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 WARNING: A syllabus describes the main features of a course and

 outlines students' responsibilities. A syllabus also serves as an

 implicit contract between the instructor and students.

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 820-516 Conditioning & Learning of Social Behavior Fall, 1995

 Final Examination: 12:30 - 2:30 PM, Thursday, May 9

 Seminar Meetings: Lec 401 TRF, 2:30 Garland, B26

 Laboratory Meetings: Lab 801 MW, 3:30-5:20 Garland, B26

 Lab 802 TR, 3:30-5:20 Garland, B26

 Prerequisites: 210, 325, jr. standing

 Instructor: Marshall Lev Dermer

 Office Hours: MW 9:30-10:20 AM

 Office Location: Garland 330

 Office Telephone: 229-6067

 Department Telephone: 229-4746

 Home Telephone: 228-4888

 Electronic Mail: dermer@csd.uwm.edu

 Teaching Assistant: Jim Morke

 Office Hours:

 Office Location:

 Office Telephone:

 Electronic Mail: jim@csd.uwm.edu

 Texts

 American Psychological Association (1994). ­Publication manual of

 the American Psychological Association­ (4th ed.). Washington,

 DC: American Psychological Association.

 Readings for the Conditioning and Learning of Social Behavior

 (Available at Clark's Graphics, 2915 N. Oakland Avenue, 962-

 4663.)

 Course Objectives

 1. To review research methods and philosophies associated with

 approaching social behavior from the standpoint of behaviorism.

 2. To conduct research with intellectual integrity and respect for

 research participants.

 3. To discuss human and social behavior from a scientific

 standpoint.

 4. To enhance speaking and writing.

 Seminar

 Meetings will be devoted to discussing reading assignments and

 reviewing progress in laboratory. The instructor or teaching

 assistant will initially lecture, but meetings will increasingly

 be conducted as seminars with the instructor or teaching assistant

 serving as a moderator.

 Seminars are traditionally used in small, liberal-arts colleges

 and the L&S Honors Program here. They require careful preparation,

 careful listening, and careful speech. Careful speech includes, of

 course, being critical of ideas not persons. Participants should,

 of course, quickly offer participants social recognition for

 significant contributions.

 Some students will contribute to seminar by answering questions;

 others will contribute by asking questions. If you are shy, you

 can contribute by preparing a set of written questions about the

 day's assignment and reading these questions out loud in seminar.

 You will be assigned a seminar grade based on your contributions

 to discussions.

 We consider your registering for this course to be the same as

 having made a personal appointment. If you cannot attend a

 seminar or laboratory meeting, as a matter of courtesy, you should

 notify the instructor or teaching assistant.

 Complaints

 If you have a problem with this course then please talk to the

 instructor. Complaining to others is not likely to solve the

 problem. If you do not want yourself associated with the

 complaint then please submit an anonymous note in the instructor's

 mailbox. If the complaint is at all reasonable, the instructor

 will mention it in seminar and try to find a solution.

 Examinations

 Weekly Examinations

 There usually will be an examination each Friday. The K lowest

 scores for these examinations will not count toward your overall

 examination grade. K is the closest integer formed by taking the

 product of .3 and the number of weekly examinations. Study

 carefully and continuously so the "lowest score" option can be

 used for emergencies. With the exception of a death in the family,

 a religious holiday, or hospitalization, there are NO make-up

 examinations.

 Final Examination

 This will be administered, as officially scheduled, during final

 examination week. It will be an open book, in class examination.

 Laboratory Work and Manuscript

 The major portion of laboratory sessions will be devoted to

 conducting a single-subject experiment concerned with

 self-control. Self-contol is a new topic for the laboratory

 portion of this course, so there may be some difficulties. On the

 positive side, we have reliable computer software for conducting

 the experiment and a set of readings (some easy and some

 difficult) to prepare you for the experiment.

 ­Each student­ will document the laboratory experiment by writing a

 report in the style of articles appearing in the ­Journal of the

 Experimental Analysis of Behavior­. Drafts of various sections of

 the manuscript are due during the first laboratory meeting of the

 week of:

 introduction--March 18

 method--------April 8

 results-------April 15

 discussion----April 22

 The final manuscript is due Thursday, May 2.

 The manuscript grade will be based on material presented in this

 and other courses, and form including: grammar, spelling, and

 adherence to APA style. Manuscripts are assigned letter grades

 which are converted to a Grade Point Value (GPV) scale as follows:

 GPV 13 12 11 10 9 8 7 6 5 4 3 2 1 0

 GRADE A+ A A- B+ B B- C+ C C- D+ D D- F+ F

 %RIGHT 100 95 90 85 80 75 70 65 60 55 50 45 40 35 or

 less

 One GPV, however, will be deducted for having submitted a first

 draft of a manuscript section late. So, for example, if the first

 drafts for all sections were late the manuscript's grade would be

 reduced by ( 4 x 1 GPV = ) 4 GPVs or more than one letter grade!

 Final Grade

 All graded work is converted to the GPV metric detailed above.

 The grade for this course is the grade associated with the

 following weighted GPV sum:

 .25 x GPV Weekly Examinations

 + .20 x GPV Final Examination

 + .25 x GPV Manuscript

 + .15 x GPV Laboratory Participation

 + .15 x GPV Seminar contributions

 Graduate students are expected to complete the same assignments as

 undergraduates, but the grading standards are more stringent.

 Readings

 Research Methods, Philosophy, & Basic Principles

 Iversen, I. H. (1992). Skinner's early research: From refexology

 to operant conditioning. ­American Psychologist­, ­47­, 1318-1328.

 [01]

 Dermer, M. L. (1994). ­Using Elementary Behaviorism to Understand

 and Create Romantic Love­. Unpublished manuscript. University of

 Wisconsin-Milwaukee. [02]

 Baron, A., & Perone, M. (1982). The place of the human subject

 in the operant laboratory. ­ The Behavior Analyst­, ­5­, 143-158.

 [10]

 Zeiler, M. D. (1978). Principles of behavior control. In A. C.

 Catania & T. A. Brigham (Eds.), ­Handbook of applied behavior

 analysis­ (pp. 17-60). New York: Irvington Publishers. [20]

 Kazdin, A. E. (1978). Methodology of applied behavior analysis..

 In A. C. Catania & T. A. Brigham (Eds.), ­Handbook of applied

 behavior analysis­ (pp. 61-104). New York: Irvington

 Publishers. [30]

 Johnston, J. M., & Pennypacker, H. S. (1993). ­Strategies and

 tactics of human behavioral research­ (pp. 395-408). Hillsdale,

 NJ: Lawrence Erlbaum. [40]

 Verbal Behavior

 Savage-Rumbaugh, E. S. (1984). Verbal behavior at a procedural

 level in the chimpanzee. ­Journal of the Experimental Analysis

 of Behavior­, ­41­, 223-250. [100]

 Sidman, M., & Cresson, O., Jr. (1973). Reading and crossmodal

 transfer of stimulus equivalence in severe retardation.

 ­American Journal of Mental Deficiency­, ­77­, 515-523. [140]

 Imitation

 Baer, D. M., Peterson, R. F., & Sherman, J. A. (1967). The

 development of imitation by reinforcing behavioral similarity to

 a model. ­Journal of the Experimental Analysis of Behavior­, ­10­,

 405-416. [280]

 Ethics

 American Psychological Association (1992). Ethical principles of

 psychologists and code of conduct. ­American Psychologist­, ­47­,

 1597-1611. [450]

 Institutional Review Board for the Protection of Human Subjects

 (1993). Protocol packet. Unpublished document, University of

 Wisconsin-Milwaukee, Milwaukee, WI. [460]

 Azrin, N. H., Holz, W., Ulrich, R., & Goldiamond, I. (1961). The

 control of conversation through reinforcement. ­Journal of the

 Experimental Analysis of Behavior­, ­4­, 25-30. [470]

 Blakely, E., Poling, A., & Cross, J. (1986). Fraud, fakery, and

 fudging. In A. Poling & R. W. Fuqua (Eds.), ­Research methods in

 applied behavior analysis­ (pp. 7 -27). New York, NY: Plenum

 Press. [480]

 Self-Control

 Rachlin, H. (1974). Self-control. ­Behaviorism­, ­2­, 94-107.

 [700]

 Rachlin, H., & Green, L. (1972). Commitment, choice and

 self-control. ­Journal of the Experimental Analysis of Behavior­,

 ­17­, 15-22. [710]

 Burns, D. J. (1975). Choice and self-control in children: A test

 of Rachlin's model. ­Bulletin of the Psychonomic Society­, ­5­,

 156-158. [720].

 Ainslie, G. W. (1974). Impulse control in pigeons. ­Journal of the

 Experimental Analysis of Behavior­, ­21­, 485-489. [730]

 Logue, A. W., & Pena-Correal, T. E. (1984). Responding during

 reinforcement delay in a self-control paradigm. ­Journal of the

 Experimental Analysis of Behavior­, ­41­, 267-277. [740]

 Logue, A. W., Pena-Correal, T. E., Rodriguez, M. L., & Kabela, E.

 (1986). Self-control in adult humans: Variation in positive

 reinforcer amount and delay. ­Journal of the Experimental

 Analysis of Behavior­, ­46­, 158267-173. [750]

 Belke, T. W., Pierce, W. D., & Powell, R. A. (1989).

 Determinants of choice for pigeons and humans on

 concurrent-chains schedules of reinforcement. ­Journal of the

 Experimental Analysis of Behavior­, ­52­, 97-109. [760]

 Hyten, C, Madden, G. J., & Field, D. P. (1994). Exchange delays

 and impulsive choice in adult humans. ­Journal of the

 Experimental Analysis of Behavior­, ­62­, 225-233. [770]

 Note: Departmental policies regarding participation by students

 with disabilities, accommodation for religious observances,

 academic conduct, complaint procedures, grade appeal procedures,

 and other standing policies (e.g., concerning sexual harassment

 and incompletes) are available in Garland 138 during regular

 business hours.