

HISTORY AND SYSTEMS OF PSYCHOLOGY

History and Systems of Psychology provides an engaging introduction to the rich story of psychology's past. Retaining the clarity and accessibility praised by readers of earlier editions, this classic textbook provides a chronological history of psychology from the pre-Socratic Greeks to contemporary systems, research, and applications. The new edition also features expanded coverage of Eastern as well as Western traditions, influential women in psychology, professional psychology in clinical, educational, and social settings, and new directions in twenty-first-century psychology as a cognitive and a positive science. Assuming little prerequisite knowledge, the authors discuss the people, places, and concepts that have shaped psychology's story, and show that we remain fascinated by the same enduring questions that confronted our ancestors – namely, our wonder at our subjectivity and consciousness of self. The seventh edition is fully supported by robust pedagogical features, instructor resources, and a companion website to aid student learning.

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JAMES F. BRENNAN

The Catholic University of America

KEITH A. HOUDE

Ave Maria University

SEVENTH EDITION,

fully revised, updated, and expanded



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Para a minha mulher, Maria Cândida,
para as nossas filhas, Tara e Mikala,
os nossos genros, e para os nossos netos,
por todo o seu opoio.
J. F. B.

To my wife, Mary,
and to our children, Joshua, Sarah, Joseph, Benjamin, and Matthew,
our daughter-in-law, and our grandchildren,
for the gift of their life and love.
K. A. H.



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James F. Brennan
Washington, District of Columbia

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Keith A. Houde
Ave Maria, Florida



PREFACE

Psychology's contemporary diversity, both as a vibrant research discipline and in its varied applications, compels one to ask how the field came to be. Just as today's marketplace of careers and ideas shows the influence of psychology in multiple guises, so too does psychology's past reveal the presence of psychological inquiry in the full gamut of intellectual speculation. Indeed, until the late nineteenth century, psychology did not exist apart from its expression in other disciplines.

An accounting of psychology's past is critical to understand the diversity of our contemporary understanding of the major disciplinary themes and extensions, and equally significant is the lens of psychology as intellectual history *per se* and the philosophy of **science** generally. As psychology struggled for identity in pre- and post-Renaissance thought, it was the emergence of modern science that pushed toward the eventual declaration in the 1870s of a formally defined disciplinary study. That story is important.

With so much of the story of psychology's past embedded in the breadth of intellectual history, the approach of this text recognizes a challenge for both students and instructors. How do you tell the story of psychology's past when so much of its content is derived more from general history than from what most people regard as psychology? Indeed, this challenge is the central rationale for this book.

The present authors are personally fascinated with history, the history of thought, and the history of the content, methods, and applications of psychology. Within our teaching experience, we have recognized that, especially for the uninitiated, the history of ideas in psychology may sometimes seem dry or lifeless, abstract or disconnected. Because we are passionate about the field, we are seeking to bring the ideas within the history of psychology to life, that is, to breathe life into the sometimes dry soil of the story of psychology.

Approach and Coverage

In his *Outline of Psychology*, Hermann Ebbinghaus (1908) famously wrote: "Psychology has a long past, but only a short history" (p. 1). The present authors believe that it is essential to begin at the beginning, in the long past, rather than with the short history that starts with the founding of modern psychology. The narrative of modernity coherently emerges only within the context of the chronicle of antiquity. It is necessary to learn from psychology's past in order to help pave its pathway to the future.

We first consider the persons and places that shaped psychology's story. The great persons and seminal thinkers of psychology are considered within the context of their life and times. We then consider perplexities and paradigms within the field. As the field of psychology appears to be in search of a unifying paradigm, recurring questions emerge throughout the narrative, and commonalities in the answers coalesce around certain repetitive themes or schools of thought.

In order to help make sense of the various approaches across the ages, we seek to highlight and "connect the thoughts" among the remarkably common themes running throughout. From the beginning of the story in Greek antiquity, we recognize five orientations that appear to be present throughout the narrative: biological, empirical, functional, humanistic, idealistic. Along the way, we observe and chart a natural course or flow among these various streams of psychology through the ages: from theory (content) to research (method) to practice (application). Psychology's first questions are theoretical problems related to the content of study, that is, the nature of human nature, including the mind-body problem and its derivatives. Closely related are research considerations around the nature of knowledge and the method of study, where we provide in-depth coverage of two complementary methods of natural science and human science. Within the contemporary American context, theory and research in psychology seem inevitably drawn to converge in funnel-like fashion toward practical application for the solution of various problems and prospects of living.

This work is divided into two parts: The first, "Psychology's Historical Foundations," deals with the evolution of competing models of psychology from the ancient thinkers of philosophy and religion to the emergence of empirical psychology in the 1870s. Although the study of psychology is our main concern, such a study must be placed within the broad, rich context of western European intellectual thought. In so doing, we implicitly recognize that psychology is an integral part of the tradition of Western civilization. The first part of this book, then, presents psychology's history – a history that is intimately linked to the milestones of Western civilization. In particular, the close association of psychology's history with Western traditions flows logically from basic philosophical premises about the nature of the person, which date back to the ancient Greeks. However, in order to keep an accurate perspective on psychology, it is critical to recognize that important statements about human activity were made within the rich traditions of non-Western thought. Thus, the enduring questions about human experience have channeled a certain direction in the thematic commonality over the centuries of intellectual progress. But, we should be aware of the universal diversity of assumptions about the nature of people as we then proceed to the main themes of psychology within Western intellectual history.

The second part of the book, "Systems of Psychology," starting with Chapter 14, considers the major movements that developed as psychology became

more distinct from philosophy, physiology, and physics. It is difficult to conceive of these movements or systems of psychology without an understanding and appreciation of the events preceding the last 150 years. As will become apparent, few of the critical issues that have emerged since psychology's formal establishment as an independent discipline are really novel. Emphases have shifted, new technologies for study have been developed, and new jargon has been invented, but essentially we are stimulated and perplexed by the same issues that confronted our ancestors in their wonder about themselves.

Highlights and features of the present text include:

- **antiquity to modernity:** comprehensive overview and coverage of the history of psychology from ancient to modern times;
- **East to West:** emphasis on Western foundations of psychology, with a survey of Eastern contributions to the history of psychology;
- **zeitgeist:** consideration of the "spirit of the times" and places, the historical eras and geographical locations which served as the context for the ultimate emergence of psychology as an independent discipline;
- **great thinkers:** identification of seminal thinkers of each age and prototypical representatives of various historical approaches and schools within psychology;
- **enduring questions:** consideration of recurrent questions within psychology with regard to the nature of reality, standards of truth, ways of knowing, and human nature;
- **persistent paradigms:** within the context of psychology's search for a unifying paradigm, recognition of five orientations or streams of thought that may be followed as an organizing framework throughout psychology's history;
- **natural science and human science:** Proper recognition of these two approaches to empirical research within the developing field of psychology;
- **practical applications:** survey of contemporary applications and various subfields of psychology;
- **pragmatic pedagogy:** sensible and well-organized instructional materials for student and instructor alike (described further below).

Intended Audience

The target audience is three-fold. The first intended audience is undergraduate students interested in psychology, but whose background in history, philosophy, and philosophy of science is not presumed. The book deliberately tries to fill in the background by providing significant detail as well as suggested directions for individual pursuit by students eager to know more. The second audience considered is graduate students in psychology who are in search of a solid reference point from which to pursue more in-depth study. A third audience is more general and includes all who are interested in psychology who are fascinated by the core questions involved in that which attracts all of us to this discipline – namely, our own wonder at our subjectivity and consciousness of self.

The book is designed to serve as the primary text for an undergraduate or graduate course in the History and Systems of Psychology. It provides students with a sensible framework to help organize and learn otherwise confusing and complex material. It offers everyone from seasoned professors to novice instructors, who may initially be less familiar with the subject, a comprehensive and integrated package of teaching materials.

Pedagogical Features

Reader Resources

We are pleased to present your passport and entry point into the fascinating history of psychology. Throughout the book, we consider the enduring questions within psychology. We frame the zeitgeist or “spirit of the times” of each period in the history of psychology through consideration of the time and place, politics and economics, religion and education, exploration and invention, as well as the architecture, art, music, and literature of the day. Maps and timelines will assist us along the way. Within the intellectual conversation of each era, we will feature “great thinkers” who particularly represent the ideas of the age (indicated in the text by the Greek letter Ψ). We will follow five streams of psychological thought, as we seek to help you to “connect the thoughts,” comparing and contrasting concepts and recurring themes throughout the history of the field. Finally, we bring it home, as we consider the many ways in which psychology is applied in contemporary life.

Helpful features of the text include the following:

• Format:	Readable, uncluttered, single-column format
• Contents:	Overview of text
• Chapter outlines:	Overview of chapter at a glance
• Chapter introductions:	Preview of concepts and historical context (zeitgeist)
• Key terms:	Bolded first appearance in text (defined in Glossary)
• Chapter summaries:	Review of material covered
• Discussion questions:	Critical thinking, reflection, analysis, and application
• Bibliographies:	Reference list of primary resources and relevant studies
• Timeline, maps, and tables:	Visual summary of chronology, geography, and concepts
• Glossary:	Definition of key terms in the history of psychology
• Name index:	Index of significant persons noted in text
• Subject index:	Index of significant topics covered in text

Instructor Resources

To provide a comprehensive, chronological overview of the history of psychology, optimal use of the text would follow it sequentially from start to finish. However, practical realities and/or pedagogical preferences may suggest other approaches. The most essential and pivotal chapters, those that provide the rationale and framework for the text, would generally include the following:

• Chapter 1:	Past for Present: Psychology in Search of a Paradigm
• Chapter 3:	Psychological Foundations in Ancient Greece
• Chapter 13:	The Founding of Modern Psychology
• Chapter 20:	Contemporary Psychology

- Beneficial variations may include the following:
- Consider the two parts of the book separately, selectively studying “Psychology’s Historical Foundations” and/or “Systems of Psychology.”
 - Consider an alternate division of material, separately studying from ancient times through the Enlightenment (Chapters 2–11) and/or from the nineteenth century to the present (Chapters 12–20).
 - Determine whether or not to include the material on “Psychology in the Ancient and Classical East” (Chapter 2).
 - Consolidate coverage of the Enlightenment period by combining Chapters 8 and 9 on French sensationalism and British empiricism, and by combining Chapter 10 on German rationalism and Chapter 11 on romanticism and existentialism.
 - Streamline coverage by selecting only the most prominent thinkers of each era (“Great Thinkers” designated by Ψ in the text or chosen by the instructor) and/or prototypical representatives of key approaches and schools (as identified in Table 20.1 on “Psychology’s history”).

Teaching resources for instructors include the following:

- PowerPoint Lecture Slides
 - Chapter Outline
 - Learning Objectives
 - Lecture content
 - Timelines (Historical periods, “Great Thinkers”)
 - Tables (“Psychology’s History,” “Connect the Thoughts”)
- Instructor’s Manual
 - Learning Objectives
 - Chapter Summary
 - *Zeitgeist* Time Capsule

- Multimedia Links
 - “Virtual Tour”
 - “Virtual Museum”
- Discussion Topics (and/or Short-Essay Exam Questions)
- Multiple-Choice Exam Questions

BIBLIOGRAPHY

Ebbinghaus, H. (1908). *Abriss der Psychologie [Outline of psychology]*. Leipzig, Germany: Veit & Co.