

**EAB 4184**  
**Behaviorism and Contemporary Society**  
**University of Florida | Spring 2022**

**Class**

T | Period 5 - 6 (11:45 AM - 1:40 PM)  
[CSEE119](#)  
 R | Period 6 (12:50 PM - 1:40 PM)  
[LIT0113](#)

**Professor**

Dr. Corina Jimenez-Gomez  
 (she/her/ella)  
 Office Hrs: by appt.  
[cjimenezgomez@ufl.edu](mailto:cjimenezgomez@ufl.edu)

**Teaching Assistant**

Lexi Knerr  
[aknerr@ufl.edu](mailto:aknerr@ufl.edu)

**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**

<b>Category</b>	<b>Institutional Definition</b>	<b>Institutional SLO</b>
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 *Radical Behaviorism for ABA Practitioners (2<sup>nd</sup> Edition)*. Buy it asap. You can buy the [ebook](#) or hard copy. In general, I recommend the hard copy, and particularly if you plan to pursue advanced academic study or a career in behavior analysis. 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

**Study Guides:** I will provide study guides for all readings. During the first half of the semester, you will submit the completed study guide online before Tuesday's class (i.e., by 11:45am). It will be worth 5 points. A completed study guide with answers that are in your own words and reflect the material from the body of the chapters will receive full credit. Do not use online or passed down versions of the study guides. Some guides contain incorrect information. Your study guide needs to be completed based on your own reading of the chapters. This is an honor code issue.

I will provide a completed study guide each week. It will be released in the "Discussions" at 11:45am on Tuesdays and you can (and should) post any questions, confusions, clarifications, whatever, in the discussion forum. Posts should be made in advance of the quiz on Thursdays (i.e., if you post a question right before class it is likely I will not be able to get to it in time).

**Discussion Posts:** During the second half of the semester, you will provide an insight and/or counterpoint based on the readings in an online discussion post. These posts will be worth 5 points. I will provide a rubric and more details, but posts should present specific material from the reading and reflect considered thought about the readings (e.g., by linking it to readings/content from the first half

of the semester). Discussion posts 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. The format will be multiple choice, true/false, fill in the blank, and some short answer 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.

**Midterm and Final:** The midterm and final will be worth 40 points each. Each will consist of 20 multiple choice questions (1 pt each) and two essays (10 points each). I will give you the essay questions ~2 weeks before the test. The midterm will be held in class on **Feb 23rd**, and the final is scheduled for **May 4th 10:00 am – 12:00 pm**.

**Participation:** Participation will be worth 60 points. You will have the opportunity to self-evaluate your participation at 2 timepoints during the semester (midterm and at the end of the course). I will provide a rubric, and you will submit your grade at each timepoint. We will review your self-evaluation and either concur, or we will provide feedback and enter a lower or a higher number.

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

### Grading

<u>Tests</u>	<u>Points</u>	<u>Grade</u>	<u>Percentage Range</u>
Quizzes (~12xTBD)	100	A	93-100
Study guides &		A-	90-93
Discussion posts	60	B+	87-90
Midterm	40	B	83-87
Final	40	B-	80-83
Participation	60	C+	77-80
In-class activities	~20	C	73-77
		C-	70-73
		D+	67-70
		D	63-67
		D-	60-63
		E	<60

*Note:* There is no rounding.

A minimum grade of C is required for General Education Credit, a C- will not be considered passing for this course [https://catalog.ufl.edu/ugrad/current/regulations/info/grade\\_s.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grade_s.aspx)

### **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.

### **UF Resources for Students**

#### *Health and Wellness*

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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](mailto: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/>

<b>TOPICS</b>	<b>DATES</b>	<b>READINGS</b>
Introduction and Overview	Jan 10	
1. Review of behavior analysis	Jan 10, 12	Cooper et al.: Basic Concepts
2. Free will and determinism	Jan 17, 19	J. Preface J. An unavoidable but reasonable assumption J. It's just verbal behavior
3. Mentalisms and self-awareness	Jan 24, 26	J. Nevermind J. What is really inside? J. Seeing yourself
4. Responsibility and ethics	Jan 31 Feb 2	J. The misdirection of everyday dialect J. Behavioral Responsibility J. Ethics, Rights, Values – without the heat
5. Culture and radical behaviorism	Feb 7, 9	J. A social life J. Radical Behaviorism Malagodi (pp.1-6): A call for cultural analysis
6. Behavioral vulnerabilities and survival	Feb 14, 16	Skinner: Why we are not acting to save the world Chance: The ultimate challenge: Prove Skinner wrong
<b>Midterm</b>	<b>Feb 21, 23</b>	<b>Review; Midterm</b>
7. Addiction and reinforcer pathology	Feb 28 Mar 2	Higgins: Clinical implications of reinforcement as a determinant of substance use disorders Hart: Viewing addiction as a brain disease promotes social injustice
8. Marketing, inequality, and capitalism	Mar 7, 9	Biglan Chapters 7-9 in "The Nurture Effect"
<b>SPRING BREAK</b>	<b>Mar 14, 16</b>	
9. Political Contingencies	Mar 21, 23	Lamal and Greenspoon: Political metacontingencies Goldstein & Pennypacker: From candidate to criminal: The contingencies of corruption
10. Consumerism and climate change	Mar 28, 30	Grant: Can We Consume Our Way Out of Climate Change? A Call for Analysis:
11. Conspiracy theories, fads, and virtual worlds	Apr 4, 6	Guerin (pp. 1425-1428): Behavior analysis and the social construction of knowledge Vyse: Conspiracy theories (blog) Vyse: Facilitated communication (blog)
12. A dose of science	Apr 11, 13	Normand: Skepticism and Applied Behavior Analysis
13. Racism	Apr 18, 20	Matsuda et al. (2020). Can Behavior Analysis Help Us Understand and Reduce Racism? Moore (2003). Behavior analysis, mentalism, and the path to social justice. Li et al (2019): Solidarity: The Role of Non-Black People of Color in Promoting Racial Equity Biglan: Reforming criminal justice
<b>Final</b>	<b>Apr 25, May 4</b>	<b>Review Final</b>

