COURSE INFORMATION

QUICK INFO

Course Number:	PSYC 409-001
Credit Hours:	3 credit hours
Class Meeting Dates:	T – Th
Class Meeting Times:	T & Th 3:15 – 4:45
Class Meeting Location:	FH 0207
Instructor:	Ashley Abraham, PhD
Office Hours:	M 3 – 4; W 11 – 1
Office Location:	AH 0136
E-mail:	ashabra@siue.edu
Prerequisites:	Undergraduate level PSYC 111 Minimum Grade of D
Required Textbook:	Henley, T. B. (2019). *Hergenhahn's An introduction to the history of psychology* (9th ed.). Cengage Learning.

COURSE DESCRIPTION

TL/DR: This course focuses on the important antecedents of contemporary scientific psychology, including issues, conceptual development, major schools and systems.

This course will increase your awareness of the roots of contemporary psychology and your understanding of the continuity of ideas, the role of the Zeitgeist in history, and the existence of psychology in the broader contexts of science and society

You will be introduced to major historical figures and important systems within the discipline of psychology. We will examine the persistent problems or questions of interest to psychologists, and the dominant paradigms and models operating in contemporary psychology. Throughout the course, we will emphasize methods of investigation, the historical figures and forces (Zeitgeist) that shaped the theories and methods, and relevance to current conceptions of mind and behavior. We will also strive to connect historic themes and debates within psychology to contemporary issues and current events.

LEARNING OUTCOMES

When you have completed this course, you should be able to:
1. Explain the approaches used to study the history of any discipline.
2. Describe the various processes involved in the development of modern psychology.
3. Describe the contributions of some of psychology's most transformational people.
4. Describe the significance of important events in psychology's history.
5. Integrate knowledge from multiple areas of psychology (e.g., clinical, cognitive, developmental, experimental, industrial/organizational, and social).
6. Explain the historical (e.g., social, political, and economic) context within which modern psychology developed.
7. Explain the role of religious, racial, and gender minorities in the development of modern psychology.

ACTIVITIES SUPPORTING LEARNING OUTCOMES INCLUDE, BUT ARE NOT LIMITED TO, CLASS/GROUP DISCUSSION, LECTURE, PARTICIPATING IN DEMONSTRATIONS, QUIZZES, EXAMS, PRESENTATIONS, VIEWING AND DISCUSSING VIDEOS, TEXTBOOK READINGS, HOMEWORK ASSIGNMENTS, READINGS FROM PROFESSIONAL AND LAY PERIODICALS, PARTICIPATING IN RESEARCH STUDIES, PARTICIPATING IN CLASS DEMONSTRATIONS AND WRITING ARTICLE SUMMARIES AND/ OR REFLECTION PAPERS.

REQUIRED TEXTS

TEXTBOOK
Henley, T. B. (2019*). Hergenhahn's An introduction to the history of psychology* (9th ed.). Cengage Learning.

OUTSIDE READINGS
All other required readings will be posted on Perusall. Perusall is a collaborative learning tool that you can access directly from BB. If you are unfamiliar with Perusall, please complete the optional assignment, Making the Most of Perusall. Readings may consist of excerpts, primary source documents, historical and contemporary journal articles, and other online material.

OTHER READINGS
- Notice that many valuable papers in the history of psychology may be found at HTTP://PSYCHCLASSICS.YORKU.CA/ or HTTP://PSYCHCLASSICS.ASU.EDU/
- There is a website that describes "today in the history of psychology" at HTTP://WWW.CWU.EDU/~WARREN/TODAY.HTML

TECHNOLOGY REQUIREMENTS

Students Need…
1. A reliably working **computer** that runs Windows or Mac OS. Tablets and smart phones might work for some things in this course, but we can't guarantee they will work for everything. Chromebook laptops are also problematic. If you do not have a working computer that runs Windows or Mac OS, contact Information Technology Services about borrowing a laptop from the university. There are also computers for student use in the library.
2. Reliable internet access on a regular basis.
3. Functional SIUE e-mail, Teams and Blackboard accounts
4. Microsoft Office 365 (Word and PowerPoint)
5. To use a word processor, such as MS Word, to compose assignments, and be able to use tracked changes and comments from your instructor
6. To use a slide presentation program such as MS PowerPoint
7. To attach files to emails and upload them to Blackboard
8. Know how to give files meaningful names, and store them in meaningful folder structures on your computer (this will be very important in this course – make sure you know how to do it)
9. To be able to navigate websites and course materials
10. Know how to reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found here, Online at SIUE

Syllabus is subject to change at instructor's discretion

COURSE TOOLS

- **Blackboard**: Primarily a "classroom" space
  - Assignments
  - Course Material
  - Other resources
- **Microsoft Teams**: Primarily a communication space. I recommend downloading and installing the app on your computer instead of using the browser version
  - Ask questions here
  - Work on group projects
  - Office hours
- **Microsoft Office**: download and install here, https://www.siue.edu/its/office365/install.shtml

COMMUNICATION

It is extremely important that you maintain communication with me. You are expected to check Teams and to log on to the Blackboard course website daily. Announcements will be posted on Teams (make sure your email notifications for announcements are turned on).

Please feel free to speak with me if you have any questions or concerns. It is important to meet with me as early as possible in the semester if you are struggling in the course.

Drop-in hours.

Drop-in hours (office hours) will be posted by Week 3 of the semester. You can come to drop-in hours for any reason without an appointment. Come in to talk about the course, your grade, or just to say hello! Outside of drop-in hours, if my door is open, feel free to pop in.

I will also be available for virtual drop-in office hours via Teams, no appointment necessary. During virtual drop-in hours, I will be available for live chat and live meetings on a first come, first served basis.

Schedule a meeting. You will use Microsoft Bookings (*note, I am in the process of setting up Bookings or a similar service; I will send a link via a BB announcement when I have an update). to schedule meetings with me. My availability is listed. Select the type of meeting (in-person or virtual) and the length of the meeting (15 or 30 minutes). Then, use the calendar to check availability on the day you'd like to meet. Find a time that works for you and leave me a brief description of what you would like to discuss. If you select a virtual meeting, I will call you via Teams at the scheduled time.

Teams. Please address me as Dr. Abraham, Professor Abraham, or Prof. Abraham. If you have questions, the **best way to get in touch with me is MS Teams.** Please post in the "Help Me!" channel unless your question is personal or very specific to you, in which case you can direct message me on Teams. Email is also an option, but I get bombarded by email everyday so I'm more likely to miss an email. I will do my best to respond within 24 hours on weekdays.

Questions about technology issues are usually more appropriate for ITS, but I will do my best to address the issue.

Syllabus is subject to change at instructor's discretion

COURSE EXPECTATIONS

YOU ARE EXPECTED TO BE AN ACTIVE PARTICIPANT IN YOUR LEARNING AND A GOOD CITIZEN OF THE CLASSROOM. THIS MEANS YOU WILL:

- Come to all class prepared by having completed readings and assignments BEFORE class
- Participate meaningfully in classroom discussions and activities
- Check your Teams account, university e-mail and Blackboard several times each week for announcements and feedback
- Communicate with me about questions and issues related to the course
- Contact help@siue.edu with your questions related to Blackboard and other technical difficulties.
- Cooperate in creating a safe, inclusive, and productive course climate

> **YOU SHOULD SPEND 2 HOURS OUTSIDE OF CLASS FOR EVERY 1 HOUR IN CLASS**
>
> EACH WEEK, YOU WOULD NORMALLY SPEND 7.5 HOURS IN CLASS – THIS MEANS YOU NEED TO INVEST AT *LEAST* 15 HOURS OUTSIDE OF CLASS FOR A MINIMUM OF 22.5 HOURS EACH WEEK FOR 5 WEEKS.
>
> HTTP://WWW.SIUE.EDU/POLICIES/1I4.SHTML

GRADES AND ASSIGNMENTS

GRADING SCALE

Please note it is your responsibility to keep track of your performance in the course. Grades are calculated on a straight percentage (i.e., no rounding).

Description	Point Range	Percentage Range	Letter Grade
Exemplary	900 - 1000	90 - 100	A
Good	800 – 899	80 – 89	B
Satisfactory	700 – 799	70 – 79	C
Poor	600 – 699	60 – 69	D
Failing	0 – 599	0 - 59	F

ASSESSMENTS FOR FINAL GRADE

Assignments	Course Outcomes	Percent of Final Grade	Points
Exams (3 @ 100 pts each)	1-7	30%	300
Profile Project	5-7	30%	300
Homework	1-5	20%	200
Discussion Assignments (5 @ 20 pts each)	1-7	10%	100
Readings	1-3	10%	100
Engagement and Attendance	1-7	5%	50
		TOTAL POINTS	**1000**

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ASSIGNMENTS

LATE POLICY

You have seven 'late days' to use at your discretion. Each 24-hour period after the due date counts as one 'late day.' So, if you submit an assignment within 24 after the due date, you have used one late day; submit it within 48 hours and you've used 2 late days. If you submit an assignment seven days after the due date, you have used all seven late days on this one assignment and will not be able to turn in any other late assignments without losing points. Said another way, you can be up to 24 hours late on 7 different assignments, 7 days late on one assignment, or you can spread your late days across a couple of assignments. As long as you have late days to use, you will not be penalized for late assignments. <u>If you run out of late days, you will lose 50% of the total points</u> for each day it is late, and no late assignments will be accepted more than 3 days past the due date. *NOTE: you may not use late days on group graded assignments.*

To use your late days, you <u>MUST FILL OUT THE LATE DAY FORM on BB PRIOR TO THE DUE DATE</u>.

SUBMITTING ASSIGNMENTS

Written assignments, including discussion assignments and components of the profile project must be submitted on BB unless otherwise noted in the assignment. <u>Assignments emailed to me will not be accepted!</u>

PREPARATION AND PARTICIPATION

Coming to class prepared means you have completed the readings and other assignments **before** viewing lecture videos or completing any lecture related activities. You should be prepared to discuss, work in small groups, and complete other activities.

DISCUSSION ASSIGNMENTS (5 @ 20PTS EACH)

We will have 5 discussions throughout the semester. You will be expected to contribute to the class discussion. Following each discussion, you will complete a discussion assignment.

PROFILE PROJECT

You will create a virtual museum exhibit that includes information about your figure or topic's contribution to the development of psychology. Along with this, you will write a 2-3 page, double-spaced reflection on the creation of your poster and a rationale for including the content you chose. More information about this assignment will be posted on BB.

EXAMS (3 @ 100PTS EACH)

You will take three exams throughout the semester via BB. The third exam will be cumulative.

HOMEWORK (6 @ 50PTS EACH)

You will complete 6 homework assignments throughout the semester. Homework assignments are intended to deepen your understanding of some of the most important course concepts, including how to actually 'do' history.

MAKE-UP EXAM POLICY

<u>You must provide a valid and documented reason to be eligible for a make-up exam.</u> You should do everything you can to make sure complete the exam on the scheduled exam date. It is your responsibility to make arrangements with me to retake your exam.

Syllabus is subject to change at instructor's discretion

COURSE POLICIES

DEPARTMENT OF PSYCHOLOGY WRITING POLICY

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

☐ clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well)
☐ verb tense consistency
☐ clear and unambiguous sentences and ideas
☐ writing that is free of typos, spelling errors, and major grammatical errors
☐ properly formatted paper including headings, citations and references, per the 7th edition of the APA manual

This is by no means an exhaustive list of basic writing skills. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/lss/writing/resources.shtml).

Here are some additional considerations for quality college-level writing in any discipline…

• Clear, direct organizational structure
• Has a clear thesis statement
• Paragraphs are well structured around main ideas
• Provides evidence and analysis
• Uses direct, appropriate language
• Concisely and precisely written
• Uses the appropriate vocabulary for your audience
• Includes a conclusion

COURSE WRITING POLICY
If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will not grade your paper. If more than three writing errors are found on any one page of a written assignment, grading will stop, and the student's paper will be returned with a grade equal to 50% of the total point value for the assignment.

AI USE POLICY

UNACCEPTABLE USE OF AI IS A FORM OF PLAGIARISM AND IS SUBJECT TO THE SAME ACAEMIC SANCTIONS. See the plagiarism policy below.

In this course, students must be the primary and majority authors of text, code, analysis, and all course work products and assignments. Students must keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution and original authorship, and to check what is permissible for each assignment. Assignments will be submitted via Turnitin, a

tool with embedded AI detection

ABOUT GENERATIVE AI

Generative artificial intelligence tools [software that creates new text, images, computer code, audio, video, and other content] have become widely available [e.g., ChatGPT for text and DALL-E for images]. This policy governs all such tools, including those released during our semester together. **You are prohibited from using generative AI tools on assignments in this course. You are prohibited from using any form of AI to complete exams.**

If you use generative AI tools, remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, **relying on a generative AI tool may result in your submission of inaccurate content.** It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. As specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

PERMITTED USES

Use of AI tools to check grammar or style are permitted. When you are unsure, please ask BEFORE using an AI tool. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part was completed by the AI [see below].

For my class, a responsible use of any AI-based tools in completing coursework or assessments must be done in accordance with the following:

- You must **complete the AI Use Log** on [see BB]. It is your responsibility to document your interactions with AI and to maintain a record of your authorship. My recommendation is to screen shot and save everything just in case (i.e., what prompts you used, what answers were produced, where, why, and how).
- You must be transparent in how you used the AI-based tool, including what work is your original contribution. An AI detector such as GPTZero (https://gptzero.me/) may be used to detect AI-driven work.
- This is new territory, but basic attribution rules still apply. Cite everything, otherwise you are likely violating academic integrity policies. You must clearly cite the use of AI-based tools in your work. Any work that utilizes AI-based tools in any way must be clearly marked as such, including the specific tool(s) used. For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/"
- You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws.
- You must not use AI-based tools to cheat on assessments.
- You must not use AI-based tools to plagiarize without citation.

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In this class, unacceptable uses of artificial intelligence (AI) assistance will be treated the same as plagiarism and/or an academic dishonesty violation.

[1]Some examples of acceptable and unacceptable uses are provided but this list is not exhaustive. If in doubt, ask.

Acceptable AI use or assistance includes:	Unacceptable AI use or assistance includes:
Brainstorming a topic	Using AI to draft entire essays or complete unfinished portions of an assignment
Generating search terms or keywords for research	Using AI to write or rewrite significant portions of a text [i.e., several sentences in a paragraph]
Formatting citations (keep in mind that AI often includes incorrect quotations and citations within a text)	Using AI to summarize primary material source material [e.g., article summaries]. Rewording an AI generated summary is *still* plagiarism.
Finding errors and receiving general suggestions for improving without using AI tools to explicitly compose an essay or text	Using entire sentences suggested by an app without providing quotation marks and a citation, just as you would to any other source. Citations should take this form: OpenAI, chatGPT. Response to prompt: "Explain what is meant by the term 'Triple Bottom Line'" (February 15, 2023, https://chat.openai.com/).
Searching for specific information as one would do with search engines, browsers, and databases	Improperly crediting AI tools for any artistic piece used for illustrative purposes
Generating AI artwork, audio, images, or videos with proper credits to the AI tool used	Failing to document appropriate use of AI

In this class, I permit students to use ChatGPT for the following types of tasks:
- Outlining content
- Providing background knowledge (with the understanding that ChatGPT is often wrong—just read Wikipedia; it's better for this anyways)
- Checking grammar and syntax
- Creating materials [i.e., survey items, sentences, images] for research experiments

POTENTIAL CONSEQUENCES FOR INAPPROPRIATE USE OF AI

Depending on the nature and severity of the offense, students will be subject to one or more of the following consequences:

- Meet with instructor to develop a learning plan including clear resubmission due date and consequences for failing to resubmit, likely a 0 on the assignment
- Removal from group project and 20% reduction in total project score
- Zero on the assignment and plagiarism report to the Provost
- Zero on the research project and plagiarism to the Provost
- Fail the course, plagiarism report to the Provost

ACADEMIC INTEGRITY/PLAGIARISM

The expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or

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location. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code.

We will cover how to properly read and cite sources in class. You are responsible for understanding what plagiarism is; if you have any questions at all, you should discuss them with the professor or your TA BEFORE you turn in a plagiarized paper. A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism. Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

We have ways of detecting plagiarism and use of AI, so don't do it!

LATE POLICY

You have 7 'late days' to use at your discretion. Each 24-hour period after the due date counts as one 'late day.' So, if you submit an assignment within 24 after the due date, you have used one late day; submit it within 48 hours and you've used 2 late days. If you submit an assignment seven days after the due date, you have used all seven late days on this one assignment and will not be able to turn in any other late assignments without losing points. Said another way, you can be up to 24 hours late on 7 different assignments, 7 days late on one assignment, or you can spread your late days across a couple of assignments. As long as you have late days to use, you will not be penalized for late assignments. If you run out of late days, you will lose 50% of the total points for each day it is late, and no late assignments will be accepted more than 3 days past the due date. ***NOTE: you may not use late days on group graded assignments, the final paper, or your peer reviews as these assignments depend on everyone's timely submission. .***

STATEMENT ON SENSITIVE CONTENT

Some of the topics covered in this course will touch on sensitive issues. These include but are not limited to, mental illness such as anxiety and depression, including information on suicide, trauma and abuse, identity-based violence. Although you are not expected to share personal information in class, discussing these issues as a group is unavoidable. Please take the time to care for yourself and seek assistance at Counseling Services. You can learn more about their services by visiting https://www.siue.edu/counseling/. I also encourage you to speak with me. You do not need to share why the topic may be distressing, but by alerting me that you may not be able to participate during particular discussions, we can then work together to find alternate ways for you to engage with course topics.

PSYCHOLOGY DEPARTMENT POLICIES

POLICY ON PLAGIARISM

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.

SERVICES FOR STUDENTS NEEDING ACCOMMODATIONS

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

POLICY ON INCOMPLETE GRADES

It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

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WRITING POLICY

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well)
- verb tense consistency
- clear and unambiguous sentences and ideas
- writing that is free of typos, spelling errors, and major grammatical errors
- properly formatted citations and references (if relevant)

This is by no means an exhaustive list of basic writing skills, but it will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/is/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

SIUE PSYCHOLOGY DEPARTMENT TWITTER

By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

SIUE POLICIES AND STATEMENTS

SIUE STATEMENT ON DIVERSITY

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE NONDISCRIMINATION POLICY

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

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ACADEMIC INTEGRITY

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.edu/policies/3c2.shtml.

RECORDINGS OF CLASS CONTENT

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

POTENTIAL FOR CHANGES IN COURSE SCHEDULE OR MODALITY

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

SERVICES FOR STUDENTS NEEDING ACCOMMODATIONS

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

DIVERSITY AND INCLUSION

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub https://www.siue.edu/csdi is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

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ADDITIONAL SUPPORT

ACADEMIC AND OTHER STUDENT SERVICES

As an enrolled SIUE student, you have a variety of support available to you, including:

Lovejoy Library Resources	Financial Aid
Academic Success Sessions	ACCESS
Tutoring Resource Center	Cougar Cupboard
The Writing Center	Campus Events
Academic Advising	Counseling Services

If you find that you need additional support, please reach out and let me know.

COUGAR CARE

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

STUDENT SUCCESS COACHES

Student success coaches work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize Starfish to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

TECHNICAL SUPPORT

It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

OTHER RESOURCES

LOVEJOY LIBRARY
PHONE: 618.650.4636

WEB: http://www.siue.edu/lovejoylibrary/

COMPUTER LABS
WEB: http://www.siue.edu/its/labsclassrooms/

TECHNOLOGY SUPPORT O LOVEJOY LIBRARY ROOM 0005
PHONE: 618.650.5500

EMAIL: help@siue.edu

WRITING CENTER - MUC –STUDENT SUCCESS CENTER 1254
PHONE: 618.650.2045

WEB: http://www.siue.edu/lss/writing/index.shtml

Syllabus is subject to change at instructor's discretion

The schedule is subject to change at the instructor's discretion.

Changes to the schedule may be announced on Teams. If substantial changes need to be made to the schedule, a revised reading and assignment schedule will be posted on BB.

All assignments must be submitted on BB or Teams as described in the assignment – no exceptions. Assignments emailed to me will not be accepted.

Week	Date	Topic	Readings	Assignments
1	08/19/25	Welcome!	Syllabus	
	08/21/25	Studying History	Chapter 1 Furumoto (1999) Letters: Other people's mail	HW 1: Personal Artifact (doing history)
2	08/26/25	The Ancient World	Chapter 2 Plato's Allegory of the Cave	Bonus! About You Survey
	08/28/25			
3	09/02/25	Renaissance Science and Philosophy	Chapter 4 Discourse Excerpts	
	09/04/25			HW: Descartes Zeitgeist (context) PICK PERSON/TOPIC
4	09/09/25	Empiricism and Rationalism	Chapter 5 Locke Excerpts	
	09/11/25	Empiricism and Rationalism	Chapter 6	Part I: Biographical Timeline
5	09/16/25	Rationalism	Chapter 6	
	09/18/25	MIND-BODY DISCUSSION		
	09/23/25	EXAM 1		
6	09/25/25	Physiology and Psychophysics	Chapter 8	
	09/30/25	Physiology and Psychophysics/Early Approaches	Chapter 9	Part II: Philosophical Questions

7	10/02/25	Early Approaches	Wundt: Simple Feelings	
	10/07/25	Evolution and Individual Differences	Chapter 10	HW: Exhibit Review (curation)
8	10/09/25	Evolution and Individual Differences /American Psychology	Chapter 10 Chapter 11	
	10/14/25	American Psychology	TBD: Letters book	HW: Functionalists (Foundational studies)
9	10/16/25	EARLY AND AMERICAN INFLUENCES DICUSSION		
	10/21/25	EXAM 2		
10	10/23/25	Behaviorism	Chapter 12 Watson (1913) Watson's Behaviorist Manifesto	
	10/28/25			Part III: Contributions to Psychology
11	10/30/25	Neobehaviorism	Chapter 13 Walden II Forward	
	11/04/25			
12	11/06/25	BEHAVIORISM PARADIGM DISCUSSION		HW: Interventions (cultural interactions)
	11/11/25	Psychobiology	Chapter 18	
13	11/13/25	Cognitive Psychology	Chapter 19 Sperry (1995)	
	11/18/25			
14		COGNITIVE REVOLUTION OR EVOLUTION DICUSSION		Part IV: Contemporary Perspectives
	11/25/25	EXAM 3		
--	11/25/25	NO CLASS - THANKSGIVING		
	12/07/25	NO CLASS - THANKSGIVING		
15	12/02/25	Psychology Today	Chapter 20	
	12/04/25	FUTURE OF PSYCH SCIENCE DISCUSSION	TBD	HW: You as a psychologist
16	12/09/25 – 12/13/25	FINAL EXAM WEEK		Part V: Presentations

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