

(For JSPS Fellow)

Form B-5

Date (日付)

2017/01/16 (Date/Month/Year: 日/月/年)

**Activity Report -Science Dialogue Program-**  
(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): Julie DUBOSCQ (ID No. PE15037)
- Participating school (学校名): Rokko Island High School, Kobe
- Date (実施日時): 2017/01/11 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): (in English) What are friends for? Example from the macaques  
(in Japanese)

- Lecture summary (講演概要): Please summary your lecture 200-500 words.

In humans, having friends is very important. They help us feeling good and well integrated in the society, they support us when situations are difficult, and we simply have fun and enjoy ourselves together. Having friends can feel like having a second family and our family members are often our friends too. Many animals live in societies that are structured around the family so that friends and family are often the same individuals. But when animals live in large groups, they are also together with other individuals that are not part of their direct family. They interact with these other individuals in friendly and in aggressive ways too. In non-human primates, several species live in such large groups composed of adults and juveniles, of males and females, and of kin (family) and non-kin (non-family). Japan has its own species of social primate, the Japanese macaques, *Macaca fuscata*. As a scientist interested in animal behaviour, especially social behaviour, I find the macaques fascinating. I have studied several species in Indonesia and in Japan. They are at the same time the same and very different, especially when it comes to having friends and what kind of friendship they form. During this lecture, I will talk about the social life of the macaques and why their differences in how they make friends can tell us more about the costs and benefits of sociality and the evolution of societies, even in humans.

- Language used (使用言語): English (with Japanese translation)

- Lecture format (講演形式):

◆Lecture time (講演時間) 70 min (分), Q&A time (質疑応答時間) 20 min (分)

◆Lecture style (ex.: used projector, conducted experiments)

(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))

classic lecture with PowerPoint presentation and projector. No time for activity but a lot of Q&A

◆Interpretation (ex.: assistance by accompanied person, provided Japanese explanation by

yourself) (通訳 (例: 同行者によるサポート、講師本人による日本語説明))

assistance by accompanied person \_\_\_\_\_

◆Name and title of accompanied person (同行者 職・氏名)

Kazuya Toda, MSc, PhD candidate D1 \_\_\_\_\_

◆Other note worthy information (その他特筆すべき事項):

The teachers were very motivated and enthusiastic. The students were a bit shy at first but they asked a lot of very good smart questions showing that they were interested in and understood the lecture. This was certainly facilitated by the very good job of translation done by my accompanying person \_\_\_\_\_

- Impressions and opinions from accompanied person (同行者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。):

外国人研究者の講義は高校生にとって良い経験であったと思いますが、話の本質を理解するのは難しかったのではないかと考えます。高校生らが講義の前にある程度の知識を勉強していれば、内容を理解しやすくなり、さらに意味のあるものになると思います。私にとっても貴重な経験でした、ありがとうございました。