

Monkey Mindreading: Exploring Primate Psychology

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Writing 101 Section 24: 8:30 am–9:45 am in Carr 241
Writing 101 Section 25: 11:45 am–1:00 pm in Carr 106
Writing 101 Section 26: 3:05 pm–4:20 pm in Art 102

COURSE OBJECTIVES:

This course has two interrelated goals. **1. One goal is for you to become more proficient, careful thinkers by becoming more proficient, careful writers.** In this course, we will focus heavily on writing as a step-by-step process that will enable you to gain a deeper understanding of the topics we discuss as you move through the process of formulating, organizing, and supporting your ideas. As you learn to revise your words, you will also learn how to adjust your thinking and navigate the two-way street of writing and learning. Improvement in your critical reading, researching, and writing skills will come through lots of practice, revisions, and giving and receiving feedback on each other's work. **2. The second goal is for you to engage in scientific inquiry by learning how scientific research is conducted and shared with other experts and the broader public through writing.** You will analyze scientific material from a variety of sources that investigate whether humans stand alone in our possession of cognitive abilities like self-awareness and deception, or if these abilities are shared with other animals. I hope that this course gives you an understanding of major questions in cognitive psychology and an appreciation for how scientists go about answering these questions.

These two objectives should work in concert to create a unique course filled with fun conversations and debates, and hands-on experience with critical reading, writing, and research. **Ultimately, I hope that this course makes you a more confident and capable writer, helps you to think creatively and analytically about cognitive psychology, and provides you with ways to transfer these skills to current and future courses at Duke.**

UNIVERSAL WRITING 101 OBJECTIVES:

Writing 101 offers students a foundation for and introduction to university-level writing and helps students develop strategies for generating, supporting, and sharing their ideas within a community of scholars. While specific readings and writing projects vary by professor, all sections of Writing 101 share the same course goals and practices that prepare students for the rigorous scholarly analysis, intensive research, and intellectual growth they will encounter throughout their undergraduate careers. Regardless of the particular section, students of Writing 101 learn how to: **1. Engage with the work of others, 2. Articulate a position, and 3. Situate their writing within specific contexts,** and students are offered practice in four fundamental aspects of academic writing: **1. Researching, 2. Workshopping, 3. Revising, and 4. Editing.**

COURSE MATERIALS:

Required textbook (available at the Duke Bookstore):

The Cognitive Animal: Empirical and Theoretical Perspectives on Animal Cognition. 2002. Beckoff, M., Allen C., and Burghardt G. (Editors). Cambridge: MIT Press. 482 pp.

Additional readings:

In addition to the textbook, reading materials will come from academic journals, books, popular magazines, newspapers, and other media that will teach us about cognitive psychology and provide models for the type of writing you will be asked to produce. We will also rely on handouts that provide practical guidance for improving critical reading and writing skills. I will post all links to media and additional readings in Sakai Resources and/or hand out hard copies in class. If you ever have trouble accessing any course materials online, please let me know as soon as possible. **I expect you to bring the textbook and print copies of any other readings with you to every class so that we can refer to specific passages in our class discussions.**

Note: We will be taking a class trip to the **Duke Lemur Center** (<http://lemur.duke.edu>) this semester, and the fee for this tour will be **\$7.00 per student**. Please consider this fee part of your course expenses and be prepared to pay it the day of the visit.

ATTENDANCE AND PARTICIPATION:

Because this is a seminar class, it depends on the *full* participation of *all* members of the class. **I expect you to attend every class on time and ready to contribute to discussions, peer reviews, and group work. You may miss two classes without penalty (that includes STINF absences), but missing more than two classes or being habitually late will result in a severe drop in your attendance grade.** I consider our classroom to be a collaborative environment in which we all exchange ideas, help each other understand scientific concepts, and provide feedback on each other's writing. Sharing your ideas and your work with others can be intimidating for even the most seasoned academic (it still is for me!), but we will work together to make it an inviting and supportive atmosphere. I expect you to be respectful of each other when critiquing and providing feedback on each other's work, and when expressing differing viewpoints in class discussions. To maintain full participation, I do not allow cell phones or laptops to be used in class. If laptops are beneficial for a particular activity, I will let you know in advance so that you can bring yours in on the specified day. Otherwise, **please turn off and leave laptops and cell phones in your bags while in class.**

THE WRITING STUDIO AND UNDERGRADUATE WRITING TUTORS:

The Writing Studio is an excellent resource that provides you with opportunities to meet with trained writing tutors to discuss questions and concerns about your works-in-progress. **When you make a one-on-one appointment with a tutor, make sure to bring your assignment prompt and any relevant pre-writing or texts.** You can check out the Writing Studio website (<http://twp.duke.edu/writing-studio>) or visit one of their three locations on campus to find out more about how you can take advantage of the many services they offer. The Main Studio is at 106 Art Building, East Campus (open 10 am–4 pm Monday–Thursday).

This Writing 101 course is also fortunate to be paired with an **Undergraduate Writing Tutor (UWT), who you will meet with twice over the course of the semester for one-on-one conferences that will last 50 minutes each.** These conferences are meant to provide you with an opportunity to get targeted feedback on two writing assignments that you will be revising (Short Paper 3 and the Research Proposal). I expect you to arrive at your conferences on time and fully prepared to discuss your papers. The UWT is not there to tell you what to do, but rather to offer advice and work *with* you to improve your paper. You will sign up for these conferences using an online calendar so that you can select the days/times that best fit your schedule.

The UWT for Section 24 (8:30 am–9:45 am) is Brandon Levy (brandon.levy@duke.edu)

The UWT for Section 25 (11:45 am–1:00 pm) is Chandra Swanson (chandra.swanson@duke.edu)

The UWT for Section 26 (3:05 pm–4:20 pm) is Cynthia Moffitt (cynthia.moffitt@duke.edu)

COURSE LIBRARIAN:

In the second half of this course, you will need to locate journal articles and books relevant to the research question you choose to explore in your research proposal. To familiarize you with Duke's library system and to assist you with this research, a librarian, **Meghan Gamsby** (meghan.gamsby@duke.edu), will be working with our course. We will meet with Meghan as a class once we begin thinking about potential questions to explore in your research proposals, and you may also choose to set up additional appointments on your own to get further help with your research.

SUBMITTING YOUR WORK:

In addition to handing in hard copies of assignments, I will also ask you to turn in some writing assignments by uploading them to our course website on Sakai. Don't worry if you haven't used this system before- I will advise you on how to upload and download documents, and view our online syllabus and course announcements on Sakai. I expect you to turn in all assignments (including drafts) on time, whether I ask for them at the beginning of class or on Sakai. **If you submit an assignment late, your grade will drop a half step (i.e., from an A to an A-) each day that your work is late after the deadline.** I consider your assignment one day late as soon as the deadline passes. In other words, plan ahead and get your assignments done on time! Specific formatting guidelines will be on the prompts for each writing assignment, but **please save any document uploaded to Sakai by your first initial, last name, and assignment title (e.g., LSmith_Research Proposal Draft 2).**

PLAGIARISM AND ACADEMIC HONESTY:

I expect you to uphold the Duke Community Standard (<http://www.integrity.duke.edu/new.html>). As part of this commitment, you pledge not to plagiarize. I will discuss with you the proper way to give credit to others' words and ideas in your writing and how to appropriately use the work of other authors to strengthen and support your ideas. **I will not tolerate plagiarism and if I suspect anyone of plagiarism, I am obligated to report it to the Duke University Undergraduate Judicial Board.** Being found guilty of plagiarism can result in failure of this course and/or suspension from Duke. If you have any questions about what constitutes plagiarism, please talk to me or go to: <http://library.duke.edu/research/plagiarism>. We will use **APA-style citations** for all papers, so please familiarize yourself with this style manual at our libraries or on the Writing Studio website.

WRITING PROJECTS:

Throughout this course you will be asked to read several different kinds of texts and produce various kinds of writing in response to those texts. Some of this writing will be done during class time to help you brainstorm ideas or work through new concepts. Other writing projects will enable you to go more in-depth with a particular topic and require several pages of well-researched writing. In general, your writing will fall into these categories:

In-Class Exercises:

These short, exploratory writing assignments will give you the opportunity to reflect on new material, collect your thoughts, and revise pieces of writing. Some of these may be shared with the class; others will be just for you. These exercises will not be graded.

Short Papers:

These 2- to 5-page papers will be based on the articles, chapters, videos, and podcasts we will review and discuss in class. You will have three of these papers over the course of the first half of the semester. Short Paper 3 will be revised based on feedback you receive from peer reviews and from your first one-on-one conference with our UWT.

Peer Reviews:

A large component of this course is sharing your work with each other at various stages of the writing process. You will be responsible not only for reading each other's drafts, but also for providing constructive, thoughtful feedback on each other's work in the form of peer reviews. The verbal and written reviews you provide for your peers *and* those you receive about your work will help you to revise and strengthen your ideas and writing.

Pre-Proposal:

This 3-page assignment will be the first step towards writing your final research proposal. The pre-proposal will consist of a brief literature review that provides background information about your research topic and explains its relevance to the field, an outline of your proposed methods, and a list of the references you intend to use for your research proposal.

Research Proposal:

This 7- to 9-page research proposal will be your final writing project of the semester and it will entail the development of a clearly articulated research question within the field of cognitive psychology and a description of the methods you would use to carry out this research. This project will require extensive independent research into your research topic so that you can determine what research has already been done, what unanswered questions remain, and what experimental and/or observational methods are appropriate for answering your research question. You will refine and polish your work through multiple revisions, peer-review workshops, and feedback from one-on-one conferences with me and our UWT. You will also share your research proposal with the class at the end of the semester in a brief oral presentation.

GRADING:

Your grade will be based on the following components:

- Short Paper 1 = 15%
- Short Paper 2 = 15%
- Short Paper 3 = 20%
- Pre-proposal = 5%
- Research Proposal = 30%
- Final Presentation = 5%
- Peer Reviews and Drafts = 5%
- Attendance/Participation = 5% (including student/teacher and UWT conferences)

EMAIL:

I will send emails to the class during the semester to communicate about important course announcements. I am also happy to communicate with you individually over email if you ever have questions. However, **remember to first look through the syllabus and/or assignment prompt before emailing me to make sure your question cannot be answered by reading the course materials more carefully.** The syllabus on Sakai will always have the most current information about readings assignments and due dates/times. Please also remember that email is still communication with your professor and I expect your emails to be professional and courteous, just as my emails will be to you. Text abbreviations, slang, and other informal writing are fine when you communicate with your friends, but they are not appropriate when communicating with professors or other professionals in the academic community. I highly recommend visiting this link to read tips written by fellow Duke students for writing academic emails: http://twp.duke.edu/uploads/media_items/academic_email-tips.original.pdf.

LIST OF COURSE READINGS (These readings are alphabetized... and in APA format!):

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- Asquith, P.J. (2011). Of bonds and boundaries: What is the modern role of anthropomorphism in primatological studies? *American Journal of Primatology* 73: 238-244.
- Bolhuis, J.J., & Wynne, C.L. (2009). Can evolution explain how minds work? *Nature* (Opinion Essay) 458: 832-833.
- The Cognitive Animal: Empirical and Theoretical Perspectives on Animal Cognition*. 2002. Beckoff, M., Allen C., and Burghardt G. (Editors). Cambridge: MIT Press.
- Day, R.A., & Gastel, B. (2006). What is scientific writing? In: *How to Write and Publish a Scientific Paper*, 6th Edition. Cambridge: Cambridge University Press. pp. 3-5.
- Day, R.A., & Gastel, B. (2006). What is a scientific paper? In: *How to Write and Publish a Scientific Paper*, 6th Edition. Cambridge: Cambridge University Press. pp. 18-24.
- Emery, N.J., & Clayton, N.S. (2004). The mentality of crows: convergent evolution of intelligence in corvids and apes. *Science* 306:1903-1907.
- Fountain, H. (2009a, January 20). For the tough nuts, capuchin monkeys select the right stones. *The New York Times*. p. D3.
- Fountain, H. (2009b, March 10). Zoo chimp plans for his visitors, stockpiling rocks. *The New York Times*. p. D3.
- Griffin, D.R. (1992). Deception and manipulation. In: *Animal Minds*. Chicago: The University of Chicago Press. pp. 195-210.
- Hare, B., Call J., & Tomasello, M. (2001). Do chimpanzees know what conspecifics know? *Animal Behaviour* 61: 139-151.
- Lemonick, M.D. (2007, September 6). Babies or chimps: who's smarter? *TIME Magazine*. Retrieved from <http://www.time.com/time/health/article/0,8599,1659611,00.html>
- Melis, A.P., Hare, B., & Tomasello, M. (2006). Chimpanzees recruit the best collaborators. *Science* 311: 1297-1300.
- Morell, V. (2008, March). Minds of their own. *National Geographic Magazine* 36-61. Retrieved from <http://ngm.nationalgeographic.com/2008/03/animal-minds/virginia-morell-text/1>

- Pennisi, E. (1999). Are our primate cousins 'conscious'? *Science* 284 (5423): 2073-2076.
- Péron, F., Rat-Fischer, L., Nagle, L., & Bovet, D. (2010). 'Unwilling' versus 'unable': Do grey parrots understand human intentional actions? *Interaction Studies* 11(3): 428-441.
- Povinelli, D.J. (2004). Behind the ape's appearance: escaping anthropocentrism in the study of other minds. *Daedalus* 133(1): 29-41.
- Premack, D., & Woodruff, G. (1978) Does the chimpanzee have a theory of mind? *The Behavioral and Brain Sciences* 4: 515-526.
- Ryan, M.J. (2011). Replication in field biology: The case of the frog-eating bat. *Science* 334: 1229-1230.
- Sandel, A.A., Maclean, E.L., & Hare, B. (2011). Evidence from four lemur species that ringtailed lemur social cognition converges with that of haplorhine primates. *Animal Behaviour* 81: 925-931.
- Scarf, D., Hayne, H., & Colombo, M. (2011). Pigeons on par with primates in numerical competence. *Science* 334: 1664.
- Tomasello, M. & Call, J. (2011). Methodological challenges in the study of primate cognition. *Science* 334: 1227-1228.
- Tomasello, M. & Herrmann, E. (2010). Ape and human cognition: what's the difference? *Current Directions in Psychological Science* 19(1): 3-8.
- Wade, N. (2011, January 17). Sit. Stay. Parse. Good girl! *The New York Times*, p. D1.
- Wynne, C.L. (2004). The perils of anthropomorphism. *Nature* 428: 606.

SCHEDULE:

Please note: the schedule and readings may change a bit during the semester, so please pay attention to announcements I make in class and post on Sakai. When in doubt, always check the syllabus on Sakai- it will have the most up-to-date information and links to reading material.

* CA= *The Cognitive Animal* (course textbook)

Date	Due Today	Notes	Readings To Do For Next Class
Tues, Aug 28			CA Introduction, Pennisi (1999), Fountain (2009a, 2009b), Your Writing Process handout
Thurs, Aug 30		Class visits from Writing Studio tutors	CA Chaps. 1 & 40, Ryan (2011), Tomasello & Call (2011)
Tues, Sept 4			Povinelli (2004), Wynne (2004), Asquith (2011), Developing a Central Claim handout
Thurs, Sept 6			Day & Gastel (2006) Chaps. 1 & 4, Audience handout, APA Style Guidelines
Tues, Sept 11	SP 1 due	Watch <i>Ape Genius</i> in class	CA Chaps. 46 & 47, Bolhuis & Wynne (2009)
Thurs, Sept 13		Class visits from UWTs	CA Chap. 44, Lemonick (2007), Tomasello & Herrmann (2010), Introductions handout
Tues, Sept 18			Morell (2008), Wade (2011)
Thurs, Sept 20	SP 2 due		CA Chap. 34, Emery & Clayton (2004), Close Reading of a Scientific Research Article handout
Tues, Sept 25		UWT sign-up deadline. Workshop volunteers sign up for a conference before Oct. 1, all others from Oct. 4 to 10	Premack & Woodruff (1978), Hare <i>et al.</i> (2001), Péron <i>et al.</i> (2010), Clarity & Conciseness handout
Thurs, Sept 27			CA Chaps. 4 & 43, Griffin (1992), Paragraphing: The MEAL Plan & Argument Essay handouts
Tues, Oct 2	SP 3 draft 1 due		Workshop drafts, Peer Review Guidelines
Thurs, Oct 4		Class Workshop of SP 3 draft 1	CA Chap. 30, Scarf <i>et al.</i> (2011), Roadmaps & Reverse Outlining handouts

Date	Due Today	Notes	Readings To Do For Next Class
Tues, Oct 9			Conclusions handouts
Thurs, Oct 11	Revised SP 3 due by 5pm to Sakai Assignments		
Tues, Oct 16	FALL BREAK – ENJOY!		
Thurs, Oct 18		Library session (meet at Lilly library)	
Tues, Oct 23			
Thurs, Oct 25	Pre-proposal due	UWT sign-up deadline: Small Groups 1 & 2 sign up for a conference from Nov. 20 to Dec. 4, Small Groups 3 & 4 sign up for a conference from Nov. 6 to 18	
Tues, Oct 30 or Wed, Oct 31		Student/Teacher Conferences instead of class meeting	Sandel <i>et al.</i> (2011)
Thurs, Nov 1		Duke Lemur Center Visit (\$7.00/student)	
Tues, Nov 6	Research Proposal draft 1 due by 8pm to Sakai Small Group Folder	Article Sharing	Small Group drafts
Thurs, Nov 8		Small Group Workshop of Proposal draft 1 (for Small Groups 1 & 2 only)	Melis <i>et al.</i> (2006)
Tues, Nov 13		Presentation by former student on Nicaragua Primate Behavior & Ecology Field School	
Thurs, Nov 15		Article Sharing	
Tues, Nov 20	Research Proposal draft 2 due by 8pm to Sakai Small Group Folder		Small Group drafts
Thurs, Nov 22	THANKSGIVING BREAK – ENJOY!		
Tues, Nov 27		Small Group Workshop of Proposal draft 2 (for Small Groups 3 & 4 only)	Presentation Tips handout
Thurs, Nov 29		Article Sharing	
Tues, Dec 4		Final Presentations	
Thurs, Dec 6	Final Research Proposal due on Sakai Assignments AND Presentation Critiques due on Sakai Forum by 11:59 pm	Final Presentations	