

TEMA/PROBLEMA	LECTURAS BÁSICAS	LECTURAS ESPECIALIZADAS	LECTURAS EXPERIMENTALES
<p>¿Cuál es la relación entre la contingencia pavloviana y la operante?</p>	<p>Mowrer, O.H. (1960). Two-factor learning theory: versions one and two. <i>Learning Theory and Behavior</i> (p.63-91). New York: John Wiley & Sons, Inc.</p>	<p>Pear, J.J. y Eldridge, G. L. (1984). The operant-respondent distinction: future directions. <i>The Journal of the Experimental Analysis of Behavior</i>, 42, 3, 453-467.</p>	<p>Shapiro, M. M. (1960). Respondent salivary conditioning during lever-pressing in dogs. <i>Science</i>, 132, 619-620.</p> <p>Estes, W. K., Skinner, B. F.; Skinner, B. F. (1941), "Some quantitative properties of anxiety". <i>Journal of Experimental Psychology</i>, 29, 390-400.</p> <p>Bower, G., & Grusec, T. (1964). Effect of prior Pavlovian discrimination training upon learning an operant discrimination. <i>Journal of the Experimental Analysis of Behavior</i>, 7, 401-404.</p> <p>Bower, G., & Kaufman, R. (1963). Transfer across drives of the discriminative effect of a pavlovian conditioned stimulus. <i>Journal of the Experimental Analysis of Behavior</i>, 6, 445-448.</p> <p>Mellgren, R. L., & Ost, J. W. P. (1969). Transfer of pavlovian differential conditioning to an operant discrimination. <i>Journal of Comparative and Physiological Psychology</i>, 67, 390-394.</p> <p>Engberg, L. A. Hansen, G, Welker, R. L., Thomas, D. R. (1972). Acquisition of key-pecking via autoshaping as a function of prior experience: "Learned Laziness"? <i>Science</i>, 178, 1002-1004.</p> <p>Seligman, M.E.P., Maier, S.F., (1967). Failure to escape traumatic shock. <i>Journal of Experimental Psychology</i>, 74, 1-9.</p> <p>Welker, R. L. (1976). Acquisition of a free-operant response as a function of prior experience with response-independent food. <i>Learning & Motivation</i>, 7, 394-405.</p> <p>Wheatley, K. L. Welker, R. L., & Miles, R. C. (1977). Acquisition of bar pressing in rats following experience with response-independent food. <i>Animal Learning & Behavior</i>, 5, 236-242.</p>
<p>Discriminación condicional y conducta compleja no humana</p>	<p>Carter, D. E., & Werner, T. J. (1978). Complex learning and</p>	<p>Cumming, W. W., & Berryman, R. (1965). The complex discriminated</p>	<p>Wixted, J. T. (1989). Nonhuman short-term memory: <i>A quantitative reanalysis of selected</i></p>

	<p>information processes by pigeons: A critical analysis. <i>Journal of the Experimental Analysis of Behavior</i>, 29, 3, 565-601.</p>	<p>operant: Studies of matching to sample and related problems. En: D. I. Mostofski (Ed.). <i>Stimulus generalization</i>, (pp. 284-329). Stanford, CA: Stanford University Press.</p> <p>Katz, J.S.; Bodily, K.D. y Wright, A.A. (2008). Learning Strategies in Matching to Sample: If-then and Configural Learning by Pigeons. <i>Behavioural Processes</i>, 77, 2, 223-230.</p>	<p><i>findings. Journal of the Experimental Analysis of Behavior</i>, 52, 409-426.</p> <p>Zentall, T. R. (2002). A Cognitive Behaviorist Approach to the Study of Animal Behavior. <i>The Journal of General Psychology</i>, 129, 328-363.</p> <p>Urcuioli, P. J. (2005). Behavioral and associative effects of differential outcomes in discrimination learning. <i>Learning and Behavior</i>, 33, 1-21</p>
Función selectora: estructura y casos	Ribes y López (1985). Función selectora (capítulo 7).		
Continuidad y discontinuidad entre la conducta humana y no-humana	<p>Skinner, B. F. (1953). <i>Science and human behavior</i>. Sección I. New York: The Macmillan Company.</p> <p>McGrew, W.C. (1998). Culture in nonhuman primates? <i>Annual Review of Anthropology</i>, 27, 301-328.</p> <p>Glenn, S. S. (2004). Individual behavior, culture and social change. <i>The Behavior Analyst</i>, 27, 2, 133-151.</p>	<p>Ribes, E. (1990). La conducta humana como conducta operante ¿un problema empírico o conceptual? En: E. Ribes. <i>Problemas conceptuales en el análisis del comportamiento humano</i>. México: Trillas.</p> <p>Ribes, E., Rangel, N. y López-Valadez, F. (2008). Análisis teórico de las dimensiones funcionales del comportamiento social. <i>Revista Mexicana de Psicología</i>, 25, 1, 45-57.</p>	
Condicionamiento en humanos	<p>Brewer, W.F. (1974). There is no convincing evidence for operant or classical conditioning in adult humans. En: W.B. Weimer y D.S. Palermo (eds.). <i>Cognition and the symbolic processes</i>. New York: John Wiley & sons.</p> <p>Reese, H.W. y Lipsitt, L.P. (1970/1980). <i>Psicología experimental infantil</i>. Cap. 3. México: Trillas.</p>	<p>Malcuit, G y Pomerleau, A. (1996). Aprendizaje operante y habituación en infantes. En: S.W. Bijou y E.Ribes (eds.). <i>El desarrollo del comportamiento</i>. Guadalajara: Universidad de Guadalajara.</p> <p>Shull, R.L. y Lawrence, P.S. (1998). Reinforcement schedule performance. En: K.A. Lattal y M. Perone. (eds.) <i>Handbook of research methods in human operant behavior</i>. New York: Plenum Press.</p>	<p>Merckelbach, H.; Van Hout, W.; De Jong, P. & Van den Hout, M.A. (1990). Classical conditioning and attentional bias. <i>Journal of Behavioral Therapy & Experimental Psychology</i>, 21, 3, 185-191.</p> <p>Williams, D.C.; Saunders, K.J. & Perone, M. (2011). Extended Pausing by Humans on Multiple Fixed-Ratio Schedules with Varied Reinforcer Magnitude and Response Requirements. <i>Journal of the Experimental Analysis of Behavior</i>, 95, 2, 203-220.</p>
Interacciones contextuales y lenguaje	Sokolov, A.N. (1969). Studies of the speech mechanisms of thinking.	Tonneau, F. (2004b). Verbal understanding and Pavlovian	Brotsky, S.J. (1968). Classical conditioning of the galvanic skin response to verbal concepts.

	En: M.Cole, I. Maltzman (eds.). <i>A handbook of contemporary soviet psychology</i> . New York: Basis Books, Inc., Pub.	processes. <i>The Behavior Analyst Today</i> , 5, 2, 158- 169.	<i>Journal of Experimental Psychology</i> , 76, 244-253.
Interacciones suplementarias y lenguaje	Skinner, B.F. (1957). <i>Verbal behavior</i> . Capítulos 1-5; 12. Acton, Massachussets: Copley Publishing Group.	Chomsky, N. (1959). A Review of B. F. Skinner's Verbal behavior. <i>Language</i> , 35, 1, 26-58. Ribes, E. (1982): ¿Se ha abordado el lenguaje desde el análisis de la conducta? En: E. Ribes. <i>El Conductismo: Reflexiones Críticas</i> . Barcelona: Fontanella.	Luke, N.; Greer, R.D.; Singer-Dudek, J. & Keohane, D. (The emergence of autoclitic frames in atypically and typically developing children as a function of multiple exemplar instruction. <i>The Analysis of Verbal Behavior</i> , 27, 141-156. Lowe, C. F., Horne, P. J., Harris, F. D. A., & Randle, V. R. L. (2002). Naming and categorization in young children: Vocal tact training. <i>Journal of the Experimental Analysis of Behavior</i> , 78, 527-549.
Interacciones suplementarias y conducta social	Schmitt, D.R. (1998). Social behavior. K.A. Lattal y M. Perone. (eds.) <i>Handbook of research methods in human operant behavior</i> . New York: Plenum Press.	Gewirtz, J.L. y Peláez-Nogueras, M. (1991). The attachment metaphor and the conditioning of infant separation protests. En: J.L. Gewirtz y W.M. Kurtines, (eds.). <i>Intersections with attachment</i> . Hillsdale: Lawrence Erlbaum Associates, Pub. Schuster, R. & Perelberg, A. (2004). Why cooperate? An economic perspective is not enough. <i>Behavioural Processes</i> , 66, 261-277. Ribes, E. (2010). Social interactions: Conceptual reflections and an experimental approach. En R. Schwarzer y P. A. Frensch (Eds.) <i>Personality, human development and culture: International perspectives on psychological science Vol. 2</i> (pp. 275-288). New York: Psychology Press.	Azrin, N.H. y Lindsley, O.R. (1967). The reinforcement of cooperation between children. En: S.W. Bijou y D.M. Baer (eds.). <i>Child development. Readings in experimental analysis</i> . New York: Appleton-Century-Crofts. Ribes-Iñesta, E.; Rangel, N.; Zaragoza, A.; Magaña, C.; Hernández, H.; Ramírez, E.; y Valdez, U. (2006). Effects of differential and shared consequences on choice between individual and social contingencies. <i>European Journal of Behavior Analysis</i> , 7, 1, 41-56.
Discriminación condicional en humanos I: equivalencia de estímulos y marcos relacionales	Sidman, M. (1992). Equivalence relations: some basic considerations. En: S.C. Hayes & L.J. Hayes (eds.). <i>Understanding verbal relations</i> . (p.15-28). Reno: Context Press.	Barnes-Holmes, D., Barnes-Holmes, Y., Smeets, P. M., Cullinan, V., & Leader, G. (2004). Relational Frame Theory and stimulus equivalence: Conceptual and procedural issues. <i>International</i>	Fields, L.; Reeve, K.F.; Matneja, P.; Varelas, A.; Belanich, J.; Fitzer, A.; y Shamoun, K. (2002). The formation of a generalized categorization repertoire: effect of training with multiple domains, samples, and comparisons. <i>Journal of the Experimental</i>

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Interacciones lingüísticas complejas I: instrucciones, descripciones y solución de problemas.	Skinner, B.F. (1969). An operant analysis of problem solving. En Skinner, B.F. (Ed), <i>Contingencies of reinforcement: A Theoretical analysis</i> (pp. 151-171). Nueva York: Appleton Century Crofts. Goldiamond, I. (1966). Perception, language, and conceptual behavior. En Kleinmuntz, B. (Ed.), <i>Problem solving: Research, method, and theory</i> (pp. 183-124). Nueva York: Wiley.	Ribes, E. (2000). Instructions, rules, and abstraction: a misconstrued relation. <i>Behavior & Philosophy</i> , 28, 41-55. Schlinger, H. D. (1993). Separating discriminative and function-altering effects of verbal stimuli. <i>The Behavior Analyst</i> , 16, 9-23.	Shimoff E, Catania A.C, Matthews B.A. (1981). Uninstructed human responding: Sensitivity of low-rate performance to schedule contingencies. <i>Journal of the Experimental Analysis of Behavior</i> , 36,207–220. Ribes, E. y Rodríguez, M.E. (2001). Correspondence between instructions, performance, and self- descriptions in a conditional discrimination task: The effects of feedback type of matching response. <i>The Psychological Record</i> , 51, 2, 309-333.
Interacciones lingüísticas complejas II: sustitución extrasituacional	Ribes y López (1985). Capítulo 8. Ribes, E. (2012). Las funciones substitutivas de contingencias. En: M.A. Padilla y R. Pérez-Almonacid (eds.). <i>La función substitutiva referencial: análisis histórico-crítico / avances y perspectivas</i> . New Orleans: University Press of the South.	Hayes, L.J. (1991). Problems of drawing distinctions along continua. En: L.J. Hayes y P.N. Chase (eds.). <i>Dialogues on verbal behavior</i> . Reno: Context Press.	Ribes, E., & Zaragoza, A. (2009) Efectos de las instrucciones y descripciones con sin criterios en la adquisición y transferencia de una discriminación condicional de segundo orden. <i>Acta Comportamental</i> , 17,1, 61-95.
Interacciones lingüísticas complejas III: Formación de conceptos	Vygotski, L. (1934/1964). <i>Pensamiento y lenguaje</i> . Cap. 4, 5 y 6. Buenos Aires, Editorial. Lautaro.	Ribes, E. (2006). Categorías, conceptos y conducta: reflexiones teóricas. <i>Revista Latina de Pensamiento y Lenguaje</i> , 15, 1, 5-23.	Hull, C. L. (1920). Quantitative aspects of the evolution of concepts. <i>Psychological monographs</i> 28, todo el número 123.
Interacciones lingüísticas complejas IV: sustitución transituacional	Ribes y López (1985). Capítulo 9. Skinner, B.F. (1957). <i>Verbal</i>	Kantor, J.R. (1945). <i>Psychologic and logic</i> . Vol. 1. Cap.7. Chicago: The	

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Ciencia básica y aplicaciones	Ribes y López (1985). Cap. 10	Ribes, E. (2009). Reflexiones sobre la aplicación del conocimiento psicológico: ¿Qué aplicar o cómo aplicar? <i>Revista Mexicana de Análisis de la Conducta</i> , 35, 3-17. Mace, F. Ch. y Critchfield, T.S. (2010). Translational research in behavior analysis: historical traditions and imperative for the future. <i>Journal of the Experimental Analysis of Behavior</i> , 93, 3, 293- 312	