

The International Behaviorology Institute Syllabus for BEHG 513 Advanced Behaviorology II

James O’Heare

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 or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2006).

Course Title: BEHG 513 Advanced Behaviorology II

Credits: 3 TIBI credits

Prerequisites: BEHG 512 Advanced Behaviorology I

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

Fraley, L. E. (2008). *General Behaviorology: The Natural Science of Human Behavior* (Chapters 20–30). Canton, NY: ABCs. (ISBN 978-1-882590-28-0)

O’Heare, J. (2013). *Study Questions for General Behaviorology: The Natural Science of Human Behavior by Lawrence E. Fraley*. Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-09-3)

Recommended Resources

Fraley, L. E. (2015a). [Part I] What is reality to an organic unit of matter? Some physics of behavior with implications for sentience and sociality. *Journal of Behaviorology*, 18 (1), 13–25.

Ledoux, S. F. (2015). In Response to Fraley (2015). *Journal of Behaviorology*, 18 (1), 27–28.

Fraley, L. E. (2015b). Part II. Further applications of behaviorological principles to probe the implications of traditional reality and explore its alternatives. *Journal of Behaviorology*, 18 (2), 7–23.

Fraley, L. E. (2016). Part III. Comparing the implications of the new internal perspective with those of the traditional perspective. *Journal of Behaviorology*, 19 (1), 27–51.

Course Description

BEHG 513 Advanced Behaviorology II is the second course of a two-course sequence (BEHG 512 & BEHG 513) covering, in detail, more of the variables of which the behavior of humans and other animals is a function, as discovered from the natural science perspective and with emphasis on increasingly complex human behavior. Included is not only more of the range of pertinent and accessible environment-behavior functional relations, but also more of the naturalistic philosophical foundations of the behaviorology discipline as well as the research methodology involved in discovering the independent variables in these relations and engineering them into sophisticated applications and interventions beneficial to humanity and other animals.

Broadly, BEHG 513 covers the following topic areas:

- ⌘ Gradual change in both stimuli and responses;
- ⌘ Some complex cases including values, rights, ethics, and morals;
- ⌘ Verbal behavior and consciousness;
- ⌘ Personhood and culture;
- ⌘ Application of behaviorological principles to reality as a behaved phenomenon; and
- ⌘ Intellectual evolution (biological and cultural).

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:

- ❧ Define and differentiate among antecedent behavior-controlling relations and behavior change processes;
- ❧ Describe research strategies and methodologies utilized with behaviorology and describe and differentiate among the various within-subject experimental designs;
- ❧ Define behavior objective and describe the importance of clarity, accessibility, and the quantification of behavior and fluency;
- ❧ Define shaping and describe the procedure and how it is applied to produce new response class forms;
- ❧ Define and describe fading procedures and processes;
- ❧ Define and describe values, rights, ethics, morals, and their interrelations, along with attitudes and beliefs, as completely natural behavioral phenomena, and analyze related sociocultural implications;
- ❧ Define verbal behavior and analyze elementary verbal operant relations such as mands, tacts, and autoclitics, and explain consciousness in terms of covert verbal behavior;
- ❧ Apply principles and strategies of natural science to questions about consciousness, personhood, life processes and culture, including the implications of superstitious behavior within verbal communities;
- ❧ Describe reality from a natural science orientation as a behaved phenomenon and contrast and compare traditional and robotic perspectives and the internal versus external environment issue; and
- ❧ Explore the natural science of behavior as applied to various topics of intellectual evolution, both biological, technological and cultural, including potential future advancements for humanity when a natural science approach becomes as embraced as the other three basic natural sciences (physics, chemistry, and biology).

Written Assignment

This course will expose the student to a number of advanced topics in natural science, and in particular, the natural science of behavior. By the time students have completed their coursework through the primary textbook and its study questions, they will have been introduced to topics that invariably prompt the student's further interest-related behaviors. This written

assignment will provide students the opportunity to expand their repertoire with respect to a topic of interest raised within the coursework.

The student will prepare a paper in which they explore their selected topic (after receiving approval for the topic from the professor). They will take their coverage of the topic, either in depth or in application, beyond that which was covered in the course itself. The student may generate an explicative or argumentative essay. It should explore the topic beyond the depth with which the topic was presented in the coursework or apply it in a unique way. This may require conducting further independent research (literature searches) or analysis, or theoretical work and argumentation. Discussing your general strategy or approach to your approved topic with your professor will ensure that you avoid pursuing a path that later experience would show to be untenable.
















The paper should be ten to 20 pages, double spaced with one-inch margins, not including references and any front matter pages, or figures, tables, and diagrams. This paper should follow all appropriate guidelines for graduate level papers, including being consistent with the formatting, style, and usage guidelines followed in the *Journal of Behaviorology*. It should include a minimum of eight reference citations, three of which must be to primary sources.

Although three weeks is allocated within the time management recommendations below, students are urged to consider their choice of topics throughout their coursework and take notes or collect materials on topics of early interest.

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

	1	<i>General Behaviorology and related Study Questions (SQs)</i>	<i>Chapter 20</i>
	2	<i>General Behaviorology and related SQs</i>	<i>Chapter 21</i>
	3	<i>General Behaviorology and related SQs</i>	<i>Chapter 22</i>
	4	<i>General Behaviorology and related SQs</i>	<i>Chapter 23</i>
	5	<i>General Behaviorology and related SQs</i>	<i>Chapter 24</i>
	6	<i>General Behaviorology and related SQs</i>	<i>Chapter 25</i>
	7	<i>General Behaviorology and related SQs</i>	<i>Chapter 26</i>
	8	<i>General Behaviorology and related SQs</i>	<i>Chapter 27</i>
	9	<i>General Behaviorology and related SQs</i>	<i>Chapter 28</i>
	10	<i>General Behaviorology and related SQs</i>	<i>Chapter 29</i>
	11	<i>General Behaviorology and related SQs</i>	<i>Chapter 30</i>
	12	<i>Written assignment</i>	<i>Idea & Thesis statement</i>
	13	<i>Written assignment continued</i>	<i>Research</i>
	14	<i>Written assignment continued</i>	<i>Draft</i>
	15	<i>Written assignment continued</i>	<i>Final Product</i>

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2006). TIBI online syllabus for BEHG 470 Advanced Behaviorology II. *Behaviorology Today*, 9 (2), 9–12.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. & &