

Duluth Campus

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CE Prehistoric Cultures Week 4

Primates: An Overview *Prosimians, Monkey, Ape and Human*

Next week I'll finish giving advice on **How to Study for the Exams**, talk about the ***Journey of Man***, and I'll review the results of Spencer Wells' **analysis of Prof. Bacig's and of my DNA as part of the National Geographic Genographic Project**.

And then we'll continue on and off to look at slide materials aimed at setting the **basic analytic, theoretical and historical framework for the course, as time permits**. We'll get back to that next week . . . and in the weeks that follow.

Week 4 we'll explore some **classic materials** in the field of Prehistoric Cultures.

One of the classic topics has traditionally been **contemporary primate studies**, and your text devotes considerable space to contemporary primates.

Why?

The bottom line is that to understand prehistoric primates one must understand contemporary primates. We could spend the entire semester on primates, and still not meet them all, and only begin to understand what they're all about. What we're going to do here, as your text basically does, is have an overview of the ***primate order***. (The biological category to which primates belongs is known as an *order*.)

In addition—this week and next two or three weeks—we'll continue to interweave some information on basic terms and concepts in prehistoric cultures into the class presentations.

For this week—for the entire semester, for that matter—**focus on the ideas and main concepts, the differing points of view, and the overall timeframe** (as reflected in the "Dates and Times to Remember" handout <<http://www.d.umn.edu/cla/faculty/troufs/anth1602/pctimes.html#title>>).

This week you will receive a handout of the basic information on **“Prehistoric and Contemporary Primates”**. If you want, you can preview that at

<http://www.d.umn.edu/cla/faculty/troufs/anth1602/apes.html#title>.

Whether you’re taking notes, watching the videos, or reading the text and related materials, try not to be too focused on memorizing a lot of names, dates, and isolated facts. Familiarize yourself with the materials, and the time/space outlines of the material (see “Dates and Times to Remember” above), and understand the patterns of what is going on, but don't spend too much time trying to commit the details to memory. (If you haven't read the materials about the Prehistoric Cultures exams yet, it might be a good idea to do that before too long. You can find the information on the midterm exam at <http://www.d.umn.edu/cla/faculty/troufs/anth1602/pce examsTR.html#title>.)

Speaking of skills related to investigating Prehistoric Cultures in general, and **Primate Behavior in particular** (and other anthropological topics in general), this week we’ll have **two short minute-and-a-half tests of your observational skills on primates**—before we continue on in the weeks that follow with our intensive look at the wide variety of Prehistoric Cultures video materials. You’ll find these tests of primate observational skills at . . .

[Selective Attention Test](http://www.youtube.com/watch?v=vJG698U2Mvo)

<http://www.youtube.com/watch?v=vJG698U2Mvo>

[The Monkey Business Illusion](http://www.youtube.com/watch?v=IGQmdoK_ZfY)

http://www.youtube.com/watch?v=IGQmdoK_ZfY

Do the “Selective Attention Test” before you take “The Monkey Business Illusion.”

Once you’ve polished up your primate observation skills, we’ll set off to visit the four corners of the world, continuing primarily with Africa for the rest of the first half of the semester.

We’ll have a look at . . . ***Monkey, Ape and Man***. (It would be great to see them both, but we do not have enough class time to do that.) This is an older film—but don’t let that fact put you off. This film is still one of the very best introductions to the Primates—Pre-Monkey (Prosimians), Monkey, Ape and Man. . .

Along our journey to the far corners of the earth, we’ll **revisit the topic of genetics and DNA** and in Week 13 we’ll have a go at pairing the concept of *adaptation* and the concept of *variation* (which we saw last week in the video *Patterns of Variation* with the concept of adaptation, which we’ll review in the video *Patterns of Adaptation* ([Coast Learning Systems](#)). (*Patterns of Variation* and *Patterns of Adaptation* both relate to the basic terms and ideas relating to Ch. 4 of the text *Understanding Humans*: “Human Variation and Adaptation.”)

If you have any questions about anthropology, or about the class and the assignments, please let me know: <mailto:troufs@d.umn.edu>. Or, better yet, post them on you **moodle** Discussion and Project forum boards.

Share your ideas, including study-questions with your classmates. Discuss them on-line with the others in class . . .

- [Live chat for Project Collaboration](#)
- [General Student Discussion Area](#)

If you turned in your **Case Study** and have not yet received it back, and are wondering when you might get it back, please have a little bit of patience. I will return your Case Study probably with *quite a few comments and notes*. It generally takes between forty and fifty hours of reading and responding to papers to do that (for the two sections of Prehistoric Cultures). I'll have them back as soon as I can. I try to look at the results from each class in the order in which they arrived.

Don't forget the *Forum* which will be found at the bottom of this week's **moodle** listings under "**Week 4 Activities**". Please do the activities on time.

- [Forum: The "Make-Love-not-War" Bonobos Make War not Love \(Due by Friday, 5 October 2012\)](#)

Your **moodle** Class Topics and Reading Assignments Listings for Week 4 will look something like the information at the end of this memo.

Best Regards,

Tim Roufs

[Anth 1602 Prehistoric Cultures](#)

Week 4 — An Overview of the Primates



CE Week 4 Memo

Handout:

["Prehistoric and Contemporary Primates"](#)

Handout:

[Prehistoric and Contemporary Primates](#)

(Introduction)

- **Introduction to the Primates**
 - slides: ([.pdf](#)) ([.pptx](#))
- **Prosimians** ("Pre-Monkeys")
 - slides: ([.pdf](#)) ([.pptx](#))
- **Monkeys**

- slides: (.pdf) (.pptx)
- [Apes](#)
 - slides: (.pdf) (.pptx)
- Humans



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for short distances when carrying food or other objects.

Chimpanzees eat a huge variety of foods, including fruits, leaves, insects, birds' eggs, and nuts. Moreover, both males and females occasionally take part

Figure 6-35

Male, female, and infant chimpanzees. Chimpanzees do not live in "nuclear families" as this photo might imply, and it's quite possible that the male at left is not the father of the infant.

[Chimpanzee](#)

Figure 6-36

Group of male, female, and subadult bonobos in the Democratic Republic of the Congo.

Bonobos Bonobos (*Pan paniscus*; **Fig. 6-36**) are found only in an area south of the Zaire River in the DRC (see Fig. 6-32). Not officially recognized by European scientists until the 1920s, they remain among the least studied of the great apes. Although ongoing field stud-



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[Bonobos](#)
[The Last Great Ape](#)

Figure 6-34
Mountain gorillas. (a) A male silverback with his group in the background. (b) Female.

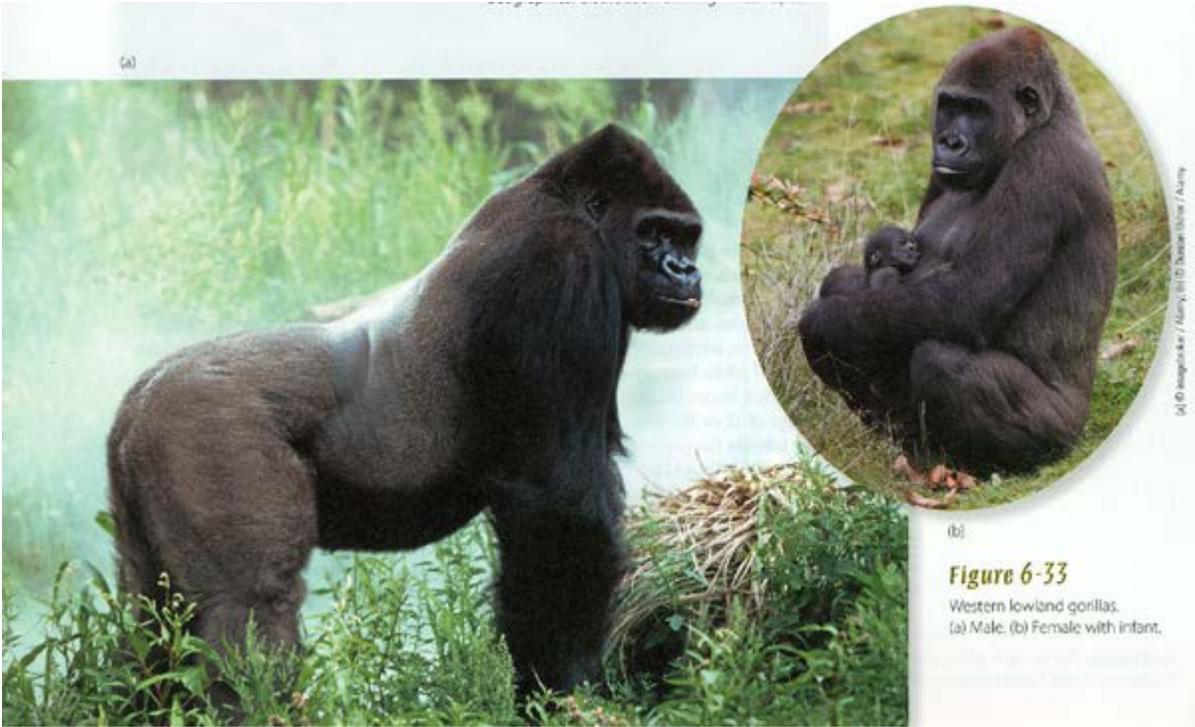


(a)



(b)

Mountain Gorilla



(a)

(b)

Figure 6-33
Western lowland gorillas.
(a) Male. (b) Female with infant.

Western Lowland Gorilla

Source: Tumbaugh, et al. (2002), p. 141, et passim



Australopithecus robustus in southern Africa 1 million years ago.

CE Week 04 Monday, 1 October 2012 nlt 7:36

Monkey, Ape and Man

(49 min., 1971, VC 802)

[course viewing guide](#)



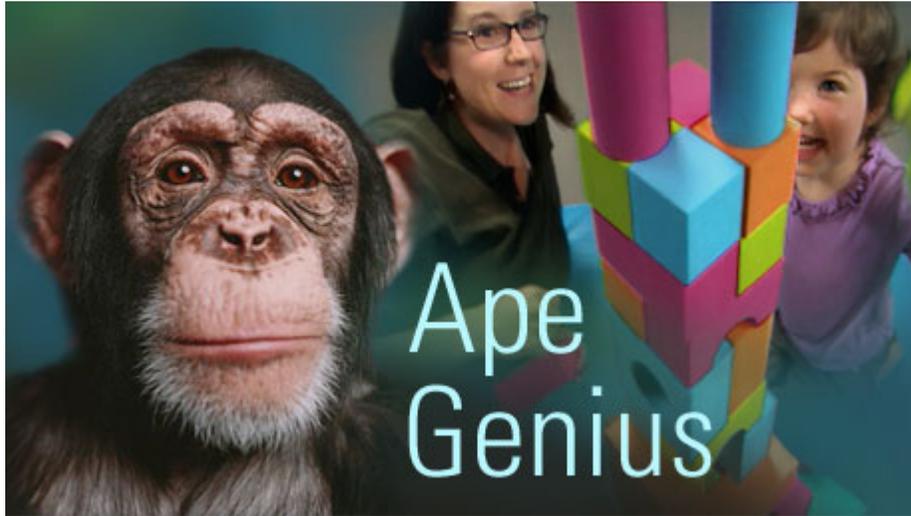
[Koshima Monkeys](#)

if you are interested in what apes *are able to do*,
in part based on experimental design,
have a look at the NOVA program . . .

Ape Genius

NOVA (ca. 54 min., 2008, QL737.P96 A64 2008 DVD)

[film HomePage](#)

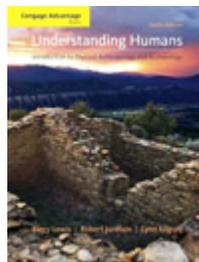


This program qualifies for the [Extra Credit Review option](#)

For Week 4 Activities see [moodle](#)

assignment:

~ Ch. 6, "An Overview of the Primates," pp. 115-144



For Week 4 Activities see [moodle](#)

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