

IB 329 Animal Behavior (aka. ANSC 366, ANTH 342, PSYCH 329)
Spring 2025, 16 weeks, 3 credits

Time and Place: MWF 3:00-3:50 pm in 2079 Natural History Bldg.

Web resources: IB 329 Moodle site on Learn@Illinois (learn.illinois.edu)

Instructor: Prof. Andrew Suarez

TA: Timothy Legare

Office hours: by appointment

by appointment

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Recommended Text: either Alcock – *Animal Behavior*, 10th Edition

or Rubenstein and Alcock – *Animal Behavior*, 11th edition

Overview and Learning Objectives:

The main goal of this course is to examine how and why behavior varies within and among species.

Specific learning outcomes include:

1. Distinguish between proximate (mechanistic) and ultimate (evolutionary) approaches to study behavior (e.g. Tinbergen's Four Questions).
2. Formulate hypotheses for each approach to explain a specific behavior.
3. Describe how a knowledge of animal behavior can inform conservation goals and be used to understand human behavior.

Structure:

We strive to make the learning process as active as possible. Students are expected to attend lecture. Student participation will be encouraged throughout the lecture and will include graded in-class activities. Links to lecture slides will be made available on the course Moodle site.

Grading:

Grades will be based on in-class activities on the course Moodle Site (100 pts) and three in-class exams (100 pts each). Exams consist of multiple-choice, matching and short essay questions. If you need to take a conflict exam, let me know as soon as possible to schedule a make-up exam. If you miss an exam due to an emergency, contact me as soon as possible.

Grading Scale:	<u>Letter grade</u>	<u>% points</u>	<u>total points (out of 400 possible)</u>
	A	90%	360
	B	80%	320
	C	70%	280
	D	60%	240

Extra Credit:

You can receive extra credit by attending a campus seminar on the topic of animal behavior. For specific directions and a list of potential seminars, see the postings on Moodle.

Re-grading policy:

If you believe that an exam or assignment has been graded incorrectly, submit a written request for a re-grade to the instructor within one week of when the graded exam or homework was returned. The written request should include an explanation of your position and be attached to the graded exam. If you suspect that a simple addition error has been made, speak to the instructor to have it corrected.

Credit/No-credit policy:

To receive credit for this course if you enrolled on the pass/fail basis, you must 1) show up and turn in all assignments or 2) receive the equivalent of a D or higher in this class.

Academic Integrity:

If you cheat or plagiarize, the university guidelines for disciplinary action will be followed. Any cheating or plagiarism will be reported to the Dean of Students and will result in failure of this course. *You may not use ChatGPT or other online software for generating your written assignments.* For more information on UIUC policies, see http://www.admin.illinois.edu/policy/code/article_1/a1_1-401.html

Accommodations:

We encourage students with disabilities to meet with us at the beginning of the semester to discuss any needs. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) may arrange accommodations with the Division of Disability Resources and Educational Services. See www.disability.illinois.edu

If you have serious questions or concerns about your performance in this class due to extenuating circumstances, please talk to us as early as possible. We will always try to accommodate a student with a demonstrated desire and willingness to learn.

If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students:

Writer's Workshop, Undergrad Library, 217-333-8796

<http://www.cws.illinois.edu/workshop>

<http://disability.illinois.edu/strategies>

<http://www.counselingcenter.illinois.edu/self-help-brochures/>

Most college offices and academic deans provide academic skills support and assistance for academically related and personal problems. Links to the appropriate college contact can be found by going to this website and selecting your college or school: illinois.edu/colleges/colleges.html

If you are experiencing symptoms of anxiety or depression or are feeling overwhelmed, stressed, or in crisis, you can seek help through the following campus resources:

The Counseling Center offers a 24-hour Crisis Line, mental health services and online support:

<https://counselingcenter.illinois.edu/>

The university has a **wellness website** with links to services and resources:

<https://wellness.illinois.edu/>

McKinley Health Education offers individual consultations for students interested in learning relaxation and other stress/time management skills, call 333-2714.

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (333-0050) or online at Refer a Student. Based upon your report, staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that

you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Students should complete the Request for Accommodation for Religious Observances form should any instructors require an absence letter in order to manage the absence. To best facilitate planning and communication between students and faculty, we request that students make requests for absence letters as early as possible in the semester in which the request applies.

Mental Health:

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)
- If you are in immediate danger, call 911.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Lecture Schedule (tentative)

Date	Day	Topic	Book Edition: 9	10	11
Jan 22	W	Introduction to the Course			
Jan 24	F	Foundations of Animal Behavior	Ch. 1	1,2	1
Jan 27	M	Methodology for the Study of Behavior			
Jan 29	W	Evolution and Behavior	Ch. 2	10	2
Jan 31	F	Proximate vs Ultimate Explanations	Ch. 2	10	2
Feb 3	M	Genetics of Behavior 1	Ch. 3		3
Feb 5	W	Genetics of Behavior 2	Ch. 3		3
Feb 7	F	Development and Behavior	Ch. 3	11	3
Feb 10	M	Hormones & Behavior	Ch. 5	13	5
Feb 12	W	Neurobiology I: Sensory Systems	Ch. 4	12	4
Feb 14	F	no class – wellness day			
Feb 17	M	Neurobiology II: Neural Basis of Behavior	Ch. 4	12	4
Feb 19	W	Communication			
Feb 21	F	Recognition Systems			
Feb 24	M	Review 1			
Feb 26	W	Exam 1			
Feb 28	F	Anti-Predatory Behavior	Ch. 6	5	6
Mar 3	M	Predatory Behavior / Foraging	Ch. 7	5	6
Mar 5	W	Foraging 2	Ch. 7	5	6
Mar 7	F	Honey Bee Dance Language	Ch. 7	2	
Mar 10	M	Habitat Selection / Territoriality	Ch. 8	6	7
Mar 12	W	Habitat Selection / Territoriality 2	Ch. 8	6	7
Mar 14	F	no class – wellness day			

Mar 17-21 Spring Break

Mar 24	M				
Mar 26	W	Evolution of Sex	Ch. 11	8	
Mar 28	F	Sexual Selection & Male Competition	Ch. 10	7	9
Mar 31	M	Sexual Selection & Mate Choice	Ch. 10	7	9
Apr 2	W	Mating Systems 1	Ch. 11	8	10
Apr 4	F	Mating Systems 2	Ch. 11	8	10
Apr 7	M	Review 2			
Apr 9	W	Exam 2			
Apr 11	F	Parental Care	Ch. 12	9	11
Apr 14	M	Helpers at the Nest	Ch. 7, 13	3	11
Apr 16	W	Living in Groups / Cooperation	Ch. 7, 13	3	12,13
Apr 18	F	Altruism / Eusociality	Ch. 13	2,3	12,13
Apr 21	M	Division of Labor			
Apr 23	W	Conservation and Behavior 1			
Apr 25	F	Conservation and Behavior 2			
Apr 28	M	Human Behavior	Ch. 14	14	14
Apr 30	W	Animal Personality			
May 2	F	Human Personality	Ch. 14	14	14
May 5	M	Review 3			
May 7	W	Exam 3			