



University of North Texas  
College of Liberal Arts and Social Sciences  
Department of Psychology  
PSYC 4600.001  
History and Systems

## Welcome to PSYC 4600.001, History and Systems!

Course Meetings: Tues/Thurs 9:30 to 10:50 AM  
Matthew Hall 311

### Instructor Contact

Instructor: Richard Rogers, Ph.D., ABPP  
Office Location: Terrill Hall 365  
Office Hours: Tues 11:10 AM to 12:00 PM\*  
                  Thurs 11:10 AM - 12:00 PM\*  
                  Or by appointment  
                  E-mail: [Richard.Rogers@unt.edu](mailto:Richard.Rogers@unt.edu)

\*Let me know in class before attending office hours.

### Teaching Assistants (TA)

Primary TA: Claire Bailey, M.S.  
Virtual Office Hours by appointment  
E-mail: [clairebailey@my.unt.edu](mailto:clairebailey@my.unt.edu)

Secondary TA: Efrain Ramirez  
[efrainramirez@my.unt.edu](mailto:efrainramirez@my.unt.edu)

## Course Description

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

### Pre-Requisites

- PSYC 3650 (Experimental Methods)

### Contacting your Instructor or Teaching Assistants

Helping students is an important priority for me. Please be resourceful in checking the syllabus and attending office hours first before sending off an email. Please do not send them during weekends except under urgent circumstances. Because of competing demands, I allot sometime (e.g., 30 minutes in the afternoon) to respond to UNT emails. I respect that some of my colleagues are constantly checking emails; this is not me. As you likely know, UNT is designated as Tier One Research University with a strong emphasis on scholarly productivity. To balance teaching and research, I find designated times for UNT communications to be the most effective.

When emailing a TA or myself, you must (1) use your official UNT email, and (2) include your first name, last name, and 4600.001 in the subject header. Write the email using a professional format and professional language, including a formal greeting and full sentences with no grammatical or punctuation errors. A major complaint from employers is that new hires often lack professionalism in their communication and fail to use grammatically correct sentences. Therefore, we will build employable skills with this course. To reinforce these employable skills, emails without this information will not be answered.

## Course Background

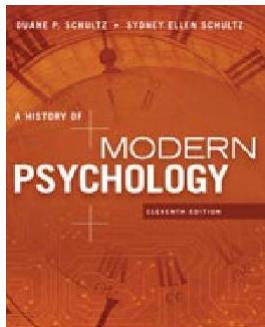
Psychology has a long past but a relatively short history. The long past refers to the work of philosophers, physicians, and scientists prior to the recognition of psychology as a formal academic discipline. The short history begins in 1879, the year that Wilhelm Wundt established the first psychology laboratory. Since that time, psychologists have worked to establish theories, build clinics and laboratories, and extend psychology to different domains of life and stages of human development. The vision has involved schools of thought including Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Psychoanalysis, Humanistic Psychology, and Cognitive Psychology. The title, History and Systems of Psychology, underscores that we want you to know about both the long past and the short history of the field. I hope that you will find these topics stimulating and view this course as an opportunity to reflect upon how the past has informed the present and may influence the future. I also hope that you will appreciate the diversity among psychologists and how important diversity is to psychology.

## 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.
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 psychologists and other professionals contributed to the development of our field.
4. Explain the importance of learning from history, including the major oversights, errors, and prejudice/discrimination in psychology 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 Materials



### Required text:

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

## Technical Support

UIT Student Help Desk

FAQ: [it.unt.edu/helpdeskfaq](http://it.unt.edu/helpdeskfaq)

Sage Hall 330

940-565-2324

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

[it.unt.edu/helpdesk](http://it.unt.edu/helpdesk)

## Technical Skill Requirements

For this course, you will need reliable internet access, the ability to download and upload files, be able to send and receive emails, and use Canvas. You will also need Microsoft Word or another word processor such as Google Documents. You will also be adept at PowerPoint or another presentation processor such as Google Slides.

### *What to do if Canvas malfunctions?*

Canvas is online technology and occasionally has problems. If this happens to you, email one of my TAs. Ms. Bailey has a strong skill set with Canvas and will likely respond.

## Instructional Method

This is a Lecture Class! As such the focus is for students to learn information about the history of psychology as it has influenced Modern Psychology. The way you can most benefit from this course is to stay engaged by asking questions and offering comments.

Grading is important to all of us. Grades are not given or assigned to you by the instructor; you **earn** them. It is your responsibility to study, attend class, come to office hours, complete extra credit to earn the grade you want.

## Course Requirements

### 400 Total Possible Points (not counting extra points)

A = 90-100%	(360-400 points)
B = 80-89%	(320-359 points)
C = 70-79%	(280-319 points)
D = 60-69%	(240-279 points)
F = 0-59%	(239 points or less)

Course requirements	Possible points (Total = 400 points)
10 quizzes (top 10 of 12)	$10 \times 10 = 100$
4 exams	$4 \times 50 = 200$
Your options (A, B or C)	$1 \times 80 = 80$
A. Scholarly paper (Tuesday, April 14) <sup>1</sup> B. Cumulative final (Thursday, May 7) C. Failed exam (option is to do both A and B)	
Documented attendance (perfect = 20; minus 5 points per missed class)	$1 \times 20$

<sup>1</sup> Late penalties (2 days -10; 4 days -20; not accepted after 4 days)

## Exams and Final Exam

The four exams will consist of 50 multiple choice items. They will be administered in class via Canvas during our scheduled class time. **A missed exam cannot be rescheduled except with proper documentation.** To be fair to everyone, please do not ask for an exception.

The comprehensive final consists of 80 questions covering the entire course.

## Option B for the Scholarly Paper: Dual Perspectives

The scholarly paper will be 12-15 pages in APA style. Minimum requirements:

1. Title and Abstract: 1 page
2. Perspective 1: 4 pages
3. Perspective 2: 4 pages
4. Your reasoned conclusion 1 page
5. APA references: 1 page (4+ references for each Perspective)

**Documentation.** Makeup exams/quizzes are only permitted in **extenuating** circumstances under the following conditions:

1. *Documented emergency* (written approval from the Dean of Students).
2. *Documented UNT event* (i.e. sports team away game documented by the Dean of Students).
3. *Documented medical note that specifies your incapacity to attend.* Medical appointments and routine medical care do not qualify.

If you miss an exam for any other reason, you will not be allowed to take a make-up exam. You will receive a grade of zero for that exam/quiz. Those with documented excuse should be made up within 1 week of the original exam date in order to receive a grade. You have two opportunities for quizzes.

## Reading Quizzes

Active reading involves taking notes or highlighting key material. Most students learn best by going slow and turning paragraphs into questions. In contrast, skimming almost never works and can create test anxiety.

Quizzes are due before class begins. You have **2 opportunities** within the assigned time to complete the quiz, and only your higher quiz grade is counted. Please read and review the assigned pages for the designated quiz before taking it. Otherwise, you risk losing one of your attempts, which is a major disadvantage. Access the quiz 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 are available after the class period during which the quiz is due.

## Extra Credits

1. **Expanded Scholarly Paper:** A small number of students can earn between 10 and 25 bonus points by writing an expanded paper with 25+ pages including several pages of APA references. **Important planning:** Are looking for a letter of recommendation for graduate school from a tenured professor such as myself? My two requirements: (1) *a solid A in the course*, and (2) *this expanded scholarly paper*.
2. **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 email you a link to complete a SPOT evaluation of this course near the end of the semester. If 60% or more of the class completes the SPOT evaluation before the end of the course, a *bonus of 5 points will be added to everyone's grade*.
3. **SONA Participation:** Experimental participation is allowed for up to 10 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 4600.001**. 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, most SONA research projects have attention checks or other indicators scale that determines an insufficient level of engagement. **Caution.** If the SONA research determines that you were non-attentive, *you will not receive credit for your research participation.*

4. **Bonus Presentation.** Students will be given the opportunity to present on an unheralded psychologist whose major contributions have been overlooked. This is often the case for distinguished scholars outside of several European countries and North America. Sign up early! Six 10-minute slots on 3-19 on a first-come basis, each worth 5-10 points. Email the topic to the instructor and bring 10 slides about this unheralded psychologist.
5. **Pre/Post SACS Data Collection Guide:** Easy 10 points. Just complete the survey in less than 15 minutes. UNT needs these data for accreditation.

## Important University Policies

As members of the UNT community, we are 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. I 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 on 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 an 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, you should be provided as early as possible in the semester to avoid any delay in implementation. Note: students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member privately prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation privately during faculty office hours or by appointment. 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).

#### 4. Other Important Information

##### **Sexual Assault Prevention**

UNT and I are committed to providing a safe learning environment free from 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 sexual assault or if we believe you are in danger. If you desire a confidential source, you can ask us for resources, and we will gladly help you! Resources:

1. The UNT CARE Team is always ready to assist. Their website is [CARE Team | University of North Texas \(unt.edu\)](https://caren.unt.edu). Email address: careteam@unt.edu.
2. UNT's Survivor Advocates can also assist a student 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 safer environment, and connecting students to other resources available both on and off campus. Contact Survivor Advocates via SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.
3. 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**

UNT offers various scholarship opportunities to help you finance your education. Most are based academic achievement and promise. However, some also consider financial need. You can begin @ <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 via <https://careercenter.unt.edu>. You can meet with a career coach, get help with crafting a strong resume, search for job openings, practice your interview skills, and more.

##### **Additional Student Support Services**

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

##### **Academic Support Services**

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

## 2026 Course Schedule

**Note: Each module will be accessible 1 week before the due date of the respective assignments for that module. The goal is to have a small group exercise for the last 20-30 minutes on most Thursday classes.**

Module	Week/day	Date	Contents	Quizzes Ch = chapters
1	1-Tu	1-13	Course Introduction	
2	1-Th	1-15	Chapter 1: The Study of the History of Psychology	
3	2-Tu	1-20	Chapter 1 (Conceptions of Scientific History)	
4	2-Th	1-22	Chapter 2: Philosophical Influences on Psychology	1. Ch 1 & 2
5	3-Tu	1-27	Chapter 2 (John Locke and more)	
6	3-Th	1-29	Chapter 3: Physiological Influences on Psychology	2. Ch 3
7	4-Tu	2-3	<b>Exam 1 (Chapters 1-3)</b>	
8	4-Th	2-5	Chapter 4: The New Psychology	3. Ch 4
9	5-Tu	2-10	Chapter 5: Structuralism	4. Ch 5
10	5-Th	2-12	Chapter 6: Functionalism: Antecedent Influences	5. Ch 6
11	6-Tu	2-17	Chapter 7: Functionalism: Development and Founding	6. Ch 7
12	6-Th	2-19	Chapter 7 (G. Stanley Hall and more)	
13	7-Tu	2-24	<b>Exam 2 (Chapters 4-7)</b>	
14	7-Th	2-26	Chapter 8: Applied Psychology	7. Ch 8
15	8-Tu	3-3	Chapter 8 (Clinical Psychology Movement)	
16	8-Th	3-5	Chapter 9: Behaviorism: Antecedent Influences	8. Ch 9
Spring	Break	3-10		
Spring	Break	3-12		
17	9-Tu	3-17	Chapter 10: Behaviorism: The Beginnings	9. Ch 10
18	9-Th	3-19	<b>Paper Overview and Bonus Presentations</b>	
19	10-Tu	3-24	Chapter 11: Behaviorism: After the Founding	10. Ch 11
20	10-Th	3-26*	Chapter 11 (more Skinner and Sociobehaviorism)	
21	11-Tu	3-31	<b>Exam 3 (Chapters 8-11)</b>	
22	11-Th	4-2	Chapter 12: Gestalt Psychology	11. Ch 12 & 13
23	12-Tu	4-7	Chapter 13: Psychoanalysis: The Beginnings	
24	12-Th	4-9	Chapter 13 (Freud and dissenters)	
25	13-Tu	4-14	Chapter 14: Psychoanalysis: After the Founding <b>Paper Due</b>	
26	13-Th	4-16*	Chapter 14 (Social Psychological Theories)	12. Ch 14 & 15
27	14-Tu	4-21	Chapter 15: Continuing Developments in Psychology	
28	14-Th	4-23	<b>Exam 4 (Chapters 12-15)</b>	
29	15-Tu	4-28	Forensics: Evaluation of a Mass Murderer	
30	15-Th	4-30	Forensics: Faking Insanity (Malingering)	
00	16-Tu	5-5	Study: no class	
00	16-Th	5-7	<b>Final Exam: May 7: 7:30 to 9:30</b>	

\* Part of the TA's professional development will involve teaching one lecture during the semester. These are the projected dates.