

# ANTH 133: LIFE OF PRIMATES

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## In Workflow

1. ANTH Committee Chair (zeanah@csus.edu)
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## Approval Path

1. Mon, 26 Oct 2020 02:39:56 GMT  
David Zeanah (zeanah): Rollback to Initiator
2. Mon, 26 Oct 2020 19:36:18 GMT  
David Zeanah (zeanah): Approved for ANTH Committee Chair
3. Mon, 26 Oct 2020 20:20:47 GMT  
Michael Delacorte (mgdel): Approved for ANTH Chair
4. Sat, 07 Nov 2020 15:17:12 GMT  
Tristan Josephson (tristan.josephson): Rollback to Initiator
5. Sat, 07 Nov 2020 22:35:08 GMT  
David Zeanah (zeanah): Approved for ANTH Committee Chair
6. Mon, 09 Nov 2020 18:05:00 GMT  
Michael Delacorte (mgdel): Approved for ANTH Chair
7. Mon, 09 Nov 2020 23:29:11 GMT  
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
8. Mon, 09 Nov 2020 23:52:14 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

## New Course Proposal

Date Submitted: Sat, 07 Nov 2020 19:12:03 GMT

**Viewing: ANTH 133 : Life of Primates**

**Last edit: Sat, 07 Nov 2020 19:12:02 GMT**

Changes proposed by: Clara Scarry (223000869)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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**Catalog Title:**

Life of Primates

**Class Schedule Title:**

Life of Primates

**Academic Group: (College)**

SSIS - Social Sciences & Interdisciplinary Studies

**Academic Organization: (Department)**

Anthropology

**Will this course be offered through the College of Continuing Education (CCE)?**

Yes

**Please specify:**

CCE and Stateside

**Catalog Year Effective:**

Fall 2021 (2021/2022 Catalog)

**Subject Area: (prefix)**

ANTH - Anthropology

**Catalog Number: (course number)**

133

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring, Summer

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

We currently have two (2) courses that explore aspects of non-human primate adaptations (ANTH 152: Comparative Primate Morphology and ANTH 154: Primate Behavior) that are in-depth but atomized pictures of our closest living relatives. This course is intended to provide a holistic view of the entirety of the primate order that integrates aspects of these two lecture courses into a broader survey course that would be appropriate for non-majors (or as an elective for majors). To accomplish this goal, this course specifically links the behavioral strategies to morphological/physiological adaptations of all primates (versus a focus on apes in ANTH 152 and behavioral ecology in ANTH 154), while simultaneously expanding to include aspects of primate biology not covered in other courses, including: sensory ecology, community ecology, conservation, and psychological/cognitive studies.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Introduction to the biology of non-human primates - our closest living relatives with evolutionary histories that are simultaneously linked with and independent of our own, leading to a startling diversity of species and lifeways. Covers the living diversity of primates, their evolutionary origins and the relationships among living and fossil species, the social and ecological pressures selecting for anatomical/physiological and cognitive adaptations, the structures of their communities, and the existential threats faced by non-human primate species in a human-impacted world.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

Yes

**Prerequisite:**

Any lower-division Area B2 GE course

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'**

Students will be able to:

- 1) Describe the disciplinary approaches that are employed to study the biology and behavior of primates, as well as limitations of these individual approaches relative to a holistic, multidisciplinary approach to understanding primate diversity;
- 2) Identify major groups within the primate order and reconstruct the evolutionary relationships among living and extinct primate species;
- 3) Interpret the anatomical/physiological, behavioral, and cognitive traits observed among primates as evolved responses to ecological and social pressures that individuals encounter;
- 4) Describe the major threats to species survival among primates and discuss the pathways and barriers faced by conservationists; and
- 5) Discuss evidence-based conclusions from primary scientific literature by citing the supporting data and synthesizing the arguments from multiple sources.

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

- 1) Exams - will fulfill ELOs 1-4
- 2) Classroom activities and discussions - will fulfill ELOs 1-4
- 3) Research paper - fulfills ELO 5 (and others based on student topic selection)

**For whom is this course being developed?**

General Education

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

### **Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Integrative learning  
Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning (Upper Division Only)

**Which GE objective(s) does this course satisfy?**

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

ANTH 133 Sample Syllabus - Course Proposal.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## **General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning**

Section 1.

**Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Course type:**

Physical Science or Life Forms

### **For courses in physical science or life forms:**

**Develops an understanding of the principles underlying and interrelating natural phenomena including the foundations of our knowledge of living systems.**

This course has an underlying evolutionary approach to understanding primate diversity, which builds upon the understanding of natural selection and other evolutionary processes that are taught in Area B2 courses. Building upon this foundation, we will go into greater depth on how these processes play out in a model group (non-human primates), which will generate an understanding of both

the proximate drivers of trait expression (e.g., mechanistic and developmental perspectives) and their ultimate consequences (e.g., adaptive value and evolutionary relationships).

**Introduces students to one or more of the disciplines whose purpose is to acquire knowledge of the physical universe and/or living systems and life forms.**

This course is based upon providing a survey of research done under the umbrella category 'primatology', which is at heart an interdisciplinary field that draws from anthropology, biological sciences, psychology, and paleontology. To provide a holistic view of the non-human primates, therefore, the course will reference research in all of these sciences.

**Develops an appreciation of the methodologies of science and the limitations of scientific inquiry.**

Through this course, we will cover the approaches used in a number of different disciplines to understand living primate diversity. We will also discuss limitations of these methods, including: evolutionary phylogenies as inherently hypotheses (versus fact), 'unknowable' characteristics about extinct animals, strengths and weakness of field vs. captive methods for understanding behavior and cognition, consequences of anthropomorphizing primates and the rebound effects of attempting to make primate studies wholly objective.

**Please Note: Courses listed in this category:**

- 1) **Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.**
- 2) **These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.**

**Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:**

**Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.**

- 1) Describe the disciplinary approaches that are employed to study the biology and behavior of primates, as well as limitations of these individual approaches relative to a holistic, multidisciplinary approach to understanding primate diversity;
- 2) Identify major groups within the primate order and reconstruct the evolutionary relationships among living and extinct primate species;
- 3) Interpret the anatomical/physiological, behavioral, and cognitive traits observed among primates as evolved responses to ecological and social pressures that individuals encounter;

**Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.**

ELOs 2 and 3 require students to recognize evidence-based conclusions. More specifically, ELO 4 has an applied approach focused on matters of public/ethical concern (primate conservation). ELO 5 asks students to be able to take evidence-based conclusions from multiple sources to develop a broad/general perspective.

- 4) Describe the major threats to species survival among primates and discuss the pathways and barriers faced by conservationists; and
- 5) Discuss evidence-based conclusions from primary scientific literature by citing the supporting data and synthesizing the arguments from multiple sources.

**Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.**

We will spend two weeks discussing conservation priorities and strategies, which require assessing the costs to stakeholders relative to the benefits for the primate population(s). We will also discuss the potential to address the origins of human moral behavior by examining non-human primate emotional capabilities, prosocial tendencies, and responses to inequities.

**Includes a writing component described on course syllabus**

- 1) **If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.**
- 2) **If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]**

The course will involve two writing components: essay questions on each of the three exams and a term paper (1500 - 2000), which is designed as a stacked assignment to provide students with instructor feedback during the development of the paper. This incremental design for the research paper includes: a brief prospectus to determine suitability of topic, an annotated bibliography, a full outline, and the final paper. Exams count for 45% of the grade and the term paper (including all pieces) will count for 40%.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

This course uses non-human primates, which are charismatic species, to reinforce both an evolutionary perspective to looking at the living world and the importance of addressing the global environmental crisis that has emerged due to anthropogenic changes.

**Please attach any additional files not requested above:**

Fw Anthropology Course Proposal.pdf

**Reviewer Comments:**

**David Zeanah (zeanah) (Mon, 26 Oct 2020 02:39:56 GMT):** Rollback: comments in email

**Tristan Josephson (tristan.josephson) (Sat, 07 Nov 2020 15:17:12 GMT):** Rollback: Please see email for requested changes.

Key: 14336