BACS 613: Seminar in Radical Behaviorism  
Fall 2016; 4 Credits

Department of Health Professions Mission Statement  
Anchored in the pragmatic liberal arts tradition, the department of health professions educates students to become effective and innovative health and behavioral professionals who will satisfy the growing demand for their services.

COURSE INFORMATION

General
Class Time & Location: Thursdays 6:45-9:15 p.m. in Bush 202  
Instructor: Michele Williams, Ph.D., BCBA-D  
Office: Warren Administration Building, Basement D  
Phone: 407.646.2036  
E-mail: AMWilliams2@Rollins.edu  
Office Hours: Tuesdays/Thursdays 3:30-6:30 p.m. or by appointment

Course Description
Course surveys the conceptual and empirical foundations of the radical behavioral approach and contrasts it against other behavioral perspectives and mainstream assumptions of clinical psychology.

Course Format
The format will be student-led discussion and analysis. Students are expected to come to class thoroughly prepared to discuss the topics of the readings. Class participation is expected.

Required Texts

Required Primary Source Readings
doi:10.1007/s40614-015-0047-0


**Course Learning Objectives**

1. Students will explain the philosophical assumptions of behavior analysis.
2. Students will distinguish between radical behaviorism, methodological behaviorism, and structuralism.
3. Students will define and provide examples of operant conditioning.
4. Students will distinguish between verbal and non-verbal operants.
5. Students will describe the similarities and differences between contingency-shaped and rule-governed behavior.
6. Students will explain the importance of the behavior principles of reinforcement, punishment, and extinction with regards to the philosophy of radical behaviorism.
7. Students will explain the importance of reliance on scientifically and professionally derived knowledge in human service provision and scholarly or professional endeavors.

**ASSIGNMENTS AND GRADING CRITERIA**

**Quizzes**

Each class will begin with a quiz on the week’s required readings. Some of those questions will be taken from the study questions at the end of the chapters in the main textbook (Moore, 2008). Your lowest quiz score will be dropped from the final grade calculations. No make-up quizzes will be given. *(10 points each)*

**Discussion Questions**

Two discussion questions will be required each week from the assigned readings. Their purpose is to set the occasion for critical thinking about the topic. The questions should concern some aspect of the reading you do not understand or that needs clarification or elaboration. Your questions may also challenge the assumptions, analyses, concepts, and facts in the readings or raise questions about the relation of the readings to other issues and topics in the conceptual foundations of applied behavioral science. They are due to be submitted via email to that week’s discussion leader on or before Wednesday at noon. *(2 points each set)*
Discussion Leadership: Each of you will be required to lead one week’s class discussion. Your responsibilities will include receiving and organizing the discussion question submissions, keeping the conversation moving and on-track, and answering questions/clarifying misconceptions about the readings. Your grade will be based on how effectively you manage the group as well as your mastery of the material covered. (50 points)

Paper
A brief (250-500 words, or 1-2 APA-style pages) writing assignment will be required. It may be a response to a misrepresentation of behavior analysis (e.g., that it denies evolution and biology) or about some compelling aspect of behavior analysis (e.g., childrearing, public health). Also, it must be written for either a professional outlet outside of behavior analysis (e.g., journal, newsletter) or the popular press (e.g., New York Times, local newspaper). Before beginning you might review the special edition of The Behavior Analysis on publishing outside the box (e.g., Morris, 2014; Normand, 2014). It is due to be submitted via Blackboard by the beginning of the last scheduled class period. (50 points)

Grading
Quizzes: 150 points
Discussion Questions: 30 points
Discussion Leadership: 50 points
Paper: 50 points
Total = 280 points

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<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>251 – 280 points</td>
<td>89.5% or higher</td>
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<tr>
<td>B</td>
<td>199 – 250 points</td>
<td>79.5-89.4%</td>
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<td>C</td>
<td>174 – 198 points</td>
<td>69.5-79.4%</td>
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<td>F</td>
<td>173 points or fewer</td>
<td>69.4% or below</td>
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COURSE SCHEDULE

CFRB = Moore, 2008; BFD = Skinner, 1971; AB = Skinner, 1974

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Discussion Leader</th>
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<tbody>
<tr>
<td>1 8/25</td>
<td>Radical Behaviorism as a Philosophy of Science</td>
<td>CFRB Chapter 1; Hayes, 1991; Morris, 1991; Schnaitter, 1975</td>
<td>Michele</td>
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<td>2 9/1</td>
<td>Behavior Analysis from 1800-1930</td>
<td>CFRB Chapter 2; AB Chapter 1; Quammen, 2004</td>
<td>Michele</td>
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<tr>
<td>3 9/8</td>
<td>Behavior Analysis from 1930-1980</td>
<td>CFRB Chapter 3; BFD Chapter 1; AB Chapter 2; Moore (1985)</td>
<td>Michele</td>
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<td>4 9/15</td>
<td>Behavior as a Subject Matter</td>
<td>CFRB Chapter 4; BFD Chapter 2; AB Chapter 3; Baum, 1995; Baum, 2013</td>
<td>Michele (Online Discussion)</td>
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<td>5 9/22</td>
<td>Categories of Behavior; Consequences &amp; Concepts</td>
<td>CFRB Chapters 5 &amp; 6; AB Chapter 4</td>
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<td>6 9/29</td>
<td>Selection by Consequences</td>
<td>CFRB Chapter 7; BFD Chapter 3; AB Chapter 5</td>
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<td>Date</td>
<td>Topic</td>
<td>Reference</td>
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<td>7/10/6</td>
<td>Elementary Verbal Relations</td>
<td>CFRB Chapter 8; BFD Chapter 4; AB Chapter 6; Staddon, 1995</td>
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<td>8/10/13</td>
<td>Complex Verbal Relations</td>
<td>CFRB Chapter 9; BFD Chapter 5; AB Chapter 7</td>
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<td>9/10/20</td>
<td>Private Events</td>
<td>CFRB Chapter 10; BFD Chapter 6; AB Chapter 8; Ruiz &amp; Roche, 2007</td>
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<tr>
<td>10/10/27</td>
<td>Research Methods</td>
<td>CFRB Chapter 11; BFD Chapter 7; AB Chapter 9; Staddon, 2013</td>
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<td>11/11/3</td>
<td>Scientific Verbal Behavior: Theories</td>
<td>CFRB Chapter 12; BFD Chapter 8; AB Chapter 10; Skinner, 1950</td>
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<td>12/11/10</td>
<td>Scientific Verbal Behavior: Explanations</td>
<td>CFRB Chapter 13; BFD Chapter 9; AB Chapter 11; Barrett, 2016</td>
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<td>13/11/17</td>
<td>Opposition to Mentalism; The Challenge of Cognitive Psychology</td>
<td>CFRB Chapters 14 &amp; 15; AB Chapter 12; Skinner, 1985</td>
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<td>14/12/1</td>
<td>The Challenge of Psycholinguistics; Traditional Philosophical Issues, Part I</td>
<td>CFRB Chapters 16 &amp; 17; AB Chapter 13</td>
<td>Michele</td>
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<td>15/12/8</td>
<td>Traditional Philosophical Issues, Part II; Radical Behaviorism as an Epistemology</td>
<td>CFRB Chapter 18 &amp; 19; AB Chapter 14; Wyatt et al., 1986</td>
<td>Michele</td>
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**EXPECTATIONS AND POLICIES**

**Credit Hour Statement**

**Policy AC 2000: adopted 4/7/16**

Rollins College offers four-credit-hour courses that provide three hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 hours of outside work per week, averaged over the course’s duration and equaling 2½ hours of outside work for every one hour of scheduled class time. In this course, the additional outside-of-class expectations are: doing the assigned readings, preparing discussion questions, studying for the quizzes, and writing the final paper.

**Attendance**

Students are expected to attend each class and to arrive on time. A key factor in student success is class attendance, which can’t be easily replaced by copying someone else’s notes or my slides. If you must miss a class, you are responsible for finding a reliable student to take notes for you and to give you the details that you missed. Students are responsible for all material, including changes to the syllabus or objectives that are presented in class. Students are welcome to meet with the instructor during office hours or to set up an appointment outside of the established office hours to discuss the material.
**Disability Services**
Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: [http://www.rollins.edu/disability-services/](http://www.rollins.edu/disability-services/) and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

**Title IX Statement (updated 7/12/16)**
Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit [http://www.rollins.edu/titleix/](http://www.rollins.edu/titleix/)

**Academic Honor Code Reaffirmation**

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during
Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

**Course and Instructor Evaluation**

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process. The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student’s comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades 10 days before students who do not complete an evaluation form.