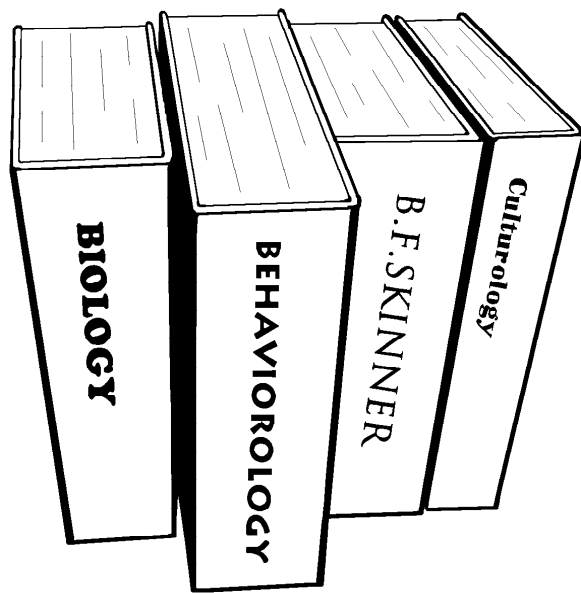
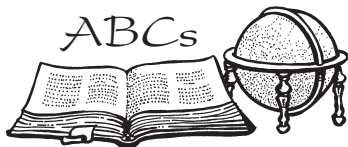


Study Questions for *Origins and Components of Behaviorology— Third Edition*



Stephen F. Ledoux



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To the Student and Teacher

About the Study Questions

These study questions were designed to increase the reader's benefit from reading the *Origins...* book by prompting and guiding the reader's efforts. The study questions focus the reader's attention on many of the particular points that surround different topics which arise in the course of each paper or chapter in the book. And they bring to the reader's attention various general themes and trends that run through particular papers or chapters if not the whole book itself.

The study questions contain several kinds of questions. Some are simply factual. Others require abstract and associative thinking (i.e., neural behaviors, also called covert behaviors). Still others necessitate critical thinking. Some have different parts for undergraduate and graduate students. Most provide space for written answers while a few require preparation for oral-delivery of answers. The answers to the vast majority of the study questions are easily found directly in the book. While readers are encouraged to answer the questions "in their own words," only a few questions require answers in that mode. *All study questions cover material sequentially*; they do not skip around in the material that they cover. However, editing for the *Third Edition* may have moved material in the *Origins* book up or down a page so that, rarely, a page number in a study question might also be off by a digit. (Making sure that some part of the book gets read was never the primary purpose for including any particular study question.)☺

About the Book / Study Questions Combination

The book and study questions work together to achieve beneficial pedagogical aims. The book was designed to accompany either separate studies in the natural science of behavior, or integrated studies in related areas (e.g., science and technology of behavior, philosophy of science, applied behavior analysis, contingency engineering). The study questions were designed to support this integration by covering topics in those areas as they arise in the book.

Teachers may manage these study questions in many different ways. Here are some of these ways: The entire collection may be assigned to students with instructions that they answer every question; this is the norm, especially at higher educational levels. Another option involves several questions from each paper or chapter being assigned by projecting them on a screen, while the teacher retains the remaining questions for later use as prompts for classroom discussions. Yet another option is to assign students to work in small groups each of which answers a subset of the questions for each paper or chapter. Many similar combinations are also possible.

Of course, not all teachers and not all courses need to use all the study questions. A teacher might excuse students from some study questions that are too specific for her or his course. There may even be some questions that a teacher simply does not want to deal with, and he or she may excuse students from those questions as well. All the questions taken together, though, help educate students in the full content range of the book.☺

About Using the Study Questions

Certain considerations about using the study questions are pertinent. The phrasing sometimes used in one or another study question may seem odd or unusual. This is usually because the phrasing mimics the phrasing used at or near the location of the answer in the book; this makes it easier for the student to recognize the answer while re-reading the material. Also, the answers to a few questions are *not* in the book; these answers are in the student's general knowledge or perhaps in their dictionaries, or in an encyclopedia, or in certain *appropriately peer-reviewed* electronic resources, and so on.

Most teachers assigning study questions like these maintain typical procedures regarding their use. Here are some elements of these procedures: (a) Write out the answers to the study questions—in your own words if possible—*by combining the questions and answers into full statements*. This enables students to study *just* their answers, as if these were notes, when reviewing for tests or other assessments of their knowledge. They need not refer to either the book or the study questions during their review. (b) Students should be tested only over the study questions that they were required to cover. Hence, they should be able to study fully for any tests over the book by studying their answers to the assigned study questions. (c) A realistic assignment is for students to complete one paper or chapter a week along with other class assignments. One teacher uses eight of the papers in one course and the seven-chapter paper in the followup course. (d) Students write out their study question answers right in the spaces of their *Study Questions for Origins and Components of Behaviorology* book. (Some teachers require that the study question book, with answers in it, be brought to class for discussion and checking.)☞☞

About the Ownership Proof Page

To help assure all students' ability to work on the study questions in a timely manner (by having their own copy rather than having to face the need or temptation to borrow or share), a "Proof of Ownership" sheet follows the appendix. Having each student fill out and turn in this form documents that each student owns her or his own copy of the study question book. The form can be filled out by the student, removed from the book, and given to the teacher as per course requirements. Basically, the form assures the teacher that each student can write his or her answers into a clean copy of the study questions book.☞☞

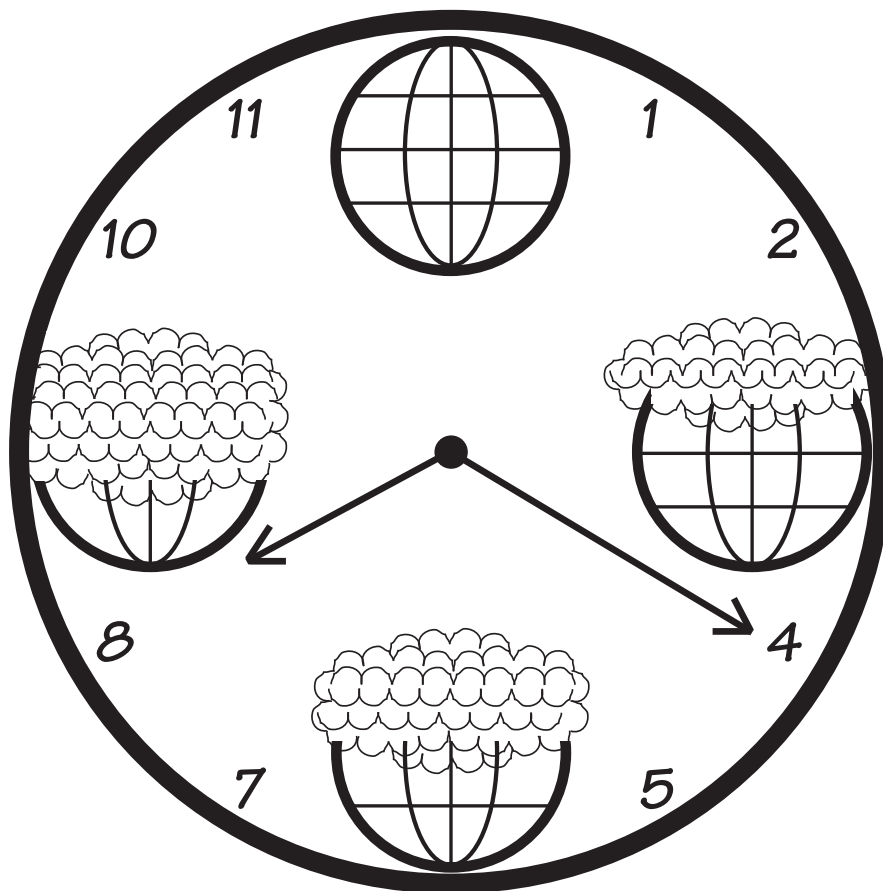
About the Study Questions Author

Beginning in 1982 the author, Stephen F. Ledoux, Ph.D., taught as a Professor of Behaviorology at the State University of New York (SUNY) at Canton. He earned his B.A. and M.A. degrees at California State University at Sacramento in the early 1970s, and he began his contributions to education in 1972 teaching behavior science courses to high school sophomores and seniors. For four years (1975–1979) he taught in Australia (at the *University of Queensland*, and at the *Gippsland Institute of Advanced Education*). Also, he taught in the Peoples Republic of China at *Xi'an Jiaotong University* in 1979. He went to SUNY–Canton after completing his

doctoral studies at Western Michigan University in 1982. Later, in 1990–1991, he again taught in China, this time on part of a faculty exchange at the *Xi'an Foreign Languages University*.

Professor Ledoux (pronounced “la-do”) is also active in professional organizations. In the late 1980s he was the first elected president of The International Behaviorology Association, and in the late 1990s he was elected chair of the board of directors of The International Behaviorology Institute (TIBI). Behaviorology is the natural science discipline of naturalistic explanations of behavior; thus it should not be confused with psychology which is the discipline of secularly mystical explanations of behavior. Thus, behaviorology is not a part of, nor any kind of, psychology. An older name that is still in use for this natural science is “behavior analysis” and the name of one of the areas of applied behaviorology is “Applied Behavior Analysis” (ABA).

With his family, Dr. Ledoux resides in Canton. His email address is ledoux@canton.edu. For more information on his background, and courses, visit his faculty web page by clicking on “Ledoux” in the “Directory” at www.behaviorology.org (the TIBI web site) where much related material can be found.☺☺



This artwork first appeared in *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems* (Ledoux, S. F. [2014]. Ottawa, Canada: BehaveTech Publishing). See BOOKS at www.behaviorology.org for more information.✱