# HISTORY AND SYSTEMS OF PSYCHOLOGY

**PSYC 4600, Section 501**

**Fall 2024 Syllabus University of North Texas**

**M/W/F, 11:00- 11:50am Frisco Campus, Room 166**

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| **Instructor:** | Crystal Lockett, LPC-S, NCC, BC-TMH  |  |  |
|  |  |  |  |
| **Office Hours:** | By appointment only |  |  |
| **Email:** | Crystal.Lockett@unt.edu |  |

## CONTACTING THE INSTRUCTOR

E-mail is the best way to get in contact with me, and I generally will reply within 24 hours. Please use your unt.edu account and email me at Crystal.Lockett@unt.edu OR message me via the Canvas inbox. Also please be sure to include PSYC 4600 in the subject line (along with an indication of your specific inquiry).

## CONTACTING YOU

There may be rare times when I need to get information to you between class meetings. When this is the case, I will post an announcement to Canvas and also send the announcement to your UNT mail account (Canvas should do this automatically).

## COURSE BACKGROUND

Psychology has a long past and a short history. The long past refers to the work of philosophers, scientists, and theologians well prior to the recognition of psychology as a formal academic and scientific discipline. The short history covers the development of psychological thought from 1879, the year that Wilhelm Wundt established the first functioning experimental psychology laboratory. Following Wundt, psychologists worked to define the field, establish working methodologies, and build laboratories. Moreover, they have (and continue to) work for a grand unified and systemic vision that encompasses the discipline. This unified vision involved unique schools (i.e., systems) of thought including Voluntarism, Structuralism, Gestalt Psychology, Functionalism, Behaviorism, Psychoanalysis, Humanistic Psychology, and Cognitive Psychology. The title of this course, “History and Systems of Psychology” underscores the fact that we want you to know about both the long past and the short history of the field including the major grand systems therein. Few things are as interesting as ideas about human behavior and thought processes. It is my hope that you will find these topics intrinsically interesting and that you will view this capstone course as an opportunity to reflect upon how the past has informed the present, and how it will influence the future of psychology.

**Prerequisite Course:** PSYC 1630 *or* 1650

## REQUIRED MATERIALS

* Schultz, D. P. & Schultz, E. S. (2016). *A History of Modern Psychology* (11th ed.). Belmont, CA: Wadsworth Publishing Company
* Laptop or iPad for in-class quizzes and exams on Canvas

### READING EXPECTATIONS

This is a very reading intensive class! In addition to those from the text, additional readings will be assigned and suggested throughout the semester. These readings will be both primary source materials written by the individuals we are studying in class as well as supplementary readings from outside texts, journal articles, and popular media. Any assigned or suggested readings will be shared with the class either via Canvas or by paper handout in class.

## Course Technology & Skills

### Minimum Technology Requirements

* Sending and receiving email
* Creating, sending, and receiving Microsoft Word documents
* Creating, sending, and opening PowerPoint presentations
* Making a Zoom recording while ‘sharing screen’ to present PowerPoint slides
* Posting to discussion boards in Canvas
* Opening Word documents OR opening and printing (to screen) pdf files, using free Adobe Acrobat Reader
* [Canvas Technical Requirements](file:///C%3A%5CUsers%5Cmv0072%5CDesktop%5CCanvas%20Technical%20Requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

### Computer Skills & Digital Literacy

* Using Canvas
* Using email with attachments
* Downloading and installing software
* Using MS Office programs Word and PowerPoint
* Using Zoom

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk**: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (http://www.unt.edu/helpdesk/index.htm)

**Email**: helpdesk@unt.edu

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130

**Walk-In Availability**: 8am-9pm

**Telephone Availability**:

* Sunday: noon-midnight
* Monday-Thursday: 8am-midnight
* Friday: 8am-8pm
* Saturday: 9am-5pm

**Laptop Checkout**: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710/8)

## PRIMARY COURSE OBJECTIVES

* Be able to carry on a conversation by the end of the term about the origin and evolution of History and Systems of Psychology.
* Critically evaluate and understand specific schools of thought in relation to your interests.
* Discover at least one new theorist and/or theoretical argument that resonates with you personally.

## CLASS Requirement for Communication & Digital Skills

## In completing the group project (see below), this course fulfills the CLASS requirement for Communication and Digital Skills. At the end of this course, students should be able to demonstrate effective communication using a digital technological platform and do at least two of the following:

## 1. Demonstrate the ability to communicate a central idea effectively using appropriate organization/structure.

## 2. Demonstrate the ability to develop content at an advanced level using a combination of effective supporting materials.

## 3. Demonstrate the ability to engage in verbal and nonverbal communication behaviors that are appropriate for the audience and adhere to the conventions of the medium selected (written, oral, &/or visual).

## Exams and Grading Procedures

### Grade Breakdown:

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| --- | --- | --- |
| ***Assignment*** | ***Points Possible*** | ***Percentage of Final Grade (approx.)*** |
| Exam 1 | 50 points | 15% |
| Exam 2 | 50 points | 15% |
| Exam 3 | 50 points | 15% |
|  Exam 4  | 50 points | 15% |
| Discussion Boards (3 total) | 20 points each (60 points total) | 15% |
| Final Project | 100 points  | 25% |

### 360 Total Possible Points

A = 90-100% (324-360 points)

B = 80-89% (288-323 points)

C = 70-79% (252-322 points)

D = 60-69% (216-251 points)

F = 0-59% (< 215 points)

**Exams:** There will be 3 standard exams and 1 required, non-cumulative final exam. Exam dates are listed in the course schedule, and any changes will also be announced in class. Exams will consist of approximately 50 multiple choice questions.

**Students are expected to supply their own Scantron forms (green form with 100 answers) and #2 pencils for exam days.** Exams will be handed out at the beginning of the class session.

* Makeup exams are only permitted in **extenuating** circumstances under the following conditions:

A documented emergency (e.g., death in the family, hospitalization, a car accident) or a documented UNT event (e.g., sports team away game ***documented by the Dean of Students*** (940-565-2648, deanofstudents@unt.edu). If you miss an exam for any other reason, you will not be allowed to take a make-up exam. You will unfortunately receive a grade of zero for that exam.

Students must obtain the instructor’s permission to make up the exam via email and then make arrangements to make up the exam at the main Psychology office. Exams must be made up within 1 week of the original exam date; otherwise, a grade of zero will be assigned. Please communicate ahead of time.

**Discussion Boards:** Throughout the course, you will be assigned 3 discussion boards on Canvas related to the course to complete (not including the discussion board post required for the group project; see below). These activities are meant to encourage your critical thinking skills, allow you to apply the topics we are covering in class to your life, and to promote connection with other students in the classroom. To achieve full credit on the discussion board activities, you will be asked to 1) respond to the initial discussion board post and 2) reply to two of your peers’ discussion board posts. Prior to the first discussion board activity, a rubric will be provided via Canvas.

**Group Project:** After being assigned to groups, students create a narrated PowerPoint presentation (i.e., with audio) on a selected historical psychologist (not covered in detail in class), which will be converted to a video (.mp4). Students will complete the following 4 components using 2 slides each: **(1) psychologist's personal life** (e.g., family/friends, culture/nationality, habits/beliefs, personality) **and career** (e.g., aspirations, employment, education/training, achievements), **(2) antecedent influences and theoretical ideas** (e.g., individuals/experiences that influenced their theory or specific concepts) **and scholarly work** (e.g., empirical, clinical, community), **(3) criticisms of or challenges to psychologist's theory/work during their lifetime** (conceptual or practical) **and psychologist's legacy** (e.g., current views on the validity and importance of their theory/work, impact on or extension to modern psychology), and **(4) Title slide and References slide in APA format.** EACH of these 4 components must make use of AT LEAST one relevant image (e.g., photo, figure, table, or other illustration). Components #1-3 should EACH take up approximately 4 minutes of audio (with component #4 only requiring a brief statement for each slide). Additionally, up to 20 points out of the 100-point total will come from the average rating that each student receives from fellow students (peers) in the group in regard to their individual contribution, PLUS the average Peer Rating x 10 will be multiplied as a % to total points out of 100. **Further details regarding the Group Project will be provided in the Group Project Guide and Group Project Grading Rubric.**

When working in group projects, students often run into difficulty because not all group members participate equally. To address this problem (which psychologists have termed ‘**social loafing’**), the quality of your teamwork will be part of your evaluation. Each team member must keep a log of the dates, times, and activities devoted to the presentation project. Upon completion of the presentation, each student should independently write their own evaluation of their group’s teamwork (just a few sentences at the end of your log document). **All team members will not necessarily receive the same score.** While the four members of a well-functioning team will all achieve maximum points, a team with one social loafer and 3 collaborative members will earn different grades on the teamwork portion of the project. Specifically, the social loafer will lose points while the 3 students who collaborated will not.

**Teammates should be in frequent communication and learn from one another’s areas of strength**. This is an important competency to develop for working in the “real world”. For example, if one teammate enjoys public speaking and is good at it, s/he should not simply take on that task. Instead, that team member should help the other(s) on the team to improve their public speaking skills. This time and effort ‘counts’ toward your grade on this project. Each team member will include a statement (or paragraph) on their log with their assessment of how the group functioned as a team. For example, if a team member misses an agreed upon group deadline and accepts responsibility, his/her teammates will not be penalized; if all team members describe how that event was handled professionally and perhaps as a learning experience, that could even boost the teamwork score for everyone.

To complete your Small Group Presentation, you will upload **three files per group**:

1. Zoom lecture (MP4) while you ‘share screen’ to present your Power Point. NOTE: Be sure to keep your “self-view” turned on as it is a requirement of this assignment.
2. Transcript of the Zoom lecture (DOC, TXT, PDF, or VTT)
3. PowerPoint that was presented in in the Zoom lecture above (PPT)

**IMPORTANT: Each student will also upload their time log and statement of teamwork** (DOC or TXT).

* Every presentation will have several ADA accessible components: a Zoom recording, a PowerPoint, a transcript, and one log per team member. After conducting electronic library and Internet research on your topic, groups of students will present their work as a videotaped 12-minute mini-lecture (give or take two minutes) with an associated PowerPoint presentation. **IMPORTANT: Due to the nature of this CLASS requirement, every member of the Presentation Team must introduce themselves on camera and give at least 2 minutes of the presentation.**

All teams need to cite at least four high-quality references and include a reference slide(s) at the end of their presentations. All presentations must also include a useful transcript (i.e., complete and accurate but without fillers such as ‘um’). Be aware that the automated transcript generated by Zoom will only offer you a starting point; you will need to edit and correct the Zoom transcript. IMPORTANT: You may include video clips as part of your mini-lecture, but they will not count toward your required time.

**NOTE:** All UNT students in the CLASS (college) can call 940-565-4498 for help accessing any of the resources you need for this Small Group Presentation project. As long as you have a computer and Internet, you can meet over Zoom, conduct research through UNT’s online libraries, record your presentation as a group over Zoom while using ‘share screen’ to show your PowerPoint slides, etc. If your major is not in CLASS, speak to your TA or me if you need additional guidance.

**Extra Credit:** Students may earn a **maximum of 6 points** added to the total course grade by participating in departmental research studies or completing research summary papers through the SONA system. One SONA credit = one extra credit point. You can search for research participation opportunities in the SONA research participant pool management system, <https://unt.sona-systems.com/Default.aspx?ReturnUrl=%2f> . You do not have to earn all 6 extra credit points, and your earned SONA points you earn (up to 6) will be applied to your final raw point total.

**Course Evaluation:** The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you with a chance to comment on how this class is taught.

## COURSE GUIDELINES

## Student Behavior in the Classroom: Please arrive on time and prepared. If you must come in late, please do so quietly, so that we can limit distractions and respect others. Please note that the instructor will strive to protect student privacy, but they cannot guarantee the confidentiality of any self-disclosed information Please be respectful of the time and effort that the instructor and TA devote to the preparation and management of courses.

**Cell Phones/Electronic Devices in Class:** Cell phone ringers must be turned off during class and phones should be put away. Laptop computers and tablets are allowed for notetaking or looking up information related to current class discussion, as long as their presence does not disturb other students in the class. Texting, gaming, Facebooking, tweeting, etc. on phones/tablets/laptops is frowned upon and ultimately detracts from your own learning and that of others.

**COURSE AND UNIVERSITY POLICIES**

**Reporting Grades:** It is **against** University policy for me to divulge grade information via e-mail or telephone. If you have concerns about your grade at any point in the semester, please schedule an appointment to meet with me. It is also **against** University policy for me to discuss your grades with anyone other than you, the student, unless a signed waiver is on file.

**Academic Integrity:** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Please don’t cheat!! Academic misconduct (e.g., cheating, plagiarism) will not be tolerated. Appropriate actions will be taken through the Dean of Students office for all forms of academic dishonesty. Make sure to appropriately cite your sources in written work.

The use of Artificial Intelligence (AI)-generated information, such as ChatGPT content, requires that you include the following in your assignment submission:

* Properly [cite that information in APA format](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapastyle.apa.org%2Fblog%2Fhow-to-cite-chatgpt&data=05%7C01%7CElizabeth.Joseph%40unt.edu%7C61e75b4239ab484bbf6208db9ffc5d6b%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C638279678496150748%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=qhNi77DuyWVX3pvaDzIi2ZNa54s06HU%2Bb28bmj960aQ%3D&reserved=0)

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|  | [How to cite ChatGPT](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapastyle.apa.org%2Fblog%2Fhow-to-cite-chatgpt&data=05%7C01%7CElizabeth.Joseph%40unt.edu%7C61e75b4239ab484bbf6208db9ffc5d6b%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C638279678496306988%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=UNtAiNAZoSmHfRnUidd6Mox0cF%2BdjHUO0h0AtEMMIm8%3D&reserved=0)This post outlines how to create references for large language model AI tools like ChatGPT and how to present AI-generated text in a paper.apastyle.apa.org |

* Submit a document in .pdf format that contains the references in APA format and screenshot(s) of the generated content including:
	+ The date of the generated material
	+ Your prompt
	+ The AI program’s response
* No more than 20% of AI-generated information is allowed in any assignment.

**You are responsible for the integrity and correctness of what you submit in your assignments. AI is known to fabricate information and sources, so use AI with caution as any information present in your work is your responsibility.**

**Course Communication and Messaging Forums Policy:** As students who are strongly encouraged to form friendships and study groups, I understand that you might develop and join messaging forums to discuss course material. This can result in misinformation or disinformation about course content or requirements. Your right to free speech and my requirements to abide by FERPA and security policies require that I not acknowledge, become involved in, or be held responsible for any communication that occurs or is sent by anyone other than my team of TAs and myself outside of any other medium than UNT Canvas, UNT Zoom, or UNT Outlook. Therefore, any misinformation that you, are delivered by or personally deliver to, other students concerning any aspect of this class is not under my control.

All course requirements and contents are my intellectual property and thus, will be strictly contained within Canvas and the classroom. As a result, communication with me and my educational team about course content, assessments, and deadlines will only be delivered by me and my team in the following modalities: UNT Outlook, UNT Zoom, UNT Canvas, and the classroom. You are ultimately responsible for knowing course requirements as they are depicted in the syllabus. If you believe the syllabus, course requirements, or course content is erroneous, communicate with us directly and we will address the error. Any grade or deadline disputes must be individually delivered to me and my educational team no later than 7 calendar days after the grade has been entered or the deadline has passed.

**Title IX:** Please be aware that UNT policy (See http://policy.unt.edu/policy/12-005) based on Title 9 of the Education Amendments of 1972 (20 U.S.C. § 1681(a); See https://www.aclu.org/know-your- rights/title-ix-and-sexual-assault) entails a duty for institutional employees to report to the university any knowledge regarding recent events of sexual misconduct involving students or employees. Additionally, if you report any information indicating that you have been a victim of sexual harassment, sexual assault, dating violence, or stalking being a student or employee at UNT, I am required to report this information to concerned authorities as mandated by Texas State Law.

**Disability Accommodation:** The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at [http://disability.unt.edu.](http://disability.unt.edu/) You may also contact them by phone at (940) 565-4323.

**Unacceptable Student Behavior:** Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be asked to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://deanofstudents.unt.edu.](http://deanofstudents.unt.edu/)

**Succeed at UNT:** UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as an instructor, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find support. Take control. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to succeed.unt.edu

**COURSE SCHEDULE**

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| --- | --- | --- | --- | --- |
| **Date** | **Day** | **Topic**  | **Reading Due** | **Assignments** |
| 19-Aug | Monday  | Introduction, Course Overview  |  |  |
| 21-Aug | Wednesday  | Intro to the Study of History |  |  |
| 23-Aug | Friday | Intro to the Study of History/ The Study of the History of Psychology | Chapter 1 |  |
| 26-Aug | Monday  | The Study of the History of Psychology | Chapter 1 |   |
| 28-Aug | Wednesday  | The Study of the History of Psychology | Chapter 1 |   |
| 30-Aug | Friday | Philosophical Influences on Psychology/Physiological Influences on Psychology | Chapter 2 |  |
| 2-Sep | Monday  | **NO CLASS- Labor Day**  |  |  |
| 4-Sep | Wednesday  | Philosophical Influences on Psychology/Physiological Influences on Psychology | Chapter 2 |  |
| 6-Sep | Friday | Physiological Influences on Psychology  | Chapter 2/Chapter 3 |  |
| 9-Sep |  | Physiological Influences on Psychology  | Chapter 3 |  |
| 11-Sep | Wednesday | Physiological Influences on Psychology  | Chapter 3 |  |
| 13-Sep | Friday | The New Psychology | Chapter 4 |  |
| 16-Sep | Monday  | The New Psychology | Chapter 4 |  |
| 18-Sep | Wednesday  | The New Psychology |  Chapter 4 |   |
| 20-Sep | Friday | **Exam 1** | **(Chapters 1-4)** |  |
| 23-Sep | Monday  | Structuralism  | Chapter 5 |   |
| 25-Sep | Wednesday  | Structuralism  |  Chapter 5 |   |
| 27-Sep | Friday | Structuralism  |  | Discussion Board 1 initial post due at 11:59pm |
| 30-Sep | Monday  | Functionalism  | Chapter 6 |  Discussion Board 1 replies due at 11:59pm |
| 2-Oct | Wednesday  | Functionalism  | Chapter 7 |  |
| 27-Sep | Friday | Functionalism | Chapter 7 | Final project ranked list in discussion board by this date |
| 30-Sep | Monday  | **Final Project Work Day** |   |  |
| 2-Oct | Wednesday  | Applied Psychology | Chapter 8 |  |
| 4-Oct | Friday | Applied Psychology | Chapter 8 | Discussion Board #2 initial post due at 11:59pm |
| 7-Oct | Monday  | Applied Psychology |  Chapter 8 |  |
| 9-Oct | Wednesday  | Behaviorism I | Chapter 9 | Discussion Board #2 replies due at 11:59pm |
| 11-Oct | Friday | **Exam 2** | **(Chapters 5-9)** |  |
| 14-Oct | Monday  | Behaviorism I | Chapter 9 |   |
| 16-Oct | Wednesday  | Behaviorism I | Chapter 9 |   |
| 18-Oct | Friday | Behaviorism II | Chapter 10 |  |
| 21-Oct | Monday  | Behaviorism II | Chapter 10 |   |
| 23-Oct | Wednesday  | Behaviorism II |  |   |
| 25-Oct | Friday | Behaviorism III | Chapter 11 |  |
| 28-Oct | Monday  | Behaviorism III |  Chapter 11 |  |
| 30-Oct | Wednesday  | Behaviorism III |  | Discussion Board #3 initial post due at 11:59pm |
| 1-Nov | Friday | Gestalt Psychology | Chapter 12 |  |
| 4-Nov | Monday  | Gestalt Psychology | Chapter 12  | Discussion Board #3 replies due at 11:59pm |
| 6-Nov | Wednesday  | Gestalt Psychology |   |   |
| 8-Nov | Friday | **Exam 3** | **(Chapters 9-12)** |  |
| 11-Nov | Monday  | Psychoanalysis I | Chapter 13 |   |
| 13-Nov | Wednesday  | Psychoanalysis I |  |   |
| 15-Nov | Friday | Psychoanalysis I**Final Project Work Day** | Chapter 13 |  |
| 18-Nov | Monday  | Psychoanalysis II | Chapter 14 |  |
| 20-Nov | Wednesday  | Psychoanalysis II |  |  |
| 22-Nov | Friday | Psychoanalysis II |  | Discussion Board 4 initial post due at 11:59pm |
|  |  |  |  |  |
| 25-29-Nov | Monday-Friday | **NO CLASS- Thanksgiving Break** |  |  |
| 2-Dec | Monday | **Final Project Presentations**Continuing Developments in Psychology |   | **Final Group Projects Due**Discussion Board 4 replies due at 11:59pm |
| 4-Dec | Wednesday  | **Final Project Presentations/End of Semester fun** |  |  |
| 6-Dec | Friday  | **Reading Day** |   |   |
| 9-13-Dec |  | **FINALS WEEK- Exam 4 TBD** |
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**NOTE:** The instructor reserves the right to change the schedule based on class interest, material comprehension, and personal fondness for the particularly interesting stuff. Any changes to this syllabus will be communicated to you clearly.