

AUTUMN 2007
PSYCHOLOGY 601: COMPARATIVE PSYCHOLOGY
9:55-12 M&W IN MODULE #5

INSTRUCTOR: DR. DAWN M. KITCHEN

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OFFICE HOURS: MONDAYS & WEDNESDAYS 4-5 OR BY APPT

COURSE OVERVIEW:

This course provides students with a survey of the field of animal behavior which has connections to Psychology (Comparative Psychology), Biology (Ethology), Behavioral Ecology, and Anthropology (both Physical & Cultural). We will examine both captive and field studies of behavior on a range of species including humans. Proximately, we will discuss the hormonal, neural, and mechanical causes of behavior along with the influence of genes, learning and the environment on development of behavior. Ultimately, we will examine the adaptive function and the evolutionary history of behavior. Topics will include reproduction, sexual selection, social behavior, predator-prey interactions, foraging, communication, and migration.

REQUIRED READINGS (PURCHASE AT OSU-MANSFIELD BOOK STORE):

- 1) Alcock, Animal Behavior, 8th edition, Sinauer
- 2) Sherman & Alcock, Exploring Animal Behavior, 4th edition, Sinauer

DISABILITIES STATEMENT: Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. I will make every attempt to accommodate reasonable and timely requests.

Please contact Michelle McLane at the Office for Disability Services at (419) 755-4304 or you may visit her at C100E Conard Learning Center in order to coordinate reasonable accommodations for students with documented disabilities.

SUMMARY OF COURSE EXPECTATIONS

Evaluation	Total Points	% of Total Grade
12 Quizzes (drop 2 lowest)	40	20%
Paper & Editing	40	20%
2 Campus Events (Planet Earth)	8	4%
2 Exams	112	56% (28% each)
GRAND TOTAL:	200	100%

FINAL GRADES (% OF POSSIBLE POINTS): A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73 D+ 67-69; D 60-66; E < 60.

TENTATIVE SCHEDULE: Subject to change based on class progress & discussion.

<i>DATE</i>	<i>LECTURE TOPICS</i>	<i>ALCOCK</i>	<i>SHERMAN & ALCOCK 'READINGS'</i>	<i>PAPER & EXAMS</i>
PART 1 – FRAMEWORK				
W Sept 19	Introduction			
M Sept 24	Bird Song: 4 Approaches	2	Holecamp & Sherman: Squirrels (53)	
PART 2 – ULTIMATE CAUSES OF BEHAVIOR				
W Sept 26	Evolution & Natural Selection	1	Trut: Domestication of Fox (181) Sherman & Flaxman: Food (191)	12-1: Meet at library for database instruction
M Oct 1	Evolutionary Origins		Shear: Web Evolution (164) Holldobler & Wilson: Ants (154)	
W Oct 3	Adaptive Behavior & Comparative Method	6 (1 st ½)	Hrdy: Infanticide Curtin & Dolhinow: Social Behav	
PART 3 – PROXIMATE CAUSES OF BEHAVIOR				
M Oct 8	Genetics & Environment	3		Paper Topics Due
W Oct 10	Learning & Instinct		Robinson: Honey Bee Genes (61) Vandenbergh: Sex Variation(109)	
M Oct 15	Neural Influences	4	May: Aerial Defense (137)	
W Oct 17	Chemical Influences	5	Wingfield: Testosterone (102) Schoech: Helping Scrub Jays (117)	
PART 4 – TOPICS IN BEHAVIOR				
M Oct 22	Economic Decisions	7		Oct 23-25 noon & PM Planet Earth events
W Oct 24	Escaping Predators	6 (2 nd ½)		Exam 1 (thru 'Chemicals')
M Oct 29	Finding a Home	8		
W Oct 31	Reproductive Strategies I	10	Eberhard: Genitalia (212) Borgia: Bower Birds (175)	
M Nov 5	Reproductive Strategies II	12	Thornhill & Gwynne: Insect Sex (204)	
W Nov 7	Mating Systems	11	Getz & Carter: Prairie Voles (220)	Nov 8 7PM Founders: Diversity Speaker
W Nov 14	Social Behavior I	13	Heinrich: Ravens Share (274) Emlen et al: Family Decision (282)	Rough Drafts Due
M Nov 19	Social Behavior II		Seeley: Superorganism (304) Honeycutt: Naked Mole Rats (293)	
W Nov 21	Communication I	9		Edits Due
M Nov 26	Communication II & Cognition		West & King: Mozart Starling (93) Hauser: Numbers (77)	
W Nov 28	Human Behavior	14	Buss: Human Mating (248) Sois: Religious Ritual (312)	Evaluation Forms Due
F Nov 30	My mailbox in Bromfield NO LATER then 4PM			Final Paper Due
W Dec 5	FINAL EXAM (FROM 'ECONOMICS' TO 'HUMANS' ONLY; I.E., NOT CUMULATIVE) WEDNESDAY, DECEMBER 5TH: 8:00-9:48 AM			

EXAMS

There will be 2 exams totaling 60% of your final grade. Exams will include multiple choice, matching, true/false and short answers. I do not give early or make-up exams without prior notice **and documentation** of a family emergency. When given, these **will be harder** than the original.

READINGS

In your reading list, I included a number of review articles written for a general audience so that you can hone your abilities critically reading and discussing science research. In order to discuss and participate, you must be present and must have read the assignment before that class period. To ensure this, I **will give 12 'pop' quizzes** throughout the 20 week term. Make-up quizzes are not given, but you are allowed to drop the 2 lowest grades.

This aspect of the course is worth a 1/5 of your grade. All students are expected to take part in the discussion and I will be recording participation. If your grade is borderline, your participation can help your grade. Readings will be covered on the exams even if we don't discuss them in class. Please bring up any questions you have on readings in class. Our discussion will help shape exam questions.

PAPER

The assignment: Upon completion of this course, I believe it is important for you to understand the scientific method, be a critical reader, and be able to develop testable predictions about animal behavior. Toward this goal, you will be asked to develop a short critical review paper.

You should choose a current topic in animal behavior and look at different studies done on that topic. You must summarize the findings, but more than that you should critically examine the research on this topic. Critiquing an article can be easy- it is unfortunately the case that some papers are published with methods that aren't soundly reasoned or explained well, that ignore alternative explanations, or that fail to test alternative hypotheses. However, to be critical does not necessarily mean you need to be negative- however it does mean you have to be able to express a reasoned opinion on a matter and use the published literature to build your argument.

You might think about how a study could be replicated to explore possible confounding effects. It is often clear in the Introduction or Discussion that different authors have conflicting views. You might examine such controversial topics- what are the different methods or viewpoints of the authors? what ways might differences be resolved with further testing? etc... You might find a 'classic' (usually 10 or more years old) and see what has been done/changed since then, and how new data have modified working hypotheses. Note that some journals offer old copies online (e.g., IJP, J of Comp Psych and Proceedings- see below), but for others you should be careful to work in advance if you need to get an older paper (either work with our librarians or visit the Columbus campus).

Topics are due by Monday Oct 8th. You will receive the most feedback if you give me an outline of your arguments and some of the references you plan to use.

Accessing the literature: You are expected to use **8-10 papers as references**. Make sure all but 1-2 are published recently enough to be accessible online. I prefer that you use papers from journals, but including 1-3 book chapters containing original data are acceptable. Review papers (limit use to 1-2 in addition to 8-10 above) can only be used as a springboard- in other words, your ideas must be substantially different.

Generating topics: To find ideas, you can comb the recent publications in respected journals (see handout for accessing journals online). Here I list some journals (note British spelling of some) and in parentheses give the dates that they became available online (you can access these from home or school). Do not use articles from magazines (e.g., National Geographic) or from journals that are not peer-reviewed. See me if there is a question.

American Journal of Primatology (1997), Animal Behaviour (1993), Animal Cognition (1998), Auk (2000), Behaviour (1999), Behavioral Ecology (1998), Behavioral Ecology and Sociobiology (1996), Biology of Reproduction (200-2006), Brain, Behavior and Evolution (1998-2006), Ethology (1998), Hormones and Behavior (1993), International Journal of Primatology (1991-present, 1982-1986), Journal of Comparative Psychology (1921), Physiology & Behavior (1995), Primates (1998), or Proceedings of the Royal Society B (1990 or as 'Series B' from 1934+).

A second way to generate a topic is to conduct a search using a database such as BIOSIS or ISI. Given this is a 600-level course, most of you are already familiar with database searches. However, I will be giving you a handout with directions for accessing and using the ISI data base. Once inside, running a search is fairly straightforward. There are helpful hints on how to input key words available on our library website at <http://library.mansfield.ohio-state.edu/forms-user-guides.html> (click on "Search Techniques & Research Guide"). Finally, I will be setting up a tutorial with our research librarian, Don Reams, held over a common hour. Common hour is a free period on our campus and with advanced notice you should not have a conflict. However, to further encourage you to attend this tutorial, I will offer 2 extra credit points.

Finding related sources once you find a topic is easy. Using an article you are interested in, go to the references and look up what papers the authors cited. The ISI database even allows you to link to a .pdf version of recently published papers in the reference list. Another great time saver is to use the ISI database to look at what papers have cited the paper you are interested in (see handout).

Using the literature: This is not a book report so you SHOULD NOT simply summarize the entire paper (that is done in each paper's abstract). Rather, use pieces of information from the paper to build your argument- what grabs your attention, etc. You will likely look over more papers than you actually use, so you need to be able to skim wisely. I suggest starting with Abstracts. If a paper looks relevant or interesting, move on to Introduction and Discussion. Save delving into Methods and Results once you decide on some papers you plan to use. Even then, use for general concepts only- I don't expect you are familiar with statistics etc...

Citations within text should not be given as footnotes. Instead, list references in parentheses at the end of a sentence, or at the beginning or end of a paragraph where you discuss that paper. Citations in parentheses should be in ascending date order with different citations separated by semicolons. If more than two authors, use 'et al.' after first author. If the same author published twice in the same year, add letters 'a' & 'b' after date. For example: (Cheney 1987a, 1987b; Cheney & Seyfarth 1990; Cheney et al., 2004). Give a page number only if it comes from a book.

Remember you need to cite a paper when you paraphrase from it or summarize ideas from it. Any direct quotes must be in quotations (FYI: your instructor hates quotes, so please use them sparingly). All references used must be cited at least once in text and given in bibliography at the end. Plagiarism is a serious academic misconduct issue and I will be doing my own search outside of the references you list to ensure you did not use any sources that you did not cite.

References must be listed in alphabetical order, and should be formatted in a hanging paragraph. You must follow the style below.

1) **Book chapters** list the chapter title (not capitalized), the book title (capitalized and following ‘In:’), editors, publisher location, publisher name, and page numbers:

Cheney, D.L. 1987a. Interactions and relationships between groups. – In: *Primate Societies* (Smuts, B.B., Cheney, D.L., Seyfarth, R.M., Wrangham, R.W. & Struhsaker, T.T., eds). University of Chicago Press, Chicago, pp. 267-281.

2) **Full books** (title in capitals)-you do not need chapter titles or page numbers:

Cheney, D.L. & Seyfarth, R.M. 1990. *How Monkeys See the World: Inside the Mind of Another Species*. University of Chicago Press, Chicago.

3) **Journal articles** need title, date, journal title (capitalized), volume and page numbers:

Cheney, D.L., Seyfarth, R.M., Fischer, J., Beehner, J., Bergman, T., Johnson, S.E., Kitchen, D.M., Palombit, R.A., Rendall, D. & Silk, J.B. 2004. Factors affecting reproduction and mortality among baboons in the Okavango Delta, Botswana. *International Journal of Primatology* 25: 401-428.

Writing style of the paper is open, but generally you should start with a few introductory paragraphs (what is the general problem? what arguments will you be giving me?). Then, address each point you are trying to make using literature to back it up along with your own opinions, critiques and ideas. Finally, give a summary and closing statements (bigger picture/speculation/future of research...).

Peer Review: I will assign you to a small group of peers. Exchange contact information and set up meetings so that you can bounce ideas off of each other early on in the process.

Near the end of the term, your group will exchange rough drafts. As an editor you should not only check grammar and spelling, but also comments on general content, organization and writing. In other words, if ideas within a paragraph or between paragraphs are not flowing, point this out. If you feel the ‘story’ is missing something or is difficult to understand in sections, make a note in the margin. Also give positive comments when appropriate (e.g., let the author know what parts are good and should be left untouched). There are always comments to make, even on the best paper. It would be more beneficial to the author if you could meet or talk briefly with them about your comments and/or be available for questions over the phone or email. **Rough drafts** are due to by **Wed Nov 14** and **editorial comments are due back by Wed Nov 21st**.

You will be evaluated by your partners and graded on how helpful and timely you were in both aspects of the process. **Evaluation forms** (see below) are due by **Wed Nov 28th**.

Assistance from me: I am always available for help during office hours or by appointment. However, you need to do some work before you meet with me so that you have specific questions. For example, I will not generate topics but I can help refine them.

I unfortunately can’t read anyone’s papers in advance because I can’t read 40 papers twice. If you want help with writing, please make an appointment with the campus Writing Lab and read Gopen & Swan’s “Science Writing” paper in Sherman & Alcock (starting on page 21).

Format & due date: **Final typed papers** should be single spaced with ~12 pt font and ~1” margins. Papers should be at ≥ 5 pages and ≤ 10 . Final hard copies must be delivered in class or to my mailbox in Bromfield by **4PM Friday November 30th** (earlier for graduating seniors-see me).

EVENTS ON CAMPUS

This Fall there will be a CARE Forum from October 23-25th on Planet Earth--Focusing on the celebration of the planet, its beauty and the importance of protecting it.

Conservation of the creatures on our planet is directly relevant to our class. Thus, I will expect that you **attend 2 of these 6 events** during the term, each worth 4 points. You can attend an **additional 2 events for 2 extra credit points each**.

I am giving you plenty of notice so that you can work out arrangements with your employers and for child care. Typically all you are required to do to earn these points is get on my attendance list.

{Note: ?below indicates venue still uncertain- ask me in class or check OSU-M Calendar of Events}

- 1) Tuesday 10/23, 6:30 PM, Performance Hall in Riedl?: Environmental panel by local politicians and candidates.
- 2) Wednesday 10/24, Common hour, Eisenhower Student Union?: COSI visits
- 3) Wednesday 10/24, 6:30 PM, Performance Hall in Riedl?: Screening of Inconvenient Truth, moderated by Ozeas Costa & Gary Wood
- 4) Thursday 10/25, Common hour, Eisenhower Student Union?: professor and journalist panel
- 5) Thursday 10/25, 6:30 PM, Founders Auditorium?: Lonnie Thompson lecture

Every Fall, OSU-M sponsors a Distinguished Diversity Speaker. Because cultural diversity is an important part of your college experience, I will include attendance at this event as one of your options:

6) Thursday 11/8, 7pm, Founders Auditorium: OSU-M's 2007 Distinguished Diversity speaker Dr. David Halperin, Professor of the History and Theory of Sexuality at the University of Michigan: *Plato's Theory of Erotic Desire*

Finally, if your schedule makes it necessary, you can substitute attending some of the Diversity Events this term with prior notice & permission from me.

- 1) Monday Oct 8th, 7-8:30pm, Performance Hall in Riedl: a film, *20 Straws*, about the experience of 'coming out' in high school followed by a panel discussion
- 2) Wednesday 10/17, 6PM, Performance Hall in Riedl: Cassandra Chronos, RN, *Understanding the Transgendered Community: Breaking the Myths, Getting the Facts*
- 3) Monday Oct 29th, 6:30-8:30pm, Performance Hall in Riedl: a film, *Tying the Knot*, which debates gay marriage followed by a panel discussion

Evaluation Form (due Thursday Nov 28th)

I reviewed the rough draft of _____

The rough draft was given to me on the due date? yes or no? Comments: _____

Or, partner made efforts to get it to me at a mutually acceptable time? yes or no?
Comments: _____

The rough draft was complete enough for me to work on? yes or no? Comments: _____

Other comments: _____

I received comments on my rough draft from _____

This person returned my comments to me by the due date? yes or no? Comments: _____

Or, he/she made adequate effort to get them to me at a mutually acceptable time? yes or no?
Comments: _____

My partner made useful grammar & spelling comments- yes or no? Comments: _____

My partner made useful writing tips and organization comments- yes or no?
Comments: _____

My partner made useful comments on the content of my paper- yes or no? Comments: _____

Other comments: _____
