History & Systems of Psychology
PSYC 4320.502
Online
Spring 2024

Class Information:
Instructor: Michael Walker, Ph.D.
E-Mail: mwalker@sfasu.edu (only to be used if D2L email is NOT working and should begin the subject line with: PSYC 4320.502…)
Course website: https://d2l.sfasu.edu/
Phone: 936-468-6453 (If no answer leave a message)
Office: EDU 215-H Office Hours:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1:00 pm to 2:15 pm</td>
<td><a href="https://sfasu.zoom.us/j/99896891181?pwd=S2xuYTd5cjIaSy9QOFprQmFDYzFTz09">https://sfasu.zoom.us/j/99896891181?pwd=S2xuYTd5cjIaSy9QOFprQmFDYzFTz09</a></td>
</tr>
<tr>
<td>Tuesday (online only)</td>
<td>2:00 pm to 4:30 pm</td>
<td>Meeting ID: 998 9689 1181 Passcode: 710218</td>
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<tr>
<td>Wednesday</td>
<td>4:00 pm to 5:00 pm</td>
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</tr>
<tr>
<td>Thursday</td>
<td>8:30 am to 10:30 am</td>
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</table>

Appointments for other times are available by appointment.

Class meeting time and place: This is a fully online course and has no required in person meetings. Optional zoom meetings will be scheduled at various times throughout the semester to support the mapping aspects for the course. Meeting times will be announced through the news tool and all optional PSYC 4320 Zoom meetings will use the following link:

https://sfasu.zoom.us/j/95848023639?pwd=bC9uNUlSQkRUWJUXBFVkJUVFlwSFI2UT09

Meeting ID: 958 4802 3639 Passcode: 565842

For more information on accessing Zoom for optional meetings or office hours please visit the Zoom Support for Students page at the following link: https://www.sfasu.edu/d2lsupport/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>
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</table>
The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.  

Advanced

The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.  

Intermediate/Advanced

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.  

Advanced

The student will understand and apply psychological principles to personal, social, and organizational issues.  

Advanced

The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.  

Intermediate

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:

  - The text for the course is Hergenhahn and Henley’s An Introduction to the History of 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 text 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, Seventh 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 13 Points (13 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 Saturday at 11:59 pm 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 Points (13 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 only have two (2) attempts for the official chapter quizzes and I will take the highest attempt. 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 Saturday at 11:59 pm of the week the chapter is covered.

Discussion posts 40 Points (8 @ 5 pts. each)
You will be expected to participate in eight (8) discussions during the semester. Some will be related to your review and discussion of the maps presented by other class members. You will need to review all maps posted for each topic paper and final paper of all class members.

Google Earth Sample Map Submission 10 Points (1 @ 10 pts. each):
I will provide a video tutorials and some optional live zoom sessions on how to create google maps and use the basic features that will be required for the subsequent map assignments. You will need access to a computer that will run Google Earth (not just google maps) and will need to create a Google Earth account. If your computer supports D2L and Zoom it will handle Google Earth. This will be submitted via discussion forum. Everyone will create present the two (2) 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. Don’t worry I will have a number of videos on how to create google maps and how to export the KML or KMZ files to attach. Everyone will be required review and comment on each map submission.

Chapter Topic Papers 100 Points (2 @ 50 pts. each):
Papers will be submitted through Dropbox. You will select a person or school of thought from two (2) 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 4-5 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. 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 (2 @ 15 pts. each):
Everyone will link their map for the two (2) topic paper in the discussion forum in the LMS. 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. 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. A viewable link to your map will be submitted via the discussion forum and you will also need to attach associated KML or KMZ file along with the viewable link to the map. Don’t worry I will have a number of videos on how to create google maps and how to export the KML or KMZ files to attach. 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. I will have some discussion posts and offer some live zoom meetings to discuss the details and assist you in developing specific ideas and parameters for your paper. Final papers will be submitted through Dropbox. While not required, you are encouraged to use your selected chapter topic papers to help build your research paper.

Research Paper Map Submission 30 Points (1 @ 30 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. 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.

Research Paper Map Video Presentation 30 Points (1 @ 30):
For your final map submission you will also submit a 3-5 minute video presentation for your research paper and map providing and overview of the content and discussion of why you chose to include the information you did as well as why you believe the way the information is presented is useful. Video presentations will be submitted via a discussion post and each person will be required to view and comment on each video presentation. This post should also include a viewable link to your 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 Midterm exam and 150 minutes to complete the final exam. Exam dates will be posted in the course calendar in Brightspace.

**Group Presentations 20 Points (1 @ 20 pts each):**
There are five (5) chapters we will not cover from the text and groups will create a presentation to cover a topic or element from one of those chapters. Groups will be determined based on interests to produce a presentation over a topic from one of those chapters. This presentation type (map, PowerPoint, lecture, etc.) will be up to the group to determine and will be presented through the discussion forum. Groups will be required to provide a brief summary of the content of the presentation depending on the type of presentation. For example, if you present as a google map then all content could be linked within the map and no other information would be required. If it is a more traditional lecture style presentation summary information would be needed. This is my new assignment for this course and I will be open to a variety of ideas to share information you present. The five chapters include the following topics: 13. Neobehaviorism, 14. Gestalt Psychology, 15. Early Considerations of Mental Illness, 16. Psychoanalysis, or 17. Humanistic (Third-Force) Psychology.

**Grading Policy:**
Grades will be based on the percentage of points earned relative to the total possible required points (588). Final grades will be based on the percentage of the total points earned including any 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>13</td>
<td>1</td>
<td>13</td>
<td>2%</td>
</tr>
<tr>
<td>Official Chapter Quizzes</td>
<td>13</td>
<td>5</td>
<td>65</td>
<td>11%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>8</td>
<td>5</td>
<td>40</td>
<td>7%</td>
</tr>
<tr>
<td>Sample Map Submission</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Topic Papers</td>
<td>2</td>
<td>15</td>
<td>30</td>
<td>5%</td>
</tr>
<tr>
<td>Topic Paper Maps</td>
<td>2</td>
<td>30</td>
<td>30</td>
<td>5%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>17%</td>
</tr>
<tr>
<td>Research Paper Map</td>
<td>1</td>
<td>30</td>
<td>30</td>
<td>5%</td>
</tr>
<tr>
<td>Paper and Map Presentation</td>
<td>1</td>
<td>30</td>
<td>30</td>
<td>5%</td>
</tr>
<tr>
<td>Exams (midterm &amp; Final)</td>
<td>2</td>
<td>75</td>
<td>150</td>
<td>26%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total Pts</strong></td>
<td></td>
<td></td>
<td>588</td>
<td>100%</td>
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</table>

Grade Distribution by total possible points:

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>A</td>
<td>89.45%</td>
<td>526.26</td>
</tr>
<tr>
<td>B</td>
<td>79.45%</td>
<td>467.46</td>
</tr>
<tr>
<td>C</td>
<td>69.45%</td>
<td>408.66</td>
</tr>
<tr>
<td>D</td>
<td>59.45%</td>
<td>349.86</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59.45%</td>
<td></td>
</tr>
</tbody>
</table>

Please note that letter grades represent rounded values.
Attendance Policy:
Regular attendance in the online class is required for you to be successful. 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 and follow the procedures outlined below. Non-emergent issues must be addressed prior to the missed exam or assignment.

Institution Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Expected Student Behavior
I have two rules for pretty much everything: 1) Respect yourself, 2) Respect others. I find that if you are at least trying to follow both of these rules you will be in good shape in almost any situation. Professionalism: While interacting in the course, I expect you to be professional and courteous in your behavior and communications.

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
The Code of Student Conduct and Academic Integrity (HOP-04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or
attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

The use of Generative AI to complete assignments for submission is strictly prohibited. The use of Generative AI as a cited tool to improve the quality of an assignment is acceptable. Consider generative AI as being a friend or classmate when determining the appropriate use of generative AI. It would be appropriate to study with a friend and to get feedback from a knowledgeable peer but it would inappropriate to ask a friend to complete your assignment for you. We will discuss the appropriate use of Generative AI for each assignment and how to cite its use.

Academic dishonesty diminishes the value of your education and violates all the root principles of The SFA way.

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 B 3. Title IX Policy Number: 01-307) 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 48 hours. This means that if any employee who in the course and scope of their employment at SFA witnesses or receives information regarding an incident that the employee reasonably believes constitutes prohibited behavior defined in policy 01-307, which is alleged to have been committed by or against a person who was a student enrolled at or an employee of the University at the time of the incident, 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 01-307. 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 I am happy to assist you in that process. However, if you are not sure you are ready for the university to be made aware of your situation and would like to speak to a confidential resource who does not have the same reporting responsibility, you can find a list of resources on the Lumberjacks Care website www.sfasu.edu/lumberjacks-care.

Withheld Grades Policy
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to Policy Number: 02-206, Course Grades https://www.sfasu.edu/docs/hops/02-206.pdf

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. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

Course Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15/24</td>
<td>Welcome and Introductions</td>
<td></td>
</tr>
<tr>
<td>1/22</td>
<td>Chpt. 1: Introduction &amp; Maps</td>
<td>Intro Post Due</td>
</tr>
<tr>
<td>1/29</td>
<td>Chpt. 2: Ancient Greece &amp; Maps</td>
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</tr>
<tr>
<td>2/5</td>
<td>Chpt. 3: Rome and the Middle Ages &amp; Maps</td>
<td>Sample Map Due</td>
</tr>
<tr>
<td>2/12</td>
<td>Chpt. 4: Renaissance Science and Philosophy &amp; Maps</td>
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<tr>
<td>2/19</td>
<td>Chpt. 5: Empiricism, Sensationalism, and Positivism</td>
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<tr>
<td>2/26</td>
<td>Chpt. 8: Physiology and Psychophysics</td>
<td>Topic Paper 1 &amp; Map Due</td>
</tr>
<tr>
<td>3/4</td>
<td>Chpt. 9: Early Approaches to Psychology</td>
<td>Midterm (chpts 1, 2, 3, 4, 5, &amp; 8)</td>
</tr>
<tr>
<td>3/11</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>Chpt. 10: Evolution and Individual Differences</td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>Chpt. 11: American Psychology and Functionalism</td>
<td></td>
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<tr>
<td>4/1</td>
<td>Chpts. 12 Behaviorism</td>
<td>Topic Paper 2 &amp; Map Due</td>
</tr>
<tr>
<td>4/8</td>
<td>Chpt. 18: Psychobiology</td>
<td></td>
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<tr>
<td>4/15</td>
<td>Chpt. 19: Cognitive Psychology</td>
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<tr>
<td>4/22</td>
<td>Chapter 20 Psychology Today and Presentations</td>
<td>Final Paper &amp; Map Due</td>
</tr>
<tr>
<td>4/26</td>
<td>Group Presentations</td>
<td>Group Presentation Due</td>
</tr>
<tr>
<td>5/6</td>
<td>Final Exam</td>
<td>Final Exam (chpts 9, 10, 11, 12, 18, &amp; 19)</td>
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