

SIMPSON COLLEGE
2010 MAY TERM OFF-CAMPUS TRAVEL COURSE PROPOSAL

Date: February 17, 2009

Completed forms should be submitted to the Office of International Education no later than Jan. 15, 2009 for international travel courses and no later February 17, 2009 for domestic travel courses.

Name of proposer(s): Tamara Weinstein

Department(s): Psychology

Please check one of the following:

INTERNATIONAL Off-Campus Travel Course

DOMESTIC Off-Campus Travel Course

I. Course Information

A. Course number, if course has been offered previously:

B. Course title:

(Note: The name of the place of study should appear in the title)

California Cliques: The Social Lives of Primates at the San Diego Zoo and Wild Animal Park

C. Transcript Course Title (max. 21 characters):

Primate Cliques

D. Course level (100/200/300): What is the rationale for offering the course at this level?

290. This course requires a prerequisite 200- or 300-level course in biology or psychology (see below), but will be designed for someone with no prior experience observing nonhuman primates. Students without a prerequisite course must obtain prior approval from the instructor.

E. Minimum enrollment: 5

(For 1 instructor, must be at least 10 students; for 2 instructors, must be at least 20 students.)

If proposed minimum is less than the requirement, provide a rationale for receiving variance.

Given the hands-on nature of this course, allowing an enrollment of fewer than 10 will not decrease the quality of students' learning experience.

F. Maximum enrollment: 12

Due to the difficulty in traveling to the San Diego Wild Animal Park using public transportation, it will be necessary to rent a van in order to travel to this facility. A 15-passenger van is the highest capacity van that can be rented, therefore the maximum course enrollment must not exceed 12 students.

II. Course Description

A. Course goals and objectives: Given that Simpson May Term Off-Campus Travel Courses aim to provide students with an active learning curriculum that integrates a rigorous academic program with experiential immersion activities, please outline the learning objectives for your course.

This course provides students with the opportunity to visit the San Diego Zoo and Wild Animal Park, world-renowned facilities dedicated to the reproduction, protection, and exhibition of animals and their habitats in order to further efforts in both conservation and education. These institutions are without equal in the United States, containing an unrivaled diversity of animal and plant life and therefore providing students with a unique opportunity to directly observe species not found in North America. The San Diego Zoo and Wild Animal Park are home to over 20 species of primates (including all four species of great apes)—more than any other facility in the U.S. This course will focus specifically on nonhuman primates, whose social richness and complexity are unparalleled in the animal kingdom. Students will work in groups to design and conduct their own research projects, and will present their findings in a poster presentation at the end of the course. Students will learn data

collection techniques commonly used in animal behavior research, and will be able to pilot their data collection schemes at the Blank Park Zoo prior to leaving for San Diego. Students will also learn how to use Microsoft Excel and SPSS to analyze their data, but no previous knowledge of statistics is required. Another major goal is to educate students about the conservation status of nonhuman primates. The Zoological Society of San Diego's center for Conservation and Research for Endangered Species is one of the foremost research centers in the world, and students will learn about the efforts that the center's scientists are making to preserve the 100+ nonhuman primate species threatened with extinction.

B. Rationale for the course: Please explain how the course fits in with your department and/or the college's curriculum.

This course provides a unique opportunity for students to gain hands-on experience in the field of primatology. The Psychology department aims to strengthen its course offerings in primatology, a goal fulfilled by the addition of this course. Furthermore, this course is interdisciplinary in nature, and will cover concepts relevant to psychology, biology, and general global awareness.

C. In-country activities: Describe how the planned immersion activities (these could include home stays, service learning opportunities, interviews with locals, Q & A sessions with local guest lecturers/speakers, etc.) will be integrated into educational goals of the course.

The visits to the San Diego Zoo and Wild Animal Park will be immersive by providing students with the opportunity to: engage in hands-on research; speak with keepers during regular up-close presentations of animals; tour the center for Conservation and Research for Endangered Species. Students will also have the option to pay for the various guided tours offered by the Zoo and Wild Animal Park that provide further hands-on experiences.

D. Required course assignments and evaluation

1. Explain specific course requirements and indicate when they would occur (e.g., P=during the on-campus spring semester prep course, O=off-campus, and D=during the de-briefing portion of the off-campus experience; it's possible that some assignments will happen in all of the periods, e.g., Readings could be P-O-D)

a. Participation. O-D. Participation will be critical during the entire course to ensure students are actively involved in all facets of the class. Participation includes: attending all pre-trip class sessions in order to design the studies (including going to the Blank Park Zoo in Des Moines to practice data collection); collecting data during every day that is spent at the San Diego Zoo and Wild Animal Park; attending each on-campus class session following the trip in order to analyze data and design and present the posters.

b. Readings (please specify what these will be)
Martin, P. & Bateson, P. 2007. *Measuring Behavior: An Introductory Guide* (Third Ed).
Cambridge University Press. ISBN: 978-0521535632

c. Journal reflections. None.

d. Exams. None.

e. Papers/Presentations/Field reports, etc.

Students will need to write up a short (3-4 page) research proposal prior to collecting practice data at the Blank Park Zoo (scheduled for May 6, 7). Once data has been collected at the San Diego Zoo and Wild Animal Park, students will need to turn in their data sheets and subsequent analyses. On the final day of the course, students will give poster presentations of their research project. Students may work in pairs on the proposal, data collection, and poster presentation. Students will also need to individually write up a short (3-4 page) reflection essay of the experience, due the last day of class.

f. Other assignments. None.

2. Approximately what percentage will each of the above course requirements contribute toward the final course grade?

Research proposal: 20

Data collection sheets and analyses: 30

Poster presentation: 40

Reflection essays: 10

E. Catalog course description of about 100 words which includes a statement of expected course work (papers, exams, journal writing, presentations, etc.)

Who are the social butterflies of the primate world, and who are the loners? Why do some primates have lots of friends, while others spend their days picking fights? This course provides students with a unique opportunity to examine the social lives of nonhuman primates by observing these fascinating creatures up close. We will travel to the San Diego Zoo and Wild Animal Park, which are home to over 20 species of primates (including all four species of great apes)—more than any other facility in the U.S. Students will design and conduct their own research projects, and will present their findings in a poster presentation at the end of the course. Students will learn how to write a research proposal, collect data, and use Microsoft Excel and SPSS to analyze their data (no previous knowledge of statistics is required). We will also discuss the conservation status of the world's nonhuman primates, and learn about the efforts made by The Zoological Society of San Diego's center for Conservation and Research for Endangered Species to preserve the 100+ nonhuman primate species threatened with extinction. This course offers a unique opportunity for students to gain hands-on experience in studying primate behavior and conservation.

F. Are there prerequisites for this course? Yes No

If yes, please list them and briefly provide a rationale.

Students must have a background in the field of animal behavior. Any one of the following courses are acceptable prerequisites:

Psych 290A – Primates of the World

Psych 390A – Advanced Primate Social Behavior

Psych 232 – Animal Behavior

Bio 275 – Behavioral Ecology

Bio 350 - Mammalogy

Students who have not taken any of these courses must obtain permission from the instructor.

III. Other Information

- A. Has this course been offered in a previous May Terms? Yes No
If yes, please indicate *when* it was offered and the approximate enrollment.

B. Department(s) in which credit is to be awarded: Psychology

C. If this course will meet requirements for a departmental major or minor, please explain briefly:

D. Proposed dates of the travel course, including dates you anticipate being abroad:

(Note: It is highly recommended that the group should depart no earlier than Sat., May 1, 2010, and should return no later than Thurs., May 20, 2010.)

On Campus: May 3-5

Blank Park Zoo: May 6, 7

Depart for San Diego: Sunday, May 9

Return: Sunday, May 16

On Campus: May 17-21

E. Proposed location(s) and how the site location(s) relate to the core objectives of the course:

The San Diego Zoo and Wild Animal Park are world-renowned facilities dedicated to the reproduction, protection, and exhibition of animals and their habitats in order to further efforts in both conservation and education. These institutions are without equal in the United States, containing an unrivaled diversity of animal and plant life and therefore providing students with a unique opportunity to directly observe species not found in North America. The San Diego Zoo and Wild Animal Park are home to over 20 species of primates (including all four species of great apes)—more than any other facility in the U.S. The number and diversity of primate species afforded by these facilities will provide students with a valuable, one-of-a-kind opportunity to observe and compare the social behavior of a variety of primates. Another major goal is to educate students about the conservation status of nonhuman primates. The Zoological Society of San Diego's center for Conservation and Research for Endangered Species, located in the Wild Animal Park, is one of the foremost research centers in the world, and students will be able to tour the center and learn about the efforts that scientists are making to preserve the 100+ nonhuman primate species threatened with extinction.

F. Indicate your level of familiarity with the site(s) visited during the course.

I have visited both the San Diego Zoo and Wild Animal Park.

- G. Will the off-campus component of this course require a significant amount of physical exertion on the part of the course participants? On a scale of 1-5, with 1 being little physical exertion and 5 being a tremendous amount of physical exertion, please rate the anticipated activities related to this course. Do you anticipate that the course activities would pose any significant challenges for someone with physical disabilities?

Physical exertion: 3

The San Diego Zoo and Wild Animal Park are large, outdoor facilities that necessitate a lot of walking, and some walking trails contain steep grades. In addition, students will likely have to remain standing for extended periods of time (i.e. a few hours) while they are collecting data, sometimes amidst large crowds. The course activities may therefore pose a challenge for students with limited mobility.

V. Proposed Budget for the Course
(A more precise estimate is not due to the OIE until September 7, 2009)

First, estimate expenses for instructor(s) and course assistant(s), if any, (in total, not per student)

Air transportation	\$450
In-country transportation	\$150
Lodging	\$630
Meals	\$400
Events: tickets, admissions, excursions, etc.	\$60
Any necessary entry visas	\$0
Misc.	\$0
Other (explain):	\$0
Total instructor(s) and course assistant expenses	\$1,690

Next, estimate the cost per student, based upon the minimum enrollment number (5) from page 1 of this document:

Air transportation	\$450
In-country transportation	\$150
Lodging	\$252
Meals	\$400
Events: tickets, admissions, excursions, etc.	\$60
Honorariums	\$0
Tips	\$0
Int'l Student I.D. card is now optional, \$25 each if desired	\$0
SC Study Abroad Program Fee	\$0
Any necessary entry visas	\$0
Contingency fund (\$100 recommended)	\$150
Other (explain): stopwatches for data collection	\$10
Subtotal per student expenses (based upon minimum enrolled #)	\$1,472

Finally, divide the "Total instructor(s) and course assistant expenses" by "the minimum enrollment number (5) from page 1 of this document" to get a "per student instructor cost." Then add

Subtotal per student expenses (based upon minimum enrolled #)	\$1472
+ per student instructor cost	\$338
= Total per student cost	\$1810

Additional expenses not covered by the program for which students need to budget:
For example, passport @ \$100, books, meals, immunizations, trip cancellation insurance, etc.
 Students will need to provide their own transportation to the Blank Park Zoo and DSM airport.

Total estimated additional expenses not covered by the course: ~\$30 _____

Instructor signature: _____ Date: _____

Instructor signature: _____ Date: _____

Dept Chair approval: _____ Date: _____
(department(s) in which credit is to be awarded)

Dept Chair approval: _____ Date: _____
(department(s) in which credit is to be awarded)

Div. Head approval: _____ Date: _____
(division of the instructor)

Div. Head approval: _____ Date: _____
(division of the instructor)