Chat Log: UNIT 6  Hierarchy/Personality

CONTENTS
Monday- undergrads - no show
Monday- grads
Wed- undergrads
Wed- grads - no show

Monday, October 8, 2012   grads

8:02 PM: Greg has entered the room.
8:02 PM: HOST: Hi Greg!
8:02 PM: Greg: Hi Dr. Packard, how are you
8:03 PM: HOST: I am good, trying to fit in some feedbacks for the undergrad discussion Q's
8:03 PM: HOST: You found some real zingers on the posts you made!
8:04 PM: Greg: oh on discussion? I try to find unique sources
8:05 PM: Greg: i think maybe about 2 more pages and I should be finished with my 1st rough draft for the open inquiry
8:06 PM: HOST: excellent!
8:08 PM: Greg: i don't have any specific questions, so if nobody shows up, we can call it a night for chat
8:08 PM: HOST: sounds like a good plan
8:08 PM: HOST: George said he would show up, but I think he wants to chat more about his open inquiry
8:10 PM: HOST: I seem to be having problems opening the chat room for the undergrads, guess I better go focus on that
8:11 PM: Greg: oh, you have to do a separate chat for the undergrads? I didn't know that
8:11 PM: Greg: don't worry about me, i'm just browsing web of science reading some stuff about scottish wildcats
8:12 PM: HOST: yes, it has been quite entertaining carrying on two discussions at once!
8:13 PM: Greg: ha, i bet that is quite challenging! heavy duty multitasking
8:14 PM: HOST: This is the first year that I have separated the grad and undergrad sections
8:14 PM: HOST: I didn't quite think it through that also meant two chat windows
8:15 PM: HOST: but only 2 undergrads have been attending chat, and they do need a different dialogue than y'all
8:16 PM: Greg: makes sense. You might someday consider setting up 2 monitors. You can do so and still use the same hard drive. Then you could have different chat windows, internet browsers, etc open on each screen. financial traders use the multiple monitor technique all the time
8:16 PM: HOST: I enjoy reading about your fish...you have a wide variety of experiences!
8:18 PM: Greg: i have pretty eclectic interests and have kind of had an unusual 'path' in life. 10 years or so ago i was getting ready to apply to med school lol. funny how things change
8:21 PM: HOST: I am a little behind in posting the unit 6 discussion questions....so if you don't mind I will go focus on that, and monitor this discussion tool when you want to respond
8:25 PM: Greg: i don't think anyone is going to show up, so we can go ahead and close down shop if you'd like. I need to rustle up some dinner and feed all my critters anyway
8:29 PM: HOST: Sounds like a good plan!
8:29 PM: Greg: ok, have a good rest of the evening. see you wed.
8:29 PM: Greg has left the room.
Wednesday, October 10, 2012 undergrads

7:59 PM: **HOST**: How are you this eve?
7:59 PM: **Gloria**: I am pretty tired for some reason. Been working on my wolf module for most of the day.
8:00 PM: **HOST**: Good! got any questions I can help you with?
8:00 PM: **Gloria**: Not so far! Your comments were really helpful, so hopefully I’m doing better on the second module.
8:01 PM: **HOST**: good! it gets easier as you move along....the transition from Folk Psychology to the scientific perspective is usually the hardest
8:02 PM: **HOST**: want to chat about any of the Q's on the A3 worksheet? those are typically the snags for folks
8:02 PM: **Glenda** has entered the room.
8:02 PM: **HOST**: Hi Glenda!
8:03 PM: **Gloria**: Hi, Glenda!
8:03 PM: **Gloria**: I’m not on A3 just yet, but I did have some questions about Q2
8:03 PM: **Glenda**: Howdy guys!
8:04 PM: **HOST**: Glenda, we are starting off on the wolf module 2....is that ok with you?
8:04 PM: **Glenda**: yes, that’s great!
8:05 PM: **HOST**: Gloria, what would you like to chat about on Q2?
8:05 PM: **Gloria**: The questions about the similarities and differences in courting behaviors between captive dogs and wolves...
8:05 PM: **Gloria**: I got the similarities down, I think, but I had some trouble with the differences.
8:07 PM: **HOST**: Glenda, did you have any ideas about the differences between dogs and wolves?
8:08 PM: **HOST**: in repro behavior?
8:08 PM: **HOST**: Gloria, for help with this, did you read Packard 2010?
8:09 PM: **Gloria**: I don't think I found that, no!
8:09 PM: **HOST**: I just posted a cleaner copy of Packard 2010 on the elearning discussion thread for A2 Wolf inquiry
8:09 PM: **Gloria**: Oh, okay! Let me go look.
8:10 PM: **HOST**: the link on the Natures Predators Module 2 page is a preprint, not as good a format
8:11 PM: **Glenda**: Sorry, I’m back! I was finishing cooking dinner.
8:11 PM: **HOST**: yum
8:12 PM: **Gloria**: The question about the differences that I put down so far was related to alpha wolves being able to suppress sexual behaviors in other pack members.
8:12 PM: **Gloria**: Like, I was wondering if dogs did that, too, since I’d never heard of it.
8:13 PM: **Glenda**: I haven't heard of that either.
8:13 PM: **HOST**: how about the differences in seasonality of breeding between dogs and wolves, that is a genetic change with domestication
8:13 PM: **Gloria**: That's a good one, I hadn't thought of that.
8:13 PM: **Gloria**: Oh, the question also wants us to think about which differences might be clues to how instinct is modified by learning
8:13 PM: **HOST**: how about the differences in age of maturity? when do dogs first come into heat?
8:14 PM: **Glenda**: Usually at a year or so, right?
8:14 PM: **HOST**: Gloria, yes, good thinking....this module is designed to help you think through the development perspective.....what is instinct, what is learned, how do learning and instinct
interact in causing variation in behaviors
8:15 PM: **HOST**: Glenda, yes, some dogs may even have their first heat before 12 months, at 6-8 months.
8:16 PM: **HOST**: When do wolves usually first mature? Their first or second winter?
8:17 PM: **Glenda**: Second I thought.
8:17 PM: **Gloria**: Off the top of my head, I’d say their second winter.
8:17 PM: **HOST**: BINGO!
8:18 PM: **HOST**: So that is another big genetic difference between domestic dogs and their ancestors, the wolves.
8:18 PM: **Glenda**: Ok, cool.
8:18 PM: **HOST**: Any guesses about the mechanisms controlling seasonal breeding in wolves? What is the external stimulus?
8:19 PM: **Gloria**: Hm. Thinking on it, I’m not actually asking questions in these, I’m just putting in similarities and differences. Whoops.
8:19 PM: **HOST**: TIP: same as for migration.
8:19 PM: **Gloria**: I imagine it’d be the environment.
8:19 PM: **Glenda**: I would think it would be day length.
8:19 PM: **Glenda**: Like the amount of light.
8:19 PM: **Gloria**: There we go, day length!
8:19 PM: **HOST**: Glenda, yes, it is photoperiod!
8:19 PM: **Glenda**: That’s the scientific word for it!
8:20 PM: **HOST**: We have passed the equinox now and this is when we started to see estrogen rising in the blood samples from the females wolves.
8:20 PM: **Glenda**: That’s so cool.
8:20 PM: **HOST**: Also, the males testosterone starts to rise.
8:21 PM: **HOST**: From a functional perspective, why do you think humans selected for dogs that were not seasonal breeders and reproduced at an earlier age than wolves?
8:22 PM: **Glenda**: So that we could have more puppies sooner.
8:22 PM: **Gloria**: Yup. Which means more guard dogs, hunting dogs, so on and so forth.
8:22 PM: **HOST**: Good thinking!
8:23 PM: **HOST**: Want to go back to the topic of the alpha breeders interrupting the courtship of betas in the wolves but not in dogs?
8:24 PM: **Gloria**: Yes, please. Also, if I send this in early enough, would you be able to give me some feed back again?
8:24 PM: **Glenda**: Going back to that is fine with me.
8:24 PM: **HOST**: Gloria, yes, I will be happy to give you more feedback this week. Next week my schedule is really full.
8:25 PM: **HOST**: OK. So we are learning about the "A" assessor genotype in our Unit 5-6 lectures.
8:25 PM: **Gloria**: Awesome, thank you very much!
8:26 PM: **HOST**: Do you think dogs and wolves differ in the prevalence of the "assessor" genotype in their gene pools?
8:26 PM: **Glenda**: That would make sense. I think it would be more prevalent in wolves.
8:27 PM: **HOST**: Remember, the "A" strategy escalates if the rival is equal or weaker and de-escalates if the rival is stronger.
8:27 PM: **Gloria**: I agree with Glenda. I believe it’s more prevalent in wolves, and not so much in dogs.
8:28 PM: **HOST**: Help me think through the logic on this....why would humans have selected for
the "H" genotype that always escalates (without assessing)
8:28 PM: **HOST:** or the "D" genotype that always de-escalates (without assessing)?
8:29 PM: **Gloria:** I believe they would select for the D genotype because dogs were sort of a helpful tool to be used.
8:29 PM: **Gloria:** We didn't want them escalating and challenging people, but instead, be more likely to submit and obey.
8:29 PM: **Glenda:** I agree with that.
8:30 PM: **Gloria:** Obviously it hasn't been bred out completely, but we don't have dogs jumping on us and mouthing at our throats to put us in our place, so to speak.
8:31 PM: **HOST:** but don't we want smart dogs that can assess when to escalate against outsiders and when to de-escalate with familiar companions? Isn't that what Darwin argued in the paragraphs we read from him in the jigsaw activity?
8:31 PM: **Gloria:** These are the times that I am sad I cannot make it to lecture.
8:31 PM: **HOST:** we do have attack dogs, who are trained to attack on trigger and de-escalate on command
8:32 PM: **Gloria:** That makes sense, though... So I guess it would have been A that we continued to select for.
8:32 PM: **HOST:** I am with you, one hypothesis is that humans selected for dogs that matured early but stayed behaviorally immature throughout their lives, perpetual "care soliciting"
8:33 PM: **Glenda:** That's interesting. Makes sense though.
8:33 PM: **HOST:** this is what is so very wrong with the mental model that wolf (and dog) behavior is all about dominance! care giving and care soliciting is so important also, as you will see in Module 3
8:34 PM: **Gloria:** Huh.
8:34 PM: **Gloria:** That is really interesting, and it does make sense.
8:35 PM: **HOST:** remember what we learned about the stress hormones? that the perception of a threat results in the adrenal cortisol response and the hypothalamus adrenal/noradrenal neurotransmitter response?
8:35 PM: **Gloria:** Yes.
8:35 PM: **Glenda:** Yes.
8:36 PM: **HOST:** just to foreshadow a bit, we will next be learning how the serotonin system keeps that fight/flight response system in check
8:36 PM: **HOST:** serotonin is the neurotransmitter associated with a feeling of "well being"
8:36 PM: **HOST:** when serotonin is low, the fight/flight response can go haywire
8:37 PM: **HOST:** when serotonin is high, that fight/flight response is more within the comfort zone where an individual can assess and learn the consequences of its actions
8:37 PM: **Glenda:** It's so interesting how chemicals control behavior!
8:37 PM: **HOST:** guess what elevates serotonin?
8:38 PM: **Gloria:** That is really interesting... Is it human contact/general pleasure?
8:38 PM: **Gloria:** For dogs, anyway.
8:38 PM: **HOST:** positive strokes!
8:38 PM: **Gloria:** Ah ha!
8:38 PM: **HOST:** that is also what is happening when you watch the mutual grooming in the baboons
8:38 PM: **HOST:** or a mother licking her pups
8:39 PM: **HOST:** repetitive motions of many sorts are associated with raising serotonin
8:39 PM: **Glenda:** I love when things are all interconnected like that!!
8:40 PM: **Gloria:** That is really fascinating!
8:40 PM: HOST: yes! I chuckle when I think of baboons being more likely to accept the advances of their "hairdressers"
8:40 PM: HOST: or their "baby sitters"
8:40 PM: HOST: how to make friends in baboon society!
8:41 PM: Glenda: Like being the kid with gum in school!
8:41 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: HOST: Glenda, good point! We made friends with the Ellesmere Pack by tossing them food tidbits. They accepted us like another "uncle" who delivers food to the pups.
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Gloria: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Gloria: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
8:42 PM: Glenda: Like being the kid with gum in school!
8:42 PM: HOST: that is in the Lecture 6.1 video
8:42 PM: Glenda: Does that also relate to the fight/flight response?
8:42 PM: HOST: not exactly the serotonin system, but illustrating how making friends and rivals is very much learned
really is. I think his work is amazing!
8:55 PM: **Gloria**: It really is. I hope we can discover things as fascinating as he did, some day.
8:55 PM: **HOST**: He had such a talent for telling stories, people understood what he was talking about...even though many of the scientists argued with him
8:56 PM: **Gloria**: We had to read King Solomon's Ring in one of my other classes, and I really admire his ability to convey information.
8:56 PM: **HOST**: You will be discovering fascinating things!
8:56 PM: **HOST**: and this is why I encourage you to practice sharing your knowledge
8:57 PM: **Glenda**: I want to read that too now!
8:57 PM: **HOST**: we need more ethologists in this world!
8:57 PM: **HOST**: Have you read Man meets Dog?
8:57 PM: **Gloria**: I have not!
8:57 PM: **HOST**: The excerpts in the jigsaw handout give a flavor
8:57 PM: **Gloria**: And yeah, I'm sort of seriously considering becoming an ethologist now. I didn't really know what I wanted to do, before.
8:58 PM: **HOST**: I highly recommend it, an easy read....although it provides a good opportunity to practice critical thinking
8:58 PM: **Glenda**: It seems like a really amazing field.
8:58 PM: **HOST**: he had an hypothesis that the "submissive" breeds were descended from jackals
8:58 PM: **HOST**: the genetic evidence has shown that we can now reject that hypothesis
8:58 PM: **Gloria**: Ah! And the more independent/alpha ones were descended from wolves, right?
8:59 PM: **Gloria**: I remember reading something like that somewhere.
8:59 PM: **HOST**: Lorenz used to say "it is such good practice to reject an hypothesis every morning before breakfast!"
8:59 PM: **Gloria**: Haha
8:59 PM: **Glenda**: That's an awesome saying!
9:00 PM: **HOST**: He had no problem coming up with a zillion hypotheses. That is why he liked Tinbergen, who would test his hypotheses and tell him when he was wrong
9:01 PM: **HOST**: One morning Tinbergen was late to breakfast and Lorenz asked him why. He replied "I disproved your hypothesis that the geese have an innate fear of hawks flying overhead"
9:01 PM: **HOST**: "How?"
9:01 PM: **HOST**: Tinbergen strung a wire across the meadow where the geese gathered in the morning
9:02 PM: **HOST**: he flew a model that looked like a goose with a long neck one direction and then back again where it looked like a hawk with a long tail"
9:02 PM: **Gloria**: Oh wow
9:03 PM: **Glenda**: These guys were brilliant!
9:03 PM: **HOST**: that is why Tinbergen and Lorenz shared the Nobel Prize, with Karl von Frisch
9:04 PM: **HOST**: This has been fun....looks like we have come to the end of our chat time!
9:04 PM: **Gloria**: Ack, sorry for getting us so off track!
9:04 PM: **Glenda**: I really enjoyed hearing about Lorenz!
9:04 PM: **HOST**: Good, I enjoy sharing such wonderful experiences
9:05 PM: **Glenda**: I'll see you this weekend for the Fossil Rim trip! Have a lovely week, guys!
9:05 PM: **Gloria**: Yeah, that was just really awesome for me to hear.
9:05 PM: **HOST**: anything else before we sign off?