

***Instructor: Hawkes***  
***Office: 219 ST***  
***Consultation: After class to 1:00P T & Th***  
***or appointment***

### ***BEHAVIORAL ECOLOGY IN ANTHROPOLOGY***

***Goals:***

This course is an introduction to behavioral ecology as it has been applied to topics in anthropology. The goals of the course are to acquaint you with the theoretical perspective, with some of the concepts and models that have proven so productive in studies of animal behavior generally, and with a sample of the accumulating body of work that uses these tools in anthropology. After an introductory discussion we will take up, in turn, a series of substantive topics. Looking first at the concepts and models as tools and at some of the non-human patterns they reveal or explain, and then at applications of the perspective and models to ourselves. The course will be biased toward my research interest in using the behavioral ecology of modern hunter-gatherers and of living nonhuman primates as lines of evidence about human evolution.

***Format:***

Class format is lecture and discussion of questions arising from both readings and lecture.

In addition, you'll get a question each week about the material of the week on which to write a short essay. Your essay should be no longer than one 1.5-spaced typed page. I will not assign grades to these essays but they are required and due as specified - no late papers will be accepted. I'll mark the essays with suggestions to help in preparation for exams. Timely completion of these assignments (done/not) will count toward final grades.

***Exams and Grades:***

There will be three exams, each consisting of two parts: first a bluebook section to be completed in class on the day indicated in the schedule; second, a take-home essay section, to be typed and returned the following day. In advance of each exam I'll hand out a study guide with a list of questions that includes the ones that will appear on the exam. The first exam will count less toward your final grade than the second, and the second less than the final exam. (Approximate weighting: 22% first, 27% second, 32% third; 20% weekly essays).

Students enrolled in 6461 will meet for an additional seminar hour each week (time TBA).

### ***TEXTBOOKS***

Davies NB, JR Krebs & SA West. 2012. *Introduction to Behavioral Ecology*, 4th Ed. Oxford: Wiley-Blackwell. You can download the ebook from the library with this link:  
<http://ebookcentral.proquest.com.ezproxy.lib.utah.edu/lib/utah/detail.action?docID=862786>

Hrdy SB. 1999. *Mother Nature: maternal instincts and how they shape the human species*. New York: Ballantine Books.

### ***ADDITIONAL READINGS (Marriott electronic reserve)***

You can access course reserves at the [Course Reserves tab](#) in the Marriott Library catalog and searching for Hawkes, or the course name, or course number and section ([ANTH 4461-001](#) or [ANTH 4461-001](#)). More information on using course reserves is in Course Reserve "How to Guide," which gives a walkthrough that explains searching courses, filtering courses and how to access copyrighted material from off campus.

**Author/date citations in the reading assignment columns (beginning on p 3) identify the paper assigned for that day/topic. Match those to the full citations for the papers below.**

- Blurton Jones NG. 1987. Tolerated theft, suggestions about the ecology and evolution of sharing, hoarding, and scrounging. *Soc Sci Info* 26(1):31-54.
- Blurton Jones NG, F Marlowe, K Hawkes, & JF O'Connell. 2000. Paternal investment and hunter-gatherer divorce. In: *Adaptation and Human Behavior; an anthropological perspective*, L Cronk, N Chagnon, & W Irons eds. pp 61-90. New York: Aldine de Gruyter.
- Charnov EL & D Berrigan. 1993. Why do female primates have such long lifespans and so few babies? or Life in the slow lane. *Evol Anthropol* 1: 191-194.
- Connor R. 1992. Egg trading in simultaneous hermaphrodites: an alternative to tit for tat. *J Evol Biol* 5:523-528.
- Hawkes K. 1992. Sharing and collective action. In *Evolutionary Ecology & Human Behavior*, E Smith & B Winterhalder eds, pp. 269-300. New York: Aldine de Gruyter.
- Hawkes K. 1993 Why hunter-gatherers work: An ancient version of the problem of public goods. *Curr Anthropol* 34 (4): 341-361.
- Hawkes K. 2004. Mating, parenting and the evolution of human pair bonds. In *Kinship and Behavior in Primates*, B Chapais & C Berman, eds, pp 443-473. Oxford University Press.
- Hawkes K & R Bliege Bird. 2002. Showing-off, handicap signaling, and the evolution of men's work. *Evol Anthropol* 11:58-67
- Hawkes K & JE Coxworth. 2013. Grandmothers and the evolution of human longevity: A review of findings and future directions. *Evol Anthropol* 22(6):294-302.
- Hawkes K & JF O'Connell. 1992. Optimal foraging and subsistence transitions. *Curr Anthropol* 33: 63-66.
- Hawkes K, JF O'Connell, & NG Blurton Jones. 1995. Hadza children's foraging: juvenile dependency, social arrangements, and mobility among hunter-gatherers *Curr Anthropol* 36(4):688-700.
- Hawkes K, JF O'Connell & NG Blurton Jones. 2001. Hadza meat sharing. *Evol Hum Beh* 22:113-142.
- Hawkes K, O'Connell JF & Blurton Jones NG 2014. More lessons from the Hadza about men's work. *Hum Nat* 25(4): 596-619.
- Hawkes K, JF O'Connell, NG Blurton Jones, H Alvarez & EL Charnov 1998 Grandmothering, menopause, and the evolution of human life histories. *Proc Nat Acad Sci USA* 95(3): 1336-1339.
- Hill K, H Kaplan, K Hawkes, & AM Hurtado. 1987. Foraging decisions among Ache hunter-gatherers: New data and implications for optimal foraging models. *Ethol Sociobiol* 8:1-36.

- Kaplan H, K Hill, J Lancaster, & AM Hurtado. 2000. A theory of human life history evolution: Diet intelligence, and longevity. *Evol Anthropol* 9:156-185.
- Parker GA. 2006. Behavioural Ecology: Natural history as science. In: *Essays in Animal Behavior*, LW Simmons & J Lucas eds, pp 23-56. Elsevier.
- Seger J. n.d. Are there genes for behavior?
- Seger J & JW Stubblefield. 1996. Optimization and adaptation. In: *Adaptation*. G. Lauder and M. R. Rose eds. Academic Press.
- Smuts B. 1992. Male aggression against women: An evolutionary perspective. *Hum Nat* 3:1-44.
- Smuts B & D Gubernick. 1992. Male-infant relationships in nonhuman primates: Paternal investment or mating effort? In: *Father-Child Relations: Cultural and Biosocial Contexts*. B. Hewlett ed. pp. 1-30. New York: Aldine de Gruyter.
- Sugden R. 1986. Chapters 1 & 2 in *The Economics of Rights, Co-Operation and Welfare*. Basil Blackwell.
- van Schaik CP. 1989. The ecology of social relationships amongst female primates. In: *Comparative Socioecology; the behavioural ecology of humans & other mammals*. V. Standen and R. Foley eds. pp. 195-218. Oxford: Blackwell Scientific Publications.

### **SCHEDULE**

<b><i>Dates</i></b>	<b><i>Topic</i></b>	<b><i>Reading Assignments</i></b>	
		<b><i>Texts</i></b>	<b><i>Electronic Reserve</i></b>
8/22	Introduction		
8/24-8/31	Function & mechanism Norms of reaction	DK&W chap 1 Hrdy pref, chaps 1-3	Parker 2006 Seger nd (hum section 7)
9/5-7	Optimality/ESS	DK&W chap 2	Seger & Stubblefield 1996 Sugden 1986 chapters 1 & 2
9/12-14	Resource choice	DK&W chap 3 & 4	Hill et al. 1987 Hawkes & O'Connell 1992
9/19-21	Contests, scrounging & ownership	DK&W chap 5	Blurton Jones 1987 Hawkes 1992
9/26	Catch up & review		
9/28	<b><u>First Exam: Thursday September 28</u></b>		

<i>Dates</i>	<i>Topic</i>	<i>Reading Assignments</i>	
		<i>Texts</i>	<i>Electronic Reserve</i>
10/3-5	Competition & Grouping	DK&W chap 5, 6 Hrdy chap 5	van Schaik 1989
10/10-12	<b><u>Fall Break</u></b>		
10/17-19	Sexual conflicts & sexual selection	DK&W ch 7 & ch 1 p 33-45 ch 10 pp 282-297 Hrdy chaps 4,6,7,13	Smuts & Gubernick 1992 Smuts 1992
10/24-26	Mating & parenting	DK&W ch 8 to p 238 & chap 9 & 10 Hrdy chaps 9 & 10	Blurton Jones et al. 2000 Hawkes 2004
10/31-11/2	Kinship, parent-offspring conflict	DK&W chap 11 & chap 8 from p 238 Hrdy pp 62-69 & chap 17, 18	Hawkes et al. 1995
11/7	Catch-up & review		
<b><u>Second Exam: Thursday, November 9</u></b>			
11/14-16	Conflicts of interest & cooperation	DK&W chap 12	Connor 1992 (re-read Blurton Jones 1987) Hawkes et al. 2001
11/21	Collective action problems & signaling	DK&W chap 14	Hawkes 1993 Hawkes & Bliege Bird 2002 Hawkes et al. 2014
11/23	<b><u>Thanksgiving Holiday</u></b>		
11/28-11/30	Life histories	Hrdy chap 8, 11	Charnov & Berrigan 1993 Hawkes et al. 1998 Kaplan et al. 2000
12/5	Life histories continued	Hrdy chap 19-22	Hawkes & Coxworth 2013
12/7	Catchup & review		
<b><u>Final Exam: Monday December 11</u></b> <b><u>10:30 am – 12:30 pm</u></b>			

## **Department and University Policies**

ADA Statement: The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness ([www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776).

Student Code: (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code ([regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). ``Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

Incomplete Policy: An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If a student has a problem with the course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.