Must be typed

（For JSPS Fellow）

Form B-5

Date（日付）
02/11/2013（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）: Dr Claire F E Watson（ID No. P12786）

- Participating school（学校名）: Hyogo Prefectural Ashiya International Secondary School

- Date （実施日時）:31/10/2013（Date/Month/Year:日/月/年）

- Lecture title（講演題目）:　（in English）Japanese monkeys and culture

（in Japanese）ニホンザルと文化

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

I began by introducing myself and my home country, Britain. I showed some of areas of Britain and described various local attractions. I explained what had prompted me to study primates. As a teenager I worked for a month as a volunteer at a rescue centre rehabilitating monkeys confiscated from the illegal pet trade, in South America. For my PhD I studied marmoset monkeys. I came to Japan to study Japanese monkeys (*Macaca fuscata*). Japan is world famous for its native species of monkey and research on monkeys and apes. I described how and when primatology in Japan began. My research involves investigating culture in monkeys experimentally. I wanted to illustrate to the audience, that by studying monkeys and apes we can better understand human nature. Humans from different cultures have different ways of doing similar things, for example customary greetings and ways of eating food. Do monkeys have culture? Monkeys in the wild show apparently cultural behaviours, for example, sweet potato washing and wheat washing by provisioned free-ranging monkeys on Koshima Island, Miyazaki Prefecture. These were among the first potentially cultural behaviours reported for any nonhuman animal. However, it is very difficult to determine whether seemingly cultural behaviours were learned socially, or in fact resulted from shared genetic and/or environmental influences. Individuals may show similar behaviours because they have learned from others in the same group, or because they have learned similar behaviours independently through individual interaction with the environment. By trying to introduce new cultural behaviours to captive groups of monkeys, we can see whether, or not, monkeys are capable of learning particular behaviours from each other. I used graphical illustrations, animations, videos and photographs to explain these complex concepts, and my experimental work. I showed images of the two groups of captive monkeys, living in huge outdoor enclosures, that I am privileged to work with. I ended the talk by explaining what I think is fantastic about being a scientific

researcher for a living, and gave advice for those students wanting to become scientists.

- Language used（使用言語）: English

- Lecture format（講演形式）:

◆Lecture time（講演時間） 45 min（分）, Q&A time（質疑応答時間） 30 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））

Used projector; talk divided into 4 sections with question time after each section; included an audience participation activity

◆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））

Assisting translator (a scientific researcher in the same field) provided a short explanation in Japanese after each section. She also provided translation of key words and concepts into Japanese text on the presentation slides.

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

Akiho Muramatsu, PhD candidate, Section of Language and Intelligence, Primate Research Institute

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

- 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。）:

講演内容の要約や質問と回答の通訳などを通じ、高校生に対する講演・授業に関わることができた。研究トピックのひとつとして「教育」に関心を持っ ている同行者にとっても、大変良い機会であった。感謝いたします。様々な背景と興味関心を持つ生徒たちが集まる以上、全員にとって面白く、また得 るもののある講演とすることは、大変むずかしいことである。しかし、なるべくたくさんの生徒が講師の研究領域やテーマへの興味を持ってくれるよう に、講師と同行者も十分に工夫して講演に臨むべきと感じた。