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## PSYC 4600.501 History and Systems

### Fall 2025 Course Syllabus

Monday, Wednesday, Friday 11:00 AM - 11:50 AM

FRLD 260 (Frisco Campus)

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### About Me:

**Instructor:** Dr. Kaitlin Brunett (she/her) *\*it's pronounced like the hair, or Dr. B works too\**

**Office Location:** FRLD 366, Station S (Frisco Campus)

**Office Hours:** Mondays @ 4pm, Zoom drop-in <https://unt.zoom.us/j/88568489889>

(email me to set up in-person!)

**Email:** [kaitlin.brunett@unt.edu](mailto:kaitlin.brunett@unt.edu)

### Teaching Philosophy:

“We shouldn’t teach great books; we should teach a love of reading. Knowing the contents of a few works of literature is a trivial achievement. Being inclined to go on reading is a great achievement.” –B.F. Skinner

The above quote comes from American psychologist, behaviorist, inventor, and social philosopher, Burrhus Frederic Skinner and embodies a key aspect of my teaching philosophy: it is not enough to teach content and hope that the students learn it, but instead we must teach a desire to learn on your own. Curiosity is a crucial part of learning, both for student and instructor, and I am committed to fostering curiosity in my students at all levels. While teaching past courses, my commitment to not only providing my students with the knowledge they need to be successful, but also with the curiosity and drive to pursue higher understanding has been of the utmost importance to me. As such, I commit myself to being available to my students for questions about class or to chat about their outside work. While tests and quizzes are a necessary part of this course, I strive to integrate them in a way that goes beyond memorization as well as incorporate other opportunities for assignments and advancement. I also endeavor to foster meaningful conversations in the classroom by encouraging students to engage with me and others in thoughtful consideration of the lecture material. I believe such strategies will lead to a deeper understanding of the course content for my students and myself.

### Communicating With Me:

I love chatting with students so I encourage you to reach out! Email is the best way to contact me. Importantly, please **only use your official UNT email to contact me**, otherwise I will not be able to respond. I check my email Monday-Friday, typically between the hours of 8am-6pm Central Time. I do not check emails after 6pm or on Saturdays and Sundays because I value a work/life balance and I’m an old lady who likes to spend my evenings in front of the TV with my cat before going to bed at 10pm. That being said, you are more than welcome (and encouraged) to email me at any time. I have an open email policy, so even if I may not respond until the next day, please feel free to send the email!

I do my best to respond within 24 hours (unless you email Friday at 7pm then I won’t respond until Monday), but the semester can get busy and I have multiple classes to manage. If

you go more than 3 days without getting a response from me, please reply to your original email so it pops to the top of my inbox again.

### **Office Hours:**

The hour mentioned above is your hour! You don't need to email me to say you're coming (unless you really want to), just pop on by! While priority will be given to students who have specific questions about lecture content or assignments, I also welcome any and all questions you may have. I am an early career professor, so I very recently went through the grad school gambit and am happy to answer any questions you may have about that if it's something of interest to you. I also have a wide-range of research interests that are no longer the focus of my career but still reside close to my heart that I'd love to chat about.

Also feel free to chat about none of the above! We can talk about the weather, my cat Cosmo who will make frequent appearances in lecture slides, the TV show you're currently binge watching, really anything.

## **Basic Course Information**

### **Overview and Objectives:**

You will be exposed to directed readings from your textbook, real case studies, team activities, and engaging lecture material. My hope for you is that you find the science of psychology/human behavior both challenging and interesting. Psychology is a fun subject (I willingly chose to do it until the day I die because the economy will never allow me to retire so I should know) and I will work hard to make each topic as engaging as possible!

### **Course Learning Objectives:**

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.

### **Required Text:**



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

**\*\*There is no outside online platform for this class, the book alone is all you'll need**

### Course Structure:

Our course is in person or “Face to Face” because I want to force you all to listen to me yap about my favorite subject, but designed so that if we need to make a speedy move to online / remote learning that we can do so relatively quickly. We meet three days a week with Mondays and Wednesdays being lectures and Fridays (mostly) being group work days. Check the schedule at the end of this document for a specific breakdown of what we will be covering day to day (or the separate document titled “Course Schedule” in CANVAS since I’m long-winded and this is a looooooong document). I will do my best to let you know ahead of time if changes are going to be made. The CANVAS site will hopefully reflect my desires for our course trajectory.

### Grading Information

This is a points based class, there are **1000 possible** points (not including potential extra credit) that you can earn. Assignments will be worth the amount of points presented in the table below and your final grade will be determined by the points in the grading scale. The percentages are added for your convenience, however do not rely on the CANVAS percentages as they may not be accurate.

#### Assignment Breakdown:

Assignment	Points
Chapter Quizzes	130 (10 each)
“Psychology’s Feminist Voices” Reflection Paper	100
“Historical Psychologist” Group Project	370
Parts 1-4	100 (25 each)
Presentation	200
Group Contribution	70
Exams	400 (100 each)
<b>Total</b>	<b>1000</b>

#### Grading Scale:

Point Range	Percent	Letter Grade
980 - 1000	97% - 100%	A+
920 - 979	93% - 96%	A
895 - 919	90% - 92%	A-
880 - 894	87% - 89%	B+
820 - 879	83% - 86%	B
795 - 819	80% - 82%	B-
780 - 794	77% - 79%	C+
720 - 779	73% - 76%	C
695 - 719	70% - 72%	C-
680 - 694	67% - 69%	D+
620 - 679	63% - 66%	D
595 - 619	60% - 62%	D-

<595	59% and below	F
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For midterm and final grades, I follow the “rules of math.” If you have a percentage that ends in a .5 or above, I will automatically round that up if it bumps you up the next letter grade. So, if you have a 92.7 which is an A-, I will round that to a 93 so it becomes an A. If you have a 91.6 that would round up to a 92, however both still count as an A- so rounding up won’t really benefit you (this applies for all other grades as well). I do this free of charge, no need to ask.

Students are responsible for keeping all graded materials until final grades are made available through Registration and Records for the purpose of resolving a grade dispute. The final grade will be based on the total number of percentage points accumulated from three exams, several in-class and out of class assignments, and a small project.

### Checking Your Grade:

You can check your earned points anytime in CANVAS by clicking on the “Grades” button. **Be careful!** I use a point system and offer more opportunities to earn those points than necessary. Therefore, attend to the number of points you earn since your final grade will be based on those total points and where they fall on the grading scale located above. I have done my best to make the CANVAS scale reflect this fact so that the percentage you see is accurate. **However**, CANVAS like percentage based scales and the grade shown there may not accurately reflect your true grade. It is your responsibility to check your grade regularly and cross reference it with the scale here to ensure accurate reporting.

### Exam Grade Appeals:

If you think you should have received credit for an exam question that was scored as incorrect, you may appeal in writing (that means email). I’m human and humans make mistakes (#psychology), I won’t take offense to students that question their grades if they genuinely feel an error was made. Now, if you do so rudely or incessantly without any valid rationale, not only will I refuse your request but it will hurt my feelings.

Only written requests will be considered. You should email your rationale – this rationale should include references to specific page numbers in your text or lecture dates. *All appeals must occur within one (1) week of the date in which exams took place.*

## Assignments

### Assignment Policy:

Assignments will be submitted through the CANVAS course website. Additionally, assignment due dates will be posted on CANVAS. Students should immediately report any problems or technical difficulties to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

All out-of-class assignments are due by 11:59pm on the designated day in the schedule and all in-class assignments are due by the end of class that day.

**Chapter Quizzes:** 15 total

Chapter Quizzes are individual assessments and will cover the materials specified in that book chapter and lecture content. There will be 15 total quizzes, one for each chapter. Each quiz is worth -- points, in CANVAS, and may be taken from home. I highly recommend that you NOT use your phone or tablet to take a quiz. The CANVAS webpage is not the most mobile-friendly, so if you think you can successfully take a quiz while away from a computer, you have been warned.

The quizzes have no time limit but may only be taken once and there are no quiz makeups. Quiz content can come from the textbook reading and/or the lectures as I will be expanding on the chapters and adding further content than what is found in your book. I highly suggest you read the assigned chapter and review that week's lecture content to prepare. These will always be due Fridays by 11:59pm the week we covered that chapter.

Quizzes will be taken in CANVAS using Lockdown Browser only. Physical notes are allowed for quizzes so if you take notes on your computer/tablet, these MUST be printed out. But be not afraid! I drop the lowest two (2) quizzes.

### **“Psychology’s Feminist Voices” Reflection Paper:**

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 various women of psychology’s past. In a reflection paper, choose two (2) women included on the website (one from psychology’s past and one from psychology’s present) and create a psychologist highlight for each. This will be a 3-4 page paper written in APA format (7<sup>th</sup> Edition). Please be sure to review APA format (7<sup>th</sup> edition) because points will be taken off for improper formatting. Purdue Owl is a great resource for this. You will submit this paper via CANVAS by the listed deadline and the paper will be subjected to AI detection. Any student found using AI to write their paper for them will receive a 0 with no option to make it up. You are in college and you are adults, you need to learn to think and write for yourselves.

Be sure to answer the following questions about the various women you choose.

1. When and where did they live?
2. Name notable contributions to the field.
3. Did they encounter any barriers?
4. What did you learn about them that surprised you?

### **“Historical Psychologist” Group Project:**

In groups of 5, 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 4 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.

**The deadline for the Group Project is November 17<sup>th</sup>. The Due Date for the Peer Ratings document is December 5<sup>th</sup>. 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 per student, per day late penalty.

Any student missing on Group Presentation days (whether your group is presenting or not) will receive a 5 point deduction of their overall grade per day.

### **Exams:**

There will be four (4) Exams in this class covering content from chapter readings, lectures, and other course-integrated content. You will be informed of each exam and what it covers at least one (1) week prior to the exam date. All exams will open on Fridays after class and be due by 11:59pm the following Sunday. HOWEVER, these exams will be timed and you will have one (1) hour to complete them. You may start the exam whenever you want, but once you start the exam your time begins.

Exams will be taken in CANVAS using Lockdown Browser **AND** there will be webcam and screen monitoring employed to deter cheating with other students or with AI resources. Physical notes are allowed for exams and must be shown to the camera prior to beginning. If you take notes on your computer/tablet, these **MUST** be printed out. I will review recordings following the due date and any students indicated to be cheating will receive a 0 that cannot be made up.

Exam content can come from the textbook reading and/or the lectures as I will be expanding on the chapters and adding further content than what is found in your book.

There will be no exam make-ups for any reason. If you have some sort of university designated conflict that weekend that would prohibit you from completing the exam, arrangements must be made with me for an alternate testing time **BEFORE** the weekend arrives. This is the only situation that will allow for alternate testing outside of disability accommodations.

### **Extra Credit:**

I know all of you were desperately scrolling to find this section (I was a college student once too). Below you will find the extra credit opportunities:

Pre and Post Quizzes:

You will find two quizzes not related to the chapters in CANVAS titled “Pre-Post Quiz #1” and “Pre-Post Quiz #2” respectively. These two quizzes are not graded because I simply want to see what you know about psychology at the beginning and end of the semester. Every student who completes Pre-Post Quiz #1 will receive **four extra points**, and every student who completes Pre-Post Quiz #2 will receive **six extra points** (up to a possible **total of 10 extra credit points**). While other quizzes and exams are open-note, please refrain from doing so with these as I want them to be a genuine reflection of your starting knowledge and your ending comprehension.

The Pre-Post Quizzes will employ Lockdown Browser primarily to use it as a test run to ensure that the system is working appropriately and so that I can be made aware of any issues I may need to fix prior to quizzes and exams.

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. Any student who completes an evaluation will receive **5 extra points** added to their grade.

SONA Participation:

Experimental participation is allowed for **up to 5 extra 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 4600.501**. 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.

There may be other opportunities that come up during the semester but don't rely on that since I, unfortunately, can't predict the future. All extra credit will be offered to the entire class, there will be no individual extra credit opportunities (balance and symmetry and all that jazz).

## Course Policies

### Class Etiquette:

Be prepared to learn and to engage! I WANT you to ask questions and participate in class dialogues and interact with myself and your fellow classmates. I will even have points in every lecture where I prompt your responses so please don't make me stand there in silence waiting for an answer it's going to get really awkward really fast and I have anxiety.

Students should not ever disparage one another but should feel free to challenge each other intellectually, yet respectfully. This is a safe space to talk and ask questions and grow and learn, but we will do so without disrespecting each other. There will be no hate speech, no foul

language directed at myself or your peers, and no discrimination at any level. If you experience any of these at the hands of your fellow classmates, come to me immediately.

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Every student in this class should have the right to learn and engage within 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 student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

### **Stay Up to Date:**

Please check CANVAS consistently and keep up with announcements, emails and due dates. CANVAS has all the information you need and anything extra I will be posting in announcements through the site. Canvas announcements are the primary way that I will communicate to the class as a whole. They could include class cancellations notices, assignment extension info, exam results, etc. Make sure you have notifications turned on and have the setting enabled to have announcements also be sent to your UNT email.

### **Assignment Extensions:**

We all make mistakes and life happens whether we want it to or not. There will be days when you have so much going on that you completely space an assignment or put the wrong due date in your calendar. For those moments there's the "Get Out of Jail Free" pass. A "Get Out of Jail Free" pass provides students with the opportunity to submit ONLY ONE assignment 48 hours later than the due date with a 5% reduction in points. The group discussions, exams, and the semester-long group project are NOT included with the "Get Out of Jail Free" pass. Each student gets one "Get Out of Jail Free" pass for an individual assignment. The use of a "Get Out of Jail Free" pass requires a 12-hour notice starting at the time the assignment was due. The notice must be provided to Dr. Brunett via email at [kaitlin.brunett@unt.edu](mailto:kaitlin.brunett@unt.edu). Students who do not provide this 12-hour notice do NOT get to use the "Get Out of Jail Free" pass for that occasion.

If there is a long-term and ongoing issue in your life that may prohibit you from turning in assignments and materials on time, please come talk to me. If you wish to ensure no other students have the chance to randomly pop in during that conversation, email me to request a time outside of office hours and I will happily oblige. My first and foremost responsibility is to my students and I want to help you be successful but I cannot do that if I don't know anything until we are too late into the semester.

### **AI Use Statement:**

Prohibited Use: In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, Gemini, etc. is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework



will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the [Student Academic Integrity policy](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>).

If you use AI to help you study, organize notes, summarize your book readings (ONLY for personal review), that is permissible. Outside of that, and use of AI in submitted assignments, quizzes, or exams will result in a 0 for the first offense and a report to Academic Integrity for the second.

### **LockDown Browser + Webcam Requirement:**

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable. Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature. <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

#### Download Instructions

- Select an exam from the course
- If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- Return to the exam page in a standard browser
- LockDown Browser will launch and the quiz will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

#### Guidelines

When taking an online exam, follow these guidelines:

- Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should be free of distractions and interruptions.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
  - Avoid wearing baseball caps or hats with brims
  - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
  - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
  - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)

- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

### Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- 24/7/365 Live Chat Support is also available from the Help Center, or from within the "it's not working" troubleshooter.
- Respondus has a Knowledge Base available from [support.respondus.com](http://support.respondus.com). Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to [support.respondus.com](http://support.respondus.com) and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

### **Attendance:**

There is not a strict attendance policy for this course however it is expected that you attend class regularly. Class time is an investment in both your future and your education. Please keep in mind that someone (e.g. your parents, organization, scholarship or maybe even yourself) is paying for you to attend classes as UNT. Life IS going to get in the way this semester. Your goal is to make sure it doesn't stop you from learning. **I just ask for communication.** If you suddenly stop turning in work and I have a reason why that is totally and completely different than if you go missing for no reason and you are missing work. It is your responsibility to ensure that sufficient documentation is obtained and submitted to the instructor for extended absences. I am quite understanding of life circumstances but I need to place you in the context of your life in order to craft a holistic idea of what's happening with you in the class.

*I ask that you must email the instructor beforehand if you perceive that you will be missing more than 2 classes consecutively. If you miss a class and it was unforeseeable, you must email the instructor within 24 hours of the 2<sup>nd</sup> missed classes or 48 Hours prior. Communication is key because I need to make sure you are safe and that you are keeping up with the material.*

### **Inclement Weather Policy:**

Should a zombie apocalypse break out I will allow you to miss class that day and will provide assignment extensions. Otherwise, please follow the University's guidance and I will email you the morning of to answer questions. Should inclement weather impact our ability to meet in person, we will meet via Zoom. The link will be posted on Canvas and emailed to you.

## **UNT Policies**

### **Academic Integrity Policy:**

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.

**ADA Policy:**

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

**Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004):**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**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. UNT's Survivor Advocates can 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](mailto: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 [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

**Acceptable 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 directed 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. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

### **Emergency Notification & Procedures:**

UNT uses a system called Eagle Alert to quickly notify students with 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). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **Retention of Student Records:**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### **Access To Information – Eagle Connect**

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

### **Student Evaluation Administration Dates:**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 (April 5 – April 22) of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

## **IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES**

### **Federal Regulation:**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](#)

(<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### **University of North Texas Compliance:**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office.

ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### **Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

### **Use of Student Work:**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) they create within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.

- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

### **Transmission and Recording of Student Images in Electronically-Delivered Courses:**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## **Course Schedule**

Week/Dates	Day/Lecture/Activity	Assignments
1 8/18 – 8/22	August 18: <ul style="list-style-type: none"> <li>• Syllabus Day</li> </ul> August 20: <ul style="list-style-type: none"> <li>• Chapter 1</li> </ul> August 22: <ul style="list-style-type: none"> <li>• Chapter 1</li> </ul>	Due August 22 by 11:59pm: <ul style="list-style-type: none"> <li>• Pre-Post Quiz #1</li> <li>• Chapter 1 Quiz</li> </ul>
2 8/25 – 8/29	August 25: <ul style="list-style-type: none"> <li>• Chapter 2</li> </ul> August 27: <ul style="list-style-type: none"> <li>• Chapter 2</li> </ul> August 29: <ul style="list-style-type: none"> <li>• Group Project Workday 1 <ul style="list-style-type: none"> <li>○ Formation and outline</li> </ul> </li> </ul>	Due August 26 by 11:59pm: <ul style="list-style-type: none"> <li>• Historical Figure Ranking</li> </ul> Due August 29 by 11:59pm: <ul style="list-style-type: none"> <li>• Chapter 2 Quiz</li> </ul>
3 9/1 – 9/5	Sept 1: <ul style="list-style-type: none"> <li>• Chapter 3</li> </ul> Sept 3: <ul style="list-style-type: none"> <li>• Chapter 3</li> </ul>	Due Sept 5 by 11:59pm: <ul style="list-style-type: none"> <li>• Chapter 3 Quiz</li> </ul> Due Sept 7 by 11:59pm:

	Sept 5: <ul style="list-style-type: none"> <li>Psychology and the Ancients</li> </ul>	<ul style="list-style-type: none"> <li>Exam 1 (Ch 1-3 + other)</li> </ul>
4 9/8 – 9/12	Sept 8: <ul style="list-style-type: none"> <li>Chapter 4</li> </ul> Sept 10: <ul style="list-style-type: none"> <li>Chapter 4</li> </ul> Sept 12: <ul style="list-style-type: none"> <li>Group Project Workday 2</li> </ul>	Due Sept 12 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 4 Quiz</li> <li><b>Group Project Part 1</b></li> </ul>
5 9/15 – 9/19	Sept 15: <ul style="list-style-type: none"> <li>Chapter 5</li> </ul> Sept 17: <ul style="list-style-type: none"> <li>Chapter 5</li> </ul> Sept 19: <ul style="list-style-type: none"> <li>Group Project Workday 3</li> </ul>	Due Sept 19 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 5 Quiz</li> </ul>
6 9/22 – 9/26	Sept 22: <ul style="list-style-type: none"> <li>Chapter 6</li> </ul> Sept 24: <ul style="list-style-type: none"> <li>Chapter 6</li> </ul> Sept 24: <ul style="list-style-type: none"> <li>Women and Minorities in Psychology</li> </ul>	Due Sept 26 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 6 Quiz</li> </ul>
7 9/29 – 10/3	Sept 29: <ul style="list-style-type: none"> <li>Chapter 7</li> </ul> Oct 1: <ul style="list-style-type: none"> <li>Chapter 7</li> </ul> Oct 3: <ul style="list-style-type: none"> <li>Group Project Workday 4</li> </ul>	Due Oct 3 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 7 Quiz</li> <li><b>Group Project Part 2</b></li> </ul> Due Oct 5 by 11:59pm: <ul style="list-style-type: none"> <li>Exam 2 (Ch 4-7)</li> </ul>
8 10/6 – 10/10	Oct 6: <ul style="list-style-type: none"> <li>Chapter 8</li> </ul> Oct 8: <ul style="list-style-type: none"> <li>Chapter 8</li> </ul> Oct 10: <ul style="list-style-type: none"> <li>Chapter 9</li> </ul>	Due Oct 10 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 8 Quiz</li> <li>Chapter 9 Quiz</li> </ul>
9 10/13 – 10/17	Oct 13: <ul style="list-style-type: none"> <li>Chapter 10</li> </ul> Oct 15: <ul style="list-style-type: none"> <li>Chapter 11</li> </ul> Oct 17: <ul style="list-style-type: none"> <li>Chapter 11</li> </ul>	Due Oct 17 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 10 quiz</li> <li>Chapter 11 Quiz</li> </ul>
10 10/20 – 10/24	Oct 20: <ul style="list-style-type: none"> <li>Group Project Workday</li> </ul> Oct 22: <ul style="list-style-type: none"> <li>Chapter 12</li> </ul> Oct 24: <ul style="list-style-type: none"> <li>Chapter 12</li> </ul>	Due Oct 24 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 12 Quiz</li> <li><b>Group Project Part 3</b></li> </ul> Due Oct 26 by 11:59pm: <ul style="list-style-type: none"> <li>Exam 3 (Ch 8-12)</li> </ul>
11	Oct 27:	Due Oct 31 by 11:59pm:

10/27 – 10/31	<ul style="list-style-type: none"> <li>Chapter 13</li> </ul> Oct 29: <ul style="list-style-type: none"> <li>Chapter 13</li> </ul> Oct 31: <ul style="list-style-type: none"> <li>History of American Psychiatry</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 13 Quiz</li> </ul>
12 11/3 – 11/7	Nov 3: <ul style="list-style-type: none"> <li>Chapter 14</li> </ul> Nov 5: <ul style="list-style-type: none"> <li>Chapter 14</li> </ul> Nov 7: <ul style="list-style-type: none"> <li>Group Project Workday 6</li> </ul>	Due Nov 7 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 14 Quiz</li> <li><b>Group Project Part 4</b></li> </ul>
13 11/10 – 11/14	Nov 10: <ul style="list-style-type: none"> <li>Chapter 15</li> </ul> Nov 12: <ul style="list-style-type: none"> <li>Chapter 15</li> </ul> Nov 14: <ul style="list-style-type: none"> <li>Group Project Workday 7</li> </ul>	Due Nov 14 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 15 Quiz</li> </ul>
14 11/17 – 11/21	Nov 17: <ul style="list-style-type: none"> <li>Group Workday 8</li> </ul> Nov 19: <ul style="list-style-type: none"> <li>Group Presentations</li> </ul> Nov 21: <ul style="list-style-type: none"> <li>Group Presentations</li> </ul>	Due Nov 17 by 11:59pm: <ul style="list-style-type: none"> <li><b>Group Presentation PowerPoints</b></li> </ul> Due Nov 23 by 11:59pm <ul style="list-style-type: none"> <li>Exam 4 (Ch 13-15)</li> </ul>
15 11/24 – 11/28	Thanksgiving Break <b>NO CLASS</b>	
16 12/1 – 12/5	Dec 1: <ul style="list-style-type: none"> <li>Group Presentations</li> </ul> Dec 3: <ul style="list-style-type: none"> <li>Group Presentations</li> </ul> Dec 5: <ul style="list-style-type: none"> <li>Reading Day <b>NO CLASS</b></li> </ul>	Due Dec 5 by 11:59pm: <ul style="list-style-type: none"> <li>Pre-Post Quiz #2</li> <li>SONA Extra Credit</li> <li>Group Evaluations</li> </ul>
17 12/8 – 12/12	Final Exams	Due Dec 9 by 11:59pm: <ul style="list-style-type: none"> <li>Feminist Voices Reflection Paper</li> </ul>

### Important Dates to Know:

- August 22<sup>nd</sup>: Last day to add a class or swap sections
- August 29<sup>th</sup>: Last day to drop a course without a grade of W (course will not appear on transcript)
- September 26<sup>th</sup>: Last day to change to pass/no pass
- November 7<sup>th</sup>: Last day to drop a course with a grade of W
- December 17<sup>th</sup>: Grades/academic standing posted on the official transcript