

**University of Florida**  
**Department of Anthropology**  
**ANT 4930/ANG 6930**  
**Primate Conservation**  
**Fall 2019**

Class Days and Time:

Tuesdays: 12:50-1:40 (FLG 0275)

Thursdays: 12:50-2:45 (WEIL 0279)

Class Location: Turlington Hall, B123

Instructor: Dr. Kim Valenta

Email: valentakim@gmail.com

Office Hours: By appointment

Contacting the Instructor: I will be available to meet with students for questions about the assigned readings, written or other course assignments, and general discussion about conservation, primates, and field work. *Please do not hesitate to email me*; I will respond to emails received Monday-Friday within 24 hours, and by Monday morning at the latest to emails received on Saturday-Sunday.

**COURSE DESCRIPTION**

Primates, the mammalian order to which humans belong, face endangerment and extinction around the world. Human-induced disturbances such as climate change, habitat loss, and the illegal pet trade are partially responsible for the endangered or critically endangered status of ~60% of primate species. We will examine intrinsic and extrinsic risk factors within the framework of environmental ethics, conservation biology and evolutionary theory. After completing the course, students will be able to:

- Confidently discuss the status of primate populations, identify major threats to their survival, and explain common approaches to conservation;
- Analyze the efficacy of particular conservation strategies under real-world circumstances;
- Critically evaluate applied conservation initiatives.

**NOTE:** This is a *seminar* course, and thus differs from a typical lecture-format class. Seminar courses, unlike instructor-led courses, are a team effort – you will get out of this class what you put into it. As members of the team, you are expected to come to class prepared to discuss the information in the readings, and the ecological and ethical issues raised by them in a thoughtful and substantive way. I challenge each of you to view this class as an investment in your education, as well as a means by which to become part of the solution...

Also, **PLEASE DO NOT BRING LAPTOPS TO OUR COURSE MEETINGS.** Please print all assigned readings and have these ready in class to refer to.

**ABOUT THE INSTRUCTOR**

Before and during my academic life, I became heavily involved in non-profit and wildlife conservation work, primarily through the Toronto Wildlife Center, and other North American-

based NGOs. My academic background is primarily in tropical ecology and biology, and I've conducted research in Panama, Costa Rica, Uganda and Madagascar. While in Madagascar, I quickly became aware that I was on the frontline of a conservation crisis, and witnessing primate species extirpations first hand. My experiences in primate ecology, international field sites, and the world of non-profit conservation organizations led me to co-found a primate conservation organization in Madagascar in 2012, which I continue to serve as director for today. These experiences together have led me to a lifelong dedication to conservation, and will help to inform the content of the course and the practical skills I hope to impart to you as a student. I encourage you to bring your unique experiences, skills, and interests to the work we do in this class, along with an openness to new perspectives and ideas.

### **ASSIGNED READINGS**

There is no required text for this class. Assigned reading(s) are listed in the class schedule below. Supplemental materials will be posted at least one week prior to class via Canvas. In order to facilitate robust and informed discussion, you are expected to complete all required readings prior to class, and ideally, to bring a hard copy of all assigned readings with you to class to refer to during discussion.

### **COURSE ASSIGNMENTS AND GRADING**

- **PARTICIPATION/ CLASS DISCUSSIONS (80%)** - On days designated for class discussion, students will discuss questions related to the readings. All students **MUST** read all assigned papers. Your participation grade will be based on your contributions to your group, and the larger class discussion. Questions and comments on the reading should be prepared and with you during seminar. Attendance is the most critical component of student learning in this class and is required. If you know that you will not be in class, please contact me at least 72 hours in advance so that we can determine an appropriate make-up assignment (typically a written reading response). More than one unexcused absence will result in a half-grade deduction from your participation grade. More than two unexcused absences from the discussion forum will result in a full grade deduction from your participation grade.
- **STUDENT-LED DISCUSSIONS (20%)**: Each student will choose and present a topic of interest during any of the discussion days, and lead the class discussion on this topic. You will provide a formal powerpoint presentation to get the class up to date on your topic, and fully lead the discussion of the papers you will assign on your topic.

**Academic Accommodations:** I will strive to ensure an equitable learning environment for all students; however, it is the responsibility of the student to request academic accommodations.

**Classroom Etiquette and Culture:** In this course, we will be discussing controversial issues that may lead to heated debate. To foster a culture of intelligent and respectful discourse, I expect you to attend all course meetings and come prepared to participate, listen to your classmates, and respond thoughtfully to opposing points of view. Cell phones should remain *silent and invisible* for the duration of each class period. If you cannot avoid arriving late or leaving early on a given day, please let me know ahead of time, so that we can avoid disrupting your classmates' discussion.

### Grading Schema

Grade	Range	Grade	Range
A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
		F	0.0-59.9

### Disclaimer about Changes to the Syllabus:

This is a proposed schedule that may change as the semester progresses. If changes to the syllabus need to be made due to unforeseen circumstances, I will provide updates in a timely fashion and ensure that enough time is provided to complete readings and assignments.

### COURSE SCHEDULE:

Date	Topic/Activity	Reading	Discussant /presenter	Notes
Tue. Aug. 20	Introduction to the course			
Thur. Aug. 22	What is conservation biology?	Soule 1985		
Tue. Aug. 27	Do primate conservation and biodiversity matter?	Estrada 2013; Estrada et al. 2017; Barlow et al. 2018;		
Thur. Aug. 29	Conservation – who pays?	Poudyal et al. 2018; Williams, 2001; Van Houton 2005		
Tue. Sept. 3	Bushmeat	Bowen-Jones and Pendry 1999; Minhos et al 2013; Alves et al 2010		
Thur. Sept. 5	The pet trade	Reuter et al 2015; Nijman et al 2011; Duarte-Quiroga and Estrada 2003		
Tue. Sept. 10	Compassionate conservation	Moore et al 2014; Ramp and Bekoff 2015; Paquet and Darimont 2010		

Thur. Sept. 12	Extinction	Purvis et al 2000; Ceballos et al 2015		
Tues. Sept. 17	<b>Activity:</b> How to make a decent PowerPoint presentation			<b>Please bring your laptops to class!</b>
Thur. Sept. 19	Primate tourism – is it a useful tool for conservation?	Russon and Wallace, 2014; Isaacs 2000; Adams and Infield 2003		
Tues. Sept. 24	<b>Example of Discussion Lead:</b> Invasive species	Eppley et al 2016		
Tues. Oct. 1	Habitat fragmentation, degradation and loss	Isaac and Cowlshaw, 2004; Harcourt and Doherty 2005; Almeida-Rocha et al. 2017		
Thur. Oct. 3	Conservation psychology	Saunders 2003; Clayton 2005; Selinske et al. 2018		
Tues. Oct. 8	Forest fragmentation and edge effects	Onderdonk and Chapman 2000; Gregory et al 2017; Lehman et al 2006		
Thur. Oct. 10	Climate change	Campos et al. 2017; Brook 2008		
Tues. Oct. 15	Disease ecology	Gillespie et al. 2008; Herrera and Nunn, 2019; Clayton et al. 2016		
Thur. Oct. 17	Captive breeding and reintroductions	Cheyne 2009; Wyner et al. 1999; Leader-Williams et al. 2007		
Tues. Oct. 22	<b>Student-led discussion. Topic and Readings TBA</b>			
Thur. Oct. 24	<b>Student-led discussion. Topic and Readings TBA</b>			
Tues. Oct. 29	<b>Student-led discussion. Topic and Readings TBA</b>			
Thur. Oct. 31	<b>Student-led discussion. Topic and Readings TBA</b>			
Tues. Nov. 5	<b>Student-led discussion. Topic and Readings TBA</b>			
Thur. Nov. 7	<b>Student-led discussion. Topic and Readings TBA</b>			
Tues. Nov. 19	<b>Student-led discussion. Topic and Readings TBA</b>			

Thur. Nov. 21	<b>Student-led discussion. Topic and Readings TBA</b>			
Tues. Nov. 26	<b>Student-led discussion. Topic and Readings TBA</b>			
Thur. Nov. 28	<b>NO CLASS – HAPPY TURKEY DAY!</b>			
Tue. Dec. 3	Course summary and final thoughts	Petrovan et al. 2018		