



University of North Texas  
College of Liberal Arts and Social Sciences  
Department of Psychology  
PSYC 4600.002  
History and Systems

## Welcome to PSYC 4600.002, History and Systems!

Course Meetings: Mon/Wed 3:30 PM-4:50 PM  
GAB 105

### Instructor Contact

**Instructor:** Irais D. Anderton Chavez, Ph.D.  
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**Office Hours:** By appointment

### Teaching Assistant

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**Virtual Office Hours:** By appointment

## Course Description

This course is designed to provide the principal historical antecedents of modern psychology, as well as their relevance to major contemporary systematic positions, including the philosophy of science, associationism, structuralism, behaviorism, functionalism, Gestalt, and psychoanalysis, as well as recent psychological theories.

### Pre-Requisites

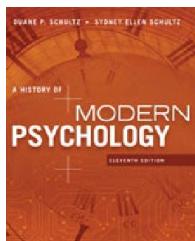
- PSYC 3650 (Experimental Methods)

### Course Objectives

By the end of this course, students will be able to:

1. Identify the key people, important developments, and most influential theories in the history of psychology (as generally accepted at this time).
2. Examine the major controversies and contributions of our field and trace the growth of its major systems, with a focus on the 19th and 20th centuries.
3. Understand how the questions, methods, and goals of physicians and physical scientists contributed to the development of our field.
4. Explain the importance of learning from history, including the history of what we now consider major oversights, errors, and prejudice/discrimination in mainstream psychological science and psychiatry from the birth of those disciplines to modern times.
5. Think critically about their own thoughts, assumptions, and biases as well as those of others as related to the constructs of philosophy and science.
6. Cooperate with classmates to engage in historical and library research, write a well-cited and accessible PowerPoint, and present it.

## Required Materials



### Required text:

Schultz, D. P. & Schultz, E. S. (2016). *A History of Modern Psychology* (11th ed.). Boston, MA: Cengage Learning.

## Technical Support

UNT Tech Support - Students

<https://techsupport.unt.edu/students.html>

[AITS-Admin-Helpdesk@unt.edu](mailto:AITS-Admin-Helpdesk@unt.edu)

Chestnut Hall, Rooms 170, 172, 174

940-565-2324

Information Technology Help Desk

[helpdesk@unt.edu](mailto:helpdesk@unt.edu)

## Technical Skill Requirements

For this course, you will need reliable internet access, the ability to download and upload files, the ability to send and receive e-mails, and the ability to use Canvas. You will also need Microsoft Word or another word processor, such as Google Docs, and PowerPoint or another presentation processor, such as Google Slides. If you typically use Apple Pages, please convert to Word or Google Docs when uploading to Canvas.

## What to do if Canvas fails

Canvas is an online technology and therefore can crash. If this happens to you, E-MAIL ME IMMEDIATELY. I will be able to access the system, review your Canvas attempt, and reset your work. However, I will not check my e-mail between 7:00 pm and 8:00 am, or during weekends, so I highly recommend that you complete and submit your work in advance. Please contact the Tech Support Help Desk as needed.

## Instructional Method

This is a Lecture Class! As such, the focus is on students learning about the history of psychology as it has influenced Modern Psychology. Additionally, the group projects emphasize your ability to work with peers and discuss the historical roots of psychology. You can most benefit from this course by staying engaged, thinking critically about the activities, participating in discussions, doing the readings, and attending class. The class will provide many opportunities to earn points, and your final grade will be the result of the effort you exert in this class. Grades are not given or assigned to you by an instructor; you **earn** them. It is your responsibility to study, attend class, communicate with your group members, come to office hours, complete extra credit, etc., to earn the grade you want.

## Communicating With Your Instructor

Please review the syllabus before contacting me with questions regarding grading, due dates, etc. If you are unable to find your answer in the syllabus, you may e-mail me, your TA, or send a message through Canvas. Please include "PSYC 4600.002" in the subject line. I try to respond to e-mails within 48 hours on weekdays; however, keep in mind it may take me longer than that, particularly if your inquiry requires some research on my end (e.g., asking me a question I must look up the answer to or must contact someone else about).

## Course Requirements

All assignments and point values are listed below. Assignments will be available as the course progresses (consistent with the availability of the Module).

## ASSIGNMENTS

### Reading Quizzes

Reading is an essential part of this course. Reading prepares students for the terminology, theories, and applied examples I will discuss in class. As a motivator to read, you will be assigned reading quizzes that cover the chapters specified in this syllabus. Each quiz will be provided through Canvas, is worth 10 points, and can be taken from a location of your choosing. There will be a total of 10 quizzes, all of which will count towards your final grade.

Quizzes are due before class begins and **will be made available one week before**. You have **2 attempts** within the assigned time to complete the quiz, and only your highest quiz grade is counted towards your final grade. I highly suggest you read the assigned pages for the designated quiz before taking it. You can access the quizzes by clicking on the “Modules” link in the Canvas menu and then clicking on the reading quiz in the week’s Module. Reading quizzes are graded through Canvas, and results are available after the class period during which the quiz is due. Correct answers are posted on Canvas for you to review and will be available for one week.

### Exams

You are required to take 4 exams (with an optional 5<sup>th</sup> Comprehensive Final Exam). Each exam is taken individually, and on Canvas from a location of your choosing. Exams consist of multiple-choice questions. Each exam is worth a possible 50 points. If you miss, fail, or simply do not like a grade on an exam, you can take the Optional Cumulative Final during Finals Week. The final will replace your lowest exam grade ONLY IF the final exam grade is higher than your lowest grade. If it is not higher than your lowest exam grade, then the final exam grade is ignored.

- **Exams will be due at 5 PM on exam days. Class will not be held on those days.**
- Makeup exams/quizzes are only permitted in **extenuating** circumstances under the following conditions:
  1. *Documented emergency* (i.e., written approval from the Dean of Students).
  2. *Documented UNT event* (i.e., sports team away game documented by the Dean of Students).
- The instructor reserves the right to determine what qualifies as an extreme circumstance warranting a make-up exam/quiz. Requests for make-up exams/quizzes are not guaranteed.
- Exams/quizzes must be made up within 1 week of the original exam date; otherwise, a grade of zero will be assigned.
- 4 exam grades will count toward the final course grade. If a student is pleased with their exam grade average after Exam 4, they may choose not to take the optional final exam.

### Group Work

**“Psychology’s Feminist Voices” Group Project #1:** *(80 points)* This assignment allows you to practice your research skills by exploring Psychology’s Feminist Voices website ([www.feministvoices.com](http://www.feministvoices.com)). It also serves to introduce and familiarize you with the role of women and feminism in psychology. In groups of 4, choose 2 individuals included on the website (one from Women Past and one from Feminist Presence) and create a presentation to share with the rest of the class. Groups will have **12 minutes** to present their highlights. Groups will present throughout the semester. Be sure to answer the following questions:

1. When and where did they live?
2. Name notable contributions to the field.
3. Did they encounter any barriers?
4. Include appropriate graphics and pictures of the psychologists you highlight.

**Group Project #2: (100 points)**

In groups of 4, students will create a PowerPoint presentation on a selected historical psychologist (not covered in detail in class). Students will complete the following 4 components:

**The Four Components of the Group Project**

PowerPoint presentation with the following 4 components using 2 slides each:

- (1) The 1st component includes information on their personal life and career path. Personal life may include information related to birth, family, culture/nationality, early educational experiences, friendships/relationships, personality, personal difficulties/illnesses, personal beliefs, etc. Career paths may include information such as career aspirations, higher education or advanced training, important employment/service positions, and career achievements or awards.
- (2) The 2nd component includes information on their antecedent influences, theoretical ideas, and scholarly work. This may include information such as antecedent influences (individuals, experiences, or ideas that influenced their theory/work), theoretical ideas (specific concepts or theories they had), and the nature of their work (e.g., scientific, clinical, community, or other).
- (3) The 3rd component includes criticisms of or challenges to their theory/work during their lifetime and the psychologist's legacy. Criticisms or challenges during their lifetime can be conceptual or practical. Their legacy may include current views on the validity or importance of their theory/work or any extension of their work to modern psychology.
- (4) The 4th component consists of a Title slide and References slide(s), which should include 5-10 references in APA 7th edition style. If necessary, an additional slide can be used for the References (in other words, there can be one Title slide, and two References slides if necessary).

Components #1-3 should EACH take approximately 5 minutes (with #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 regarding their individual contributions.

**Your Group Projects documents are due on the date your group presents. See the schedule for Peer Evaluation document due dates. Further details regarding the Group Project will be provided in the Group Project Guide and Group Project Grading Rubric.** Late papers receive a 10% reduction for each day they are late.

**CLASS Requirement for Communication and Digital Skills:** In completing the group project, 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).

## Extra Credit

**10 Multiple Choice Questions Part 1 and Part 2:** The 10 multiple choice questions (MCs) Parts 1 and 2 are posted on our course CANVAS page. These two quizzes are not graded because we simply want to see what you know about psychology at the beginning and end of the semester. You get full credit for simply completing the 10 MCs, regardless of how many questions you answer correctly. Part 1 can be completed any time before January 21st at 11:59 pm. Part 2 will be available at the end of the semester, with at least one week to complete Part 2. You will receive 5 extra credit points after completing Part 1 and 5 extra credit points after completing Part 2 for a total of 10 points.

**SPOT Evaluation:** Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. The university will e-mail you a link to complete a SPOT evaluation of this course near the end of the semester. If 75% or more of the class completes the SPOT evaluation at the end of the course, I will add 5 points to everyone's grade.

**SONA Participation:** Experimental participation is allowed for up to 5 points (1 research credit = 1 point) via participation in research studies advertised on [unt.sona-systems.com](http://unt.sona-systems.com). You must register with Sona your participation as a student in **Psych 4600.002**. Also, no student under 18 can participate as a subject in research unless a parent or legal guardian signs the consent form. It is important to note that because of the high rate of random responding, SONA research projects can have a scale that determines random responding, and these response patterns will be "cleaned" from the data set. If it is determined that your response pattern was random/non-attentive, you will not receive credit for your research participation.

## Grading

Assignments	Points Possible	Point Scale to Letter Grade
Exams (50 points each, 4 of 5 Exams)	200	432-480 points = A
Reading Quizzes (10 points each, 10 quizzes)	100	384-431 points = B
Psychology's Feminist Voices Mini Lecture	80	336-383 points = C
Group Project (Presentation, Peer Review)	100	288-335 points = D
		<287 points = F
<b>Total Points Possible</b>	<b>480</b>	

\*Although the total points available are 480, you can earn up to 20 extra credit points for a total of 500 points, and grades will not be rounded up.

## Important University Policies

As members of the UNT community, we have all committed to being part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. Every student in this class has the right to learn and engage in an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement, and I also encourage you to review UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>).

### **1. Academic Integrity Standards and Consequences**

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.

### **2. ADA Accommodation Statement**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact ODA by phone at (940) 565-4323.

### **3. Emergency Notifications and Procedures**

UNT uses Eagle Alert and @UNTEagleAlert to quickly notify students of critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). Please also make sure to check your email regularly and check the university website for announcements.

### **4. Other Important Information**

#### **Sexual Assault Prevention**

UNT and I are committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. If you use your instructors as a resource, please know that we CANNOT keep your information confidential if you report to us a case of sexual assault or if we believe you are in danger. Therefore, if you desire a confidential source, you can ask us for resources, and we will gladly help you! Remember, the UNT CARE Team is always ready to assist. Their website is [CARE Team | University of North Texas \(unt.edu\)](http://CARE Team | University of North Texas (unt.edu)). UNT CARE has an email address, which is careteam@unt.edu. UNT's Survivor Advocates can also assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeotix@unt.edu or 940-565-2759.

#### **How to Apply for Scholarships**

The University of North Texas offers various scholarship opportunities to help you finance your education. A scholarship is a financial award given to a student based on academic achievement and promise. Many scholarships are awarded based on merit. However, some also consider financial need. You can begin at: <https://financialaid.unt.edu/how-apply>

scholarships.

**UNT Career Center**

At UNT, we are not just here to educate you; we are also here to help you find employment! At the UNT Career Center, you can meet with a career coach, get help with crafting a fantastic resume, search for job openings, practice your interview skills, and more. To learn more about the Career Center, go to: <https://careercenter.unt.edu>.

## Course Schedule

**Note:** Quizzes will be accessible 1 week before the due dates.

Answers for each quiz and exam will be available for review for up to 1 week after the due date.

Date	Day	Class Topic	Assignment Due: Quizzes Before Class Others as noted
1/12/26	M	Course Introduction	
1/14	W	Chapter 1: The Study of the History of Psychology	
1/19	M	<b>Martin Luther King, Jr Day – No Classes</b>	
1/21	W	Mental Health in the Middle Ages	
1/26	M	Chapter 2: Philosophical Influences on Psychology	Reading Quiz 1 (Chapters 1 & 2)
1/28	W	Chapter 3: Physiological Influences on Psychology	
2/2	M	Chapter 4: The New Psychology	Reading Quiz 2 (Chapters 3 & 4)
2/4	W	<b>Exam 1 (Chapters 1-4)</b>	Exam Due by 5 PM
2/9	M	Chapter 5: Structuralism	Reading Quiz 3 (Chapters 5)
2/11	W	<u>Group Project 1</u>	
2/16	M	Chapter 6: Functionalism: Antecedent Influences	Reading Quiz 4 (Chapter 6)
2/18	W	<u>Group Project 1</u>	
2/23	M	Chapter 7: Functionalism: Development and Founding	
2/25	W	<u>Group Project 1</u>	
3/2	M	Chapter 8: Applied Psychology: The Legacy of Functionalism	Reading Quiz 5 (Chapters 7 & 8)
3/4	W	<b>Exam 2 (Chapters 5-8)</b>	Exam Due by 5pm
3/9	M	Spring Break – No Classes	
3/11	W		
3/16	M	Chapter 9: Behaviorism: Antecedent Influences	Reading Quiz 6 (Chapter 9)
3/18	W	<u>Group Project 1</u>	
3/23	M	Chapter 10: Behaviorism: The Beginnings	Reading Quiz 7 (Chapter 10)
3/25	W	Chapter 11: Behaviorism: After the Founding	Reading Quiz 8 (Chapter 11)

3/30	M	<b>Exam 3</b> (Chapters 9-11)	Exam Due by 5 PM
4/1	W	Chapter 12: Gestalt Psychology	
4/6	M	Chapter 13: Psychoanalysis: The Beginnings	Reading Quiz 9 (Chapters 12 & 13)
4/8	W	<u>Group Project 2</u>	Peer Evals Due by 11:59 PM
4/13	M	Chapter 14: Psychoanalysis: After the Founding <u>Group Project 2</u>	Peer Evals Due by 11:59 PM
4/15	W	Chapter 15: Continuing Developments in Psychology	Reading Quiz 10 (Chapters 14 & 15)
4/20	M	<u>Group Project 2</u>	Peer Evals Due by 11:59 PM
4/22	W	<b>Exam 4</b> (Chapters 12-15)	Exam Due by 5 PM
4/27	M	<u>Group Project 2</u>	Peer Evals Due by 11:59 PM
4/29	W	<u>Group Project 2</u>	Peer Evals Due by 11:59 PM
5/4	M	Finals Week – No Classes	Exam Due: May 7, by 5 PM
5/6	W	<b>Optional Exam #5</b> (Chapters 1-15)	

Note: This Syllabus is subject to change. Any changes to this syllabus will be outlined in class and via a Canvas Announcement.

### Other Important Spring 2026 Dates:

KEY SEMESTER DATES	Full Semester Jan. 12-May 8	8 week I Session Jan 12-Mar. 6	8 week II Session Mar. 16-May 8
Classes Begin	Jan. 12	Jan. 12	Mar. 16
Last Day to Add a Class or Swap Sections <small>A swap is switching sections of the same course in the same session.</small>	Jan. 16	Jan. 16	Mar. 20
Last Day to Drop a Class Section Without a W (Census) <small>Courses dropped before this date will not appear on official transcript. (Dropping courses may impact financial aid and degree completion. See advisors.)</small>	Jan. 24	Jan. 17	Mar. 21
Drop with a Grade of W Begins <small>Courses appear on the transcript with a grade of W and tuition and fees remain. (Dropping courses may impact financial aid and degree completion. See advisors.)</small>	Jan. 25	Jan. 18	Mar. 22
Last day to change to pass/no pass grade option (undergrads)	Feb. 20	Jan. 30	April 3
Midpoint of the Semester	Mar. 6	Feb. 6	April 10
Last day for a student to drop a course or all courses with a grade of W.	April 10	Feb. 20	April 24
First day to request a grade of Incomplete	April 11	Feb. 21	April 25
Pre-Finals Days	April 29-30	N/A	N/A
Last Regular Class Meeting	April 30	Mar. 5	May 7
Reading Day—No Classes	May 1	N/A	N/A
Final Exams	May 4-8	Mar. 6	May 8
Last Day of Session	May 8	Mar. 6	May 8
University Grade Submission Deadline 4 pm	May 11	Mar. 9	May 11
Grades/Academic Standing posted on the Official Transcript 6pm	May 13	May 13	May 13