

Animal behavior

Chapter 51

keywords

- Fixed action pattern, Sign stimulus
- proximate and ultimate causes of behavior
- imprinting
- sociobiology
- sexual selection
- altruism
- kin selection

How do animals work - meeting functional demands

- Body plans and structure
- physiological mechanisms
- behavior

Causes for behavior

- “proximate” - environmental stimuli that trigger behavior, e.g., day length, visual stimuli
- “ultimate” - why does stimulus trigger behavior - generally believed to be due to natural selection (adaptive behavior)

Behavior results from both genes AND environment

- Whether an animal CAN exhibit a particular behavior is determined by genes
- Whether an animal DOES exhibit this behavior can be dependent on environment.
 - An animal may not exhibit a possible behavior in certain environments

The “cute response”

- Lorenz theorized that certain “infantile features”—like big heads, large eyes, button noses, and round bodies—trigger a nurturing response in adults
- Evolutionarily, this makes us more likely to care for our offspring, but our preference for cuteness is so strong it spills over to other species.
- http://www.youtube.com/watch?v=3Ji0bvwxAvI&feature=player_embedded

More complex fixed action patterns in courtship behavior

- Betta spawning
http://www.youtube.com/watch?v=rK0m_aWMOwQ

Imprinting

- A type of learning that is limited to a sensitive period of an animal's life and is generally irreversible
- Work of Konrad Lorenz (Nobel Prize 1973)
 - great book to read: King Solomon's Ring

Figure 51.9x Geese imprinting



Imprinting in goose hatchlings

- Bonding occurs after hatching
- imprint of "mother"
 - important for eliciting care, developing species identity
- during sensitive period can be experimentally imprinted on the wrong mother.

Figure 51.9 Imprinting: Konrad Lorenz with imprinted geese



<http://www.youtube.com/watch?v=eqZmW7uIPW4>

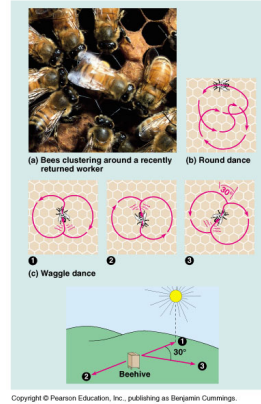
Communication

- Pheromones
- chemical trails
- honeybee "dancing"

Figure 51.26 Fire ants following a pheromone trail

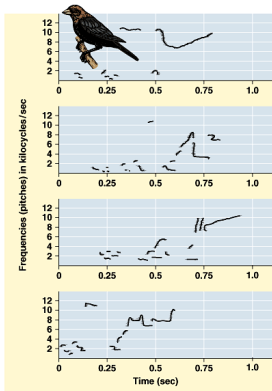


Figure 51.27 Communication in bees: one hypothesis



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Figure 51.5 The repertoire of a songbird



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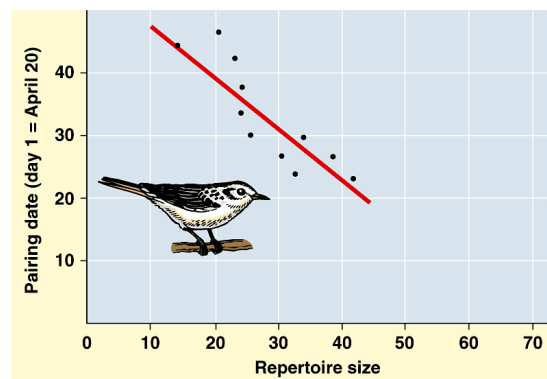
Why is there multisong behavior?

- Warning off enemies, attracting mates?

Attracting mates?

- What does song repertoire have to do with being a good mate?
- Postulate that repertoire increases fitness by making older more experienced males more attractive to females.
- Testable hypotheses:
 - males learn more song types as they get older
 - females prefer males with large repertoires

Figure 51.6 Female warblers prefer males with large song repertoires



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Dog communication

- recorded growls from 20 pet dogs in three different situations: a tug-of-war game with their owner, competing with another dog for a bone and growling at an approaching stranger.
- played the recordings to 36 other dogs that had each been left to gnaw on a bone. Only those that heard the food-guarding growls tended to back off from the bone and stay away.
- It seems that dog growls communicate context
- Faragóa et al. (2010) 'The bone is mine': affective and referential aspects of dog growls. *Animal Behavior* in press.

Learning

- Experience based modification of behavior

Figure 51.8 Vervet monkeys learn correct use of alarm calls



Vervet monkey alarm calls

- Different alarm calls for leopards, eagles, snakes
- Infant monkeys give indiscriminate alarm calls but eventually learn to give the right call at the appropriate time

Associative learning

- Classical conditioning - Pavlov's dogs, arbitrary stimulus related to reward or punishment
- Operant conditioning - trial and error learning, learn to associate own behavior to reward or punishment

Figure 51.11 Operant conditioning



Figure 51.13 Raven problem solving



Figure 51.13x Chimps making tools



Animal intelligence

Mirror self recognition

- humans and great apes show mirror self recognition

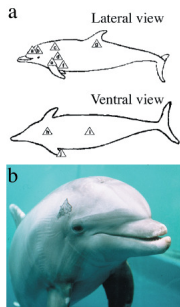


Fig. 2. (A) Locations of the nontoxic, temporary mark and the number of times the dolphins were marked in each location in mark-and-shave-mark sessions. Marks were applied to either side of the body. Subject 1: a, above eye (right, $n = 1$); c, above and posterior to ear (right, $n = 2$; left, $n = 4$); d, between ear and pectoral fin (right, $n = 2$; left, $n = 2$); e, above pectoral fin (right, $n = 2$; left, $n = 1$); f, posterior to pectoral fin (left, $n = 1$); g, below dorsal fin (right, $n = 2$; left, $n = 7$); h, between pectoral fin (left, $n = 2$); i, umbilical ($n = 1$); j, underside and tip of pectoral fin (right, $n = 1$). Subject 2: a, on melon (right, $n = 1$; left, $n = 2$); e, above pectoral fin (right, $n = 5$; left, $n = 2$); g, below dorsal fin (right, $n = 2$; left, $n = 1$); umbilical, $n = 2$; h, between pectoral fin ($n = 1$). (B) The dolphin marked above the right eye.

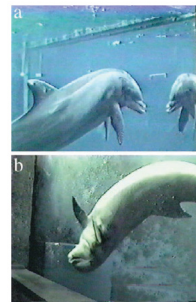


Fig. 4. (A) Mark-directed behavior by subject to a real mirror immediately after release from being marked. A narrow Plexiglas mirror, 41.3 cm \times 101.6 m \times 0.22 cm is affixed in a vertical orientation to the exterior of one of the effective walls (Wall 6). During this session, the mirror was the best reflective surface in the subject's environment. The faint white line on the wall indicates the location of mirror. (B) The dolphin at Wall 1, the best reflective surface in his session, exhibiting late sham-directed behavior: a continuous and repeat five sequence of 12 dorsal-to-lateral-ventral flips exposing the location of the ham-marked area of his body, the underside and tip of the right pectoral fin, to the reflective surface. This unusual behavioral sequence continued for 32 sec.

Grey Parrot “Alex”

- Vocabulary of 150 words
- names of 50 objects- could describe their colors, shapes and the materials they were made from.
- He could ask for things—and would reject a proffered item and ask again if it was not what he wanted.
- He understood, and could discuss, the concepts of “bigger”, “smaller”, “same” and “different”.
- He could count up to six, including the number zero (and was grappling with the concept of “seven” when he died).
- <http://www.youtube.com/watch?v=ldYkFdu5Fjk>

Altruistic behavior

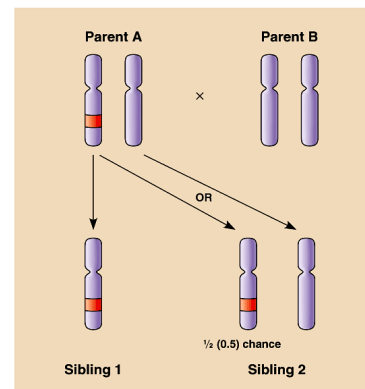
- Behavior that does not immediately benefit the individual

Figure 51.28 Altruistic behavior in the Belding ground squirrel



- Giving alarm call increases chance of getting killed

Figure 51.30 The coefficient of relatedness between siblings is 0.5

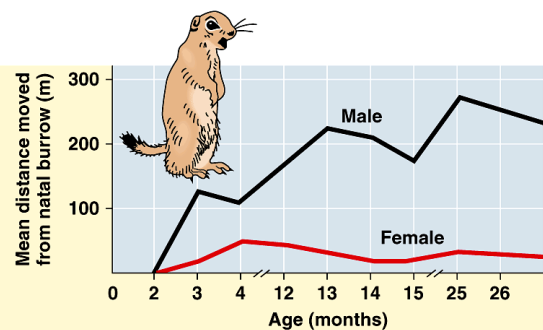


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Kin selection

- Increasing reproductive success of relatives
- can be a cause of altruistic behavior
- Female ground squirrels make more alarm calls than males. Why?

Figure 51.31 Kin selection and altruism in the Belding ground squirrel



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Cockatoo “snowball”

- <http://www.youtube.com/watch?v=cJOZp2ZftCw>
- research at [Neurosciences Institute, La Jolla](#) to determine whether truly synchronizing his body movements to the music
 - as opposed to simply mimicking or responding to visual clues from humans present in the room at the same time.
- Snowball's favorite piece of music was played to him at several different tempos and his reactions recorded on video for later analysis.
 - The results showed that Snowball was capable of spontaneously dancing to human music and also that he could adjust his movements to match the tempo of the music (albeit to a limited extent), a behavior previously thought only to occur in humans