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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

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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.