



Course Syllabus

PSY 205

History of Psychology

Fall 2025

Class Information

Day and Time: Mondays/Wednesdays 3:15 pm-4:30 pm

Room Number: E201

Contact Information

Instructor Name: Gilma Martinez, MA, LPC, NCC

Instructor Email: gmartinez@criswell.edu

Instructor Phone: (210)685-2021

Instructor Office Hours: [Zoom meeting by appointment, Email, or text to schedule a Zoom or phone meeting](#)

Course Description and Prerequisites

A historical survey and development of psychology throughout the centuries, with special emphasis placed on the Christian view of the mentally ill and how they were treated. (This course satisfies requirements for a Social/Behavioral Science course.)

Course Objectives

At the end of this course, students should be able to:

1. Demonstrate a knowledge of the birth of psychology and the influences of Greek and Roman philosophy.
2. Examine the beginnings of modern science and philosophy and their impact on the development of early psychology.
3. Evaluate the early diagnosis, explanation, and treatment of mental illness.
4. Identify the various schools of psychology and central theories in their historical and philosophical context.
5. Understand how modern psychology is rooted in historical and social influences of the past 100 years.
6. Demonstrate an understanding of the integration of theology with psychology in forming a Christian, biblical worldview of psychology for the 21st century.

Required Textbooks

Hergenhahn, B.R., & Henley, T (2019). An introduction to the history of psychology, (8th ed.). Belmont, CA: Wadsworth Press. 9781337563789

Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's semester grade will depend upon the completion of a Midterm exam.
2. Twenty-five percent (25%) of the student's grade will depend upon the completion of a Comprehensive Final Exam.
3. Twenty-five percent (25%) of the student's grade will depend on the completion of a Research Paper on one of the "Greatest and Most Influential Psychologists" in the History of Psychology of the student's choosing. Students will need to have approval from the Professor of Record regarding their selection. **Research Topics are due by the third week of class. In addition, this requirement will include a 30-40 minute presentation of the highlights of their research, followed by a time for questions and answers.**

The minimum number of resources for the Research Paper is five reputable Journal Articles and Books, as opposed to "research" retrieved from the internet. One source can include the textbook assigned for the class. The body of the paper will be approximately five to seven double-spaced pages according to APA Style and Format. This does not include your Title Page and Reference Pages.

A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

- <https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, students are to maintain a basic structure according to APA

style. For example, the following questions and suggestions can help provide guidance:

- Introduction: _____ The introduction to the paper addresses current statistics, current events, and/or current research regarding the student's "Most Influential Psychologist of Choice" to appropriately introduce and grab the reader's attention? The writer defines key terms and concepts related to the topic. The writer provides an overall structure, and purpose for writing the paper (objectives) in the Introductory section of the paper.
- Body of the Text: _____ Does the paper address the most important dimensions and key concepts regarding the topic from appropriate sources, i.e., reputable books and Journal Articles (not cut and pasted from the Internet)? Are these resources cited throughout the body of the paper according to APA style? Does the student link together his/her thoughts throughout the paper? Is there a logical flow of thought? Does the student use third person throughout the paper instead of using first person? Are there transition sentences that link paragraphs to paragraphs and major sections to major sections?
- Conclusion and Implications: _____ Did the student provide a summary of the key main points and provide practical suggestions/implications for counselors, teachers, and/or ministers? In other words, did students adequately and effectively answer the "So what?" question in the conclusion?
- Grammar and Style _____ Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3rd person? Is the paper according to APA style?

The following rubrics will also be used to evaluate the research paper:

<https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)

<http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

As mentioned, students will give a 30 to 40-minute presentation. *Students will share the main highlights of their Research Paper and create a PowerPoint and handout to accompany their presentation. Students will also leave time at the end of the presentation for a time of questions and answers. It is important to note that the Research Paper is due before class on the day students are assigned to present.* The date students will present will be included in the Course Schedule and Calendar section of the syllabus after the third week of class when topics are due.

4. Twenty-five percent (25%) of the student's grade will depend on regular class attendance, class participation, and 4 quiz grades throughout the course of the semester. At least one of the quizzes will be unannounced to encourage class attendance and to encourage students to stay up with the assigned reading.

Course/Classroom Policies and Information

Student services will be contacted in the case of two unexcused absences. A third unexcused absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade of "F" for the course. No late work will be accepted. It is the responsibility of the student to ensure all required work is turned in on time.

LATE WORK - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances arise, students should contact me as soon as possible to discuss the potential impact of the situation. In general, late assignments will not be accepted without prior approval from the instructor, and then may incur a penalty depending on the circumstances. It is strongly encouraged that students do not wait until just before a due date to submit assignments or complete tests through Canvas. IT issues may jeopardize your ability to complete the assignment by the due date, and extensions for technical issues are typically not granted unless the problem is extensive and affects class-wide availability. Waiting to submit an assignment until just before class begins and then experiencing IT issues DOES NOT automatically guarantee your assignment will be accepted. Late work not given prior approval to be submitted after the due date will be given a grade of 0.

ASSIGNMENT SUBMISSIONS – All assigned work and quizzes must be completed through Canvas and be submitted prior to the beginning of class time (do not email written assignments. Upload your .docx files through Canvas). Assignments not submitted by the start of class may not be accepted for grading. It is strongly encouraged that students do not wait until the last minute to submit graded work. It is the instructor's preference that students submit all work in .docx format for uniformity of submission. It is strongly encouraged that students submit all work consistent with APA formatting, as it is considered a standard presentation format within the field. However, APA formatting is not a requirement on the shorter response papers. It is a graded element on the longer research paper, and lack of attention to this component will likely cost students a letter grade on the assignment.

Students are welcome to seek tutoring or additional help from Mrs. Martinez during office hours at any point during the semester (appointments are recommended). If students are not scoring well on quizzes or written work, Mrs. Martinez is very accessible to discuss ways in which the students may improve scores on future work.

COMMUNICATION WITH Mrs. Martinez - My goal is to respond to email within 24 hours during the week and within 48 hours on the weekend. Should you have a pressing question or more immediate issue, you are welcome to text me, but recognize that it may still take some time for me to respond to questions asked. As such, students are strongly encouraged to begin assigned tasks well before the due date so as not to jeopardize completion of an assignment on time because of technology problems or other complications. I strive to have all papers graded within 5 days of the due date for a written assignment. This allows for expedient feedback, which students can integrate into future assignments. If texting, students are asked to be respectful of the time of day. Due to the potential for emergencies with active therapy clients, my cell phone is on audible throughout the night. Please make every effort to only text me during reasonable periods during the day. Students are also encouraged to schedule an appointment during my office hours to discuss questions, concerns, or guidance they may need. If your issue is pressing and cannot wait, texting or emailing is likely going to get you a quicker response.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the Academic Catalog. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,

- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Class Date	Class Content
8/18	Introduction; Syllabus review
8/20	Introduction to History of Psychology
8/25	Ancient Greece
8/27	Ch. 1 &2- Henley
9/1	Labor Day
9/3	Quiz 1 Intro/ Ancient Greece posted in CANVAS
9/8	Rome and Middle Ages
9/10	Ch. 3- Henley Research Topic Due
9/15	Renaissance Science and Philosophy
9/17	Ch. 4 Henley Quiz 2 Renaissance posted in CANVAS
9/22	Intro to American Psychology
9/24	Ch. 11 Henley
9/29	Research and Writing Week
10/1	
10/6	Mid Term Exam
10/8	
10/13	STUDENT DEVELOPMENT WEEK
10/15	
10/20	American Psychology Cont'd
10/22	Freud, Psychoanalysis & Defense Mechanisms Ch. 11 Henley Behaviorism Ch. 12 Henley
10/27	Freud & Behaviorism
10/29	Quiz 3 American Psychology posted in CANVAS
11/3	Today's Psychology
11/5	Ch. 20 Henley
11/10	Today's Psychology
11/12	Special Topic
11/17	Research and Writing Week
11/19	
11/24	FALL BREAK/ THANKSGIVING
11/26	
12/1	Student Presentations
12/3	<i>Papers are due on the day you present.</i>
12/8	Finals Week
12/10	

Additional Information:

If you have read this far and made it to the end of the Syllabus, YAY! Please bring a piece of paper with you to our first day of class that says, "I have read the whole syllabus" and sign and print your name. You will receive 2 points to your final exam.

Selected Bibliography

- Araujo, S. F. (2017). Toward a philosophical history of psychology: An alternative path for the future. *Theory & Psychology, 27*, 87-101.
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- Richards, G. (1996). *Putting psychology in its place: An introduction from a critical historical perspective*. London, England: Routledge.
- Thomas, R. K. (2007). Recurring errors among recent history of psychology textbooks. *American Journal of Psychology, 120*, 477-495.
- Weidman, N. (2016). Overcoming our mutual isolation: How historians and psychologists can work together. *History of Psychology, 19*, 248-253.