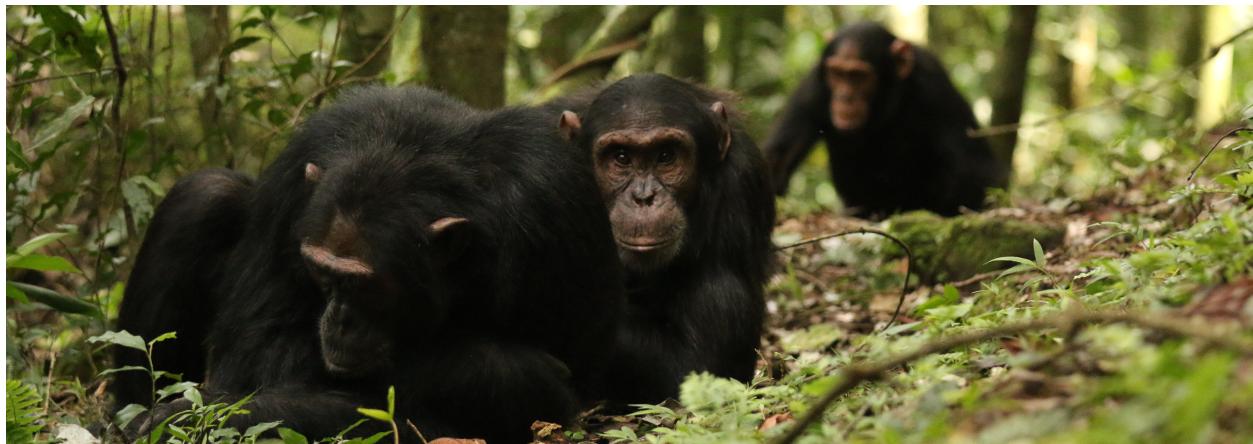
**Pronouns:** he/him/his

**Office hours:** Mon 2-4 PM & by appt

**Email:** aaron.sandel@austin.utexas.edu

**Phone:** (512) 471-7530

**About Dr. Sandel:** I study wild chimpanzees in Uganda, focusing on social behavior, development, and physiology during adolescence and the transition to adulthood.



## **COURSE DESCRIPTION**

What does it mean to be an adult? In the United States, this has become a pressing issue as many young adults seem to be stuck in adolescence. Now there are self help books for parents, including “Getting to 30: A Parent’s Guide to the 20-Something Years.” But humans are not the only animal to take a long time to grow up. Primates, especially apes, exhibit long periods of immaturity. This course will discuss primate development, focusing on biological and social definitions of adolescence and adulthood. How has natural selection shaped human and primate development? The focus of this course will be on “life history theory,” which pertains to the traits related to growth and reproduction, life and death. At what age and size do animals start reproducing? How many offspring do different species tend to have at one time? Why do primates, compared to other mammals, tend to live long and reproduce slowly? How is energy devoted to growth vs. reproduction over the course of individual’s life? Through lecture and close readings of scientific articles, students will learn about parent-offspring conflict, mating strategies, mammalian patterns of growth, and the methods used to study growth and development. We will grapple with some questions that are difficult to answer. What is adulthood, what are the adaptive reasons for delaying it, and why is it sometimes so hard to “adult”?

## ASSIGNMENTS

Grades will be based on the following components:

**(1) Reading responses (25%)**

- a. There will be 11 required readings throughout the semester. These will be scientific articles and will require a careful reading. Every Tuesday by 5pm, every student must submit three (3) response questions based on the reading for Wednesday.
- b. Each student will also be required to lead discussion for one (1) of the readings. In class on Wednesday, students assigned to lead the discussion will provide a 5-minute synthesis of the article and engage classmates in a discussion based on the others' response questions.

**(2) Two mid-term exams (30%)**

- a. There will be two (2) in-class exams based on lectures, readings, and discussions. The format of tests will be multiple-choice and short answer.

**(3) Assignments (20%)**

- a. The final unit of the course will involve independent reading and compiling of data from the published literature. This will be submitted in part as a *data table*, and then as a *poster* on the last day of class.

**(4) Class participation (25%)**

- a. This course combines lecture with class discussion, including student-led discussions. Thus, attendance and active participation is required.

*For more details, please see the Course Schedule below and the Canvas site.*

### Grading Policies

Do not worry too much about grades, because often they are poor predictors of success.

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F	<65%

### Late work

Late work will be handled on a case-by-case basis. Please make every effort to complete assignments on time, as this will allow us to move forward on schedule.

## COURSE SCHEDULE

Day	Date	Unit	Topic	Assignment
1	Wed	23-Jan-19	Life Stages	Human life stages
2	Mon	28-Jan-19		Chimpanzee Adolescence
3	Wed	30-Jan-19		Puberty
4	Mon	4-Feb-19		Human growth & spurts
5	Wed	6-Feb-19		Mammal life stages/life history
6	Mon	11-Feb-19		Primate growth patterns
7	Wed	13-Feb-19		Life history theory
8	Mon	18-Feb-19		<b>Exam 1- Growth &amp; Adolescence</b>
9	Wed	20-Feb-19	Life history	Human life history
10	Mon	25-Feb-19		Primate life histories
11	Wed	27-Feb-19		Age & Size at Maturity
12	Mon	4-Mar-19		Number & Size of Offspring
13	Wed	6-Mar-19		Lifespan & Aging
14	Mon	11-Mar-19		Comparative analyses of primates
15	Wed	13-Mar-19		<b>Exam 2- Life History Theory</b>
	Mon	18-Mar-19		No class: Spring Break
	Wed	20-Mar-19		No class: Spring Break
16	Mon	25-Mar-19		Chimpanzee bone growth
16	Wed	27-Mar-19		How to: Lit Review
18	Mon	1-Apr-19	Evolution	Bone growth during adolescence
19	Wed	3-Apr-19		Evolution of human growth patterns
20	Mon	8-Apr-19		Primate socioecology
21	Wed	10-Apr-19		Energy expenditure
22	Mon	15-Apr-19	Hypotheses	Age at puberty; age at full size
23	Wed	17-Apr-19		Hypothesis for adolescence
24	Mon	22-Apr-19	Methods	Comparative Database 1
25	Wed	24-Apr-19		Comparative Database 2
26	Mon	29-Apr-19		Phylogenetic Comparative Analyses 1
27	Wed	1-May-19		Phylogenetic Comparative Analyses 2
28	Mon	6-May-19		Conclusions on Primate Development
29	Wed	8-May-19		<b>Poster Session</b>

## POLICIES

### Classroom Policies

#### Statement on Learning Success

Your success in this class is important to me. We all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

#### Laptops and cell phones

No cell phone use in class. If you use a laptop in class it must only be for taking notes or referencing class material. Going to other websites is distracting to me and to other students. If you cannot stop yourself from messaging friends or doing whatever Facebook equivalent that college students do, then you will not be allowed a laptop in class.

#### Absences

This course relies on both lecture and discussions, so attendance is important. The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency.

#### Student Rights & Responsibilities

- You have a right to a learning environment that supports mental/physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

#### Names and Personal Pronouns

To have a productive learning environment, it is important that I get to know you and you get to know your fellow students. This means learning everyone's names. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to

address you by a name different than what appears on the roster, and by your gender pronoun. Please advise me of this early in the semester.

## **University Policies**

### **Academic Integrity**

Each student in the course is expected to abide by the University of Texas Honor Code: **"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### **Q Drop Policy**

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

## **University Resources for Students**

### *Services for Students with Disabilities*

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

### *Counseling and Mental Health Center*

All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

### *The Sanger Learning Center*

All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slcc> or call 512-471-3614 (JES A332).

*Undergraduate Writing Center:* <http://uwc.utexas.edu/>

*Libraries:* <http://www.lib.utexas.edu/>

*ITS:* <http://www.utexas.edu/its/>

*Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>

### **Important Safety Information:**

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

### **Title IX Reporting**

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)