

History of Psychology

FIFTH EDITION

Hothersall and Lovett's *History of Psychology* is a lively survey of the evolution of the field from 1850 to the present. Built around the lives of fascinating thinkers who proposed bold new ways of studying human behavior and mental processes, and telling the true stories behind their famous experiments, this textbook provides students with an intimate understanding of how psychology came to be what it is today. Thoroughly updated with the latest historical scholarship, the fifth edition includes greater focus on the contributions of women and people of color, and a new chapter on the late twentieth century and the cognitive revolution. It also features updated pedagogy such as chapter discussion questions and unique archival photographs, while instructor resources include a test bank, lecture slides, and an instructor manual.

David Hothersall is Professor Emeritus of Psychology at The Ohio State University. He has taught undergraduate and graduate courses on the history of psychology at Ohio State since 1971 and at Denison, Ohio Wesleyan, Meredith, and York University as well. His aim is to show students that psychology's history is interesting, relevant, and at times even exciting. Hothersall has received a number of Distinguished Teaching Awards, including on two occasions Ohio State's university-wide Alumni Award for Distinguished Teaching.

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Hothersall dedicates this book to his grandchildren:

C.M.D.M

M.W.E.M

M.H.M

A.P.B

R.C.B

A joy and delight.

Lovett dedicates the book to his father, who
always stressed the importance of history.

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PREFACE

The aim of *History of Psychology* is to provide an introduction and survey of the most influential psychological ideas, starting with precursors in philosophy and science, and finishing in the present. As with earlier editions, the book's intended audience is undergraduate and graduate students taking courses on the history of psychology, sometimes called History and Systems. In our experience, instructors teaching the history of psychology course face a number of challenges and rewards:

- It is often a required course for undergraduates. In a 2016 survey, 45 percent of undergraduate programs offering a history course, set it as a requirement for psychology majors (Norcross et al., 2016). Fairly or not, required courses are sometimes resented by undergraduate students, and the history of psychology instructor must overcome students' beliefs that the course will be more like a history course than a psychology course.
- All APA accredited graduate programs in clinical, counseling, and school psychology require coursework in the history of psychology. Those professionally committed and dedicated students can be a great pleasure to teach. However, these students eye their classes in pragmatic terms: what material will help them most in the lab, in the clinic/school, or on the job market? If students rarely see the history of psychology discussed explicitly in the specialty journal articles that they read, instructors need to make the case for the practical (as well as intellectual) benefits of a knowledge of the history of the field. Indeed, given the increasing coursework demands of graduate programs in professional psychology (as a matter of maintaining accreditation), the place of the history of psychology course is often under review.
- At both the undergraduate and graduate levels, students sometimes enter the history of psychology course with the expectation that it will be dry and boring because they think of history that way. That is certainly not the way we think of history, nor is it the way we teach the material or write about the history of psychology. In our classes, and in this book, we aim to show that the history of psychology is relevant, fascinating, and, dare we say it, at times even exciting! We have been pleased by the number of students who – both informally and on course evaluations – comment that the history of psychology course was much more enjoyable than they expected – but this is a continual challenge for instructors.

Our textbook was written to meet these challenges head on. Throughout much of the chapters, we organize the content under individual psychologists and add “human interest” biographical information that we find engages students’ interest (and memory). We also draw frequent connections between historical and contemporary work in psychology, to show students that the course is definitely a *psychology* course, and that knowing the origins of many ideas and issues that persist in the field leads to a richer understanding.

Earlier editions of this *History of Psychology* were published by Random House and Temple University Press (first edition) and by McGraw-Hill (second, third, and fourth editions). Foreign language editions were published in Spanish, Croatian, and Portuguese. They were authored by David Hothersall. Hothersall is most appreciative of the editorial, production, and marketing support the book received from McGraw-Hill. In 2018 Hothersall was contacted by Stephen Acerra of the New York office of Cambridge University Press (CUP). We discussed the book’s success and agreed that a new edition was needed. McGraw-Hill generously agreed to a reversion of rights to allow publication of a new, fifth edition of the book by another publisher. A preliminary proposal was approved in the CUP New York office. Editorial responsibility for the book was then transferred to Janka Romero, the Commissioning Editor for Psychology in the Cambridge (England) office of CUP. We would like to thank Mr. Acerra for his support and interest in a new edition of the book. From Cambridge, Ms. Romero provided excellent support through the review and contractual negotiations. In March, 2019, the Chancellor, Masters and Scholars of the University of Cambridge issued an Academic Author Agreement with Hothersall and Lovett for a fifth edition of the *History of Psychology*. We were pleased to sign that agreement. Additional editorial support has been provided by Jane Adams, a Developmental Editor at CUP. We are delighted that this new, fifth edition, will be published by Cambridge. Both authors see CUP as a prestigious publisher with an impressive and growing psychology list.

A second major change for this new edition is the addition of a co-author, Professor Benjamin J. Lovett of Teachers College, Columbia University. Lovett first read the third edition of the text as an undergraduate and appreciated its biographical approach. Later, as an instructor, he often consulted the fourth edition when teaching undergraduate courses on the history of psychology in a liberal arts setting, Elmira College, and a public comprehensive college, SUNY Cortland, and when teaching graduate students at Syracuse University. His teaching experience is similar to Hothersall’s teaching the history of psychology at Denison, Ohio Wesleyan, Meredith College and to undergraduate and graduate students at The Ohio State University. Both authors continue to teach classes on the history of psychology: Lovett at Columbia where he joined the faculty in the Fall of 2019, and Hothersall as an Emeritus Professor of psychology at Ohio State.

Lovett has published extensively on the assessment of individuals with learning and attention disorders, including one book (*Testing Accommodations for*

Students with Disabilities), but has also published on teaching and scholarship in the history of psychology (Lovett, 2006, 2017). Hothersall's most recent publication is a chapter on the history of neuroscience, co-authored with Gary Berntson in *The Intellectual History of Psychology* edited by Robert Sternberg and Wade Pickren, published in 2019 by CUP.

Previous editions of this book have been fortunate to have a cadre of loyal, enthusiastic, and opinionated adopters. Their support and commitment to the book together with their many comments and suggestions for its improvement, have been greatly appreciated. Major changes in this new edition include:

- A heavily revised introductory chapter (Chapter 1) discusses many more details relating to historiography – the theory of how historical work should be done. The advantages of the biographic/personalistic approach to history are contrasted with the so-called “new history of psychology.”
- Chapter 2 now begins with the Renaissance. The material on psychology and the ancients in the fourth edition has been largely eliminated, better reflecting the way most history of psychology courses are actually taught, and allowing more time and space for more recent work. Sections on the major philosophers have been revised.
- Chapter 3 now focuses on early studies of the central nervous system and on brain/behavior relations. The history and development of neuroscience are described in detail.
- Chapters 4 and 5 on Wundt, Titchener, and Münsterberg have been extensively rewritten to include recent scholarship and research.
- Chapter 6 on German psychologists of the nineteenth and early twentieth centuries has been explicitly linked to the new Chapter 15 on later cognitive psychology.
- Chapter 11 on clinical psychology has been extensively revised: material in the fourth edition on witchcraft, institutions for the insane, Mesmerism and hypnosis has been abbreviated. Less detail on the life and contributions of Freud is presented reflecting his current status within psychology. More information is given on the development of different specialties – clinical, counseling, and school psychology – and the historical background to PhD and PsyD programs in professional psychology.
- The Chapter 8 material on Darwin has been shortened. More attention is paid to Darwin's contributions to psychology (rather than biology) and to a claim that Darwin should be considered the true founder of psychology (Ekman, 2009).
- Chapter 12 on IQ testing now includes more detail on the tests themselves. The controversies surrounding testing and attempts to resolve them are outlined, with more discussion of recent research.
- The two chapters on behaviorism from the fourth edition have been updated, particularly regarding the fate of Skinner's system.

- A brand-new Chapter 15 on the cognitive revolution and beyond discusses the impact of that revolutionary change on many areas of psychology including, social, clinical and developmental.

In addition to these changes, we have also updated the scholarship throughout. The fifteen years since the publication of the fourth edition have seen the development of an impressive research and scholarly literature on the history of psychology. Journals such as *History of Psychology*, the *Journal of the History of the Behavioral Sciences*, *American Psychologist*, and the *American Journal of Psychology*, published many papers cited in this new edition. *The New York Times*, *The Economist*, *The Smithsonian Magazine*, and *The Atlantic* have also proved to be rich sources of what we think of as “history of psychology gems,” i.e. high interest material that illuminates the text and we hope will interest the reader. Finally, the Internet is now an invaluable resource. Major psychology journals and hundreds of significant books, chapters, and monographs are now available on the Internet. In collaborating, we found ourselves replicating the development of the Internet as a resource: Initially Hothersall’s reaction, as it was in writing earlier editions, was to look things up in a library; Lovett’s reaction was to consult the Internet. More and more both of us now rely heavily on the Internet.

Finally, in this edition we have increased our coverage of neglected contributors to the history of psychology, especially African-American psychologists and women. Our aim has been to write an inclusive history of psychology reflecting recent, impressive scholarship and research. Circumstances preventing the recognition of psychologists from minority groups, and women, including the spouses of the first generation of psychologists, are outlined, as are attempts by psychologists to remedy that unfortunate situation.

Supplementary Resources (at www.cambridge.org/hothersall-lovett) include:

- Study and review questions for each chapter
- Chapter outlines
- Links to additional resources and readings, especially those available on the Internet.
- An Instructor’s Manual including suggestions for classroom demonstrations and a list of relevant websites.
- A test bank
- A collection of PowerPoint lecture slides.

As with earlier editions, our aim has been to write a comprehensive, interesting and at times even exciting history of psychology. We look forward to reading feedback from instructors who use this book in their classes and to the reactions of their students.