



**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**  
**PSYC 409 – History and Systems of Psychology**  
**Course Syllabus – Fall 2021**

**COURSE INFORMATION**

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Course Number:	PSYC 409-701
Credit Hours:	3 credit hours
Class Meeting Dates:	8/23/2021—12/17/2021
Class Meeting Times:	Online Asynchronous on Blackboard
Instructor:	Amy Quarton, M.A.
Office Hours:	Wednesdays from 10 AM to 11 AM and by appointment
Office Location:	<a href="#">Zoom</a>
E-mail:	<a href="mailto:aquarto@siue.edu">aquarto@siue.edu</a>
Prerequisites:	Undergraduate level PSYC 111 Minimum Grade of D
Required Textbook:	<i>A History of Modern Psychology</i> (5 <sup>th</sup> edition) by C. J. Goodwin

**COURSE DESCRIPTION**

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This course focuses on the important antecedents of contemporary scientific psychology, including issues, conceptual development, major schools and systems.

**COURSE LEARNING OUTCOMES**

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When you have completed this course, you should be able to:

1. Describe the various processes involved in the development of modern psychology.
2. Describe the contributions of some of the psychology's most transformational people.
3. Describe the significance of important events in psychology's history.
4. Explain the historical (e.g., social, political, and economic) context within which modern psychology developed.
5. Integrate knowledge from multiple areas of psychology (e.g., clinical, cognitive, developmental, experimental, industrial/organizational, and social).
6. Explain the role of religious, racial, and gender minorities in the development of modern psychology.

**REQUIRED TEXTBOOK AND TECHNOLOGY**

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- Textbook:
  - Goodwin, C. J. (2015). *A History of Modern Psychology* (5<sup>th</sup> ed.). Hoboken, New Jersey: John Wiley and Sons, Inc.
- Technology:
  - Access to a computer with internet access and an updated internet browser
  - Access to your SIUE e-mail and Blackboard

- [Microsoft Office 365 \(Word and PowerPoint\)](#)
- [Zoom](#)

## **COURSE EXPECTATIONS**

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The instructor can expect you to:

- Invest an adequate amount of time to your study of this topic. According to university policy, students are expected to work 2 hours outside of class for every 1 hour in class (<http://www.siu.edu/policies/1i4.shtml>). Each week, you would normally spend 2.5 hours in class, and 5 hours outside of class for a total of 7.5 hours each week.
- Check your university e-mail and Blackboard several times each week. Look for new announcements and feedback on your assignments.
- Submit your own work. If you reference external sources, cite them using the guidelines published by the American Psychological Association (APA) and add a references list or page at the end of your response, report, or post.
- If you have any questions, contact me by e-mail, during my office hours via Zoom or Chat or through the “Course Questions” discussion board.
- Contact the technology help desk with your questions related to technical difficulties. If technical problems prevent you from accessing course materials or submitting assignments, let your instructor know.

You can expect the instructor to:

- Be available to students throughout the week via office hours, phone, and e-mail.
- Respond to your inquiries within 1-2 business days.
- Assign work that is relevant to the course objectives and outcomes and your education.
- Return your graded assignments within one week of the due date.
- Provide meaningful feedback on most of your assignments.
- Communicate any unplanned changes in the schedule (e.g., due to illness) as soon as possible via the e-mail address you have registered with Blackboard.

## **POINT SYSTEM FOR LEARNING ASSIGNMENTS**

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Your final letter grade will be determined by the following assignments.

<b>Learning Assignments</b>	<b>Course Outcomes</b>	<b>Points</b>	<b>% of Final Grade<sup>a</sup></b>
1. Introduce Yourself Post	N/A	10	2.1
2. Class Discussions (7 @ 15 points each)	1-6	105	21.9
3. Quizzes (14 @ 10 points each)	1-6	140	29.2
4. Reflection Exercises (5 @ 20 points each)	1-6	100	20.8
5. History Project	1-6	125	26.0
<i>5a. Topic and List of References</i>		5	
<i>5b. Outline</i>		20	

**TOTAL POINTS****480****100**

<sup>a</sup> Percentages may not add up to 100 due to rounding.

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**OVERVIEW OF LEARNING ASSIGNMENTS**


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The course is divided into five modules, each containing 2-4 weeks of material. Start each week by completing the reading assignment and reviewing the lecture slides and videos. Then, complete the assignments by following the instructions and using the grading rubrics posted on Blackboard. All assignments should follow APA style, which calls for in-text citations and a references page.

**Introduce Yourself Post**

After completing the course orientation, you will introduce yourself to the class by answering the questions posted on Blackboard. Then, respond to at least two of your classmates' posts by highlighting something that you have in common with each person. Your original post and comments are due by 11:59 PM CST on Friday evening of Week 1. Return to the discussion board before 11:59 PM CST on Sunday evening of Week 1 to answer your classmates' comments on and questions about your original post.

**Discussions**

Throughout the semester, you will participate in seven online discussions that require you to incorporate content from the assigned readings, lectures, quizzes, and reflection exercises, think critically about the content, and consider alternative viewpoints and explanations. These discussions will also help you stay connected to your peers and the instructor in an asynchronous course like this one. For each discussion, you will post your initial response and comment on at least two of your classmates' posts before 11:59 PM CST on Friday evening. Then, before Sunday evening at 11:59 PM CST on Sunday, you will respond to your classmates' questions about and comments on your initial post. This initial post should demonstrate your understanding of essential concepts and your ability to apply them correctly to real-life experiences. Your peer comments and replies should also demonstrate your group facilitation skills. Note that each discussion will close and be unavailable one week after it is due.

**Quizzes**

Each week you will take a quiz that assesses your understanding of the material. Each quiz contains 10 multiple-choice and true/false questions. You will have 60 minutes to complete each quiz, and you must complete the quiz once you start it. After the timer ends, your answers will be submitted automatically. Questions will be presented one at a time, and you will be able to review all of the items before you submit your answers. Complete the quizzes before Sunday evenings at 11:59 PM CST each week. After the due date passes, you will lose access to the quizzes. At the end of the semester, the lowest quiz score will be dropped from grade calculations.

**Reflection Exercises**

At the end of each module, you will complete a reflection exercise that asks you to explain, apply, and analyze course concepts using examples from your work, school, or other roles.

Incorporate information from the course materials to support your answers. Submit these assignments before 11:59 PM CST on the Sunday evenings listed in the Course Calendar. Note that each exercise will close and be unavailable one week after it is due.

### History Project

As you learn about some of the people and events that influenced the development of psychology, some topics will be of more interest to you than others. Throughout the semester, you will work on a history project that allows you to explore the historical significance of a person, place, thing, or event. In Week 2, you will submit your idea to the instructor and wait for approval. You will investigate this topic by relying on peer-reviewed evidence like academic and professional journals. In Week 5, you will submit a list of four peer-reviewed references. In Week 7, you will submit an outline of your essay. Then, before the end of Week 13, you will share your new knowledge by submitting a brief essay that details ten significant contributions and includes a timeline you created for this course. The essay should follow APA style and include a title page, in-text citations, and a references page.

### GRADING DISTRIBUTION

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Grade	%	Points	Description
A	= 90—100	432.0—480.0	Excellent
B	= 80—89	384.0—431.9	Good
C	= 70—79	336.0—383.9	Satisfactory
D	= 60—69	288.0—335.9	Poor
F	= 0—59	0—287.9	Failure

### GRADING POLICIES

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To complete the course assessments, follow the policies outlined below.

- Grades will not be curved or rounded. You begin the course with zero points and earn every point to reach your goal.
- Submit all assignments on Blackboard. The instructor cannot accept assignments submitted through email.
- Submit your assignments before 11:59 PM CST on the due date listed in the calendar.
  - With an approved extension, you will forfeit 20% of the total possible points each day the assignment is late. Extensions can only be granted *before* the due date.
  - Without an approved extension, the instructor will not accept late work.
- Adhere to SIUE’s Student Code of Conduct as outlined at <https://www.siue.edu/policies/3c1.shtml>.
  - You will receive a zero for any submission that contains plagiarized material, and you will not be able to resubmit the assignment.
- Submissions that contain an abundance of grammatical errors will be graded down.
- If you find yourself falling behind, contact the instructor immediately.

- Discuss any grading discrepancies via e-mail within 48 hours of receiving your grade on the assignment. Outline why and how your work warrants a better grade. Keep in mind, however, that a petition does not guarantee point adjustments.

## **COURSE CONTENT AND CALENDAR**

The table below includes a tentative course schedule. The instructor reserves the right to alter it to improve the quality of learning or to accommodate unforeseen events. The instructor will announce any changes to the calendar via e-mail and Blackboard announcements.

<b>Module</b>	<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Tasks for the Week</b>
<b>Module 1</b>	1	8/23-8/29	Overview of Psychology's History	<ul style="list-style-type: none"> <li>• Review About This Course page</li> <li>• Post, Comment, and Reply on Introduce Yourself discussion board</li> <li>• Read Chapter 1</li> <li>• Review Lecture 1</li> <li>• Submit Quiz 1</li> </ul>
	2	8/30-9/5	The Influence of Philosophy	<ul style="list-style-type: none"> <li>• Read Chapter 2</li> <li>• Review Lecture 2</li> <li>• Post, Comment, and Reply on Discussion Board 1</li> <li>• Submit Quiz 2</li> <li>• <b>Submit Topic for History Project</b></li> </ul>
	3	9/6-9/12	The Influence of Physiology	<ul style="list-style-type: none"> <li>• Read Chapter 3</li> <li>• Review Lecture 3</li> <li>• Submit Quiz 3</li> <li>• Submit Reflection Exercise 1</li> </ul>
<b>Module 2</b>	4	9/13-9/19	Wundt and German Psychology in the 1800s	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• Review Lecture 4</li> <li>• Post, Comment, and Reply on Discussion Board 2</li> <li>• Submit Quiz 4</li> </ul>
	5	9/20-9/26	Darwin and Galton in the 1800s	<ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• Review Lecture 5</li> <li>• Submit Quiz 5</li> <li>• <b>Submit List of References for History Project</b></li> </ul>
	6	9/27-10/3	Pioneers of the 1800s and 1900s	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Review Lecture 6</li> <li>• Post, Comment, and Reply on Discussion Board 3</li> <li>• Submit Quiz 6</li> <li>• Submit Reflection Exercise 2</li> </ul>

Module 3	7	10/4-10/10	Titchener's Structuralism and James' Functionalism	<ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• Review Lecture 7</li> <li>• Submit Quiz 7</li> <li>• <b>Submit Outline for History Project</b></li> </ul>
	8	10/11-10/17	Mental Testing and Applied Psychology	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Review Lecture 8</li> <li>• Post, Comment, and Reply on Discussion Board 4</li> <li>• Submit Quiz 8</li> </ul>
	9	10/18-10/24	Gestalt Psychology	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Review Lecture 9</li> <li>• Submit Quiz 9</li> <li>• Submit Reflection Exercise 3</li> </ul>
Module 4	10	10/25-10/31	Behaviorism: Watson and Pavlov	<ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• Review Lecture 10</li> <li>• Post, Comment, and Reply on Discussion Board 5</li> <li>• Submit Quiz 10</li> </ul>
	11	11/1-11/7	Behaviorism: Skinner and More	<ul style="list-style-type: none"> <li>• Read Chapter 11</li> <li>• Review Lecture 11</li> <li>• Submit Quiz 11</li> <li>• Submit Reflection Exercise 4</li> </ul>
Module 5	12	11/8-11/14	Mental Health Treatment Part 1	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• Review Lecture 12</li> <li>• Post, Comment, and Reply on Discussion Board 6</li> <li>• Submit Quiz 12</li> </ul>
	13	11/15-11/21	Mental Health Treatment Part 2	<ul style="list-style-type: none"> <li>• Read Chapter 13</li> <li>• Review Lecture 13</li> <li>• Submit Quiz 13</li> <li>• <b>Submit Essay for History Project</b></li> </ul>
		11/22-11/28	<b>THANKSGIVING HOLIDAY – NO CLASS</b>	
	14	11/29-12/5	Psychology in the Mid-1900s	<ul style="list-style-type: none"> <li>• Read Chapter 14</li> <li>• Review Lecture 14</li> <li>• Post, Comment, and Reply on Discussion Board 7</li> <li>• Submit Quiz 14</li> </ul>
15	12/6-12/12	Psychology in the 2000s	<ul style="list-style-type: none"> <li>• Read Chapter 15</li> <li>• Review Lecture 15</li> <li>• Submit Quiz 15</li> <li>• Submit Reflection Exercise 5</li> </ul>	

<b>Finals Week</b>	16	12/13-12/17	None	• None
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## **COURSE RESOURCES**

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Use the following websites to help you format your assignments in this course using APA style.

- List of APA style topics: <https://apastyle.apa.org/style-grammar-guidelines>
- Student sample paper: <https://apastyle.apa.org/style-grammar-guidelines/paper-format/student-paper.docx>
- Annotated student sample paper: <https://apastyle.apa.org/style-grammar-guidelines/paper-format/student-annotated.pdf>
- Purdue University’s self-help tool: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

## **PSYCHOLOGY DEPARTMENT POLICIES**

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### **The Psychology Department’s Policy on Plagiarism**

Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE’s Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

### **Services for Students Needing Accommodations**

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at [siue.edu/access](http://siue.edu/access) or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618-650-3726. If you feel

you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

### **The Psychology Department's Policy on Incomplete Grades**

It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

### **The Psychology Department's Writing Policy**

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but it will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

### **SIUE Statement on Diversity**

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

### **SIUE Nondiscrimination Policy**

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

### **SIUE Psychology Department Twitter**

By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

### **Other Resources**

Lovejoy Library  
618-650-4636  
<http://www.siue.edu/lovejoylibrary/>

Computer Labs  
<http://www.siue.edu/its/labsclassrooms/>

Technology Support  
Lovejoy Library Room 0005  
618-650-5500  
[help@siue.edu](mailto:help@siue.edu)

Writing Center  
MUC –Student Success Center 1254  
618-650-2045  
<http://www.siue.edu/lss/writing/index.shtml>

## **COVID-19 PANDEMIC POLICIES RELATED TO CLASSROOM INSTRUCTION**

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### **Health and Safety**

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>

### **Classrooms, Labs, Studios, and Other Academic Spaces**

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and [myaccess@siue.edu](mailto:myaccess@siue.edu)).

### **General Health Measures**

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at [cougarcare@siue.edu](mailto:cougarcare@siue.edu) or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

### **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or

quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

**Potential for Changes in Course Schedule or Modality**

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.