

EAB 4184
Behaviorism and Contemporary Society
University of Florida | Fall 2023

Class	Graduate Instructor	Undergraduate TAs
T Period 5 - 6 (11:45 AM - 1:40 PM)	Lexi Knerr, aknerr@ufl.edu	Lily Olsthoorn
R Period 6 (12:50 PM - 1:40 PM)	Office Hours: PSY094	Jialong Zhen
PSY0130	Th 11:30-12:30pm or by appt.	

Social and Behavioral Sciences General Education Subject Area Objectives

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions. These objectives will be accomplished through exams and assignments.

General Education Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.
Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

Overview

Most challenges we face in society are behavioral in nature. Consider: addiction, crime and delinquency, overconsumption, corruption, domestic violence, child abuse, climate change, prejudice, terrorism. This course will explore how a behavior analytic perspective may help us face these challenges, and understand and change the world in which we live. During the first part of the course we will analyze the philosophy of behaviorism, and become familiar with core concepts and terms that will guide our later discussions. During the next part of the course, we will ask how a science of behavior might shed light on our social ills, and whether these insights might be useful in generating treatments targeting individual behavior change, and public policies targeting broad social change.

Format

Class will be held in-person on the specified dates and times. We will use a variety of activities to analyze and digest the challenging and provocative issues raised during this class. We will use class discussion, collaborative projects, small group discussion, and interactive lectures.

A behavioral approach to teaching and learning will be used in this class. You will be provided with study guides each week, quizzed frequently, receive immediate feedback on your performance, and you will be given opportunities to improve on your prior performance on remedial quizzes.

Readings

The required text is Johnston's *Talking About Behavior: Radical Behaviorism for ABA Practitioners (2nd Edition)*. Buy it asap. And don't worry, you don't need to be an ABA practitioner. I define practitioner as someone interested in understanding and solving behavior problems. That's everybody in this class.

Tip: When you're reading from this book, ignore the "boxes" in the chapter when you read through the chapter. They disrupt the flow. Go back and read the boxes indicated on the study guide, and then read the others for your edification. Revise and review your study guide answers and review the lecture material prior to the quiz each week. Once you get into this rhythm, it will all flow.

Articles in pdf format will be available in Canvas, under the corresponding Module.

The readings should be done carefully. To help focus your reading and comprehension I will provide study guides for the readings. *The amount of reading for each class may be more than you are used to. It will be extremely difficult to procrastinate and digest the material in one sitting.* Planning ahead will be essential!

Course Communications

Please use Canvas to message me or the TAs. Expect us to respond within 24 hrs during the week and 48 hrs during the weekend. You should check Canvas and your email for any updates daily during the week.

How You'll Be Graded

TAMIs: You will provide an insight and/or counterpoint (a so called "TAMI", you'll see why later) based on the readings in an online discussion post. The TAMI will be worth 5 points. What we're looking for, and what we will try to cultivate over time, are posts that reflect the kinds of observations and analyses you might make in a graduate-level course. That is, does the post: present specific material from the reading? indicate considered thought about the readings? present issues that are not obvious? balance the flaws of an argument with the remaining substance of the argument? weigh the personal or societal costs and benefits of an argument? and/or integrate the readings into a novel or interesting context? TAMIs are due on the first date listed for each week's topic by 11:45 am, which will always be a Tuesday.

Quizzes: Each Thursday there will be a short quiz that will cover material from the classes since the last quiz, and the assigned readings for that week. Quizzes will be worth 5-10 points. Quiz questions may come from the study guides, but they will cover all readings and all class content. Multiple choice, true/false, and/or fill in the blank questions may be included. Quizzes will be taken either by students individually (5 min time cap), or in small groups (variable time cap). I will let you know the format the day of the quiz. Quizzes will be collected at the end of class, and students must be present to submit the quiz. The quizzes will be scheduled on the second date listed for each week's topic.

Remedial/Make Up: At the end of the course you will have the opportunity to take a remedial/make-up quiz. The remedial can replace a missed quiz or a poor grade. I will simply drop your lowest quiz score to compute your grade.

In-class activities: Activities will occur in-class, and when they do occur and a [permanent product](#) is collected they will be worth 2-5 points.

If you miss the class for the activity, you may request an alternate activity within 7 days of the class. The alternate activity will be a 1-page, single-spaced review of a journal article. Email Dr. Jimenez-Gomez for the article. It is your responsibility to email Dr. Jimenez-Gomez if you are absent. The summary will be due 7 days after you make the request (by 11:59pm).

Midterm: The midterm will be worth 40 points and will be held in class on **October 12th**.

Choose your own adventure articles (CYOA): In place of a final exam, you will review three articles you choose from the options available on Canvas. Each review will be worth 20 points and will include a brief overview of the article, a description of the societal problem in behavior-analytic terms, and your reflection on the article (like a TAMI). All three are due by the start of class (11:45 am) on 12/5. To make sure everyone has an opportunity to get feedback prior to submitting, a draft of the first CYOA review will be due prior to the start of class on 10/24. This will be on your choice of five articles by Biglan. The draft will be worth an additional 10 points. Class time will be set aside on 9/28 to give you the opportunity to select your articles, and class time on 11/21 will be devoted to working on your reviews.

Grading

<u>Assignments</u>	<u>Points</u>	<u>Grade</u>	<u>Total Points</u>	<u>Percentage Range</u>
Quizzes (12x10)	120	A	279-300	93-100
TAMIs (12x5)	60	A-	270-278.9	90-93
Midterm	40	B+	261-269.9	87-90
In Class Activities	10	B	249-260.9	83-87
CYOA Papers	70	B-	240-248.9	80-83
		C+	231-239.9	77-80
		C	219-230.9	73-77
		C-	210-218.9	70-73
		D+	201-209.9	67-70
		D	189-200.9	63-67
		D-	180-188.9	60-63
		E	<180	<60

Note: There is no rounding.

Certification as a Board Certified Associate Behavior Analyst (BCaBA) and Specialization Track in Behavior Analysis

The Department of Psychology at the University of Florida has a Behavior Analysis Certification Board® (BACB)-verified course sequence that prepares students to sit for the BCaBA exam after graduation with a bachelor's degree. Students who successfully complete this sequence will automatically meet the coursework requirement to qualify for the exam. In addition to this coursework, the student will have to complete a minimum of 1000 hours of supervised practical experience in behavior analysis.

Full-time UF students are eligible to complete the sequence, regardless of major (i.e., non-psychology majors can complete the requirements and site for the BCaBA exam). At this time only residential UF students are eligible, UFO students are not eligible.

The Department of Psychology also offers a specialization track in Behavior Analysis. The curriculum includes coursework in behavior analysis, psychology, statistics, mathematics, and biology. The specialization also allows the option to conduct a senior honors thesis. The behavior analysis coursework includes a very similar Behavior Analysis Certification Board (BACB)-verified course sequence, as described above, that prepares students to sit for the BCaBA exam after graduation.

EAB 4184 is required course for both the course sequence and the specialization in Behavior Analysis. Please click [here](#) for more information.

Course Policies and Guidelines

1. Please do not post or share any material from this course to any online platform or share it in any way electronically. Please do not use material from previous courses posted online (some of it is incorrect).
2. All interactions with instructors and among class members are expected to be professional and appropriate.
3. Announcements will be made periodically about class issues (such as reminders about upcoming assignments). These will be visible on our course's home page. Students are responsible for all announcements made there.
4. This course adheres to all University Policies. See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
5. Academic Honesty. This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> The following is text that is required in every course syllabus regarding academic honesty: "Cheating is defined in the UF Handbook, and it is the student's responsibility to be familiar with its many forms (including plagiarism). If a student is caught cheating, the first offense will result in a zero for that exam or assignment and a record of the event will be placed in a temporary file with the Office of Student Affairs. The second offense will result in an 'E' for the course, and the student will go before the Honor Court. As a result of completing registration at UF, every student has agreed to the following statement: I understand that UF expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."
6. Special Accommodations. Every effort will be made to show consideration to all students and to create a classroom environment in which students feel that their contributions are valued. Students requesting special accommodation must first register with the Dean of Students Office, which will provide documentation that the student must give to me when requesting accommodation. See <http://www.dso.ufl.edu/drc/> for details. All properly requested accommodations will be granted discreetly. If other special circumstances should arise during the term, please contact me directly and as soon as possible.
7. Religious Observances. Please check your calendars against the course syllabus. If you have a conflict due to religious observance you should contact me as soon as possible so that we can make any necessary arrangements.
8. Attendance and Missed Assignments. Attendance is required to complete weekly quizzes and in-class activities. Missed assignments due to unexcused absences cannot be made up. Missed assignments due to excused absences can be made up but it is at the instructor's discretion

which make-up assignments may be submitted and the timeline. If you know you will be unable to attend class, please contact me as soon as possible for arrangements. Excused absences and extension of deadlines must be consistent with university policies and require appropriate documentation. Requests for extensions must be made before the assignment deadline, if possible, or within 24 hours of the deadline for unexpected emergencies. Late assignments without approved extensions will not be accepted. Additional information can be found in [Attendance Policies](#).

9. Course Evaluation. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.
10. Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.
11. Syllabus Change Policy. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change.

Diversity and Inclusion

Although scientific endeavors strive to be objective, it is important to acknowledge these endeavors are the work of individuals whose unique perspective and experiences impact their work and interpretations of scientific findings. I acknowledge scientific work in the field of behavior analysis is disproportionately built by and influenced by a small subset of privileged individuals. As a result, it is possible there may be both overt and covert biases in the material assigned for this course due to the lens through which it was written, even though the material is primarily of a scientific nature. I invite you to critically consider issues of diversity, equity, inclusion, and accessibility as you read these texts and evaluate the potential implications for the work of applied behavior analysts. Integrating a diverse set of experiences is important for a more comprehensive understanding of science.

Importantly, I aim to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and that honors your identities, including race, gender, sexual orientation, religion, ability, etc. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official university records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. If you prefer to speak with someone outside of the course, refer to the resources for students in the next section.

- I, like many people, am still in the process of learning about diverse perspectives and identities. As I continue to learn, I will make mistakes, but am always open to learning from you in order to avoid making the same mistake in the future. *Please hold me accountable.*
- If something was said in class by anyone that made you feel uncomfortable, please talk to me about it.
- As a participant in course discussions, you should strive to honor the diversity of your classmates.
- Some [guidelines for class discussions](#), particularly when discussing sensitive topics, include:
 - Commit to learning. Make space for varied perspectives and learning histories.
 - Use “I” statements. Speak from your own perspectives and experience.
 - Ideas, not people. Disagreements will happen, but insensitive or inappropriate language that harms others will not be accepted.
 - Step up, step back. Often the dominant voices in the room may drown out quieter opinions. Be aware of your own behavior and allow others the opportunity to speak.

Behavior analysts have long recognized the role of antecedent stimuli in evoking behaviors. This statement is one of many antecedent strategies intended to support a culture of respect, inclusion, and continual commitment to improvement within this class.

Health and Safety

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening, testing, and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

UF Resources for Students

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Student Health Care Center, 392-1161.
- *University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

- *E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- *Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- *Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

- *Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.*
<http://writing.ufl.edu/writing-studio/>

Tentative Schedule

TOPICS	DATES	READINGS
Introduction and Overview	Aug 24	
1. Review of behavior analysis	Aug 29, 31	Cooper et al.: Basic Concepts
2. Free will and determinism	Sept 5, 7	J. Preface J. An unavoidable but reasonable assumption J. It's just verbal behavior
3. Mentalisms and self-awareness	Sept 12, 14	J. Nevermind J. What is really inside? J. Seeing yourself
4. Responsibility and ethics	Sept 19, 21	J. The misdirection of everyday dialect J. Behavioral Responsibility J. Ethics, Rights, Values – without the heat
5. Culture and radical behaviorism	Sept 26, 28*	J. A social life J. Radical Behaviorism Malagodi (pp.1-6): A call for cultural analysis
6. Behavioral vulnerabilities and survival	Oct 3, 5	Skinner: Why we are not acting to save the world Chance: The ultimate challenge: Prove Skinner wrong
Midterm	Oct 10, 12	Review; Midterm
7. Addiction and punishment	Oct 17, 19	Higgins: Clinical implications of reinforcement as a determinant of substance use disorders Hart: Viewing addiction as a brain disease promotes social injustice Apel & Diller 2017: Prison as punishment: a behavior-analytic evaluation of incarceration
8. Marketing, capitalism, and consumerism	Oct 24, 25	Biglan 2020: How cigarette marketing killed 20 million people Biglan 2020 CYOA (choose one): <ul style="list-style-type: none"> • The right to sell arms • How and why the food industry makes Americans sick • Big Pharma and the death of Americans • How free market ideology resulted in the great recession • The fossil fuel industry: the greatest threat to human wellbeing Grant: Can We Consume Our Way Out of Climate Change? A Call for Analysis
9. Political Contingencies	Nov 1, 3	Goldstein & Pennypacker: From candidate to criminal: The contingencies of corruption Critchfield 2015: Historically Low Productivity by the United States Congress: Snapshot of a Reinforcement-Contingency System in Transition
10. Public Health	Nov 7, 9	Shawler 2021: A Proposed Functional Analysis of Transmission Prevention Behaviors for a Respiratory

		Virus (SARS-CoV-2) Reed 2022: Applied behavioral economics and public health policies
11. Verbal behavior: what is truth?	Nov 14, 16	Guerin (pp. 1425-1428): Behavior analysis and the social construction of knowledge Tsipurski (pp. 47-56): Fighting fake news and post-truth politics with behavioral science Normand: Skepticism and Applied Behavior Analysis
12. <i>Choose your own adventure week</i>	Nov 21	<i>Virtual Class: Work on Choose Your Own Adventure articles</i>
13. Racism and privilege	Nov 28, 30	Excerpts from Matsuda (2020) and Moore (2003) LCSRG 2022: Beyond Checking: A behavior-analytic conceptualization of privilege as a manipulable aspect of context
Final Class/Review	Dec 5	CYOA Papers Due