

**San José State University**  
**Anthropology Department**  
**Anth 154 (44611) Monkeys, Apes, Humans, Fall 2018**

**Course and Contact Information**

Instructor: Jonathan Karpf  
Office Location: Clark 404J  
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Email: jkarpf@calfac.org  
Office Hours: MW: 2-3pm and by appointment  
Class Days/Time: MW: 12-1:15  
Classroom: Clark 204  
Prerequisites: Any lower division Anthropology or Psychology class or instructor consent.

**COURSE DESCRIPTION**

The behavior, ecology and evolution of our closest animal relatives, the nonhuman primates. Interpretive emphasis toward broader understanding of human evolution and behavior. This course is a survey of the living non-human primates: prosimians, monkeys and apes. Lecture topics will include discussions of primate characteristics, origin and evolution, phylogeny and cladistics, taxonomy, geographical distribution, biology, ecology, mating habits and social relationships. There will be an emphasis on current and past theoretical frameworks (ie., life history strategies, sociobiological models, male biases, etc.), and a critical appraisal of the myths and metaphors in primatology. While this class will only introduce you to the study of primate societies, by its completion you should be familiar with a variety of the nearly 200 primate species. It is hoped that by viewing ourselves within an evolutionary framework, each of us might be able to better understand the origins of many of our morphological and behavioral patterns, as well as our place among the other organisms on this planet.

**COURSE GOALS**

**Course Learning Outcomes (CLO) :**

Upon successful completion of this course, students will be able to:

- 1. *Identify the living primates by taxonomic family and genus*
- 2. *Understand the evolutionary history of - and relationships among - the living primates.*
- 3. *Be able to predict social organization based on degree of sexual dimorphism, body size based on diet, locomotor behavior based on diet and body size, morphology based on diet and body size.*
- 4. *Understand which primate characters are ancestral versus derived.*
- 5. *Understand ecological principles*
- 6. *Be able to recognize a variety of primate species by morphology and behavior*
- 7. *Understand how humans are evolutionarily a derived ape*
- 8. *Understand the evolutionary origins of many aspects of our own behavior, and*
- 9. *Better understand humans place in nature. .*

## REQUIRED TEXTS/READINGS

### TEXTBOOK

*Primate Diversity; Dean Falk, WW Norton (2000) \$63.70 at the Spartan Bookstore.*

### OTHER READINGS

A required course reader and handout packet will be sold in the 3rd class on **W 8/29/18**, for \$38.00. The reader includes articles, handouts, your geography quizzes and “practice” exams. If you don’t purchase it in class that day, you may purchase it after that date at Maple Press on 10<sup>th</sup> Street just south of San Carlos Street.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### GRADING INFORMATION

The final grade will be based on a possible **570 points**. There will be three out-of-class quizzes worth 40 points each, one before each of the major exams; two midterms worth 100 points each, and a final exam worth 150 points. Your first midterm and first two quizzes will consist of a combination of objective questions (T/F, multiple choice, matching, short answer) as well as some short essay questions. You will **not** need blue books or scantron forms for these 3 exams. Your second midterm, 3rd quiz and final exam will consist of 5 option multiple choice questions, for which you will need T&E 0200 scantron forms. Please purchase **3** T&E 0200 forms at the beginning of the semester, and do not fold, spindle or mutilate them. Additionally, because we will be considering both New World and Old World primates in this course, there will also be three geography quizzes that will not require scantron forms. While not unusually difficult, the course does require careful attention to lectures, class discussions, and readings. You will be exposed to a fair amount of specialized vocabulary, and be expected to think about and understand abstract ideas that may be unfamiliar to you; both of these activities require time and effort. You are expected to be actively engaged in class, take notes, and to do the reading on time, so that you can follow the development of ideas and information, and so that you can ask questions and make comments in class discussions. You will also be able to raise questions in class and bring questions to my office hours in a timely fashion (that is, **not** only at the last minute). Tape recording of class sessions is

strongly **encouraged**, and you are welcome to place recorders on my desk. There will be multiple opportunities for feedback on all of your assignments, and you are encouraged to inquire about your current grade throughout the class, as I keep a running total after every assignment.

To summarize, your final semester grade in this course will be based on the following:

• Geography quizzes: 2 X 25 pts. and 1 x 51 pts. =	101 (17.7%)
• Content quizzes: 3 X 40 pts. =	120 (21.0%)
• Midterm exams: 2 X 100 pts. =	200 (35.0%)
• Final exam: 1 X 150 pts. =	150 (26.3%)
<b>TOTAL POINTS:</b>	<b>571 (100%)</b>

There are a total of **571 possible points**. **Grading** will be based on percent mastery, with 88-100% = A, 78-87% = B, 65-77% = C, 50-64% = D, and lower than 50% = F. However, should the performance of the class fall below these arbitrary grade cutoffs, then students will be ranked according to the total points accrued and the course grade will be assigned according to a normal distribution (i.e., a curve), with the average performance given a middle "C" and the grade ranges determined by the standard deviation. Therefore, only A's and B's will be awarded if no class member receives less than 78% of the total points, and students will not be competing with each other. However, even if no one receives 88% of the total possible points, the highest ~8-15% will still receive A's. Plus grades are given to those within 1% point of a major grade change, while minus grades are only given to students bumped up to a higher grade based on improvement on the final exam.

There will be optional review sessions before each exam. Students are encouraged to form study groups to prepare for exams, and to discuss topics of interest in greater depth.

### EXAMS:

Exam #1 will cover session 1 through session 10, and is due on **Monday, 10/1/18**.

Exam #2 will cover session 11 through session 19, and is on **Wednesday, 10/31/18**.

The final exam will be minimally cumulative, with an emphasis on the last 9 sessions and related reading, and will be held on **Thursday Dec. 13 from 9:45am-12:00 pm**. **Note: there will be no electronic devices (i.e., cell phones, pagers, palm pilots or other handhelds) or dictionaries allowed during exams**; I will, however, be more than happy to answer questions during the exams, including basic English translations, especially (but not exclusively) for non-native speakers of English.

### MAKE-UP POLICY:

Make-up exams will **not** be given unless 1) a **phone** message or a text is left at 408-398-9449 AND an email is sent to me at [jkarpf@calfac.org](mailto:jkarpf@calfac.org) before the scheduled time of the exam, 2) the reason for missing the exam is **important, beyond your control** and 3) is **verifiable by a reliable source**. In the case of illness, an official note from a physician or nurse-practitioner is required. There will only be **one** make-up exam given, and it will be different than the original exam. If you are going to hand written work in late, you must also notify the instructor before the due date of the written assignment. There will be a penalty for written work handed in late if the reason is not important, beyond your control and verifiable by a reliable source.

### ATTENDANCE:

After the first few weeks, roll will not be called. Dropping the course is **your** responsibility, and I will not do it for you should you vanish during the semester. Pay attention to the drop deadline in the online Schedule of Classes. You are responsible for understanding the policies and procedures about add/drops, academic

renewal, withdrawal, etc. found at [Add/drop Deadlines](#). The **DROP** deadline without a W is **Friday, 8/31/18**, and the **ADD** deadline is **Monday, 9/10/18**.

Attendance is both necessary and expected, and it is exceedingly unlikely that you will get anything out of the class - including a passing grade - should you miss many lectures. Class will begin on time and tardiness should be avoided, although you are strongly encouraged to attend lecture even if quite late: if unavoidable, come in quietly and take a seat towards the rear; don't just blow off class if you're late. I also have no problem with you recording class sessions, but you'll probably want to sit up front for good auditory reception.

## UNIVERSITY POLICIES

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S'16-9, at: [Student Rights & Responsibilities](#) More detailed information on a variety of related topics is available in the SJSU catalog, at: [SJSU Catalog](#). Please also review: [Syllabus Info](#)

In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## CLASSROOM PROTOCOL

- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to attend class. Although no formal roll will be taken, but informal attendance records will be monitored.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- As a courtesy and in respect for fellow students and instructor please turn off your cell phones and other electronics. All students - and your instructor - will turn off cell phones or put them on vibrate mode as soon as they enter class, and will put them away. You may use your cell phone or iPad cameras at the end of class to take photos of diagrams. Computers may be used only for note taking—please refrain from emailing, chatting, or looking at websites while in class. Text messaging during class is disruptive and not only disrespectful, but insulting. It also prevents you from concentrating on the lecture. If you must attend to a phone message or call, such as from a child, then please leave the room.
- Discussions of controversial topics can become emotional. Such discussion demands respect and intellectual honesty toward and between fellow students, instructor, and from instructor toward students. Personal attacks on individuals holding non-conventional/controversial ideas will not be tolerated.

## IMPORTANT CAVEATS AND NOTES:

Classroom behavior: Expectations about classroom behavior; see:

[Student Conduct Codes](#) on Student Rights and Responsibilities (click on the 1st and 4th PDF links on this webpage).

Finally, in the 43 years that I have been teaching at the university level, I have cancelled class a total of 2 times. Therefore, if you come to class and see a door sign indicating that class is cancelled, you should assume it is a hoax and wait outside the class for a minimum of 15 minutes before leaving. This 15-minute rule is a general rule for all classes, as professors - like students - can also sometimes run late.

## **CONSENT FOR RECORDING OF CLASS AND PUBLIC SHARING OF INSTRUCTOR MATERIALS**

University Policy S12-7 at [Policy on recording class](#) requires students to obtain instructor's permission to record the course, and the following items to be included in the syllabus:

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**NOTE:** I permit all students to voice-record - but not video - my lectures. You are also strongly encouraged to use your camera phones to snap photos of any board work or slides, but you may not upload or otherwise distribute anything recorded.

## **ACADEMIC INTEGRITY CHEATING :**

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 at [Academic Integrity Policy](#)

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

## **PLAGIARISM:**

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to: The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own. (emphasis mine)

## **UNIVERSITY POLICY ON CHEATING AND PLAGIARISM**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at: [Academic Integrity Policy](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is

available at the URL above under “Cheating”. Please familiarize yourself with the Policy on Academic Integrity included above and in the online course schedule.

### **YOUR INSTRUCTOR'S POLICY ON CHEATING AND PLAGIARISM**

In this class there are severe penalties for cheating (on exams) and for plagiarism (i.e., copying directly or close to directly someone else’s words and representing them as your own). Plagiarism is cheating. There will be a zero tolerance for cheating in any form, with an immediate “F” in the course and an academic dishonesty report made to the Dean of Undergraduate Studies. Receiving two such reports is grounds for suspension or expulsion from the university.

### **CAMPUS POLICY IN COMPLIANCE WITH THE AMERICAN DISABILITIES ACT**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [Course Accommodations](#) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at: Accessible Education Center to establish a record of their disability.

### **ACCOMMODATION TO STUDENTS’ RELIGIOUS HOLIDAYS**

San Jose State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See: [Religious Holidays Policy](#)

### **STUDENT TECHNOLOGY RESOURCES**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

### **LEARNING ASSISTANCE RESOURCE CENTER**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC web site can be found at: [Peer Connections](#)

### **SJSU WRITING CENTER**

The SJSU Writing Center is located in Room 126 in Clark Hall. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at: [Writing Center](#)

### **PEER MENTOR CENTER**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping

out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required.

### **SJSU COUNSELING SERVICES**

The SJSU Counseling & Psychological Services (CAPS) is located in the Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group

basis. To schedule an appointment or learn more information, please visit the Counseling Services website at: [CAPS](#)

## **Anth 154: Monkeys, Apes, Humans**

### **Course Schedule**

The schedule below is subject to change with fair notice; any changes will be announced at the beginning of class. If you are late to class, it is your responsibility to find out if you missed any important announcements. Please see or contact the instructor. **NOTE:** If a date on the following course schedule is in bold font, that signifies that there is something that day that bears on earning points towards your final grade.

Key to Readings:

**F:** = Chapter or pages in **Falk textbook**

**R:** = pages in the **Course Reader**

**R#** = Reading #'s in the **Course Reader**

Week	Date	Topics, Readings, Assignments, Deadlines
1	W: 8/22	1) Introduction: Course logistics
2	<b>M: 8/27</b>  <b>W: 8/29</b>	2) Introduction to vertebrate taxonomy (Can't tell the players without a scorecard) <b>F: pp. 1-9 .</b> <b>Beginning of the semester survey (5 pts)</b>  3) <b>Course Reader sold at start of class! Bring check or cash.</b> Phenetics vs. cladistics: reconstructing phylogeny <b>F: pp. 36-39/R# 1-3, pp. 121-122</b>  <b>[NOTE: Friday 8/31 is last day to DROP w/out a W!]</b>
3	M: 9/3  W: 9/5	<b>Labor Day (no class): Honor Labor! (Look for the union label)</b>  4) Primate characteristics: morphology, brains & behavior <b>F: pp. 10-13/ R# 4-6 &amp; 9; Study for Old World Geography Quiz: M: 9/10/18.</b> <b>[NOTE: Monday 9/10 is last day to add a class or change grade options!]</b>
4	<b>M: 9/10</b>  <b>W: 9/12</b>	5) <b>Old World Geography Quiz (25 pts.) Take-home quiz #1.</b> <b>Poll on Review Session #1</b> A molecular approach to reconstructing phylogeny, or "no muss, no fuss, no dishpan hands..." <b>F: pp. 34-36/R pp. 123-126</b>  6) Primate taxonomy, or Ordering the order: Prosimians and Anthropoids or Strepsirrhines and Haplorrhines? <b>Quiz #1 DUE!</b> <b>F: 6-10/ R# 3-9 &amp; 17-18; Study for New World Geography Quiz: M: 9/17/18</b>
5	<b>M: 9/17</b>  W: 9/19	7) <b>New World Geography Quiz (25 pts.)</b> The geological eras, periods and epochs, and 1st appearance of major vertebrate taxa. <b>R#8</b>  8) The origin of the primates: trees and/or insects? <b>F: pp. 15-25</b>
6	<b>M: 9/24</b>  <b>W: 9/26</b>	9) Primate origins: Paleocene teeth and Eocene prosimians <b>F: pp. 21-24/ R#: 7 &amp; 19.</b> <b>Midterm #1 Review session: M: 9/24, or T: 9/25?</b>  10) Oligocene monkeys and rafts to the New World <b>F: pp. 25-28 &amp; 113-118/ R#19</b> <b>Midterm #1 (take-home) passed out in class!</b>



Week	Date	Topics, Readings, Assignments, Deadlines
7	<b>M: 10/1</b>  W: 10/3	11) <b>Midterm #1 DUE at the beginning of class!</b> Miocene hominoids (apes) <b>F: pp. 28-36/R# 6-9</b>  12); Primate groups: size and composition. Why be social? Social organization: solitary foragers, mated pairs, polyandry, one-male groups, and multi-male groups. <b>F: Ch. 2/ R#10-13 and #15-16</b>
8	M: 10/8  W: 10/10	13) Socioecological principles: insects or leaves, cubes or squares... <b>R #: 21-23</b>  14) More socioecological principles: the relationship between diet, size, group composition, group size and sexual dimorphism. <b>R#: 15-16, #24-26, 31-32 ; <u>Study for Africa Geography Quiz on M: 10/15!</u></b>
9	<b>M: 10/15</b>     <b>W: 10/17</b>	15) <b>Africa Quiz!</b> Sociobiological principles: Primate reproductive strategies, altruism and kin selection. <b>F: Ch. 9/ R#: 33, <u>Quiz #2 passed.</u></b>  16) <b>Quiz #2 DUE!</b> Primate dispersal patterns and philopatry, Life History: infants, juveniles, and the transition to adulthood. <b>R#20, 26, 37-41</b> <b>[Poll class re: timing of Midterm #2 review session]</b> <b>M: 10/29 or T: 10/30?]</b>
10	M: 10/22  W: 10/24	17 Reproductive strategies: tactics, alliances, and the "politics of power". <b>F: Ch. 9/R# 27-30.</b>  18) Sexual behavior and sexual differences in behavior; Conflict and cooperation; Dominance: Conceptions and misconceptions. <b>F: Ch.9/R# 34-38</b>
11	M: 10/29    <b>W: 10/31</b>	19) Non-human primate communication; Non-human primate deception. <b>R# 42-47.</b>  20) ) <b>Midterm #2 (In-class; T&amp;E 0200)</b> <b>Have a safe Halloween!</b>
12	M: 11/5  <b>W: 11/7</b>	21 Prosimians: Lemurs, Lorises and Tarsiers; <b>F: Ch. 3-4/R# 10</b>  22) ) New World Monkeys: Marmosets & Tamarins. <b>F: Ch. 5/R#: 11; <u>Quiz #3 passed</u></b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
13	M: 11/12  <b>W: 11/14</b>	<b>Veterans Day (No class): Honor Veterans!</b>  23) New World Monkeys: Cebids. <b>F: Ch. 6</b> <b><u>Quiz #3 DUE!</u></b>
14	M: 11/19    <b>W: 11/21</b>	24) Old World Monkeys: Colobines. <b>F: Ch. 7</b>  <b>Campus Closed for Thanksgiving; eat like there's no tomorrow!</b>
15	M: 11/26       <b>W: 11/28</b>	25) Old World Monkeys: Cercopithecines. <b>F: Ch. 8</b> [Poll class re: timing of Final Exam review session on W: 12/9]  26) Lesser Apes: Gibbons and Siamangs. <b>F: Ch. 10/R#: 13</b> Asian Great Apes: Orang-utans. <b>F: Ch. 11/R#: 42-44.</b>
16	M: 12/3       <b>W: 12/5</b>	27) African Great Apes: Gorillas; <b>F: Ch. 12</b> African Great Apes: Chimpanzees and Bonobos. <b>F: Ch. 13</b>  28) Primate cognitive abilities: the language acquisition studies <b>R#45-47.</b>
17	<b>M: 12/10</b>	29) Primate conservation: Now or never <b>F: Ch. 14 and</b> <b>epilogue/R#48-52</b> <b>End of semester survey (5 pts.)</b>
<b>Review Session</b>	<b>T: 12/11</b>	Review session for Final Exam: "Dead Day" W: 12/11 TBA 11-1?
<b>Final Exam</b>	<b>R: 12/13</b>	Clark 204 at <b>9:45 am to 12 pm</b> (NOTE the time difference!)