

PSYC 5316-001 History & Systems  
CRN 24548 Friday 2:00-4:45 PM  
Spring 2023 | STEC 179



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<b>Office Hrs</b>	By appointment	<b>WebEx</b>	<a href="https://tamusa.webex.com/meet/william.erickson">https://tamusa.webex.com/meet/william.erickson</a>

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### 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* (3<sup>rd</sup> 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 WebEx (see top of this sheet).

### 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 listed in the calendar. Your 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.

## 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	Presenter
1 (Jan 19)	*** <i>Introductions, assigning presentation and discussion dates</i>		
	*** <i>Narrow down course topics</i>		
2 (Jan 26)	Chapter 1	Introduction	Dr. E
	Readings <i>Historiography in Psychology</i>	<i>Boring (1929, Prefaces)</i> <i>Hothersall &amp; Lovett (2022, Chapter 1)</i> <i>Boynton &amp; Smith (2006)</i> <i>Barnes &amp; Greer (2014)</i>	Dr. E
3 (Feb 2)	Chapter 2-3	Ancient Greece and Rome	Nate
	Readings <i>Consciousness</i>	<i>James (1904)</i> <i>Nagel (1974)</i> <i>Jackson (1986)</i> <i>Chalmers (1995)</i>	Roman
4 (Feb 9)	Chapter 4-6	Renaissance, Empiricism, and Rationalism	Steph
	Readings <i>Dark Shit</i>	<i>Digdon et al. (2014) [LITTLE ALBERT]</i> <i>Butler (2012) [LANDIS STUDY]</i> <i>Johnson (2005) [IOWA MONSTER STUDY]</i> <i>Davison (2020) [HOMOSEXUAL AVERSION THERAPY]</i> <i>Le Texier (2019) [ZIMBARDO]</i> <i>Warnke (2009) [BRUCE REIMER]</i> <i>LoCicero et al. (2016) [APA TORTURE]</i>	Jarad
5 (Feb 16)	Chapter 7	Physiological Influences	Jasmyne
	Readings <i>Psychopharmacology</i>		Citlalli
6 (Feb 23)	Chapter 9	Evolutionary Influences	Jarad
	Readings <i>Comparative</i>		Kayla
7 (Mar 1)	Chapter 10-11	America/Functionalism	Roman
	Readings <i>German Dudes</i>		Steph
8 (Mar 8)	*** <i>Discuss book review progress</i>		***
	Readings <i>Mental Testing</i>		Maria
9 (Mar 15)	*** <b>***SPRING BREAK NO CLASS***</b>		***
	*** <b>***SPRING BREAK NO CLASS***</b>		***
10 (Mar 22)	Chapter 13	Neobehaviorism	Kayla
	Readings <i>The Ancients</i>		Nate
11 (Mar 29)	Chapter <b>***SWPA NO CLASS***</b>		***

	Readings	***SWPA NO CLASS***		***
12 (Apr 5)	Chapter	14	Gestalt Psychology	Steph
	Readings	International Developments		Maria
13 (Apr 12)	Chapter	15	Psychoanalysis	Jarad
	Readings	Parapsychology		Jasmyne
14 (Apr 19)	Chapter	16	Mind and Brain	Citlalli
	Readings	Military Psychology		Jarad
15 (Apr 26)	Chapter	18	The Cognitive Revolution	Maria
	Readings	Food!	(TBA per Nate)	Nate
16 (May 3)	TBA	<b>READING DAYS/FINAL EXAMS</b>	<b>Final Project Presentations</b>	

### Reading List References

- Barnes, M. E., & Greer, S. (2014). Does the future have a history of psychology? A report on teaching, research, and faculty positions in Canadian universities. *History of Psychology, 17*(2), 159–169. <https://doi.org/10.1037/a0035335>
- Boring, E. G. (1929). *A history of experimental psychology*. Appelton-Century.
- Boynnton, D. M., & Smith, L. D. (2006). Bringing history to life: Simulating landmark experiments in psychology. *History of Psychology, 9*(2), 113–143. <https://doi.org/10.1037/1093-4510.9.2.113>
- Butler, P. V. (1998). Destructive obedience in 1924: Landis' "studies of emotional reactions" as a prototype of the Milgram paradigm. *The Irish journal of psychology, 19*(2-3), 236-247.
- Chalmers, D. J. (1995). Facing up to the problem of consciousness. *Journal of consciousness studies, 2*(3), 200-219.
- Davison, K. (2021). Cold War Pavlov: Homosexual aversion therapy in the 1960s. *History of the Human Sciences, 34*(1), 89-119.
- Digdon, N., Powell, R. A., & Smithson, C. (2014). John B. Watson's alleged scandal: Historical breakthrough or new Watson myth. *Revista de Historia de la Psicología, 35*, 47-60.
- Hothersall, D. & Lovett, B. J. (2022). *History of psychology (5<sup>th</sup> ed.)*. Cambridge University Press.
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- James, W. (1904). Does 'consciousness' exist?. *The Journal of philosophy, psychology and scientific methods, 1*(18), 477-491.
- Johnson, N. (2005). Retroactive ethical judgments and human subjects research: The 1939 Tudor study in context. In R. Goldfarb (Ed.), *Ethics: A case study from fluency* (pp. 139-199). Plural Publishing.
- Le Texier, T. (2019). Debunking the stanford prison experiment. *American Psychologist, 74*(7), 823-839.
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- Nagel, T. (1974). What is it like to be a bat?. *The Philosophical Review, 83*(4), 435-450.
- Warnke, G. (2009). *After identity: rethinking race, sex, and gender*. Cambridge University Press.