COUGARS

Syllabus for PSYC 409-WS1
History & Systems of Psychology – Online
Department of Psychology
Winter Term, 2023-2024
12/18/23 – 1/7/24

About the Instructor

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Office Hours: Wednesdays 9:00 a.m. – 11:00 a.m. (Central time) via Zoom or by appointment:
Zoom Link for Office Hours: https://siue.zoom.us/j/3376880271

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- Or visit our website: https://www.siue.edu/education/psychology/

Welcome

Welcome to *History & Systems of Psychology*! I'm very excited to teach this class and look forward to working with each of you.

Bio

I have been a faculty member in the SIUE Psychology Department since 2004 and teach undergraduate and graduate courses. I grew up in Cincinnati, Ohio and received my Bachelor of Arts degree in Psychology from the University of Cincinnati. I received my Master of Arts and Doctor of Philosophy degrees in clinical psychology from Southern Illinois University at Carbondale.

Communicating with the instructor

Anytime you have questions or want to talk about the course material, feel free to email me at dsegris@siue.edu And if you'd like to meet to talk over Zoom but are not able to meet during my office hours, email me with days/times that you're available and we can arrange a time to meet.

About the Course

Course description

This is a 3-credit hour course. The content focuses on antecedents of contemporary scientific Psychology including issues, conceptual development, major schools and systems.

Prerequisite knowledge

- PSYC 111 is a prerequisite for this course

Course goals and objectives

- Student will be able to differentiate the major schools and systems that have been part of Psychology's history
- Student will be able to associate key figures in the history of Psychology with their theories, influence, and/or achievements
- Student will demonstrate understanding of some of the influential research studies that have influenced Psychology

Course textbook

- *A History of Modern Psychology: The Quest for a Science of the Mind* by David C. Ludden, Jr., SAGE

  Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

Course Requirements

Course activities/assessments
Each week the course will focus on 4-6 fundamental topics related to the history of Psychology. On a weekly basis you will be expected to read the assigned chapters in the textbook, watch lectures, take a quiz, and take an exam. You will also submit Discussion posts and responses. At the conclusion of the course you will turn in a reflection paper (assignment is described below).

Submitting work
All assignments will be submitted via Blackboard.

Online class behavior
- **Reflect** before you post an emotional response and make sure that what you post is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively**.** Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
- **Sign your name.** Take responsibility for your posts in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on the topic**. Online dialogue is like a conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements
Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities
Students in an online course should be able to:
- Use a word processor, such as MS Word, to compose assignments and communicate with others in the class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems
- Use a phone camera or webcam to record Flipgrid posts/responses

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course Policies and University Policies

Academic integrity/plagiarism

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.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code.

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Grades

Your course grade will be based on your combined performance on quizzes, exams, Flipgrid posts/responses, and a reflection paper. All assignments should be turned in via Blackboard.

- **Syllabus Quiz**
  - o During the first week of the course there will be a 10-question syllabus quiz worth 10 points. You may use your syllabus when taking the quiz. Once you have started the quiz you will be given one hour to complete it.
- **Weekly Quizzes**
  - o There will be a 5-question (multiple choice) quiz worth 10 points each week that will focus only on that week's material. You may take each quiz up to two times and only your highest score will count toward your grade. You may use your notes, course handouts, and textbook while you take the quizzes. Once you have started a quiz you will be given one hour to complete it.

- *Weekly Exams*
  - o There will be a multiple-choice exam worth 40 points each week that will focus only on that week's material. You may use your notes, course handouts, and textbook while you take the exam. Once you have started an exam you will be given two hours to complete it.

- *Discussion Posts*
  - o An important component of this course involves engaging with the material by discussing specific topics with your classmates. During the course you will be asked to create a total of three Discussion posts in response to specific prompts. The purpose of these posts is for you to demonstrate and share your knowledge of specific course topics and to communicate your understanding, opinions, and experiences to your classmates.

- *Discussion Responses*
  - o You will also be asked to respond to students' Discussion posts (two responses for each of the three Discussion posts during the course).

    Your Flipgrid posts and responses will be graded using the scale/rubric below:
    - **0 points:** No post/reply is made or post/reply is not made in a timely way; post/reply uses offensive language
    - **2-4 points (post)/1 -2 points (response):** Post/response reflects minimal effort and/or does not show thoughtful consideration.
    - **5-7 points (post)/3 points (response):** Post/response is adequate in terms of content/length.
    - **8-10 points (post)/4-5 points (response)**: Post/response is a very thoughtful and meaningful contribution to the discussion.

- ***Reflection***
  - The reflection assignment consists of your reaction to the four influential studies you read about (*Who's Crazy Here Anyway?*, *Thanks for the Memories*, *See Aggression Do Aggression*, and *One Brain or Two*?) The paper should focus on each of the four studies. You can write about any aspects of the studies that you want (e.g., Why do you think this study was important? What are the implications and applications of this study and its results? If the study were conducted today do you think the same results would occur and why/why not?) – but your paper should focus on your reflection about the studies and **should not summarize the studies**. The paper should be double-spaced and at least four pages in length. The paper should have 1-inch margins and use an 11- or 12-point Times New Roman font. The use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

    Your Reflection will be graded using the scale/rubric below:
    - **0 points:** no paper is turned in; paper contains plagiarism
    - **30 points or less:** paper reflects minimal effort; paper is 1-2 pages
    - **28-31 points:** paper shows some thoughtful consideration; paper is less than 4 pages; significant grammar, spelling, or punctuation errors
    - **32 points-35 points:** paper shows thoughtful reflection; some grammar, spelling, or punctuation errors
    - **36-40 points**: paper is very well written and demonstrates a very thoughtful and insightful reflection

Grading Scale

- Syllabus Quiz — 10 points
- Weekly Quiz — 30 points (10 points per quiz)
- Weekly Exam — 120 points (40 points per exam)
- Discussion Posts — 30 points (10 points per post)
- Discussion Responses — 30 points (5 points per response – 2 responses per week)
- Reflection — 40 points

FINAL COURSE GRADE
A: 234 – 260 points
B: 208 – 233 points
C: 182 – 207 points
D: 156 – 1811 points
F: < 156 points

Graduate Credit & Grading Scale

If you are taking this course for graduate credit, you are required by the university to complete additional work and to be evaluated at a higher standard. If you are taking this course for graduate credit:

- you must notify me of that fact
- you must complete an additional assignment; in this course that assignment consists of a review of Robert Guthrie's book, *Even the Rat Was White: A Historical Review of Psychology*. This review is due on January 4 and must be at least 5 double-spaced pages in length (with 1-inch page margins and a 12-point Times New Roman font). The use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited. The paper should be emailed to me at dsegris@siue.edu
- you will be graded using the scale below:

  - Syllabus Quiz   10 points
  - Weekly Quiz   30 points (10 points per quiz)
  - Weekly Exam   120 points (40 points per exam)
  - Discussion Posts   30 points (10 points per post)
  - Discussion Responses   30 points (5 points per response – 2 responses per week)
  - Reflection   40 points
  - Review Paper   80 points

FINAL COURSE GRADE FOR GRADUATE CREDIT
A: 306 – 340 points
B: 272 – 305 points
C: 238 – 271 points
D: 204 – 237 points
F: < 204 points

Late or Missed Assignments

Late assignments will drop one letter grade for each day the assignment is late. Exceptions may be made in cases of illness or emergency – but for that to happen you need to contact the instructor and discuss the situation with him as soon as possible.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

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.

Diversity and Inclusion
SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub https://www.siue.edu/csdi is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Pregnancy and Newly Parenting Policy
This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15 to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information
We will be using Blackboard in this course. View the Anthology Blackboard Privacy Statement to review how your data is being used and stored.

We will also be using Flipgrid in this course as a tool for facilitating discussion of course material. View the Flip Privacy Policy here.

Additional Support
Services for Students Needing Accommodations
[Choose the Option 1 or Option 2 statement. Remove the Option 1 and Option 2 wording.]

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at 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.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

Student Success Coaches

Student success coaches work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize Starfish to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

Tips for taking online assessments:
- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, monitor your email, and review the Blackboard site for any announcements regarding changes in course material, assignments, and/or due dates.

Course Schedule

WEEK 1 (12/18-12/24)				
MODULE	**TOPIC**	**READ**	**WATCH**	**ASSIGNMENTS**
Module 1	Philosophical Roots of Psychology	Chapter 1 *Who's Crazy Here Anyway*	Philosophical Roots of Psychology	Syllabus Quiz <mark>DUE: 12/20 by 11:59 p.m.</mark>
Module 2	Nineteenth Century Foundations	Chapter 2	Nineteenth Century Foundations	Discussion Post #1 <mark>DUE: 12/21 by 11:59 p.m.</mark>
Module 3	Structuralism	Chapter 3	Structuralism	Quiz for Week 1 <mark>DUE: 12/22 by 11:59 p.m.</mark>
Module 4	Functionalism	Chapter 4	Functionalism	
Module 5	Behaviorism	Chapter 5	Behaviorism	Responses to Post #1 <mark>DUE: 12/24 by 11:59 p.m.</mark>
Module 6	Gestalt Psychology	Chapter 6	Gestalt Psychology	Exam for Week 1 <mark>DUE: 12/24 by 11:59 p.m.</mark>
WEEK 2 (12/25-12/31)				
MODULE	**TOPIC**	**READ**	**WATCH**	**ASSIGNMENTS**
Module 7	Psychoanalysis	Chapter 7	Psychoanalysis	Discussion Post #2 <mark>DUE: 12/28 by 11:59 p.m.</mark>
Module 8	French Psychology	Chapter 8	French Psychology	Quiz for Week 2 <mark>DUE: 12/29 by 11:59 p.m.</mark>
Module 9	Soviet Psychology	Chapter 9	Soviet Psychology	
Module 10	Physiological & Comparative Psychology	Chapter 10	Physiological & Comparative Psychology	Responses to Post #2 <mark>DUE: 12/31 by 11:59 p.m.</mark>
Module 11	Cognitive Psychology	Chapter 11 *Thanks for the Memories*	Cognitive Psychology	Exam for Week 2 <mark>DUE: 12/31 by 11:59 p.m.</mark>
Module 12	Social Psychology	Chapter 12	Social Psychology	
WEEK 3 (1/1-1/7)				
Module 13	Developmental Psychology	Chapter 13 *See Aggression, Do Aggression*	Developmental Psychology	Reflection <mark>DUE: 1/4 by 11:59 p.m.</mark>
Module 14	Personality Psychology	Chapter 14	Personality Psychology	Discussion Post #3 <mark>DUE: 1/4 by 11:59 p.m.</mark>
Module 15	Humanistic Psychology	Chapter 15	Humanistic Psychology	Quiz for Week 3 <mark>DUE: 1/5 by 11:59 p.m.</mark>
Module 16	Neuroscience	Chapter 16 *One Brain or Two?*	Neuroscience	Responses to Post #3 <mark>DUE: 1/6 by 11:59 p.m.</mark> Exam for Week 3 <mark>DUE: 1/6 by 11:59 p.m.</mark>