



Syllabus for PSYC 409-D01
History and Systems of Psychology
Department of Psychology
Fall 2025
10/13/2025-12/12/2025

ABOUT THE INSTRUCTOR

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Office Hours: Mondays 10:45 AM—11:45 AM

Office Location: Alumni Hall Room 0331

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Virtual Office Location: [Teams](#)

ABOUT THE COURSE

Course Description

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

Prerequisite Knowledge and Credit Hours

Undergraduate level PSYC 111 Minimum Grade of D

Course Goals and Objectives

When you have completed this course, you should be able to:

1. Evaluate foundational concepts in psychology's history, including distinctions between presentism and historicism, internal and external histories, and personalistic and naturalistic theories.
2. Explain how the key contributions of ancient philosophers and early physiologists influenced the development of modern psychological theories and methods.
3. Analyze the contributions of Wilhelm Wundt and other German psychologists in the 1800s, emphasizing their experimental methods and foundational theories, to understand the establishment of psychology as a scientific discipline.
4. Analyze the contributions of Charles Darwin and Francis Galton to psychology, with an emphasis on evolutionary theory and the study of individual differences.
5. Explain the contributions of key pioneers in American psychology during the 19th and early 20th centuries to the advancement of psychological research, education, and social change.

6. Compare and contrast Titchener's structuralism and James' functionalism, evaluating their key principles, methodologies, and contributions to the development of psychology.
7. Evaluate the development of mental testing and applied psychology and their impact on education, business, and society.
8. Explain the core principles of Gestalt psychology, including its emphasis on perception and the whole experience, and analyze the contributions of its founders to the development of this school of thought.
9. Evaluate the development of behaviorism through the contributions of Ivan Pavlov and John Watson, focusing on classical conditioning and its practical applications.
10. Evaluate the contributions of B.F. Skinner and other neo-behaviorists to behaviorism, focusing on classical and operant conditioning and their real-world applications.
11. Evaluate the historical treatment of mental illness and the contributions of figures like Pinel, Tuke, Kirkbride, Dix, and Freud to modern mental health care.
12. Evaluate the evolution of mental health treatments and the contributions of key figures like Maslow and Rogers to modern therapies.
13. Evaluate the development of cognitive, social, and personality psychology in the mid-1900s and the contributions of figures like Piaget, Bartlett, Milgram, and Allport to modern research.
14. Evaluate contemporary issues in psychology, such as the scientist-practitioner split, minority representation, and trends in research and applied psychology.
15. Demonstrate professionalism by showing up on time, following instructions, adhering to deadlines, participating actively in class discussions, preparing for class, respecting diverse perspectives, and taking accountability for your contributions.
16. Synthesize course materials and peer-reviewed research into written assignments, demonstrating originality and understanding by expressing ideas in your own words.
17. Develop public speaking skills by presenting research findings clearly and confidently to the class.

Course Textbook

The course textbook is posted on Blackboard:

- Goodwin, C. J. (2015). *A history of modern psychology* (5th ed.). Hoboken, New Jersey: John Wiley and Sons, Inc.

COURSE REQUIREMENTS

Enrollment in this course signifies a student's agreement to abide by the policies described on the remaining pages.

Course Activities/Assessments

Online Group Discussions – You will participate in 8 group discussions that require you to explain, apply, and analyze course concepts using examples from your work, school, or other

roles; think critically about the content; and consider alternative viewpoints and explanations. For example, you will learn more about designing work analyses, recruitment plans, selection systems, performance management systems, and training modules. These discussions will also help you stay connected to your peers and the instructor in an asynchronous course like this one.

- **Due Thursday:**
 - Post your initial response on your group's discussion board by 11:59 PM CST on Thursdays. Demonstrate your understanding of essential concepts and your ability to apply them correctly to real-life experiences. Be sure to incorporate information from the course materials to support your work. Include APA-style in-text citations and a list of references; at a minimum, you should cite the textbook and/or course materials every time you mention information you learned from them. See the "Learn About APA Style" page on the "About This Course" tab for help with APA-style citations and references.
 - Body of the response: "Authoritarian managers are defined as "[insert direct quote]" (Daft, 2023, p. 3)."
 - Entry in the list of references: "Daft, R. L. (2023). *The leadership experience* (8th ed.). Stamford, CT: Cengage Learning."
 - Then, submit your initial post on the discussion board to the Turnitin assignment in the same folder. The system checks for plagiarism and the use of AI, including ChatGPT. Review the similarity report. If your submission is flagged, correct it and resubmit. After the due date, flagged submissions will translate into a zero on the corresponding discussion.
- **Due Saturday:** Then, comment on at least two of your classmates' posts on your group's discussion board by 11:59 PM CST on Saturdays (except for Week 8, when it is due on Friday). Again, demonstrate your understanding of the material, as well as your facilitation skills. If necessary, you can comment on posts on the other groups' discussion boards. Aim for at least 50 words in each of your peer comments and cite all external sources.
- **Due Sunday:** Finally, return to your original post and respond to your classmates' comments and questions by 11:59 PM CST on Sundays (except for Week 8, when it is due on Friday).

Note that the instructor will grade your first post. Do not post a blank response to see other students' replies.

Online Quizzes – Each week you will take a quiz that assesses your understanding of the material. Each quiz contains 15 multiple-choice and true/false questions. You will have 60 minutes to complete each quiz, and you must complete the quiz once you start it. After the timer ends, your answers will be submitted automatically. Complete the quizzes by 11:59 PM CST on Sundays (except for Week 8, when it is due on Friday). Note that after the due date passes, you will lose access to the quizzes and gain access to the correct answers. Late quizzes will not be accepted. Note: If you miss a quiz, you can make it up by answering all the questions

presented at the end of the assigned chapter and submitting your responses in the “Submit Make Up Assignments” folder.

Online Comprehensive Final Exam – During finals week, you will take an online final exam that covers all the assigned material. It opens on Monday of finals week at 12:00 AM and closes on Friday at 11:59 PM. You will have 150 minutes to complete 60 multiple-choice and true/false questions, which will be presented all at once. You will be able to review your answers before submitting them, but you must complete the quiz once you start it. After the timer ends, your answers will be submitted automatically. After the due date passes, you can access the correct answers. No late exams will be accepted.

Submitting Work

Submit all assignments on Blackboard. The instructor cannot accept assignments submitted through email.

Online Class Behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively. Do not use all caps or multiple punctuation marks (!!!, ???, etc.). Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content but do so in positive ways. It’s fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology Requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology Capabilities

Students in this course need access to:

- A computer with internet access and an updated internet browser,
- Their SIUE e-mail and Blackboard accounts,
- [Microsoft Office 365 \(Word and PowerPoint\)](#), and
- [Zoom video conferencing technology](#).

Students in this course should be able to:

- Use a word processor to compose assignments and communicate with others in class,
- Attach files to emails or course areas, and
- Navigate websites and course materials.

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

COURSE AND UNIVERSITY POLICIES

Grading

Your final letter grade will be determined by the following assignments.

Learning Assignments	Course Outcomes	Points	% of Final Grade
1. Online Group Discussions (7 @ 30 points each)	1-8	210	46.7
2. Online Quizzes (14 @ 15 points each)	1-8	210	46.7
3. Online Comprehensive Final Exam	1-8	30	6.7
TOTAL POINTS		450	100

Grading Scale

Final letter grades are based on the total points earned as shown in the following grading table:

Grade	%	Points	Description
A	= 90—100	405.0—450.0	Excellent
B	= 80—89	360.0—404.9	Good
C	= 70—79	315.0—359.9	Satisfactory
D	= 60—69	270.0—314.9	Poor
F	= 0—59	0—269.9	Failure

Grading Rubric[s]

Grading rubrics can be found on Blackboard.

Grading Feedback

Assignments will be graded in the order they are submitted to Blackboard or in person. Most grades will be posted within one week of the due date. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see the instructor's detailed written feedback, including suggestions for improvement, and the grading rubric scores.

All grading discrepancies must be discussed in person during office hours within 1 week of the grade being posted, excluding Week 15 when all discrepancies must be discussed before the end of class on Thursday. Start by emailing the instructor with the date and time you would like to visit their office hours and outline why your work warrants a regrade. If your request is approved, the instructor will regrade the assignment. Note that a regrade does not guarantee point adjustments.

Other grading policies are as follows:

- Occasionally, the instructor may offer extra credit opportunities to the whole class. Sometimes these opportunities will be announced in advance on Blackboard, such as research participation. Other times, these opportunities may be spontaneous, in-person class participation activities that cannot be replicated or made up at a later date/time.
- Please do not ask for individualized extra credit. The instructor may deduct points from students who ask.
- Please do not request rounding or curving. The instructor may deduct points from students who ask.
- Please do not resubmit an assignment after it has been graded; the instructor will grade one submission per student per assignment.

Academic Integrity/Plagiarism

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.

The use of artificial intelligence (AI) tools and applications (such as ChatGPT) to generate content for course assignments and assessments is prohibited and violates SIUE's academic policy. Any such use will be considered academic misconduct in this course. Plagiarism and AI detection software may be used to analyze submitted work.

All work submitted in this course must be original and created specifically for this course. Students are not permitted to submit work previously produced for other courses, whether it is from the same course in a different semester or a different course entirely. Submitting work from previous courses will be treated as academic misconduct.

It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

Recordings of Class Content

Video, photographic, and audio recordings of class sessions are prohibited. Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student who has missed class due to illness or quarantine. As such, students are reminded that 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.siu.edu/policies/3c1.shtml>.

Email Etiquette

Before emailing the instructor, check the syllabus and then Blackboard for answers to your questions. When emailing the instructor, please include the following information in complete, coherent sentences:

- A formal greeting,
 - Do not use the instructor's first name, "Hey", or other unprofessional jargon.
- Your first and last name,
- Your course name and section number, which can be found at the top of this syllabus, and
- Your specific question, which cannot be answered by the syllabus, Blackboard, or course materials.

Please avoid emailing your assignments to the instructor, requesting to make up written assignments (which is not allowed as the instructions are available on the first day of class and you can work on them in advance), and requesting individual extra credit.

Diversity and Inclusion

SIUE is always committed to respecting everyone's dignity. 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.siu.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.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies and Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

ADDITIONAL SUPPORT

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is located in the Student Success Center, Room 1203, myaccess@siue.edu, 618-650-3726. Students with accommodations should discuss these with the instructor at the beginning of the course.

Academic and Other Student Services

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

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)

- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

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

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and the instructor supports 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](tel: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

Since this is an online course, you are expected to have reliable Internet access on a regular basis. 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](tel: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.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer.
- Do not use a mobile device, such as a phone or tablet.
- Read the instructions and directions carefully.
- Be prepared to complete the assessment in the allotted time.

PSYCHOLOGY DEPARTMENT POLICIES

Psychology Department's 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.siu.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.siu.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.siu.edu/education/psychology/plagiarism.shtml>.

Psychology Department's Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siu.edu/policies/table-of-contents/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Psychology Department's 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; and
- 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.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.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 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 based on 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.

COURSE SCHEDULE

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Week	Topic	Learning Tasks	Assignments and Due Days^{ab}
1	Overview of Psychology's History; The Influence of Philosophy	• Review "About This Course" page • Read Chapter 1 • Review Lecture 1 • Read Chapter 2	• Quiz 1 (Sunday) • Quiz 2 (Sunday) • Post (Thursday), Comment (Saturday), and Reply (Sunday) on Discussion 1

		Review Lecture 2	
2	The Influence of Physiology; Wundt and German Psychology in the 1800s	- Read Chapter 3 - Review Lecture 3 - Read Chapter 4 - Review Lecture 4	- Quiz 3 (Sunday) - Quiz 4 (Sunday) - Post (Thursday), Comment (Saturday) and Reply (Sunday) on Discussion 2
3	Darwin and Galton in the 1800s; Pioneers of the 1800s and 1900s	- Read Chapter 5 - Review Lecture 5 - Read Chapter 6 - Review Lecture 6	- Quiz 5 (Sunday) - Quiz 6 (Sunday) - Post (Thursday), Comment (Saturday) and Reply (Sunday) on Discussion 3
4	Titchener's Structuralism and James' Functionalism; Mental Testing and Applied Psychology	- Read Chapter 7 - Review Lecture 7 - Read Chapter 8 - Review Lecture 8	- Quiz 7 (Sunday) - Quiz 8 (Sunday) - Post (Thursday), Comment (Saturday) and Reply (Sunday) on Discussion 4
5	Gestalt Psychology; Behaviorism: Watson and Pavlov	- Read Chapter 9 - Review Lecture 9 - Read Chapter 10 - Review Lecture 10	- Quiz 9 (Sunday) - Quiz 10 (Sunday) - Post (Thursday), Comment (Saturday) and Reply (Sunday) on Discussion 5
6	Behaviorism: Skinner and More; Mental Health Treatment Part 1	- Read Chapter 11 - Review Lecture 11 - Read Chapter 12 - Review Lecture 12	- Quiz 11 (Sunday) - Quiz 12 (Sunday) - Post (Thursday), Comment (Saturday) and Reply (Sunday) on Discussion 6
7	Mental Health Treatment Part 2; Psychology in the Mid-1900s	- Read Chapter 13 - Review Lecture 13 - Read Chapter 14 - Review Lecture 14	- Quiz 13 (Sunday) - Quiz 14 (Sunday) - Post (Thursday), Comment (Saturday) and Reply (Sunday) on Discussion 7
8	Psychology in the 2000s; Final Exam	- Read Chapter 15 - Review Lecture 15 videos and slides	Final Exam (Friday)

^a Times associated with due dates are in Central Standard Time.

^b Under no circumstances will late assignments be accepted after the course ends.