Class Information:

**Instructor:** Michael Walker, Ph.D.  
**E-Mail:** Please use email in the LMS (Brightspace) for class related questions. For other issues you can contact me at mwalker@sfasu.edu (all emails should begin the subject line with: PSY 420...)  
**Phone:** 936-468-1483  
**Office:** EDU 215-H  
**Office Hours:** Monday & Tuesday 9:00-10:00; Wednesday & Thursday 10:00-11:00; Other Times by appt.  
**Class meeting times:** TBD  
**Location:** [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/) & Zoom

Course Description:  
Capstone course. Survey of the historical background of psychology emphasizing its philosophical origins and evolution of the psychological point of view. Contributions of major schools of psychology to modern psychology also emphasized.

Dr. Walker's expanded description: My course is designed to address the historical background of psychology and the major schools of thought/contributors in psychology. An emphasis will be placed on the historical events surrounding the development of each area of psychology. We will research key events in the modern history of psychology and develop a GIS data base to begin a literal mapping of the history of psychology.

Program Learning Outcomes:

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Intermediate/Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

Student Learning Outcomes:
By the end of this course, students should be able to…

1. Describe the key major figures in the history of psychology and their major contributions.
2. Relate the major perspectives to the individuals who are responsible for articulating them.
3. Describe how historical trends and events have influenced the development of psychology as a scientific discipline.
4. Describe major perspectives of psychology.
5. Demonstrate an understanding of major questions that have driven psychological thought throughout its history.
6. Demonstrate skills in writing and reporting in APA style.

Additionally,
Students will have basic knowledge of GIS as a data analysis and reporting tool in the social sciences.

Exemplary Education Outcomes:
No core curriculum objectives are assessed in this course.

Textbooks & Materials:
You will need regular access to the following materials:

  - ISBN-10: 1133958095
    - The text for the course is Hergenhahn and Henley’s An Introduction to the History Psychology 7th ed. Used physical copies, rentals, and ebooks are available at Amazon and at Cengage the publisher. The current cost for a 6 month ebook is around $25. A hard copy will be available in the reserve area for in room checkout only. This book is in the 8th edition so there should be affordable options available for this 2014 edition.
  - Various texts and readings which will be provided and shared with the class via Bright Space.
  - Publication Manual of the American Psychological Association, Sixth Edition
  - Google Earth

COURSE REQUIREMENTS:

Reading:
You are responsible for all assigned readings and being prepared to discuss the topics during lecture. It is essential that you stay current with the reading assignments given the collaborative nature of this course. Meaningful class participation requires that you read and think about the material before class.

Practice Chapter Quizzes 15 pts (15 chapters @ 1 pt each):
Students will be responsible for completing an online chapter quiz in the LMS for each chapter covered prior to the deadline posted (typically Friday at 5pm of the week the chapter is covered). Prior to attempting the chapter quiz students will need to take the online practice quiz for the corresponding chapter. Students must score at least 80% correct on a practice quiz before you will be eligible to attempt a chapter quiz. You may take the practice quizzes as many times as you want, and your highest grade will be used in the grade book. Students are
encouraged to take practice quizzes until no new questions are seen prior to attempting the chapter quizzes.

Chapter Quizzes 75 pts (15 chapters @ 5 pts each):
Students will be responsible for completing an online chapter quiz in the LMS for each chapter covered prior to the deadline posted. You will have two (2) attempts for the official chapter quizzes. Remember that you may take practice quizzes as many times as desired and the highest score will be retained for eligibility to take the chapter quizzes and for grading. It is recommended that you use the practice quizzes to test yourself prior to beginning the official chapter quiz. Chapter quizzes will have similar deadlines as the practice quizzes, typically Friday at 5pm of the week the chapter is covered.

Discussion posts 100 Points (20 @ 5 pts. each)

You will be expected to participate in twenty (20) discussions during the semester. Most will be related to the chapters we cover; however, some will be related to other material and information throughout the semester (i.e. your introduction). All chapter submissions are required to include two APA formatted citations supporting a substantive and relevant point. You can use the textbook as well, but each assessment must have at least one additional external scholarly source. You should be good at determining what is likely to be considered scholarly generally if something is peer reviewed or from a reputable source. You are generally safe with journal articles, books, research monographs, etc. DO NOT USE Wikipedia as a primary source, however you often can find citations in good Wikipedia posts that would be a relevant source, but you have to go the that source.

The discussions are intended to be like a discussion in class that may start with a specific question, but then, based on the initial responses, the discussion may evolve into something entirely different from the original question. Therefore, it is critical that you read all of the posts before making your post(s). Without reviewing the collective discussion, if you post later in the discussion and you respond to the original question without the context of the subsequent comments, your post will likely not add to the discussion and can adversely impact your grade. It is also very important that you reply to the thread and not create a new thread (known as renegade posts). Renegade posts make it difficult to follow the discussion and therefore I will not grade posts created outside the thread and will delete renegade posts from the discussion to reduce confusion. I would recommend that you keep a separate document with your discussion posts for a variety of reasons but especially if you inadvertently create a renegade post it will be easier for you to correct your post. It also allows you to proof your work in the discussion posts before submitting. Grades will be based on content and style.

To earn full points for a discussion post it must meet the following criteria:
- adds something unique to the discussion
- demonstrates your understanding and synthesis of the chapter materials including other students’ posts
- includes a well-reasoned rationale based on specific, relevant, and meaningful course materials
- Follows APA formatting and style guidelines
- contains at least one substantive scholarly source (beyond the textbook)

**Chapter Topic Papers 75 Points (3 @ 25 pts. each):**

Using Google Earth and Dropbox You will select a person or school of thought from three of the assigned chapter(s) to provide a mini paper and corresponding google map submission. The paper should include at least one historical event (political, cultural, religious, natural) which influenced the development of that school of thought or the researcher and include both the timeframe for key events as well as locations. The paper should provide a succinct overview of the topic 3-4 paragraphs and will be the basis of your map submission. The paper should follow APA style and include at least one scholarly reference (not just websites) in addition to your textbook. There will be live Zoom class meetings discussing the process of the map submissions and how to submit in Google Earth. While not required it is recommended that you choose topics that will help you build content for your final research paper (described below). Due dates for the chapter papers and maps are in the calendar but the topics you submit do not have to correspond to the chapters covered for those weeks.

**Chapter Topic Paper Maps 30 Points (3 @ 10 pts. each):**

Everyone will present the three (3) topic paper maps during the semester via the discussion in the LMS. Your discussion should include a review of your topic contend and a discussion of why you chose to create your map the way you did. Each map should have at least three locations or attributes. Think of these discussion posts as informal presentations to help prepare you for the final map presentation. Maps will be submitted via the discussion forum and will need to include the associated KML or KMZ file along with the viewable link to the map. Everyone will be required review and comment on each map submission.

**Research Paper 100 Points (1 @ 100 pts.):**

You will select a person or school of thought to research for this paper. The paper will include at least one historical event (political, cultural, religious, natural) which influenced the development of that school of thought or the researcher. This paper will be used as the basis for your final map presentation, so it is important to include not only the timeframe for key events but also locations. The paper should address the entire period that the researcher or school of thought was actively being developed noting both the start and stop times and location. The paper should follow APA style and include at least five scholarly references including one original work. Papers will need to be between 8-12 pages. We will spend time in class discussing the details and developing specific ideas and parameters for your paper. Final papers will be submitted through Dropbox. While not required, you could use your selected chapter topic papers to build most of your research paper.

**Research Paper Map Submission 25 Points (1 @ 25 pts):**

Similar to the chapter topic papers and maps, you will create a combined map presentation consolidating information from your paper. Your map tour should include important events that impacted the development of your chosen topic. Your discussion should include a review of your topic content and a discussion of why you chose to create your map the way you did. Your map should have at least ten (10) locations or attributes in the presentation. Again, we will dedicate a portion of class each week to developing your map projects along with other online tutorials will be used to help you develop a basic understanding of GIS technology and Google Maps utility. Maps will be submitted via the discussion forum and will need to include the associated KML or KMZ file along with the viewable link to the map.

**Exams 150 Points (2 @ 75 pts each):**
There will be two online class exams during the semester (midterm & Final). Exams will be primarily short answer and essay questions and will require you to contrast the material we cover in class with the current state of psychology. Exam questions will emulate class discussions prompts. You will be required to provide a signed academic integrity statement. Online exams will be available for 36 hours and you will have 75 minutes to complete your exam. Exam dates will be posted in the course calendar in Brightspace.

**EXTRA CREDIT:**
R-Points Experimental participation. Students may sign up for research participation R-Points through the Department of Psychology’s SONA Software (http://sfasu.sona-systems.com). Participants earn 1 R-point for every 30 minutes of participation and can earn 2.5 points per R-Point for a maximum of 10 total points of extra credit. A list of available research experiments is posted at http://sfasu.sona-systems.com/. Experiments will be posted throughout the semester so you should check back frequently. The last day to receive credit for research is the last day of scheduled classes 8/7/2020 by 5:00 p.m.

**Grading Policy:**
Grades will be based on the percentage of points earned relative to the total possible required points (570). Final grades will be based on the percentage of the total points earned including extra credit.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number</th>
<th>Points Each</th>
<th>Total Points</th>
<th>Percentage of Class Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Chapter Quizzes</td>
<td>15</td>
<td>1</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Official Chapter Quizzes</td>
<td>15</td>
<td>5</td>
<td>75</td>
<td>13%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>20</td>
<td>5</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>Chapter Topic Paper Maps</td>
<td>3</td>
<td>25</td>
<td>75</td>
<td>13%</td>
</tr>
<tr>
<td>Topic Paper Maps</td>
<td>3</td>
<td>10</td>
<td>30</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm</td>
<td>1</td>
<td>75</td>
<td>75</td>
<td>13%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>Research Paper Map</td>
<td>1</td>
<td>25</td>
<td>25</td>
<td>4%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>75</td>
<td>75</td>
<td>13%</td>
</tr>
</tbody>
</table>

**TOTAL PTS** 570 100%

**Grade Distribution by total possible points:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>509.87</td>
<td>(89.45% of total required points)</td>
</tr>
<tr>
<td>B</td>
<td>452.87</td>
<td>(79.45% of total required points)</td>
</tr>
<tr>
<td>C</td>
<td>395.87</td>
<td>(69.45% of total required points)</td>
</tr>
<tr>
<td>D</td>
<td>338.87</td>
<td>(59.45% of total required points)</td>
</tr>
<tr>
<td>F</td>
<td>338.87</td>
<td>(&lt;59.45% of total required points)</td>
</tr>
</tbody>
</table>

*Please note that letter grades represent rounded values.*
Attendance Policy:
While this course is being delivered in an online format there will be some live Zoom meetings scheduled throughout the semester. While you will not be required to attend all of these live events you will need to view the recorded materials within the relevant timeframe. Regular and punctual attendance is expected. While no portion of your grade will be directly tied to your attendance, students assume all responsibility for material presented, assignments collected and examinations administered during class times. Class lectures will parallel the text but will not duplicate the text. You will be tested on both the lectures and the text. If you miss class, it is your responsibility to find out what you missed. If you miss an exam or assignment for a legitimate reason (i.e. illnesses with appropriate medical documentation, school sponsored event, death of an immediate family member, unforeseeable emergency) you must contact me as soon as reasonably possibly to make arrangements. Non-emergent issues must be addressed prior to the missed exam or assignment. The exam dates listed are definite to provide you an opportunity to plan accordingly.

Expected Student Behavior
Professionalism: While attending class, I expect you to be professional and courteous in your behavior. Although I realize that occasional tardiness cannot be avoided, late arrivals disrupt the lecture, which is not fair to those students who do arrive on time. If you must arrive late or leave early for some reason, please let me know, and sit by the door so as to minimize the interruption. Other examples of professional behavior include turning off your cell phone (voice and text); using technology for class purposes only; not holding side conversations etc.

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Integrity
Academic Integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic integrity, as well as abiding by university policy on penalties for cheating and plagiarism and the appeal process. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Penalties for academic dishonesty may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. The procedures for addressing violations of academic integrity are outlined in the Student Academic Dishonesty policy (4.1) and a student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in
Academic Appeals by Students policy (6.3). Academic dishonesty diminishes the value of your education and violates all the root principles of The SFA way.

"http://www.sfasu.edu/universityaffairs/182.asp"

Sex and Gender-Based Discrimination, Violence, Harassment, and Misconduct is Prohibited.

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section 4.5 and Section 6 of the Sex- and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are required to report any information obtained about potential policy violation including sexual harassment, sexual assault, domestic violence, and stalking to the Title IX Coordinator within two business days. This means that if any employee who in the course and scope of their employment at SFA witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes prohibited behavior defined in this policy, that employee must report the suspected or alleged violations within two (2) business days to the Title IX coordinator. As of January 1, 2020, employees of Texas universities are subject to termination and criminal liability for failure to report violations of policy 2.13. Reports must be made even if the impacted student, staff, or faculty member requests the responsible employee not to disclose the information to the Title IX office. If you need assistance making a report but if you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/lumberjacks-care website.

Withheld Grades Policy
Withheld grades are permitted under certain circumstances as outlined in the university’s Course Grades policy (5.5). At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Students can submit the initial application request and upload related documentation securely through Online Student Application portal. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.
Course Credit Hour Justification:

PSY 420 “History and Systems of Psychology” (3 credits) is a writing-intensive, capstone course designed to introduce students to the study of history and systems in psychology by covering the historical background of psychology emphasizing its philosophical origins and evolution of the psychological point of view including contributions of major schools of psychology to modern psychology. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2.5-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning on</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | 7/7          | Introductions  
Chpt. 1: Introduction & Maps  
Chpt. 20: Psychology Today & Maps |
| 2    | 7/13         | Chpt. 3: Rome and the Middle Ages & Maps  
Chpt. 4: Renaissance Science and Philosophy  
Chpt. 5: Empiricism, Sensationalism, and Positivism  
**Chapter Topic & Map 1** |
| 3    | 7/20         | Chpt. 8: Physiology and Psychophysics  
Chpt. 9: Early Approaches to Psychology  
Chpt. 11: American Psychology and Functionalism  
**Midterm**  
**Chapter Topic & Map 2** |
| 4    | 7/27         | Chpt. 10: Evolution and Individual Differences  
Chpt. 15 Early Considerations of Mental Illness  
Chpt. 12 Behaviorism  
Chpt. 13 Neobehaviorism  
**Chapter Topic & Map 3** |
| 5    | 8/3          | Chpt. 18: Psychobiology  
Chpt. 19: Cognitive Psychology  
Paper Due |
<table>
<thead>
<tr>
<th></th>
<th>Map Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final</td>
<td>8/7</td>
</tr>
</tbody>
</table>