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### Course Description

*From the catalog:* Important historical antecedents and contemporary psychological systems. An exit course that integrates diverse material encountered in the discipline. A grade of 'C' or better is required. Prerequisites: PSYC 2301 and PSYC 3488.

### Required Course Materials

- *Textbook:* Henley, T. B. (2018) *Hergenhahn's An Introduction to the History of Psychology* (8th ed.). Boston, MA: Cengage.  
ISBN-10: 133756415X      ISBN-13: 9781337564151

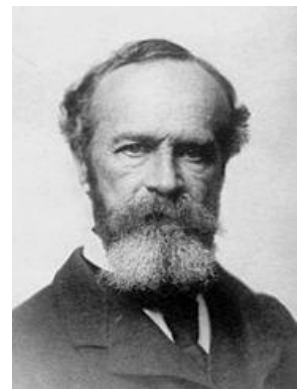
### Contact Guidelines

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

When did psychology as we know it originate? On whose shoulders do we stand as we explore modern questions about behavior and mental processes? Did the times make these individuals, or did they forge new paths in the dark? These are the sorts of questions we will ask as we study the history of psychological inquiry from its roots in antiquity to the modern age. The first unit of this class will cover methods used in historical research, scientific reasoning, and Western philosophical perspectives about the nature of knowledge and how human minds attain it. The second will address the emergence of psychological science in Europe and the United States with a focus on Structuralism, Functionalism, and Behaviorism. Finally, we examine the modern science of psychology and its place in the future of human inquiry.



William James



Mamie Phipps Clark

To these ends, I am going to deviate from the traditional “talk and chalk” teaching method. This class is well suited to more organic, discussion-driven seminars rather than lectures where I talk and you listen. This means you will occasionally be charged with leading class discussions on the particular topic that we are covering that day; in fact, that will be a big part of your grade. You are advanced students now, and this sort of structure is what you will soon experience in graduate school and most employment settings. I may also bring in outside guests either live or via video to provide you with more information on the relevant topics we cover throughout the course.

### **Assessment and Evaluation**

Unless otherwise specified, quizzes will be administered from and turned in online through Blackboard. No paper copies will be accepted. In-class assignments will be completed and turned in during class hours; late work is not accepted. All work is to be completed independently unless indicated.

### **Quizzes – 5 points each**

It is helpful for you to review the material as we progress through the course. To facilitate your memory and understanding, you will take quizzes throughout the semester that tap into material as we cover it. Each quiz will be open book and due the night before the exam for that quiz’s unit (see Course Schedule for more detailed information). Save a university approved excuse, no late quizzes will be accepted.

### **Discussion Attendance and Participation – 5 points each**

Discussion participation will take place on Blackboard’s Discussion Board for this class. I will have 2-3 discussion questions tied to the week’s syllabus topics that will appear for each chapter of the textbook, and these are all accessible from the start of the semester. In addition, you must also ask a question, which other students and myself will answer. So, if you break it down, your response to my question is 3 points, your own question is 3 points, and interaction with others is 4 points per class day. It’s up to you to log in and participate. Discussion participation will be due the night before the exam for that chapter’s unit (see Course Schedule for more detailed information).

### **Exams – 100 points each**

Examinations will consist of multiple choice, short answer, and essay prompts that require critical thinking about the material. Exams will be administered in class, face-to-face. Each test primarily focuses on the material from the unit that directly preceded it. Some test questions will ask you to synthesize knowledge from previous units of the course. As such, any and all material presented before a particular exam day is fair game for that exam. You will receive a study guide before each exam. The final exam is optional, comprehensive, and will replace your lowest exam score.

### **Great Debates in Psychology Project – 100 points**

Is psychology a science, a humanities discipline, or something else? Has knowledge of brain anatomy informed our understanding of human behavior? Is psychology more successful as a basic or applied science? These and other vexing questions have dominated the history of psychology and have influenced clinical practice, experimental methodology, and the direction in which the field moves forward. You and a partner will be assigned a “debate” topic, and study it in depth. You may draw upon the textbook for inspiration, but you must use outside academic sources (peer-reviewed journals, scientific and lay books) to adequately address your assigned topic (read: Get a good grade).

**Point Breakdown for the Semester (subject to change)**

<i>Course Component</i>	<i>Point Value</i>	<i>Number</i>	<i>Total Points</i>
<b>Quizzes</b>	5	16	80
<b>Discussion Attendance &amp; Participation</b>	5	16	80
<b>Exams</b>	100	3	300
<b>Final Exam*</b>	0	1	0
<b>Great Debates Project</b>	100	1	100
<b>Total</b>			<b>560</b>

\* The final exam is optional and replaces your lowest exam score

**The Bonus Situation**

Bonus points will come in one form:

1). Psychological Research participation. It is optional in this class; if you are interested in getting a Sona account and participating in experiments, you will receive 2 points per credit hour up to a maximum of 6 *raw* points. Reach out to me if you do not have a Sona account.

**NOTE: In the Summer, there tend to be fewer studies posted to Sona.**

**Other Important Information**

In Blackboard's Course Content Folder, find a document with important "boilerplate" information about dropping, academic integrity, emergency weather accommodations, and other important information.



Martha Bernal

## 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	Date	Topic	Notes
1	15-Jan	<b>***MLK DAY NO CLASS***</b>	No Class Held or Posted
	17-Jan	Introductions: Getting to know the class and each other	Syllabus, Exams, Calendar, etc.
2	22-Jan	Can there be psychological science? (Berezow, 2012; Boorsboom, 2013; Coulton, 2008)	Do the readings beforehand!
	24-Jan	Chapter 1: Introduction	
3	29-Jan	Chapter 2: Ancient Greece	
	31-Jan	Chapter 3 part 1: Rome (up to "The Middle Ages" p. 76)	
4	5-Feb	Chapter 3 part 2: The Middle Ages	
	7-Feb	<i>Chapter 4: Renaissance</i>	
5	12-Feb	Chapters 5 & 6: Empiricism and Rationalism	Unit 1 Discussion, Quizzes due Tuesday
	14-Feb	<i>EXAM 1</i>	
6	19-Feb	<i>"Great Debates" and Final Exam Announcement</i>	Topics, groups, & days assigned
	21-Feb	<i>Chapter 8: Physiology and Psychophysics</i>	
7	26-Feb	Chapter 9: Early Approaches to Psychology	
	28-Feb	Chapter 10: Evolution and Individual Differences	
8	4-Mar	Chapter 11: American Psychology and Functionalism	
	6-Mar	<b>Out-of-Class Work: Research Day for Debate Project</b>	No class held or posted
9	11-Mar	<b>***SPRING BREAK NO CLASS***</b>	
	13-Mar	<b>***SPRING BREAK NO CLASS***</b>	
10	18-Mar	Chapters 12 & 13: Behaviorism & Neobehaviorism	Unit 2 Discussion, quizzes due Sunday
	20-Mar	<b>***AP-LS Conference in Los Angeles***</b>	Friday: last day to swap project topic
11	25-Mar	<i>EXAM 2</i>	
	27-Mar	Chapter 14: Gestalt Psychology	
12	1-Apr	Chapter 17: Humanistic Psychology	
	3-Apr	Chapter 18: Psychobiology	
13	8-Apr	Chapter 19: Cognitive Psychology	
	10-Apr	Chapter 20: Psychology Today (plus some more stuff)	Unit 3 Discussion, quizzes due Sunday
14	15-Apr	<i>EXAM 3</i>	
	17-Apr	<i>In-Class Work: Peer-Review Day for Debate Project</i>	I'll meet with groups to see progress
15	22-Apr	<i>Presentations, pt. 1</i>	First round of presentations
	24-Apr	<i>Presentations, pt. 2</i>	Second round of presentations
16	29-Apr	<i>Presentations, pt. 3</i>	Third round of presentations
	1-May+	<b>READING DAYS AND FINAL EXAMS</b>	Final Exam schedule TBA