

PSYC 5316-001 History & Systems
CRN 14035 MW 3:30-4:45 PM
Fall 2026 | STEM 179



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Office Hrs	MW 11:00AM-NOON		

Course Description

From the catalog: A comparative and critical study is made of a number of viewpoints in psychology from early experimental psychology to the contemporary field and organismic theories. This class will include a general review of the history of psychology, but will mainly focus on the development and evolution of theories both within and across different content areas of psychology. It will also provide you with an opportunity to read some original source material.

Required Course Materials

- *Textbook:* Thorne, B. M. & Henley, T. B. (2005) *Connections in the history and systems of psychology* (3rd ed.). Houghton Mifflin.
ISBN-10: 0-618-41512-2

Contact Guidelines

I make every effort to be available to aid you in your learning process. There are a number of ways in which you can contact me.

- ***Email:*** Only use official university e-mail through Blackboard and include course and section (e.g., PSYC 2388) and full name in subject line. Failure to follow these steps will result in my not responding to your email. This is my primary and preferred point of contact outside of the classroom. I check my messages regularly on Monday – Friday from 8 to 5. Within that timeframe, I will generally respond within 24 hours. If you don't hear back from me, email again in the event your message went to my Junk email box. On weekends, I am generally not available by email and will reply on the subsequent Monday. If you need to contact me, plan ahead. In all communications, be specific. Your correspondence MUST include information as specified above. If you send an email without sufficient information, I likely won't reply. Additionally, begin a new email thread in lieu of responding back to one of my emails if you are beginning a new conversation unrelated to the previous email. Professional language and formatting is expected.
- ***Office:*** Meetings may be held in my office on campus, or via Teams.

Learning Objectives and Class Structure

This course provides a graduate level overview of the history of psychology. The specific learning objectives for this course are to: (a) Articulate the principal conceptual developments in dated, western history that have led to the dominant strands in contemporary psychology. (b) Identify the major players in the history of psychology and their relationships. (c) Identify the interaction of conceptual schemes and the role of philosophies and "metasystems". (d) Identify the major conceptual structures upon which psychological systems are built. The focus of the formal discussion will be a critical, qualitative analysis of historiographical scholarship on psychology's key figures and developments.

Assessment and Evaluation

All work is to be completed independently unless indicated. Total points per semester will vary depending on enrollment. Late work will NOT be accepted and result in a zero. Academic dishonesty will not be tolerated and will be reported to the academic integrity office – it's much better to honestly fall short of expectations than to dishonestly try to meet standards.

Practice Lectures – 25 points each

At the beginning of each class, one student will present a prepared 50 minute lecture on that week's chapter from the text. You should tune your lecture so that it may be understood by an undergraduate audience. Your lecture must align with the material as presented in the chapter for that week, but you are free to include your own illustrative examples, especially if they were influential to your own understanding as an undergraduate. If appropriate, it is recommended you also include a brief interactive activity for the class (including your professor!) to enhance understanding. Your peers will be given evaluation sheets to assess and comment on your lecture to give you formative feedback.

Article Reaction Papers – 10 points each

Every week you will submit a two-page MAXIMUM single-spaced paper (double space between paragraphs), which will summarize each of the readings for the week, with at least one substantial paragraph per reading. These summaries will necessarily be selective, so you should describe what you think are the most important points made by each reading. You will also be asked to tie together concepts from each reading. Each summary paper must end with two discussion questions for the class meeting, and you will be expected to raise these questions, as appropriate, during class time. Your reaction papers should reflect learning objectives (a) through (d) above. Reaction papers are due in their appropriate Turn-It-In box every Friday by 1:00 PM the night before the articles are to be discussed. However, this is the only assignment where you get a “pass”- you can fail to submit one reaction paper and it will NOT count against you. I get it, life happens. You get busy, distracted, need to focus on something else, or you just plain forget. Use your single “pass” judiciously, or not at all.

Article Discussion Leadership – 25 points each

In the second segment of class (following the ten-minute break after the lecture), one student will lead discussion on that week's assigned articles. Because some topics have many possible articles to choose from, the discussion leader will choose approximately four articles (depending on length) from those found in their topic's folder in OneDrive. Discussion should begin with an in-depth summary (deeper than a reaction paper) followed by key discussion questions about the material that go deeper than “What did everyone think of the readings?” Some questions should be factual, asking fellow students to summarize main point(s) of the reading. The others should be open-ended, asking students to share their interpretations and opinions of the reading. You will also give students opportunities to pose their own questions from their reaction papers. Your grade will be based on the effectiveness of your questions and presentation, with high scores earned for well thought-out discussion that leads students to understand key arguments and then push them to challenge those arguments. You'll turn in your discussion questions and any outlines or summaries you use in the Turn-It-In box where you'd normally upload your reaction paper. Unlike reaction papers, you are not limited to two single-spaced pages, and the list could merely be your questions and discussion outline if you choose.

Formal Book Review – 100 points

In 2017, the American Psychological Association sadly shuttered PsycCRITIQUES, which was their official book reviews journal beginning in 1956. With a few arcane rituals that violate the laws of Man and God, I have resurrected its spirit for this course. Students will work with a partner, selecting a “classic” book from the history of psychology. A curated list will be provided for you, but you may also select another book with my approval. Partners will write a critical analysis of the text. This critical analysis is no mere summary. You will also be expected to cite at least four but no more than eight additional sources as you synthesize your critical review. Superior reviews will incorporate contemporary and historiographic sources. Reviews are to be 1,500-2,500 words, and an example of a real PsycCRITIQUES article will be provided to you for reference. Partners will also present their papers as oral presentations to the class for peer-review during final exam day.

Article Discussion Topics



A large portion of this course will involve reading peer-reviewed articles and chapters and discussing them. There's a large pool of them to choose from for each of several key topics that go deeper into the history of our field than our textbook, including: Comparative Psychology, Consciousness, "Psychology Gone Wrong", Early German Influence, Historiography of Psychology, International Perspectives, Mental Testing and Assessment, Military Psychology, Parapsychology, Philosophy of Science in Psychology, Psychopharmacology, Ancient Perspectives, or other topics students might recommend. Chapters on these topics may come from various academic press publishers (e.g., APA, Oxford University Press, Springer, etc.). Peer-reviewed articles on these topics may come from the following journals which we can access through the university library:

- History of Psychology (<https://www.apa.org/pubs/journals/hop>)
- History of the Behavioral Sciences (<https://onlinelibrary.wiley.com/journal/15206696>)
- History of the Human Sciences (<https://journals.sagepub.com/home/hhs>)
- History of Psychiatry (<https://journals.sagepub.com/home/hpy>)
- History of Philosophy and Psychology (<https://explore.bps.org.uk/content/bpshpp>)
- Journal of Psychohistory (<https://psychohistory.com/the-journal-of-psychohistory/>)
- Journal of the History of the Neurosciences (<https://www.tandfonline.com/toc/njhn20/current>)
- Journal of the History of Medicine and Allied Sciences (<https://academic.oup.com/jhmas>)
- American Psychologist (<https://www.apa.org/pubs/journals/amp>)

Course Schedule

Although I will do my best to abide by this schedule, some topics may carry over and others may end earlier than expected and we will transition to the next topic in the schedule. Any topic changes will be announced by any one or a combination of lecture, e-mail and/or Blackboard. You are responsible to keep up with any possible changes to the course schedule. Final exam date will be announced during the Fall and Spring semesters, or will take place on the final day of class during Summer. Once announced, it will be listed at <https://www.tamusa.edu/academics/academic-calendar/index.html>

Week		Topic	Readings (PICK 4ish)	Presenter
1	Aug 24	<i>Introductions, assigning discussion topics and dates</i>	No readings	
	Aug 26	<i>Why do we care about history?</i>	No readings	
2	Aug 31	Chapter 1	Introduction	Dr. E
	Sep 2	<i>Some perspectives on studying the history of psychology</i>	Boring (1929) Hothersall & Lovett (2022) Barnes & Greer (2014)	Dr. E
3	Sep 7	LABOR DAY NO CLASS		
	Sep 9	<i>The Ancients</i>		Anisa
4	Sep 14	Chapter 2-3	Ancient Greece and Rome	
	Sep 16	<i>Comparative</i>		Jorge
5	Sep 21	Chapter 4-6	Renaissance, Empiricism, and Rationalism	
	Sep 23	<i>Mental Testing</i>		Ashlynn
6	Sep 28	Chapter 7	Physiological Influences	
	Sep 30	<i>International Perspectives</i>		Jose
7	Oct 5	Chapter 9	Evolutionary Influences	
	Oct 7	<i>Parapsychology</i>		Faith
8	Oct 12	Chapter 10-11	America/Functionalism	
	Oct 14	<i>Military Psychology</i>		Jasmine
9	Oct 19	<i>Discuss book review progress</i>		
	Oct 21	<i>Dark Shit</i>		Bri
10	Oct 26	Chapter 12	Behaviorism	
	Oct 28	<i>Marisol</i>		Marisol
11	Nov 2	Chapter 13	Neobehaviorism	
	Nov 4	<i>Psychopharmacology</i>		Jackie
12	Nov 9	Chapter 14	Gestalt Psychology	
	Nov 11	<i>German Dudes</i>		Gabby
13	Nov 16	Chapter 16	Mind and Brain	
	Nov 18	<i>Consciousness</i>		Dom
14	Nov 23	<i>Discuss book review progress</i>		
	Nov 25	THANKSGIVING NO CLASS		
15	Nov 30	Chapter 18	The Cognitive Revolution	
	Dec 2	Subject TBA		Chandler

16	Dec 11	Final Exam 2:00-3:50PM	Final Project Presentations	
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