

Preface

The first edition of my textbook was published in 1975. Now it is thirty years later, and I have just survived my 62nd birthday, something I had to do before I could receive my very own Golden Age Passport, which entitles me to free entry into our superb National Parks and Monuments for the rest of my life. Although I am not thrilled at being old enough to be a Golden Age Passport holder, I do feel privileged to have been around for the three decades when the discipline of animal behavior really came into its own. These days a host of behavioral journals provide dozens of excellent research reports every month from biologists and psychologists whose understanding of theory and technology lets them explore topics that were barely considered, if at all, when I first began doing research myself in the 1970s. The effect of all this activity is the production of far more new material than any one person can absorb, let alone squeeze into a textbook of manageable length. So what I have done here, as in previous revisions, is to provide a sampler of recent and older research findings organized around a few durable themes that help provide structure for it all. Paramount among these big ideas is the notion that the theory of natural selection provides a wonderful tool for understanding the evolutionary causes of behavior whether we are talking of roundworms or rhinoceroses. I would like to think that my textbook is imbued with Darwinian theory to such an extent that you, my readers, might come to adopt an evolutionary approach yourselves whenever you are exercising your curiosity about some aspect of the natural world. I also hope that by the time you have finished the course for which this textbook is required you will have a better understanding of the scientific logic employed by the researchers whose discoveries are reviewed here. If you really understand the theory of natural selection and what makes science special, I believe that you have made real progress toward becoming a truly educated person with all the pleasures that a good university education can provide.

Every time that I am called upon to revise this textbook, I am reminded just how fortunate I am to have cer-

tain kinds of assistance at hand. My debt to the persons responsible for the Web of Science (<http://www.webofscience.com>) is enormous. If your institution of higher learning provides this research tool to you for free, you should immediately learn how to use it because it will come in handy whenever a professor decides to give you an assignment that requires a little library research.

In addition, I am also very grateful for the reviewers of the previous edition, who have taken the time to tell me what I have done wrong and what I can do better this time around. You might think that after seven tries, I would have the book pretty much where it should be by now but my reviewers have never been shy about pointing out assorted defects, and after I overcome my initial impulse to reject their advice, I find that I often agree that revision is in order. So to the extent that I have made improvements in this edition, I owe thanks to Tim DeVoogd (Chapters 1 and 2), Marla Sokolowski with aid from Doug Wahlsten and Dave Pfennig (Chapter 3), Andrew Bass and James Fullard (Chapter 4), Tom Hahn (Chapter 5), Larry Dill (Chapter 6), Phil Starks with aid from Caroline Blackie, Nina Fefferman, and Aferdita Spahillari (Chapters 7, 13, and 14), Steve Shuster (Chapter 8), Greg Grether (Chapter 9), Bob Montgomerie (Chapters 10 and 11), Doug Mock (Chapter 12), Peter Nonacs (Chapter 13), and Steve Gaulin (Chapter 14). Steve Shuster was especially generous with his time, trying repeatedly, albeit without complete success, to get me to see his side of an argument on the matter of conditional strategies, an idea that plays a moderately important role in some chapters of this textbook. Mike Beecher accepted the onerous task of reading the entire manuscript, which he did with good grace, generating a great many useful suggestions for revision. I owe him very special thanks, even though he made a considerable amount of extra work for me, which was not always appreciated at the time.

Many other colleagues have generously provided illustrations of various sorts; I have acknowledged the suppliers of photographs and drawings in the caption to the relevant figures in the text. Bruce Lyon has once again

come up with the striking photograph on the cover of the book as well as some other excellent photos that appear in the text itself. Acknowledgements to the publishers who have kindly granted permission to use their copyrighted material appear on pages located between the Bibliography and the Index.

My editor at Sinauer Associates, Graig Donini, has supervised the process of putting the book together with calm efficiency and I thank him for that. In addition, other members of the Sinauer team have all done their special tasks very well, helping keep the job on schedule and producing an attractive book in the end. I speak of Kathaleen Emerson, David McIntyre, Janice Holabird, Joan Gemme, Chris Small, Elizabeth Morales, Mara Silver, Gayle Sullivan, Jason Dirks, Marie Scavotto, Linda Vandendolder, and Dean Scudder. Thank you. I am especially blessed that Norma Roche is my copy editor once again because she has an extraordinary ability to detect and correct grammatical errors and infelicities of expression, saving me from myself time and again. I don't know what I did to deserve her assistance but I know enough to be grateful.

I am also fortunate in having a batch of elderly but still fairly lively colleagues at Arizona State University with whom I have lunch on most days. In the Memorial Union at ASU we discuss a wide range of matters, not all of them highly intellectual or esoteric. In fact, most of our topics of conversation revolve around such fairly mundane things

as the inexplicable activities of our children, the equally inexplicable behavior of some of our colleagues, the truly inexplicable willingness of a slight majority of our countrymen to elect our current commander-in-chief to a second term, and many other puzzles of everyday life. On occasion a subset of the group discusses one or another sporting event. Although Dave Brown, Jim Collins, Stuart Fisher, Dave Pearson, Ron Rutowski, and I almost never resolve much of anything at lunch, I can assure you that having these conversations with persons of like mind adds a great deal to my existence.

Likewise, I am very fortunate in having a wife, Sue, who has managed to maintain our marriage for even longer than the life of my textbook, an achievement that I appreciate. Sue long ago provided us with two children, Nick and Joe, whom we still see fairly often. They not only give me material for my lunchtime conversations but also are genuinely nice guys, willing to overlook or at least tolerate certain of my idiosyncracies, which they have admittedly made me aware of on occasion, and able to teach Sue and me such valuable things as how to use the DVD player and how a twenty-first century telephone works. Sue, Nick, and Joe, like my academic friends at ASU, make life far more interesting than it would be otherwise and in so doing, they have in their own way contributed a great deal to the writing of this textbook.

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