

Texas A&M University-San Antonio
College of Arts & Sciences
PSYC 4333.011 History & Systems of
Psychology: CRN 13589

Term: Fall Semester 2026
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Credit hours: 3
Class Meeting: TR 2:00-3:15 PM
Classroom: STEM 179
Office: SciTech Bldg. 349-A

Office Hours: Mon, 10:00 AM – Noon, Wed, 2:00- 4:00 PM

Welcome to PSYC 4333 – History and Systems of Psychology

Most of what is presented here are your Instructor's policies and general requirements specific to this course. Information about University policies and student resources are located in appendices to this document. Details about assignments, exams, quizzes, etc. will be found in other documents posted under Syllabus on Blackboard (Bb).

Course Catalog Description

PSYC 4333: History & Systems of Psychology: Important historical antecedents and contemporary psychological systems. An exit course that integrates diverse material encountered in the discipline. TSI Restriction(s): Reading, Math, and Writing.

Please note, this course is an exit (AKA [capstone](#)) course. Psychology majors must earn at least a 'C' in the course for it to fulfill the capstone requirement on their degree plan.

General Goals of this Course

Your Instructor's goals are to increase students' knowledge of the subject matter of the course as well as general principles of psychology. Additionally, efforts will be made to assist students in the further development of their critical thinking skills. **No attempt will be made to influence or change a student's existing ideologies.**

**Student Learning
Outcomes**

Students who successfully complete the course will be able to:

- Identify the major figures in the history of psychology and their main contributions;
- Describe the beginnings of modern science and its role in the development of psychology;
- Recount basic concepts of the 'schools' of psychology
- Enumerate the philosophical ideas from which the discipline of psychology arose;
- Identify the various schools of psychology and their historical contexts;

-Describe the current state of psychology and why some schools/systems have survived and others have not.

Course Materials

Textbook

Hothersall, D. & Lovett, B. J. (2022). *History of Psychology* (5th ed.). Cambridge University Press.

ISBN: 978-1-108-73299-4.

Classroom Etiquette

I find it useful to remind students about behavior that is expected in class. First, please make every effort to be on time (I will do likewise). Parking can be a problem, so be sure to leave enough time to find a parking space. I have lived in San Antonio for many years and appreciate that many people do not adjust their driving to weather conditions. Bottom line, do your very best to be on time but do *not* risk your life in the process, especially when the weather is bad.

Use of Electronic Devices in Class

The use of laptops, smartphones, and smart watches in class is prohibited. Many students drift off-task when using these devices. Additionally, there is considerable evidence that typing notes on laptops is not nearly as effective as actually writing them. Typing notes is basically taking dictation; the problem being that you don't really have to 'process' what you are typing. Understanding and retention are much better when students take notes manually.

Phones. Please silence your phones and put them out of your sight and mine. If you are expecting, an urgent call (e.g., about the status of a sick relative) step into the hall, take the call, and return as soon as possible.

The Only Exception. The only exception to the electronic device rule is that it is acceptable to use *electronic pads that lie flat*. A major advantage of these devices is their use does not distract others. Students who ignore this policy and reminders it may be asked to leave class.

Optional Resources

The resources below can be of considerable value to psychology students. Both books are available in the University Library.

Stanovich, K. E. (2019). *How to think straight about psychology*. (11th ed.). Pearson.

ISBN-13: 978-0-13-447862-3.

Silvia, P. J., Delaney, P. F. & Marcovitch, S. (2017). *What psychology majors could (and should) be doing: A guide to research experience, professional skills, and your options after college* (2nd ed.). American Psychological Association. ISBN: 9781433823794.

Online Resources

[APA Dictionary of Psychology](#)

[Annenberg Learner- History of Psychology Timeline](#)

[Classics in the History of Psychology](#)

[Cummings Center for the History of Psychology](#)

General Resources

Internet Archive - <https://archive.org/>

A non-profit library of millions of free texts, movies, software, music, websites, and more.

O*Net - <https://www.onetonline.org/>

A site, sponsored by the U.S. Department of Labor, that provides very comprehensive information about duties, training requirements, median earnings, etc. of nearly every occupation in the US.

Merriam-Webster Dictionary (and Thesaurus) - <https://www.merriam-webster.com/>

The gold standard in online dictionaries. If you don't know the meaning of a word, simply look it up.

Helpful Video Series

Dr. Stephen Chew has created a free [video series](#) on study strategies for college students. These are the best videos I have seen on the subject. Viewing the videos is *optional*; (unless specifically assigned); however, I believe doing so would be a *great investment* of your time. The videos are relatively short; however, I recommend you distribute your viewing of them over a week or more, so you have time to reflect on the strategies.

Nearly everyone can improve his or her study skills. If you are satisfied with your overall academic performance, that's great. However, even if you earn the grades you desire it's likely that using some of the strategies could save you considerable time and effort. It is unlikely that every technique Dr. Chew discusses will be of use to you; however, I suggest that you view the videos and try at least a few of the techniques in the videos.

Blackboard (Bb)/Ultra

If you have difficulties with Bb (e.g., trouble submitting assignments) that you are not able to solve yourself, the best thing to do is to contact the [Information Technology Services](#) (ITS) Help Desk; **I can seldom be of help in such matters.**

Electronic Communications on Bb. I will make Announcements during the semester that, in addition to those posted on Bb, will be sent to your Jaguar email account. To remain up to date on class matters, **you will need to check your Jaguar e-mail at least each weekday.** Failing to check your Jaguar email is *not* an excuse for lapses in responding to, or acting on, such messages.

Computer Resources

This course requires that you have access to a reliable computer and internet connection. The internet browsers [Chrome](#) and [Firefox](#) are recommended. In addition, you will need access to both [Adobe Acrobat](#) and Microsoft Word; it is recommended that you use the most recent version of Word. If you don't have your own computer, there are a large number of computers on campus for student use.

Writing Assignments

Writing is a skill, and as such improving your writing requires practice. By the time you graduate, your writing should be greatly improved from when you first enrolled at the university. This course will provide you with practice. I tend to provide detailed feedback on written assignments. Please carefully review that feedback before writing the next assignment.

Use of Generative AI is Prohibited. Please note – the use of generative artificial intelligence (AI) writing platforms such as, but *not* limited to, ChatGBPT Claude, Copilot, etc., or any grammar assistance program (new version of these platforms also incorporate A.I. **are strictly prohibited for all written assignments.** Your Instructor assumes that work submitted by students has been written by them alone. Additionally, students will *not* submit, as their own work, assignments another person has written, in full or in part.

Submitting written work that is not your own is an act of [academic dishonesty](#), which is a violation of the Texas A&M University-San Antonio's standards of academic integrity. Your Instructor may reject any submission he believes was written using an A.I. tool. Student's whose papers are rejected must discuss the suspect assignment with the Instructor. Students who fail to do so will earn a minimum of a zero on the assignment in question. More extreme consequences are possible.

Writing Resources. All assignments will be written in American Psychological Association (APA) style. Whether you are familiar with APA style or not, an *extremely* valuable reference is the [Purdue Online Writing Lab \(OWL\) – APA Style Guide](#) (you may find the sample paper

there especially helpful). Points will be deducted for APA style errors.

Another valuable resource is the [Writing, Language, and Digital Composing Center](#). Tutors there work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise written assignments. Students can make face-to-face or virtual appointments with a writing tutor. The Center is located in Central Academic Building, Suite 208. You may make an [appointment](#) via Jagwire.

Format of Assignments

Format of Files

Unless otherwise noted, all written assignments must be submitted **as MS Word docx files; *no PDF, Google docs, or other files please!*** Assignments submitted as anything other than a docx file will be returned to the student. Such assignments may be resubmitted; however a late penalty (**a minimum of 10%**) will apply.

Communicating with your Instructor

Students are welcome to call, email, or take advantage of office hours (including appointments outside of office hours) if they need assistance. **By federal law (the Family Educational Rights and Privacy Act [FERPA]) faculty may only communicate with students by email via secure networks (i.e., Jaguar email).** Platforms like Gmail and Yahoo are *not* secure. Just FYI, you pay for ‘free’ email services with your privacy. When you set up an account you typically give the provider permission to have access to your messages.

Students are responsible for activating and using their Jaguar email accounts. If you need help setting up your Jaguar email, call the Information Technology Services (ITS) Help Desk at 784-4357 (784-HELP) or send an email to helpdesk@tamusa.edu

Format of e-mail messages

Use the following format for emails. In the subject line - write your name as the lead, followed by the course and section number (i.e., Subject: Your Name PSYC [course number.section #]). **Emails not formatted in this way will be returned unread.**

Evaluation of Student Performance

Course Letter Grades

Grades will be earned according to the standards in the TAMUSA Course Catalog.

- A – 90% or greater
- B – 80 to 89%
- C – 70 to 79%
- D – 60 to 69%
- F – Less than 60%

Exams and Quizzes

There will be several exams and perhaps quizzes in the course. The questions may be multiple-choice, fill- in-the-blank, short answer, and/or short essay. Details will be provided later.

Content of Exams/Quizzes. Exams and quizzes will cover assigned chapters in the textbook and *may* also cover topics raised by PowerPoints, videos, and any other supplemental materials. It is imperative that you read the text and other assigned readings and study all assigned materials to prepare for exams. **Please note that the Powerpoint slides (PPTs) are only an instructional aid; they do *not* substitute for reading the textbook.**

As with exams in most classes, you will be expected to know a number of terms. However, please note - your Instructor is more interested in student's understanding *concepts* and being able to *apply* what they've learned than simply recalling definitions of terms. Expect a number of exam questions incorporate brief scenarios that illustrate relevant constructs (e.g., John Watson did X...this is an example of which of the following concepts?).

Missed Examination Policy. If you have a medical or family emergency that will prevent you from taking an exam at the scheduled time, contact your Instructor (or have someone else contact him) ideally *before* the exam. In any case, your Instructor must be contacted *no more than 24 hours* following the exam (be prepared to provide documentation of the reason you missed the exam) in order for you to be considered for a make-up exam.

Oral Presentations. College graduates should have strong verbal communication skills; developing those skills requires practice. Individual or group presentations may be required in this course.

Major Paper. A large part of the course grade will be based on performance on a major paper written on a figure in the history of psychology or perhaps on a particular 'school' of psychology. Students will submit a number of assignments that lead up to the final paper. A guide to the assignments will be posted later.

Extra Credit Points. Students may earn the equivalent of 5% of the total raw score points in the class in extra credit. Extra credit points may be earned in any of three ways: (a) participation in research studies conducted by faculty members or students (the number of credits earned varies by the time commitment); (b) by attending relevant university sponsored events (e.g., the Psychology Speaker Series, the College of Arts & Sciences Speaker Series, or talks at academic conferences [when available]); and/or (c) submission of short papers on TED talks or other videos from *a list provided* by the Instructor (on the Extra Credit Guide). Students may combine credits earned in any or all of the activities above.

What is SONA and why should I care? SONA is the software platform the Psychology Program uses to schedule and keep track of research participation. All students in the course will be enrolled in [SONA](#). Those who wish to participate in experiments or get credit for attendance at sponsored speaker events will need to *create an account* and monitor the opportunities posted there. Attendance at university sponsored events will also be recorded on SONA.

Your Instructor will receive notification of all student's SONA participation at the end of the semester. It's a good idea to keep track of your participation, *but* there is no need to report it to your Instructor.

08/24/26