
*Dedicated
to my inspiring parents
and sisters,*

*for being the
pillows, role models, catapults,
cheerleading squad and sounding boards
I have needed.*

Acknowledgements

First and foremost, I would like to thank my parents, Lester and Trudy Fagen, for providing me with the opportunity to engage in this project. Without their support I may not have found myself at Wesleyan University, nor had the courage to engage in this task and see it through. They are well aware how this project and my studies throughout my four years at Wesleyan University have formulated my outlook, determination, motivation and perspective that will sculpt my future. Through their and my sisters' emotional support, intellectual stimulation and many hours of identity-forming conversation, I am inspired to pursue an unconventional dream in which I truly believe. So, thank you, to Mom, Dad, Shani and Lila for being the most supportive family one could hope for.

Importantly, I would like to thank my thesis advisor, Professor Lori Gruen for the guidance, advice, and hours of struggling through this challenging process. Since I was a sophomore, Lori has helped me intellectualize a childhood fantasy into a course of academic study that may eventually become a career. In the process, she has helped cultivate my passion. Without her assistance in creating a University Major I would not have been able to focus as I have on the topic of comparative cognition. Furthermore, my research assistantship with her through the Hughes Summer Research Fellowship Program provided me with significant insight into a side of chimpanzee life in captivity that would otherwise have remained blind to me. The process for this thesis really began three years ago when Lori first educated me on primate ethics and has culminated in a senior thesis of which I am incredibly proud. Thank you Lori, for showing me that working with and for chimpanzees is something that can happen in my life, and for providing the encouragement and opportunities for me to pursue this in the academic realm and beyond.

Next, I would like to thank my friends and family who donated time to help edit my thesis: Rebecca Fagen, Shoshana Fagen, Shira Miller, Harrison Peck and Benjamin Alexander. They put in voluntary hours to help polish this piece into something presentable and for that, I am very grateful. Among them, I would like to especially thank my older sister, Shani, for going way above and beyond the call of sisterhood to not only edit, but truly work with me to make this a better piece. Through her kind words I was given the courage to complete this project the way I did and made to realize I could start being proud of all my efforts, regardless of the product. Through her challenging and probing questions I was forced to mull over and clarify the more difficult concepts and was urged to incorporate a higher level of connectivity. Because of her keen eye my mistakes and mishaps were corrected. Thanks Shani, I owe you big time.

Lastly, a big thank you to my wider support system. To my housemates and friends, thanks for tolerating my stress throughout the year, and to Josh, for showing me that I can start changing the world right now. Thank you to my inspiring and challenging teachers and professors along the way, Mr. Edward Boucher, Mr. Nichols, Mr. Joel Greifinger, Joslyn Stewart, Prof. Anne Burke and all my other Wesleyan professors who have given me a variety of gifts that have enabled me to get this far. Finally, thank you to Harper, for sealing into my heart a compassion for your species by jumping into my arms.

Table of Contents

I.	Introduction	1
	a. A Paucity of Methodology	
	b. But, Why?	
	c. Goals	
	d. Layout of This Thesis	
	e. Contribution to a Wider Discussion	
II.	Chapter 1: History and Legality	13
	a. Chapter Introduction	
	b. Early History of Chimpanzee Use and Legislative Action	
	c. The Impact of Goodall's Wild Chimpanzee Studies	
	d. The Rise of Biomedical Experimentation on Chimpanzees	
	e. Promoting the Psychological Well-being of Captive Primates	
	f. Questioning the Future of Chimpanzee Research	
	g. An Attempt At Improving Captive Chimpanzee Care	
	h. The Current State of Chimpanzee Use in Research	
III.	Chapter 2: Wild Chimpanzees	53
	a. Chapter Introduction	
	b. Maneuvering in a Natural Territory	
	c. Food	
	d. Social Groups	
	e. Growing up a Chimpanzee	
	f. Abnormal Behaviors in the Wild	
IV.	Chapter 3: Psychological Needs and Risk Factors	75
	a. Chapter Introduction	
	b. The Paradigm of Deprivation	
	c. Basic Psychological Needs	
	i. Control	
	ii. Novelty and Predictability	
	iii. Stimulation	
	d. Primary Risk Factor: Social Deprivation	
	i. High Susceptibility: Infancy and Rearing	
	e. Chapter Conclusion	
V.	Chapter 4:	
	A Model for the Assessment of Psychological Well-being . . .	101
	a. Chapter Introduction	
	b. Operationalizing Psychological Well-being	
	c. The Scale Explained	
	d. Index A: Absence of Chronic Distress	
	e. Index B: Physical Health	

f.	Index C: Response to Environmental Change	
i.	Appropriate Response to Stimuli	
ii.	Coping Mechanisms	
g.	Index D: Behavioral Repertoire	
i.	Absence of Pathological Behaviors	
ii.	Species-typical Behaviors	
h.	Index E: Personality & Temperament	
i.	Real World Application	
j.	On Subjective Judgment	
k.	Diagnosis – A Case Study: Post-Traumatic Stress Disorder	
l.	Chapter Conclusion	
VI.	Chapter 5: Promoting Psychological Well-being	156
a.	Chapter Introduction	
b.	Theory of a Naturalistic Environment	
c.	Enriched Approaches to Social Care	
i.	Social Housing	
ii.	Hand-Rearing	
iii.	Maximizing Chimpanzee-Staff Relations	
iv.	The Use of Training	
d.	Environmental Enrichment	
e.	Object Enrichment	
i.	Toys & Manipulanda	
ii.	Tool-Use, Manipulatory & Cognitive Tasks	
iii.	Media Enrichment	
f.	Food Enrichment	
g.	Chapter Conclusion	
VII.	Conclusion	199
a.	A Review	
b.	Further Research and Applications	
c.	Final Thoughts	
VIII.	Appendix A	204
IX.	Appendix B	206
X.	Bibliography	207
a.	References	
b.	Further Readings	