Empirical and conceptual developments increasingly suggest that behavior is best understood as part of an ecosystem of behavior-environment relations in which perturbations in one set of variables impact other sets of variables and their interaction with the behavior of an organism. The purpose of this course is to teach students to identify such systemic interactions and, by reading and dissecting case studies, learn something about how to create and/or influence such systemic interactions.

Behavioral Systems Analysis (BSA) comes from a synthesis of the fields of behavior analysis and systems analysis and can be defined as the analysis of behavior that occurs in complex and organized social environments. All the assignments in this course are designed to familiarize you with certain characteristic features of BSA. First, there is a focal interest in behavior occurring within environmental contexts. The second focus of BSA is on the environments that influence behavior. The third principle interest of BSA is in functional assessment. In general, what a system perspective adds to BSA is an analysis of complex behavior-environment relations.

BSA offers much to promote behavioral solutions to socially significant practices within large social units like organizations and cultures. Conceptual analyses, however, have advanced ahead of empirical work and the field has many opportunities for research and development. The organized discussions in this course explore BSA models for stewardship in organizations, and sustainability of cultural practices in organizations, communities, and cultures. Exploration opens opportunities for innovation while our discussion and application of social-cultural units adjust to growing social upheaval, technological advances, and environmental
concerns; as well as crises in the global economy, health, education, and environment.

**GENERAL LEARNING OUTCOMES & COMPETENCIES**

The purpose of this class is to provide students with an understanding of Behavior Analysis as it applies in community and/or organizational systems and ways we can analyze the influence of organizations in the process of socio-cultural change. We will read a series of books, selected book chapters, and papers by leaders in organizational behavior management (OBM), cultural analysis, and BSA on historical trends and current developments in applications and theory in BSA.

With regard to competencies, you will acquire knowledge and understanding of BSA, associated technology, and the evolving behavior analytic literature in cultural change. In short, you will be able to:

- Explain conceptual development and technological application of behavioral systems analysis,
- Describe conceptual, methodological, and technological strengths and weaknesses associated with this approach,
- Integrate themes and topics in behavior analysis that may contribute to the conceptual, methodological, and technological development of BSA.

**COURSE DESIGN & UNIT SPECIFIC LEARNING OUTCOMES**

The course has been divided into units with specific learning outcomes that correspond to each unit. Most units include two to four foundational readings that are considered critical for students to obtain the specific learning outcomes for that unit in addition to several ancillary readings that can be included to support and enrich students’ experiences. Doctoral students are required to read all of the readings for each unit (i.e., foundational and ancillary). The ancillary papers are optional for masters’ students; although, they are strongly encouraged to read them.

Unit 2 introduces students to OBM, BSA, and cultural analysis. Units 3 to 7 help students to develop a clear understanding of the conceptual frameworks, key concepts, and units of analysis; and Units 8 to 12 provide an overview of specific models and analytic tools commonly used in both organizational and community systems. The last several units (Units 13-19) are focused on particular content areas.

The units for the course are listed below with their associated readings and the specific learning outcomes are included at the end of the syllabus.
REQUIRED TEXTS


**Additional readings (e.g., book chapters and articles) are also assigned for selected class sessions.**

ADDITIONAL TOOLS & RESOURCES
*Lucid Chart*
A trial option of Lucid Chart is available at http://Lucidchart.com

draw.io
Free access to draw.io is available at https://about.draw.io/

LEARNING ACTIVITIES & EVALUATION

*Class Participation & Discussion*
Class time will involve class discussions based on students’ discussion questions (see below). Students are expected to read the required readings assigned for each class and to participate during each class session. Students should be prepared to provide a brief summary of the material assigned for each week if asked.

*Learning Domains:* Knowledge, Comprehension, Analysis, Synthesis, Evaluation

*Discussion Questions*
Students should prepare at least two discussion questions prior to each class session. Discussion questions should be based on the readings, be open-ended, and focus on topics that the student will be interested in discussing further in class. Students should send their discussion questions to the course instructor and presenters via email as soon as they are completed for each class session but no later than noon the Monday prior to class. (14 opportunities x 10 pts = 140 pts)

*Learning Domains:* Comprehension, Synthesis, Evaluation

*Student-Led Discussions*
Students will work in pairs to lead two class sessions (please try to pair up with a different student each time). Students should prepare a presentation that introduces their peers to the key concepts (both Foundational and Ancillary Readings) and promotes a meaningful class discussion of the topic. Presentations should not simply detail each component of the articles; rather, they should introduce the material in an integrated fashion (you might find the Specific Learning Outcomes associated with each unit useful in building your presentation). Presentations should be prepared using PowerPoint or an equivalent program and should be emailed to the professor within 24 hrs after the scheduled presentation so they can be posted to the course website. Students should prepare their presentations early
and build time in their schedules to meet to rehearse together prior to presenting in class. Points will be allocated to the cohesion of the student group’s presentation. One grade will be earned for each dyad for each of the presentations. Students will be graded on the comprehensiveness, coherency, and constructive comments, and their ability to generate constructive discussion (via questions, etc.). (2 opportunities x 60 pts = 120 pts)

*Learning Domains:* Knowledge, Comprehension, Analysis, Synthesis, Evaluation

Please note that as an audience member, students may be called upon to provide a comment regarding the presented content. Moreover, volunteer participation would be noted. Students who are audience members can earn extra points for solid (and notable) comment or question.

*Learning Domains:* Analysis, Evaluation

**Tips for a Stronger Presentation**

One of the most difficult components of giving a presentation with multiple presenters is to make the presentation look unified. When you present as a team in any other environment outside of the graduate program classroom (ABAI, inservices, workshops, etc.), your presentation should look integrated, not like each person prepared a component of it and then it was all put together. This can be hard due to other commitments, time schedules, etc. but it is often the biggest weakness in graduate student class presentations. So, here are some tips for how to create a cohesive presentation this semester.

- First, plan time to prepare your presentation with the other member(s) of your group.
- Second, decide on a few measurable outcomes for your “students” to achieve throughout the course of the presentation (the BACB actually has a nice framework for this for preparing talks that qualify for CEUs as does ABAI for their requirements for submissions for workshops at the annual conventions). This set of measurable outcomes then drives the content of your presentation and your activities are linked to your assessment of your effectiveness at delivering the learning opportunities that would create those outcomes.
- Next, consider your presentation like you would consider a paragraph – and not to be silly but the hamburger metaphor actually works well here. Basically, you have an intro and a conclusion for your presentation – the buns – the beginning of your presentation sets it up and the end of your presentation summarizes the main point – it brings you back full circle. What you do in between then is the meat and toppings (cheese, lettuce, catsup, etc.); these are your supporting points, information, etc. that get you from the top bun to the bottom bun or from your main idea to your conclusion. What this means, likely, in the context of presenting the Code and the corresponding readings is that your group derives the big idea of
the unit after looking over all of that information. So, rather than summarizing each item in the task list or the articles individually, you look for the big picture – the big picture is the introduction or the top bun – and likely the conclusion or the bottom bun. Then you select what is important from the various components of the Code and/or the articles and/or any other information you find that helps you to get your participants to see that big idea. This will also help each group to ensure that activities, examples, etc. are on topic and are relevant to helping your participants to see the main idea (and will help you to select videos, memes, etc. that contribute to participant learning and fit conceptually within the scope of what you want to convey to your learners).

- Finally, you need to practice and revise and practice again. You need to have clear roles for who is the primary presenter for each section(s) of your presentation. You need to have clear roles for who can step in to support the others if they are struggling or you have a point that can clarify things for your participants. You need to have clear roles for who your timekeeper is. You need to have clear roles for who can decide under what conditions and/or can communicate to others that you are going to continue a conversation based on participant interest and/or learning opportunities that are emerging and what is going to be cut due to time as a result. You have to communicate with each other and have an ongoing dialogue with each other during the presentation that others can see but not really see...They need to see you are working together but not the actually dialogue about it or hesitations when it is unclear.

Group presentations are a really difficult thing to navigate, especially if it is your first time working together and it requires a lot of adjusting and trust in your colleagues and it requires a lot of practice and communication and maybe most importantly a clear openness to adjusting when your colleagues give you feedback on things you do that are working or are not working toward the ultimate aim of the group – which is the change in your participant behavior throughout and at the end of the presentation.

Sector Interdependencies Part I: Analysis of Community/Organizational Problems
- Emphasis area: community systems
Students will generate a diagram like the one in Mattaini (2013, p. 82), tracing likely interdependencies between several sectors within a community or organization that influence collective outcomes. Students should also provide rationales for the interdependencies included (which may be data-based or conceptual). (1 opportunity X 60 pts = 60 pts)

Learning Domains: Application, Synthesis

Sector Interdependencies Part II: Solutions to Community/Organizational Problems
- Emphasis area: community systems
Students will generate a chart like the one in Aspholm and Mattaini (2017, p. 9), proposing practices within multiple sectors that could help construct and sustain a
desirable cultural practice among a target group and providing an ecological rationale for their analysis (Aspholm & Mattaini, 2017 is an example). Student’s rationale(s) should be based on the literature discussed in this course. (1 opportunity X 60 pts = 60 pts)

Learning Domains: Application, Synthesis

Choose one of following project-based activities:
(1 opportunity X 70 pts = 70 pts)

Functional Assessment & Process Analysis & Presentation
(Emphasis area: organizational systems)
Students will work together (dyads or triads) to select and construct an analysis of an organizational/community process or a set of interrelated processes or functional units. The analysis should include a brief introduction to the organization/community system analyzed including relevant historical variables related to its origin, a traditional organizational chart, a functional analysis of the organization/community system, a depiction of the macrosystem, a system analysis, and a process analysis. Students will then package their analysis and description of their results as if they were providing it to the administrator, manager, contractor, etc.

Learning Domains: Application, Synthesis

Evaluation of Interdisciplinary Efforts for Cultural Change
(Emphasis area: community systems)
Students will write a paper in which they review one of the recent works focused on creating large-scale change conducted outside of the behavior analytic community (see choices below). The paper should include a brief (no more than 5 page) summary of the rationale, supporting research, major goals, and recommendations of the team; and a critical review and evaluation from the perspective of cultura-behavioral systems science (no more than 10 pages). Each paper should be in Times New Roman, 12 pt font, and be formatted according to APA style requirements.

Learning Domains: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation


Retrieved from http://www.ideas42.org/blog/5-impactful-behavioral-insights-2018/


Choose one of the following final paper options:
(1 opportunity x 100 pts = 100 pts)

**Conceptual or Critical Review Paper**
Students will write a conceptual paper (15-20 pages) or a critical review of a two or more topic(s) that extend the position(s) taken by the author(s) of the readings assigned in this course. Each paper should include a minimum of ten references and be in Times New Roman, 12 pt font, and be formatted according to APA style requirements. Final papers will be evaluated as if they were undergoing review for publication in a professional, peer-reviewed journal (e.g., No Revisions Necessary, Accept with Minor Revisions, Accept with Major Revisions, Reject with an Invitation to Resubmit, or Reject.

*Learning Domains:* Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

**Literature Review or Research Proposal Paper**
Students will prepare a literature review or research proposal that extends culturo-behavior systems science. Students may select from any topic covered in class (or may select a topic that was not covered in class with permission of the course instructor). There is not a page limit for the final paper, as the length will vary with respect to the type of paper and the topic of interest. Students are free to organize the paper in the best way that fits their topic and are encouraged to discuss their paper with the instructor at several points throughout the semester. Final papers will be evaluated as if they were undergoing review for publication in a professional, peer-reviewed journal (e.g., No Revisions Necessary, Accept with Minor Revisions, Accept with Major Revisions, Reject with an Invitation to Resubmit, or Reject.

*Learning Domains:* Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
**POINT SUMMARY**
14 Discussion Questions @ 10 pts each = 140 points  
2 Student-Led Discussions @ 60 pts each = 120 points  
1 Sector Interdependencies Part I @ 60 pts each = 60 points  
1 Sector Interdependencies Part II @ 60 pts each = 60 points  
1 Project-based Activity @ 70 pts each = 70 points  
1 Final Paper @ 100 pts each = 100 points  
**Total Points Possible = 550 points**

**GRADE EQUIVALENTS (% of 550 points earned):**  
A: 90% to 100%  
B: 80% to 89%  
C: 70% to 79%  
F: 69% or less

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**
The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at http://www.unt.edu/oda/apply/index.html. Also, you may visit the Office of Disability Accommodation in the Sage Hall (room 167) or call them at (940) 565-4323.

**POLICIES**
No individual exceptions can be made to the syllabus

**Re-grades:** If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within 1 week of receipt of the graded material. The written request should specify the item(s) in question, and the reason the student believes the answer given was correct, citing relevant sources (e.g., page number from readings on which the answer was based).

**Absences:** If a student must be absent for any reason, s/he should arrange to submit the applicable written assignment early, as no assignments turned in after the due date can be accepted. Students are responsible for making their own arrangements to obtain information from any missed class period. There will be no additional make-up opportunities for missed presentations and/or participation points.
**Student Conduct:** Each student automatically certifies that any material submitted for grading is his/her own independent work. UNT policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Students are responsible for being familiar with the Code of Student Conduct.

Group work is encouraged; however, in the past there have been situations in which group work could have been considered cheating or plagiarism. “Legitimate” group work takes advantage of consultation with your peers, provides you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product. Examples include reading the text and writing answers to the study guide items, then working closely with other students to compare study guide answers, and to attempt to resolve different understandings. Failing to do the reading, and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating. Drafting the assignments, then comparing specific aspects of your product to others’ is appropriate. Copying someone else’s work products (or making your work available to another student to copy) is not legitimate; it is cheating. Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. We are very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

**Assistance:** Students are encouraged to contact the instructor (by email or during office hours) or teaching assistant any time clarification or additional help in understanding the material is needed. Any questions that will aid you in mastering the material are welcomed.

**Diversity Statement:** It is the policy of the University of North Texas (and this instructor) not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and educational goals. Direct questions or concerns to the equal opportunity office, (940) 565-2456, or the dean of students, (940) 565-2648. TTY access is available through Relay Texas: (800) 735-2989.

**Emergency Notification and Procedures:** The University of North Texas informs students, faculty and staff persons about emergency situations (e.g., severe weather, campus closings, public safety) through the Eagle Alert system. Notifications are sent via phone so it is important that your contact information is current. Please visit [www.my.unt.edu](http://www.my.unt.edu) to update your contact information so that you are able to
notifications in the event of an emergency. Additional information regarding emergency preparedness is available at https://emergency.unt.edu/emergency-guidelines-0.
COURSE UNITS, READINGS, & SCHEDULE

Unit 1: Course Introduction (August 27, 2019)

Reading
Course Syllabus

Specific Learning Outcomes:
1. Students will state the purpose of the course.
2. Students will describe the general learning outcomes/competencies they will develop once they complete the course.
3. Students will list the major course components and their corresponding assessment activities.

Unit 2: Introduction to OBM, BSA, & Systems Theory (September 3, 2019)

Readings


Specific Learning Outcomes
1. Students will define (state the main components of) organizational behavior management.
2. Students will define (state the main components of) general systems theory.
3. Students will define (state the main components of) behavioral systems analysis.
4. Students will differentiate among organizational behavior management, general systems theory, and behavioral systems analysis.

Unit 3: Selection & Cultural Change (September 10, 2019)

Foundational Readings


**Ancillary Readings**


**Specific Learning Outcomes**

1. Students will name, define, and describe the three kinds of selection including the units of analysis and how the selection occurs over time.
2. Students will describe how each kind of selection is necessary but different from each of the other kinds of selection.
3. Students will define and differentiate between and among an individual response, a behavioral lineage, and a cultural (culturo-behavioral) lineage and provide examples of each.
4. Students will define (including the critical components and the relations between the components) and differentiate between and among the concepts of the metacontingency, the macrocontingency, and the cultural cusp.
5. Students will define and differentiate among “process”, “content”, and “procedure” in operant contingencies and metacontingencies.
6. Students will describe at least two ways in which one might produce cultural change.

**Unit 4: Complexity & Emergence (September 17, 2019)**

**Foundational Readings**


Ancillary Readings


Specific Learning Outcomes
1. Students will describe the types of selection processes that have been proposed (including the units that are selected and the contingency arrangements) to be involved in cultural evolution and the various perspectives with respect to these processes (e.g., Skinner; Couto & Sandaker, Glenn; Krispin).
2. Students will define systems, complex systems, complex adaptive systems, and self-organizing systems.
3. Students will describe and analyze the concepts of emergence and complexity in the context of cultural and systems evolution and large scale change.
4. Students will describe some of the challenges in designing complex systems and in predicting and producing large-scale change.
5. Students will summarize and provide a critical analysis of some of the proposed strategies for promoting large scale change.

Unit 5: Transdisciplinary Considerations on Complexity and Systems (September 24, 2019)

Foundational Readings


Ancillary Readings


**Specific Learning Outcomes**

1. Students will describe the implications of theories (social-ecological systems approach, system dynamics, exploratory modeling and analysis, institutional economics analysis of social dilemmas) that consider or discount the interdependencies among constituents in complex systems.

2. Students will describe the approaches to modeling (predictive modeling, exploratory modeling and analysis), the strengths and limitations of each, and the types of research questions that can be addressed by each.

3. Students will explain how different perspectives within systems theory have been used to understand global societal challenges (wicked problems) including the strengths and limitations of each (particularly with respect to systems boundaries and prediction).

4. Students will compare and contrast transdisciplinary perspectives on complexity and systems with behavioral systems analysis perspectives on complexity and systems, particularly related to cultural, societal, and organizational change.

**Unit 6: Communication & Cultural Change (October 1, 2019)**

**Foundational Readings**


**Ancillary Readings**

Houmanfar, R., & Rodrigues, N. J. (2012). The role of leadership and communication
in organizational change. *Journal of Applied Radical Behavior Analysis*. N1, 22-27. (also accepted for publication in *Psicologia Applicata alla Medicina del Lavoro e della Riabilitazione*).

**Specific Learning Outcomes**

1. Students will describe the form and function that communication typically serves in the organizational setting including examples of communication in the context or form of communication networks, rules, rumor, leadership, etc.

2. Students will explain what Relational Frame Theory adds to analysis of cultural practices with a specific focus on derived relational responding, rules, and the associated effects on the behavior of individuals as well as “interlocked behaviors”.

3. Students will describe the difference between sociological and psychological events (Kantor, 1982) and what the implications of this are for culture and the metacontingency more specifically.

4. Students will define (including the critical components and the relations between the components) and differentiate between and among the components of the expanded (five-term) metacontingency.

5. Students will describe the rationale, method, and findings of some of the experimental work that has explored the role of verbal behavior in understanding the cultural practices of organizations.

**Unit 7: Leadership & Cultural Change (October 8, 2019)**

**Foundational Readings**


**Ancillary Readings**


**Specific Learning Outcomes**

1. Students will define leadership from a behavioral perspective.
2. Students will describe the key functions of leadership including the characteristics of good leaders, particularly with respect to communication; the variables that promote effective leadership; and how leadership entails shifts in metacontingencies.
3. Students will explain how leaders promote organizational values and how leaders can promote prosociality, balancing financial and social capital and contingencies.
4. Students will summarize the key findings from behavior analytic efforts at understanding leadership and the behaviors and related contingencies that leaders might exhibit to produce cultural change that promotes the well-being of society.

**Unit 8: Selection & Organizational Change (October 15, 2019)**

**Readings**


**Specific Learning Outcomes**

1. Students will describe the role of selection (behavioral and cultural), the corresponding units of analysis, and under which conditions each is most appropriate in the context of organizations.
2. Students will describe the relationships between behavioral contingencies, interlocking behavioral contingencies, metacontingencies and the total performance system.
3. Students will define, identify the relations between the organization, the system, and the subsystem and compare and contrast them; describing how the boundaries of a system or organization are identified.
4. Students will describe the different types of complexity and the relationships between them and explain how complexity affects an organization.
5. Students will describe the implication of growth in management and how that relates to the interlocking behavioral contingencies at lower levels.
6. Students will compare and contrast behavior systems analysis/performance systems analysis and organizational behavior analysis.
7. Students will summarize how applied behavior analysis and organizational behavior management employ utopian thinking in their practice and describe the four recommendations made by Abernathy (2009) that could improve the implementation and sustainability of “behaviorist utopia” within the context of existing organizations.

Unit 9: Cultural Contingencies in Organizations: Functional Assessment & Process Analysis (October 22, 2019)

Readings


Specific Learning Outcomes
1. Students will perform a Total Performance System analysis of an organization.
2. Students will identify, define, and provide the rationale for at least one measure for each component in their Total Performance System analysis.
3. Students will prepare a summary of the administrative structure and prepare a department-function analysis for an organization.
4. Students will prepare a detailed analysis (including a detailed process map and units of measurement) of at least one process within an organization that includes: a) process identification, b) scope, c) sub processes, d) units, e) general tasks, f) aggregate products, g) participants, h) uniqueness, and i) duration.
5. Students will prepare a contingency analysis and task analysis for one performer within an organization.
6. Students will identify, within an organization, an existing contingency, a performance management contingency that could change that contingency, the corresponding interlocks, and the measures that will allow them to determine if there was a shift in performance.
7. Students will describe, from a behavioral systems analysis perspective, the three repertoires and the contingencies associated with promotion of each that are necessary to sustain effective resistance campaigns.

Unit 10: Cultural Contingencies in Organizations: Behavioral Systems Engineering Model (October 29, 2019)

Readings


**Specific Learning Outcomes**

1. Students will summarize the rationale, method, and stages of the Behavioral Systems Engineering Model and will describe how the model can be used to produce organizational change.
2. Students will describe external complexity and internal complexity and what the internal and external selection practices might be with respect to how aggregate products and interlocking behavioral contingencies are selected in organizations and industry.
3. Students will differentiate behavioral cusps from cultural cusps and will differentiate cultural cusps from cultural incidents.

**Unit 11: Applications to Complex Systems: Ecological Analyses Part I (November 5, 2019)**

**Foundational Readings**


**Ancillary Readings**


Specific Learning Outcomes
1. Students will explain how behavioral systems science is ecological and selectionist, how ecological strategy differs from the traditions of behavior analysis, and how ecological strategy might place cultural systems science as a specialty in ecological science.
2. Students will summarize the process/method, the uses, and limitations of 1) feedback-guided analysis and 2) Dyball and Newell’s (2015) “cultural adaptation template”.
3. Describe the three types of cultural analytic scholarship, their contributions, and their limitations.
4. Students will explain why new analytic tools are necessary for those engaged in cultural systems science and describe some of the tools that might be necessary.

Unit 12: Applications to Complex Systems: Ecological Analyses Part II
(November 12, 2019)

Foundational Readings


Ancillary Readings

Specific Learning Outcomes
1. Students will differentiate between “collective one-time actions” and “persistent cultural practices” and describe why these constitute the behavioral systems dynamics.
2. Students will describe the general process one may use “to influence the values or actions of a larger population” (Mattaini, 2013, p. 259), the goals of this process, the phenomena for which this process is appropriate, and how the process can be adapted when the analysis shifts to that of behavioral systems.
3. Students will describe the conditions under which shifts in metacontingencies are insufficient to create large-scale change and will describe the types of analyses that might be useful under those conditions.
4. Students will summarize how behavioral systems analysis and constructional methods can contribute to meaningful change as related to youth violence.
5. Students will generate a diagram that depicts the likely interdependencies between several sectors within a community or organization that influence collective outcomes.
6. Students will generate a matrix, illustrating prosed practices within multiple sectors that could help construct and sustain a desirable cultural practice among a target group and provide an ecological rationale for their analysis.

Unit 13: Creating Solutions to Social Problems: Experimental Microcultures (November 19, 2019)
[Rotating Special Topic - Emphasis area: Basic Processes]

Foundational Readings


Ancillary Readings

Specific Learning Outcomes
1. Students will explain game theory, Nash equilibrium, and the way experimental games are used to measure preference, particularly social preference, and the advantages and limitations of doing so especially as compared with field experiments.
2. Students will describe the Prisoner’s Dilemma game and at least two additional experimental games including the following information: 1) the definition of the game, 2) the predictions game theorists make regarding the
game, 3) the procedural variations, and 4) the way the findings are interpreted.

3. Students will describe the primary preparations, experimentally arranged contingencies, and other important methodological distinctions in research on cultural selection processes.

4. Students will describe the major conclusions that can be drawn from the extant literature-based on cultural selection processes and the limitations of this research.

5. Students will comment on the need to differentiate between the effects of individual operant level contingencies and cultural consequences contingent upon the culturant, as well as on the work that has attempted to draw parallels between operant level selection and cultural selection.

Unit 14: Creating Solutions to Social Problems: Activism, Advocacy, & Accompaniment (November 26, 2019)
[Rotating Special Topic - Emphasis area: Community]

Readings


Specific Learning Outcomes
1. Students will describe and provide examples of the role nonprofits and advocacy organizations can serve in reducing negative externalities
2. Students will describe and provide examples of the contingencies that shape the practices of advocacy groups.
3. Students will explain the set of policies described by Biglan (2009) that can sharpen the contingencies that influence advocacy organizations such that they can act effectively in the interest of public wellbeing.

4. Students will examine several case studies detailing activism and advocacy efforts led or described by behavior analysts and will summarize the critical features of each.

5. Students will describe the contingencies they would arrange to lead an activism and/or advocacy effort for a cause of their choosing.

Unit 15: Developing Solutions for Organizational Problems: Human Performance Technology & Organizational Culture (December 3, 2019)

[Rotating Special Topic - Emphasis area: Organizations]

Foundational Readings


Ancillary Readings


Specific Learning Outcomes
1. Students will describe the key features of the Performance Chain model and the Six Boxes model of behavior influence.
2. Students will differentiate behavior from accomplishments and describe why “work outputs” is the term preferred to “accomplishments”.

22
3. Students will explain how cultural values influence performance expectations.
4. Students will describe how to use the Behavioral Systems Analysis Questionnaire to guide performance within an organization.
5. Students will explain how the Critical Practices Cultural Audit can be used to align an organization's culture and performance with customer value and will describe the steps one needs to take to perform and implement such an analysis.
6. Students will list and describe the steps in the Human Performance Technology approach to behavioral systems analysis.
# Weekly Class Schedule

<table>
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<th>Session</th>
<th>Activities</th>
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| **1** | **Unit 1: Course Introduction, Review Syllabus, etc.**  
**Presenter:** Traci  
**Foundational Readings:** Course Syllabus  
**Due:** Organize Groups and final course units |
| **2** | **Unit 2: Introduction to OBM, BSA, & System(s) Theory**  
**Presenter:** Traci  
**Foundational Readings:** Brethower (2000), Krapfl & Gasparotto (1982), Rousseau (2015), von Bertalanffy (1972)  
**Due:** Discussion Questions 1 |
| **3** | **Unit 3: Selection & Cultural Change**  
**Presenter:** Traci  
**Foundational Readings:** Glenn (2004), Glenn et al. (2016), Skinner (1981)  
**Ancillary Readings:** Malott & Glenn (2006), Mattaini (2013)  
**Due:** Discussion Questions 2 |
| **4** | **Unit 4: Complexity & Emergence**  
**Presenters:**  
**Ancillary Readings:** Krispin (2016, 2019)  
**Due:** Discussion Questions 3 |
| **5** | **Unit 5: Transdisciplinary Considerations on Complexity & Systems**  
**Presenters:**  
**Foundational Readings:** Folke et al. (2016), Kwakkel & Pruyt (2015), Valentinov & Chatalova (2016)  
**Ancillary Readings:** Grossman & Haase (2016), Kohl et al. (2010), Rizzo & Galanakis (2015)  
**Due:** Discussion Questions 4 |
| **6** | **Unit 6: Communication & Cultural Change**  
**Presenters:**  
**Foundational Readings:** Smith et al. (2012), Houmanfar et al. (2009), Houmanfar et al. (2010), Smith et al (2011)  
**Ancillary Readings:** Houmanfar & Rodrigues (2012)  
**Due:** Discussion Questions 5 |
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<th>Unit</th>
<th>Date</th>
<th>Topic</th>
<th>Presenters</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Date</td>
<td>Topic</td>
<td>Presenter:</td>
<td>Foundational Readings:</td>
<td>Ancillary Readings:</td>
</tr>
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<td>-------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>November 19, 2019</td>
<td><em>Unit 13: Creating Solutions to Social Problems: Experimental Microcultures</em></td>
<td><strong>Presenter:</strong></td>
<td><strong>Foundational Readings:</strong> Tourinho (2013), Camerer &amp; Fehr (2004), Soares et al. (2019)</td>
<td><strong>Ancillary Readings:</strong></td>
</tr>
<tr>
<td>14</td>
<td>November 26, 2019</td>
<td><em>Unit 14: Creating Solutions to Social Problems: Activism, Advocacy, &amp; Accompaniment</em></td>
<td><strong>Presenter:</strong></td>
<td><strong>Foundational Readings:</strong> Biglan (2009), Brogran et al. (2018), Luna et al. (2018), Nevin (2018), Schilnger (2018), Tsipursky &amp; Morford (2018)</td>
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*The professor reserves the right to adjust and modify this schedule based on the needs of the students*

**Components of this syllabus were developed in collaboration with Drs. Ramona Houmanfar and Mark Mattaini with input and suggestions from the ABAI Task Force on Culturo-Behavior Science**
Creating Solutions to Social Problems: Sustainability & Climate Change
[Rotating Special Topic - Emphasis area: Community]

Foundational Readings


Ancillary Readings


Specific Learning Outcomes
1. Students will describe the processes embedded in and the advantages to applying language-based psychological intervention methods to sustainability issues.
2. Students will describe the role of organizations in affecting behaviors contributing to climate change and describe systems-level interventions that could be employed and researched.
3. Students will explain the rationale, general strategy, and the supporting science for culture-based solutions that might lead to a more promising future with respect to climate change.
4. Students will describe how climate change is a “super wicked problem” and note how policy change initiatives could be made more effective if a path-dependent, applied forward reasoning approach were employed.
5. Students will identify how culture-based solutions to climate change intersect with path-dependent and applied forward reasoning approaches to policy intervention as related to climate change.
Creating Solutions to Social Problems: Common Pool Resources
[Rotating Special Topic - Emphasis area: Community]

Readings


Specific Learning Outcomes
1. Students will describe Hardin's (1968) Tragedy of the Commons.
2. Students will describe Ostrom's work related to remediating the Tragedy of the Commons.
3. Students will draw parallels between Ostrom's work and a culturo-behavioral systems science perspective.
4. Students will describe current (and potential) efforts from behavioral scientists at employing a culturo-behavioral systems science perspective to research variables derived from Ostrom's work at governing the use of common-pool resources.

Creating Solutions to Social Problems: Community Health & Social Justice
[Rotating Special Topic - Emphasis area: Community]

Readings


Specific Learning Outcomes
1. Students will explain how the criteria for applied behavior analysis align with applying behavior analysis to community-level research.
2. Students will describe the five values indicative of developing collaborative relationships between behavioral researchers and participants.
3. Students will describe the four values and principles that underlie community needs and resource assessments.

4. Students will describe the five values that should guide community-based interventions and dissemination efforts for behavioral research conducted in community settings.

5. Students will describe how mentalism and attribution theory more specifically might impede social justice efforts and will explain why behavior analysis offers a constructive alternative to mentalism as it relates to social justice, prejudice, racism, and discrimination more generally.

6. Students will provide an example of a community needs and resources assessment and develop a community-based intervention focused on social justice, including a description of how the information gathered from the assessment informs the intervention.

**Developing Solutions for Organizational Problems: Total Performance System**

[Rotating Special Topic - Emphasis area: Organizations]

**Readings**


**Specific Learning Outcomes**

1. Students will define and distinguish between rule governed behavior and contingency shaped behavior in organizations, outlining Abernathy’s (2003) free operant approach.

2. Students will list the components and sub-components of Abernathy's (2003) Total Performance System (TPS), list and describe the main principles of effective behavior change measures, and list the main consequential variables identifying which one is essential during the beginning stages of TPS implementation.

3. Students will compare and contrast different types of leadership and managerial styles in organizations with respect to how they affect performance.

RECOMMENDED READINGS: BOOKS


RECOMMENDED READINGS: ARTICLES & CHAPTERS


