

# *The International Behaviorology Institute Syllabus for BEHG 480 Green Contingency Engineering*

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This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at [www.behaviorology.org](http://www.behaviorology.org) or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description.

**Course Title:** BEHG 480 Green Contingency Engineering

**Credits:** 3 TIBI credits

**Prerequisites:** BEHG 211 Introduction to Behaviorology II

**Course Format:** Distance (online and offline options)

**Time Frame:** Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

**Professor:** Assigned upon enrollment, with contact information

## **Required Resources**

Wyatt, W. J. (1997). *The Millennium Man*. Hurricane, WV: Third Millennium Press. (ISBN 0-9663622-0-9)

Ledoux, S. F., Wyatt, W. J., & Bias, E. F. (1999). *Study Questions for W. Joseph Wyatt’s The Millennium Man*. Canton, NY: ABCs. (ISBN: 1-882508-11-4)

Skinner, B. F. (1948/1976). *Walden Two*. New York: Macmillan. (Kindle ISBN: 978-0-87220-778-3; Paperback ISBN: 978-0-87220-778-3)

Ledoux, S. F. & two unknown authors. (1976–2012). *Study Questions for B. F. Skinner’s Walden Two*. (Provided by TIBI.)

Ledoux, S. F., Hallatt, D., & Hallatt, T. (2014). An Interview on Behaviorology Supporting a Sustainable Society. *Journal of Behaviorology*, 17 (1), 3–12.

ABAI. (2010). Special Section: The Human Response to Climate Change. *The Behavior Analyst*, 33 (2), 145–206. Available (at time of publication) at: <http://researchnews.osu.edu/archive/thebehavioranalyst-climatechange.pdf>

## **Recommended Resources**

Ledoux, S. F. & Hallatt, D. (2014). *Interview: Behaviorology and Education for Green Engineering and Sustainable Living*. DVD: TIBI & PPF. (Available through TIBI at [www.behaviorology.org](http://www.behaviorology.org)).

Ledoux, S. F. (2014). *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems*. Ottawa, Canada: BehaveTech Publishing. (ISBN: 978-1-927744-02-4) Students should already have this book from the prerequisite courses.

Sidman, M. (2001). *Coercion and its Fallout Revised Edition*. Boston, MA: Author’s Cooperative. (ISBN: 1-888830-01-8) Students may already have this book from previous courses.

## **Course Description**

*BEHG 480 Green Contingency Engineering* addresses global problems in a format that allows the student to carry out considerable self-guided analyses and explorations into topics of particular interest to them within the context of an appropriate foundational science. After covering the role of coercion in prompting many levels of violence throughout society, from interpersonal and family interactions, through educational and workplace situations, to international and cultural relations—violence that interferes with problem solutions (see Sidman, 2001)—and while emphasizing non-coercive policies across all levels of society in solving problems, this course probes the range of actual and potential behaviorological applications to the behavior components of a wide range of global problems and solutions, starting with solutions reported in the natural science of behavior literature, and proceeding to design, and if possible test, not only extensions to such solutions but also new solutions to accessible aspects of as yet

unaddressed planetary or cultural problems. The focus is on improving cultures and the potential for human and planetary survival.

Broadly, BEHG 480 covers the following topic areas:

- ✦ The role of natural science in society, including its uses and misuses;
- ✦ The role of coercion in prompting many levels of violence throughout society;
- ✦ The range of actual and potential behaviorological applications to the behavior components of a wide range of global problems and solutions; and
- ✦ Non-coercive policies across all levels of society in solving global problems.

## Course Objectives

The primary objective of this course is to expand the student's repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ✦ Analyze fictional works that explore the topic of the role of natural science in resolving global problems;
- ✦ Analyze the role of coercion in global problems and relate non-coercive approaches to resolving such problems;
- ✦ Research and relate the role of the discipline of behaviorology to resolving global problems; and
- ✦ Analyze a topic of interest related to global problems and behaviorological solution contributions in detail.

## Written Topic-Paper Assignment

Consider this question: In what particular area are your contingencies compelling you to work with respect to behaviorology helping solve global problems, especially in terms of sustainability and in coordination with other natural scientists who are also working on solving these problems? An answer provides a topic for this assignment. Get approval for your topic preference by discussing it with your professor, which also provides you the opportunity to review your thesis statement, and even outline, before you begin writing.

According to the agreed upon topic, prepare an answer to that question of no fewer than ten pages and no greater than 20 pages, not including front matter and references, all double spaced with one-inch margins.

Your paper should explore the issue at a depth that, beyond what was presented in the course, can help others apply behaviorology as a contribution to solving one or another global problem, though perhaps only a local part of a problem. This will require research beyond the course texts. Cite five or more sources, at least one of which must be a source from outside this course.

## Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

## Check Week Resource Component

<input type="checkbox"/>	1	<i>The Millennium Man</i> and related Study Questions (SQs) and always take notes for the writing assignment	<i>Prologue &amp; Chapters 1–7</i>
<input type="checkbox"/>	2	<i>The Millennium Man</i> and related SQs, and always take notes for the writing assignment	<i>Chapters 8–14</i>
<input type="checkbox"/>	3	<i>The Millennium Man</i> and related SQs, and always take notes for the writing assignment	<i>Chapters 15–22</i>

<p>4</p> <p>Walden Two and related SQs, and always take notes for the writing assignment</p>	<p>Introduction &amp; Chapters 1–8</p>	<p>12</p> <p>Parts of Ledoux’s “Running Out of Time” book, and possibly parts of Sidman’s “Coercion” book (i.e., use indexes to review points on applications to solving global problems) plus at least one source outside this course, always taking notes for the writing assignment</p>	<p>Research &amp; review many applicable parts</p>
<p>5</p> <p>Walden Two and related SQs, and always take notes for the writing assignment</p>	<p>Chapters 9–19</p>	<p>13</p> <p>Topic paper</p>	<p>Prepare outline &amp; obtain paper topic approval</p>
<p>6</p> <p>Walden Two and related SQs, and always take notes for the writing assignment</p>	<p>Chapters 20–27</p>	<p>14</p> <p>Topic paper continued</p>	<p>Draft paper</p>
<p>7</p> <p>Walden Two and related SQs, and always take notes for the writing assignment</p>	<p>Chapters 28–36</p>	<p>15</p> <p>Topic paper continued</p>	<p>Finish &amp; submit paper</p>
<p>8</p> <p>Interview article (&amp; DVD) and always take notes for the writing assignment</p>	<p>Qs&amp;As 1–11</p>	<p>Please contact TIBI at <a href="http://www.behaviorology.org">www.behaviorology.org</a> with any questions about the content of this syllabus or the <i>General Parameters &amp; Procedures for Courses from The International Behaviorology Institute</i>.</p>	
<p>9</p> <p>Interview article (&amp; DVD) and always take notes for the writing assignment</p>	<p>Qs&amp;As 12–22</p>	<h2 style="text-align: center;">References</h2> <p>Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. <i>Origins and Components of Behaviorology—Third Edition</i> (pp. 314–326). Ottawa, Canada: BehaveTech Publishing.</p>	
<p>10</p> <p>Special Section on the Human Response to Climate Change, and always take notes for the writing assignment</p>	<p>pp. 145–177</p>		
<p>11</p> <p>Special Section on the Human Response to Climate Change, and always take notes for the writing assignment</p>	<p>pp. 179–206</p>		