



Syllabus for PSYC 409-001
History and Systems of Psychology
Psychology Department
Spring 2026
1/12/2026-5/8/2026

ABOUT THE INSTRUCTOR

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Class Meetings: Tuesdays & Thursdays 9:30-10:45 AM
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Office Hours: Tuesdays 11:00 AM-12:00 PM

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.

Course Textbook

The course textbook is posted on Blackboard:

- Hergenhahn, B., & Henley, T. (2013). *An introduction to the history of psychology* (7th ed.). Belmont, CA: Cengage Learning.

What to Expect in This Course

This course is designed as an in-person, discussion- and assessment-based exploration of the history and systems of psychology. Students should expect to attend class regularly, engage actively with readings and lectures, and complete all assessments during scheduled class meetings. Learning is evaluated primarily through in-class concept reflections and exams. Consistent participation, preparation, and professionalism are essential for success, and support resources are available for students who need assistance navigating course expectations.

COURSE REQUIREMENTS

In-Person Concept Reflections

Several times during the semester, students will complete brief in-class concept reflections related to the day's topic. These handwritten responses provide an opportunity to demonstrate engagement with course material and contribute to attendance and participation. Because the

reflections are designed to capture learning that occurs during class, they are completed in person and are not available for electronic submission or completion outside of class.

In-Person Exams

Students will complete four in-person paper-and-pencil exams designed to assess understanding of major course themes. The exams are administered in person on SIUE's campus and are not offered in an online format. The exams are completed in a focused testing environment. Students are expected to silence and store personal electronic devices and limit their workspace to writing utensils. Course materials, notes, and other study aids are not used during the exam. Students will have 75 minutes to complete Exams 1, 2, and 3 and 150 minutes to complete Exam 4. The exams include 50 multiple-choice and true/false questions. Students will submit the exam to the instructor upon completion. Students who miss Exams 1, 2, or 3 may complete a make-up exam after submitting Exam 4, in accordance with course policy. Until the make-up exam is completed and graded, a temporary zero will appear in the grade book. Make-up exams assess the same content as the original, though the questions will differ.

COURSE POLICIES

Enrollment in this course means you agree to follow all policies outlined in the remaining pages.

Course Attendance and Participation

To succeed in this course and perform well on quizzes/exams, it is important to attend all class sessions and actively take notes during lectures. The assessments will focus on the topics, terminology, explanations, and examples discussed in class, some of which are not covered in the textbook. Please come to class ready to learn and engage. Being prepared means turning off electronic devices (except for a laptop or tablet used only for note-taking) and staying focused. This includes being alert, awake, and free from distractions like sleeping, texting, browsing the internet, or having side conversations.

Attendance will be taken on the first day of class. If you are not present for the first class, you may be dropped from the course. If you have a valid reason for missing the first class, please email the instructor before the first day of class to request permission to remain enrolled. After the first week of the semester, no course adds will be approved. If you miss the first class but remain enrolled, it is your responsibility to obtain any missed information from a classmate. Although attendance does not add points toward your final grade, attendance and participation are key components of the course. The instructor may also take attendance during other class meetings for administrative purposes (e.g., when an assignment is completed in class).

Missed/Late Assignments Policy

All in-person concept reflections are completed during class meetings and are designed to capture learning that occurs in real time; for this reason, they are not available for completion outside of class. In-person quizzes are also administered during class. Students who miss Exams 1, 2, or 3 may complete a make-up exam after submitting Exam 4, in accordance with course

policy. Until the make-up exam is completed and graded, a temporary zero will appear in the grade book. Make-up exam assess the same content as the original exam, though the questions will differ.

Extended Absences Due to Serious Illness, Life Circumstances, Etc. Policy

If extended absences begin to interfere with meeting course requirements, withdrawal may be an option to consider. Students are encouraged to consult with academic advising to discuss available options and determine the most appropriate path forward. Re-enrollment in a future semester may be beneficial when circumstances allow for more consistent participation and engagement. Students who choose to remain enrolled should be aware that standard late-work and related course policies will continue to apply. Additional information about course withdrawal deadlines and the Department of Psychology Policy on Incomplete Grades and Withdrawal can be found in the appropriate section of the syllabus.

Intermittent/Extended Absences Accommodation Policy

It is not necessary to complete an Access Extended/Intermittent Absence Form for this course, as the language in this section serves as the guiding agreement for students with this accommodation. If Access requests submission of a form, the policy described in the syllabus will apply. An intermittent or extended absences accommodation acknowledges that students may experience consecutive or recurring absences as documented by Access; however, course expectations and deadlines remain consistent for all students. Quiz make-up opportunities outlined in this syllabus are course-wide policies and are not specific to accommodations. Requests that fall outside these guidelines may not be possible to accommodate, and additional documentation (such as hospital admission paperwork) may be requested if multiple quizzes are missed in a semester. Students who anticipate frequent absences are encouraged to consider enrolling during a semester when more consistent participation is feasible. Students who receive this accommodation and miss class are responsible for following the procedures outlined in the “Missed/Late Assignments Policy” section above.

Testing Accommodations/Extended Time Policy

Some students may be approved for extended testing time through Access. When this accommodation is in place, quizzes and exams with extended time are completed in the Access Testing Center. To use the testing center, students should request a testing session through the Accommodate Portal by 10:15 AM at least two business days before the scheduled quiz or exam date (for example, by 10:15 AM on Tuesday for a Thursday quiz). Additional details are available in the “Testing” and “48-Hour Policy” sections of the Access website. Requests submitted fewer than two business days in advance may not be approved by Access. Quizzes and exams with extended time are taken on the same day they are administered in class. Requests to test on a different day cannot be accommodated. If a testing-center request is not approved because it was submitted late or requested for a different date, the assessment will be taken during the regularly scheduled class time without extended time.

Grading

Your final letter grade will be determined by your performance on the following assignments:

Learning Assignments	Course Outcomes	Points	% of Final Grade
1. In-Person Concept Reflections (8 @ 10 points)	1-15	80	44.4
2. In-Person Exams (4 @ 25 points each)	1-15	100	55.5
TOTAL POINTS		180	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	162.0-180.0	Excellent
B	= 80-89	144.0-161.9	Good
C	= 70-79	126.0-143.9	Satisfactory
D	= 60-69	108.0-125.9	Poor
F	= 0-59	0-107.9	Failure

Feedback and Grading

Most grades are typically posted within one week of the due date. Grades can be viewed by selecting the My Grades link in the Blackboard course menu. When a rubric is attached to an assignment, students may click on their score to review detailed written feedback, including rubric criteria and suggestions for improvement. Questions about grading or feedback are best addressed during office hours. Students who wish to discuss a possible grading concern should do so in person within one week of the grade being posted, with the exception of Week 15, when all discussions must occur before the end of class on Thursday. To initiate this process, students should email the instructor to request an office-hours meeting and briefly explain the basis for the request. If a regrade is approved, the assignment will be reviewed; however, a regrade does not necessarily result in a change to the original score.

Additional grading policies include the following:

- From time to time, extra credit opportunities may be offered to the entire class. These opportunities may be announced in advance on Blackboard (for example, research participation) or may occur as in-class activities that cannot be replicated outside of class.
- Extra credit is offered on a course-wide basis only.
- Final grades are calculated according to the grading scale outlined in the syllabus and are not rounded or curved.
- Each assignment is graded once; revised or resubmitted work is not accepted after grading has been completed.

Recordings of Class Content

To support a respectful and focused learning environment, students may not make video, photographic, or audio recordings of class sessions. When faculty provide recordings of lectures or course materials, these are intended to support student learning and, when appropriate, to assist students who may have missed class due to illness or similar circumstances. Course materials are provided for individual use within this class and may not be recorded, reproduced, or shared without the express permission of the instructor of record. Unauthorized recording or distribution of course content may be addressed in accordance with the University's Student Conduct Code (3C1), available at <https://www.siu.edu/policies/3c1.shtml>.

Classroom Distractions

Students are entitled to a classroom environment that supports learning and minimizes distractions. Maintaining this environment is a shared responsibility, and most concerns can be addressed through brief, informal reminders when needed. On occasion, the instructor may provide corrective feedback to help refocus the class and maintain a productive learning atmosphere. Students are encouraged to remain mindful of their behavior so that learning can proceed smoothly for everyone. In situations involving ongoing or significant disruptions, additional steps may be taken in accordance with university procedures, which may include referral to the Department Chair or the Office of Student Conduct.

UNIVERSITY POLICIES

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.

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	Day	Topic	Learning Tasks for the Week
1	1	Course Introduction; Overview of Psychology's History	<ul style="list-style-type: none"> • Chapter 1 • Class 9:30-10:45 AM
	2	Overview of Psychology's History (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • In-Person Concept Reflection 1
2	3	The Influence of Philosophy	<ul style="list-style-type: none"> • Chapter 4 • Class 9:30-10:45 AM
	4	The Influence of Philosophy (continued); The Influence of Physiology	<ul style="list-style-type: none"> • Chapter 8 • Class 9:30-10:45 AM
3	5	The Influence of Physiology (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • In-Person Concept Reflection 2
	6	Wundt and German Psychology in the 1800s	<ul style="list-style-type: none"> • Chapter 9 • Class 9:30-10:45 AM
4	7	Wundt and German Psychology in the 1800s (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • In-Person Concept Reflection 3
	8	Exam 1	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • Exam 1
5	9	Darwin and Galton in the 1800s	<ul style="list-style-type: none"> • Chapter 10 • Class 9:30-10:45 AM
	10	Darwin and Galton in the 1800s (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • In-Person Concept Reflection 4
6	11	Pioneers of the 1800s and 1900s	<ul style="list-style-type: none"> • Chapter 11 • Class 9:30-10:45 AM
	12	Pioneers of the 1800s and 1900s (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • In-Person Concept Reflection 5
7	13	Titchener's Structuralism and James' Functionalism	<ul style="list-style-type: none"> • Class 9:30-10:45 AM
	14	Titchener's Structuralism and James' Functionalism (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM
8	15	Mental Testing and Applied Psychology	<ul style="list-style-type: none"> • Class 9:30-10:45 AM
	16	Mental Testing and Applied Psychology (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • In-Person Concept Reflection 6
SPRING BREAK – NO CLASS			
9	17	Exam 2	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • Exam 2
	18	Gestalt Psychology	<ul style="list-style-type: none"> • Chapter 14 • Class 9:30-10:45 AM

10	19	Gestalt Psychology (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM
	20	Behaviorism: Watson, Pavlov, Skinner, and More	<ul style="list-style-type: none"> • Chapters 12 and 13 • Class 9:30-10:45 AM
11	21	Behaviorism: Watson, Pavlov, Skinner, and More (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • In-Person Concept Reflection 7
	22	Behaviorism: Watson, Pavlov, Skinner, and More (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM
12	23	Behaviorism: Watson, Pavlov, Skinner, and More (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM
	24	Exam 3	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • Exam 3
13	25	Mental Health Treatment	<ul style="list-style-type: none"> • Chapters 15 and 16 • Class 9:30-10:45 AM
	26	Mental Health Treatment (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM
14	27	Mental Health Treatment (continued)	<ul style="list-style-type: none"> • Chapter 17 • Class 9:30-10:45 AM
	28	Mental Health Treatment (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM • In-Person Concept Reflection 8
15	29	Psychology in the Mid-1900s	<ul style="list-style-type: none"> • Chapter 19 • Class 9:30-10:45 AM
	30	Psychology in the Mid-1900s (continued)	<ul style="list-style-type: none"> • Class 9:30-10:45 AM
16	31	Exam 4	<ul style="list-style-type: none"> • Class TBA • Exam 4