

History and Systems of Psychology

Eighth Edition

History and Systems of Psychology provides an engaging introduction to the rich story of psychology's past. Retaining its trademark clarity and accessibility, the Eighth Edition also features expanded coverage of non-Western traditions in psychology as well as added coverage of nineteenth-century advances in philosophy and science. The emergence of applications of psychology in clinical, educational, neuroscientific, and social settings is further emphasized within the twenty-first-century landscape of 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 and perplexed by the same enduring questions that confronted our ancestors – namely, our wonder at our subjectivity and consciousness of self. The Eighth Edition is supported by rich online resources including a manual, test bank, and lecture slides for instructors, and study guides and links to primary source literature for students.

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James F. Brennan , Keith A. Houde
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History and Systems of Psychology

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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 daughters-in-law, and our grandchildren,
for the gift of their life and love.**

—K. A. H.

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Brief Contents

Preface	<i>page</i> xix
Acknowledgments	xxiv
Timeline	xxvi
Part I Psychology's Historical Foundations	
1 Psychology in Search of a Paradigm	3
2 Psychology in the Ancient and Classical East	18
3 Psychological Foundations in Ancient Greece	36
4 Classical Rome to the Early Middle Ages	59
5 Reawakening of Intellectual Life in the Middle Ages	87
6 The Renaissance	108
7 Emergence of Modern Science	127
8 Sensationalism and Positivism: The French Tradition	147
9 Mental Passivity: The British Tradition	164
10 Mental Activity: The German Tradition	184
11 Romanticism and Existentialism	202
12 Physiological and Evolutionary Precursors	218
13 Founding of Modern Psychology	241
Part II Systems of Psychology	
14 American Functionalism	267
15 Gestalt Psychology	301
16 Psychoanalysis	318
17 Behaviorism	354
18 Humanistic Psychology	390

viii **Brief Contents**

19 Cognitive Psychology	419
20 Contemporary Psychology	446
Glossary	474
Name Index	488
Subject Index	493

Detailed Contents

Preface	<i>page</i> xix
Acknowledgments	xxiv
Timeline	xxvi

Part I Psychology's Historical Foundations

1 Psychology in Search of a Paradigm	3
Approaches to Historical Investigation	4
Psychology's Search for a Unifying Paradigm	5
Fragmented Field	5
Prevalent Paradigms	6
Stages in the History of Psychology	6
Psychology's Enduring Questions	9
Basic Issues	9
Enduring Questions	11
Western and Eastern Traditions in Psychology	13
The Study of the History of Psychology	14
2 Psychology in the Ancient and Classical East	18
Eastern Influences on Western Psychology	18
Persia at the Crossroads	20
India	22
Hindu Science and Philosophy	22
Buddhism	23
China	24
Early Philosophies	24
Confucius	26
Later Philosophies	27
Japan	28
Egyptian and Hebrew Traditions	30
Egypt	30
Israel	31
Eastern Contributions to Western Thought	32
Chapter Summary	33

x	Detailed Contents	
	3 Psychological Foundations in Ancient Greece	36
	Early Explanations of Psychological Activity	37
	Naturalistic Orientation	37
	Biological Orientation	39
	Mathematical Orientation	40
	Pragmatic Orientation	41
	Humanistic Orientation	43
	The Crowning of Greek Philosophy	44
	Socrates	45
	Ψ Plato	47
	Ψ Aristotle	48
	Chapter Summary	56
	4 Classical Rome to the Early Middle Ages	59
	Roman Philosophers	63
	Humorism: Ψ Galen	63
	Stoicism: Zeno	64
	Epicureanism: Epicurus	65
	Neoplatonism: Plotinus	66
	Christianity	67
	The Church Fathers	68
	Greek Patristics	70
	Irenaeus of Lyon	70
	Origen of Alexandria	71
	Gregory of Nyssa	71
	Latin Patristics	72
	Ψ Augustine	75
	Early Medieval Philosophy	76
	Boethius	76
	The Early Medieval Period in Western Europe	77
	Feudalism and the Papacy	79
	Western Monasticism	80
	Benedict	80
	Eastern Influences	81
	The Byzantine Empire	81
	Islam: The Beginnings	82
	Chapter Summary	84
	5 Reawakening of Intellectual Life in the Middle Ages	87
	The Papacy and Church Power	88
	The Crusades and Rediscovery of Eastern Traditions	91

	Detailed Contents	xi
The Universities		93
Scholasticism		95
Early Scholars		95
Pierre Abélard		95
Ψ Hildegard of Bingen		96
Roger Bacon		99
Albertus Magnus		100
Ψ Thomas Aquinas		101
Philosophy and Science		105
William of Ockham		105
Chapter Summary		105
6 The Renaissance		108
Setting the Stage: The Italian Energy		109
Francesco Petrarca		109
Ψ Leonardo da Vinci		111
Andreas Vesalius		113
Challenge to Authority Within the Church: The Reformation		115
Challenge to Authority Within Science: The Copernican Revolution		116
Nicolaus Copernicus		117
Johannes Kepler		119
Ψ Galileo Galilei		120
Chapter Summary		121
Enduring Questions Resumed		122
7 Emergence of Modern Science		127
Advances in Science		128
Francis Bacon		128
Pierre Gassendi		130
Ψ Isaac Newton		132
Other Scientists		135
The Learned Societies		136
Advances in Philosophy		137
Baruch Spinoza		138
Ψ René Descartes		140
Chapter Summary		144
8 Sensationalism and Positivism: The French Tradition		147
Advances in Science		148
Advances in Philosophy		151
French Sensationalism		151

xii Detailed Contents

Ψ Étienne Bonnot de Condillac	151
Charles Bonnet	154
Julien Offroy de La Mettrie	154
Claude Adrien Helvétius	155
Pierre Cabanis	155
French Voluntarism	156
Ψ Maine de Biran	156
French Positivism	159
Auguste Comte	159
Chapter Summary	161
9 Mental Passivity: The British Tradition	164
Advances in Science	166
Advances in Philosophy	167
Early British Empiricists	168
Thomas Hobbes	168
Ψ John Locke	169
George Berkeley	172
David Hume	173
David Hartley	174
Scottish Common Sense	174
Thomas Reid	175
Thomas Brown	176
British Utilitarianism	176
Ψ Jeremy Bentham	176
Later British Empiricists	178
James Mill	178
John Stuart Mill	178
Alexander Bain	180
Chapter Summary	180
10 Mental Activity: The German Tradition	184
Advances in Science	187
Advances in Philosophy	188
The Founders	188
Gottfried Wilhelm von Leibniz	188
Christian von Wolff	190
Ψ Immanuel Kant	190
Psychology of the Self-Conscious	194
Johann Friedrich Herbart	194
Friedrich Eduard Beneke	194
Rudolf Hermann Lotze	195

	Detailed Contents	xiii
Chapter Summary		196
Enduring Questions Resumed		196
11 Romanticism and Existentialism		202
Background: Science and Philosophical Rationalism		203
Johann Gottlieb Fichte		203
Friedrich von Schelling		204
Georg Wilhelm Friedrich Hegel		205
The Reaction of Romanticism		206
Ψ Jean-Jacques Rousseau		206
Implications: Political Upheaval and Literature		209
The Response of Existentialism		210
Ψ Søren Kierkegaard		211
Wilhelm Dilthey		214
Impact: Psychology of the Unconscious		214
Arthur Schopenhauer		215
Eduard von Hartmann		215
Chapter Summary		215
12 Physiological and Evolutionary Precursors		218
Advances in Physiology		218
Physiology of the Nervous System		219
Physiology of the Brain		220
Forerunners		220
Charles S. Sherrington		222
Physiology of Sensations		223
Psychophysics		225
Ernst Heinrich Weber		225
Gustav Theodor Fechner		226
Ψ Hermann von Helmholtz		229
Evolution		232
Ψ Charles Darwin		232
Herbert Spencer		236
Francis Galton		236
Chapter Summary		237
13 Founding of Modern Psychology		241
Psychology as a Natural Science		243
Structural or Content Psychology		243
Ψ Wilhelm Wundt		244

xiv Detailed Contents

Edward Bradford Titchener	247
Structuralism	247
Other Expressions of the Natural Science Model	250
Ewald Hering	250
Georg Elias Müller	250
Hermann Ebbinghaus	251
Ernst Mach and Richard Avenarius	252
Psychology as a Human Science	253
Act Psychology	253
Ψ Franz Brentano	254
Carl Stumpf	258
Christian von Ehrenfels	259
Alternative Scientific Approaches	259
Wilhelm Dilthey	259
Henri Bergson	260
The Würzburg School	260
Oswald Külpe	260
Chapter Summary	261

Part II Systems of Psychology

14 American Functionalism	267
Background	269
The Legacy of Nineteenth-Century British Thought	269
The Psychological Testing Movement	269
The American Character	271
Early American Psychology	271
Moral Philosophy and Medicine	272
American Pragmatism	273
Ψ William James	273
Charles Sanders Peirce	277
Transitional Figures	277
Ψ Hugo Münsterberg	278
Lightner Witmer	281
William McDougall	282
G. Stanley Hall	283
Edward A. Pace	284
Functional Psychology	285
Chicago Functionalism	285
John Dewey	286
James Angell	286
Harvey Carr	288

Columbia Functionalism	288
James McKeen Cattell	288
Edward Lee Thorndike	289
Robert S. Woodworth	290
Pioneers in American Psychology	290
Mary Whiton Calkins	291
Christine Ladd-Franklin	291
Margaret Floy Washburn	292
Francis Cecil Sumner	293
Kenneth Bancroft Clark and Mamie Phipps Clark	293
Impact of Functional Psychology	295
Chapter Summary	295
15 Gestalt Psychology	301
Background in Germany	302
The Würzburg Legacy	303
German Phenomenology	303
The Founding of Gestalt Psychology	304
Ψ Max Wertheimer	305
Wolfgang Köhler	307
Kurt Koffka	307
Basic Principles of Gestalt Psychology	308
Implications of Gestalt Psychology	311
As a European Movement	311
As an American Movement	311
Field Theory	312
Kurt Lewin	312
Gestalt Therapy	314
Friedrich (Fritz) Perls and Laura Perls	314
Chapter Summary	315
16 Psychoanalysis	318
Background	319
The Active Mind	319
The Treatment of Mental Illness	320
The Founding of Psychoanalysis	322
Ψ Sigmund Freud	322
An Overview of Freud's System	327
Freud's Legacy	330
Disciples and Dissidents	330
Alfred Adler: Individual Psychology	331

xvi Detailed Contents

Carl Jung: Analytical Psychology	332
The Inner Circle	334
Moving Outward	336
Ego Psychology and Self Psychology	336
Anna Freud: Ego Psychology	337
Erik Erikson: Developmental Psychoanalysis	338
Heinz Kohut: Self Psychology	338
Object Relations Theory and Relational Psychoanalysis	340
Melanie Klein: Object Relations Theory	340
Other Object Relations and Relational Theorists	341
Social and Cultural Psychoanalysis	343
Ψ Karen Horney: Social Psychoanalysis	343
Rudolf Allers: Character Psychology	346
Harry Stack Sullivan: Interpersonal Psychoanalysis	346
Erich Fromm: Cultural Psychoanalysis	347
Contemporary Impact	348
Chapter Summary	349
17 Behaviorism	354
Behaviorism in Three Acts	356
Respondent Behavior	356
Russian Reflexology	356
Ivan Mikhailovich Sechenov	357
Vladimir Mikhailovich Bekhterev	358
Ψ Ivan Petrovich Pavlov	358
Reflexology Expanded	363
American Behaviorism	365
John B. Watson	365
Other Early American Behaviorists	368
Operational Positivism	369
Operant Behavior	370
Edward Lee Thorndike: American Connectionism	371
Edwin R. Guthrie: Contiguity Theory	372
Ψ B. F. Skinner: Radical Positivism	374
Purposive Behavior	376
Edwin B. Holt: Motivated Behavior	377
Clark L. Hull: Hypothetico-Deductive Theory	377
Edward C. Tolman: Purposive Behaviorism	380
Applied Behaviorism	381
Behavioral Therapies	381
Chapter Summary	382

18 Humanistic Psychology	390
European Philosophical Background	392
Modern Expressions of Existentialism	392
Jean-Paul Sartre	392
Simone de Beauvoir	393
Albert Camus	395
Karl Jaspers	395
Martin Buber	396
Phenomenology	396
Ψ Edmund Husserl	397
Martin Heidegger	400
Personalism	401
Emmanuel Mounier	401
Karol Wojtyła	402
Existential and Humanistic Psychology	403
Existential-Phenomenological Psychology	403
Maurice Merleau-Ponty	404
Existential-Phenomenological Research	405
Existential-Phenomenological Psychotherapy	406
Existential Psychoanalysis	407
Ludwig Binswanger	407
Medard Boss	408
Meaning-Centered Psychology	408
Viktor Frankl: Logotherapy	408
Humanistic Psychology	410
Gordon Allport	410
Charlotte Bühler	410
Abraham Maslow	411
Rollo May	412
Ψ Carl Rogers	412
Chapter Summary	414
19 Cognitive Psychology	419
Background	420
Streams of Consciousness	421
Early Systems and Approaches	421
Applications of Psychology	422
First Thoughts	424
Frederic C. Bartlett: Schema Theory	424
Donald O. Hebb: Neural Networks	425
Donald E. Broadbent: Filter Model of Attention	426

xviii Detailed Contents

Artificial Intelligence: Mind as Machine	427
Information Processing Theory	427
Alan M. Turing: Imitation Game	428
Newell, Shaw, and Simon: Logic Theorist	428
John R. Searle: Chinese Room	429
Deep Blue and Watson	429
Foundational Thinkers	429
Jean Piaget: Cognitive Development	429
Ψ Noam Chomsky: Language Acquisition	431
The Cognitive Revolution	432
Revolution or Evolution?	433
George A. Miller: Science of Mental Life	434
Jerome S. Bruner: Study of Thinking	435
Ψ Ulric G. Neisser: Cognitive Psychology	436
Further Reflections	440
Faculty Psychology Revisited	440
Embodied Cognition	440
Conclusion	441
Chapter Summary	442
20 Contemporary Psychology	446
Post-System Psychology	446
Prevalent Paradigms Revisited	448
Biologism	451
Empiricism	452
Basic Psychology	453
Functionalism	455
Applied Psychology	456
Humanism	458
Theoretical Psychology	458
Idealism	458
Enduring Questions Revisited	459
Basic Issues	460
Enduring Questions	463
Psychology in Search of a Paradigm	466
Conclusions	469
Chapter Summary	471
Glossary	474
Name Index	488
Subject Index	493

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

xx Preface

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. This approach, which has worked well in our classes and in the previous, 7th edition, is continued in this edition. Our main addition is to enhance the utility of this organization by framing the story through the “big” questions for psychology – what we call “enduring questions.”

Beginning with the introduction of Table 1.1 at the start of the book, we offer an organizational structure that seeks to make sense of the various approaches to psychology across the ages. From the outset, we identify the remarkably common themes running throughout. From the beginning of the story, we recognize five thematic orientations that appear to be present throughout the narrative: biological, empirical, functional, humanistic, and 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 story 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, emphasized through incorporation of biographical feature boxes.
- **Enduring questions:** consideration of recurrent questions within psychology with regard to the nature of reality, standards of truth, ways of knowing, and human nature; revisited consistently to facilitate focus on psychology's “big” issues.
- **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.

xxii Preface

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 (<i>zeitgeist</i>)
Biographical feature boxes	Focus on important persons for in-depth consideration
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	Psychology in Search of a Paradigm
Chapter 3	Psychological Foundations in Ancient Greece
Chapter 13	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 1.1 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

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James F. Brennan

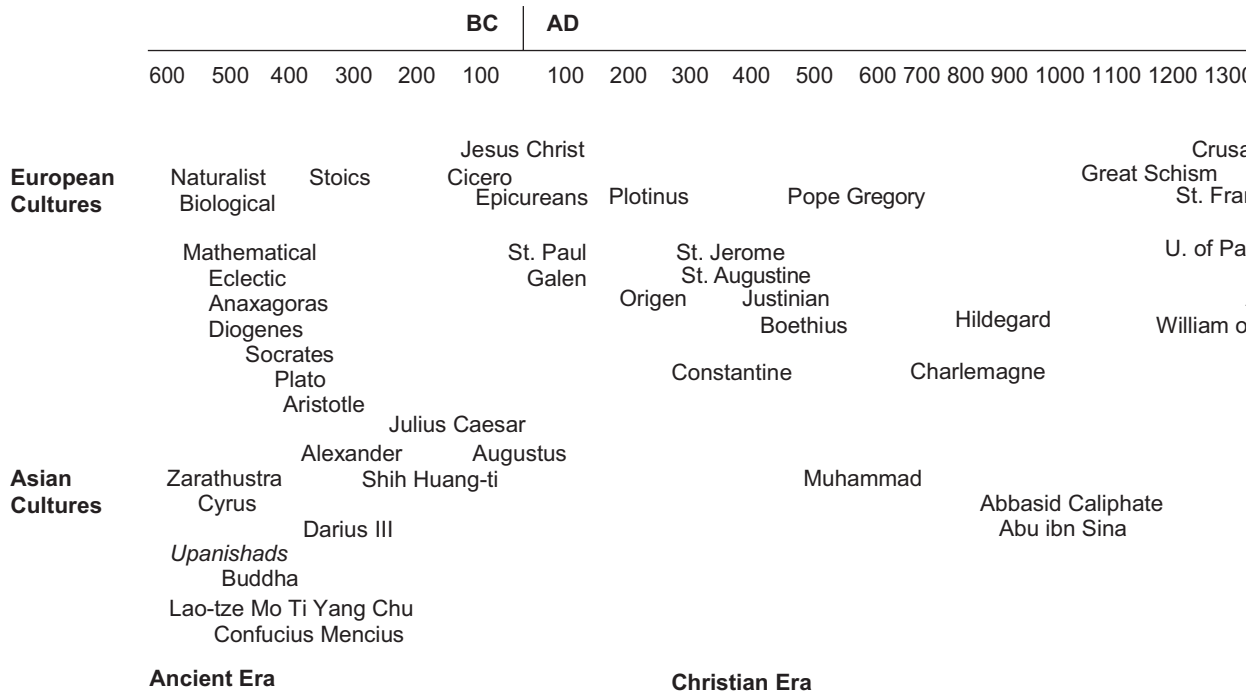
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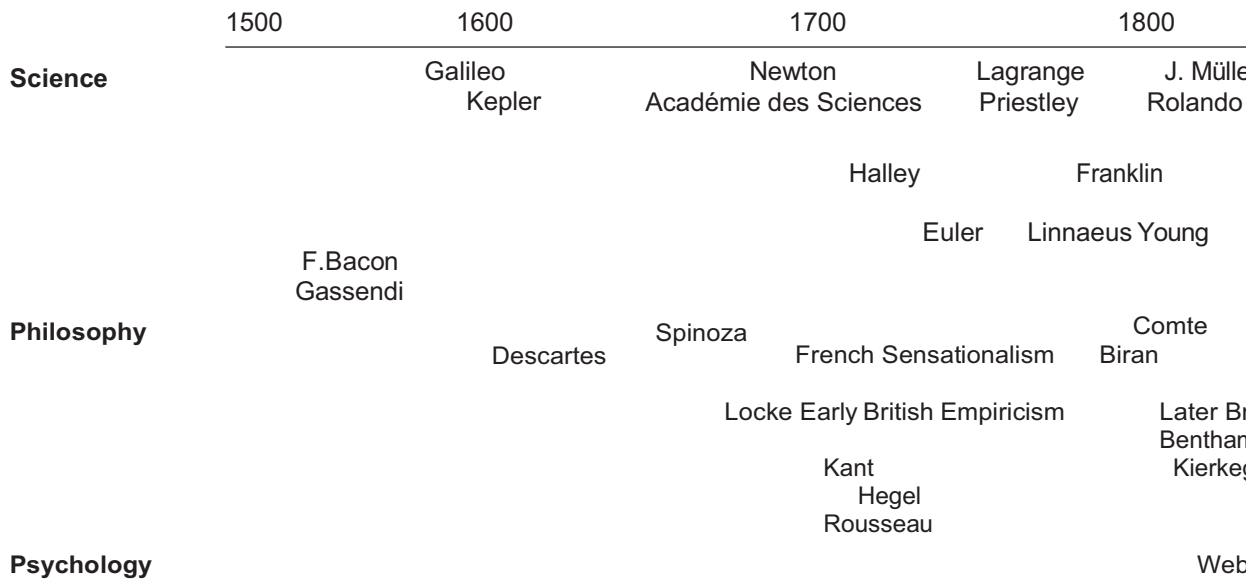
Keith A. Houde

Timeline

Psychology's Timeline: Classical Era to the Renaissance



Psychology's Timeline: Enlightenment to the Nineteenth Century



Psychology's Timeline: Twentieth Century and Beyond

1900	1910	1920	1930	1940	1950	1960	1970	1980
Binet	Calkins Washburn	Ladd-Franklin	Spearman		Psychonomic Society		Soc. for Neuroscience	
James Münsterberg	Cattell	McDougall	Angell					
Peirce	Hall	Dewey Thorndike	Carr					
		Wertheimer S. Freud	Koffka Köhler Adler Jung	Lewin	Sumner Horney A.Freud Klein Erikson Sullivan	Fromm		Clarks
Sechenov	Bekhterev Pavlov	Watson	Weiss	Holt	Hunter	Lashley Konorski		
				Guthrie	Tolman Hull Brunswik	Luria Skinner Spence	Mowrer Miller	
				Husserl	Camus Sartre Heidegger	Beauvoir Buber	Jaspers Binswanger	
					Merleau-Ponty Mounier Böhler Piaget Chomsky	Maslow May Rogers	Sperry	
					Eysenck			
					Mead		Seligman	