

Instructor's Manual

History and Systems of Psychology, 7th edition

James F. Brennan & Keith A. Houde

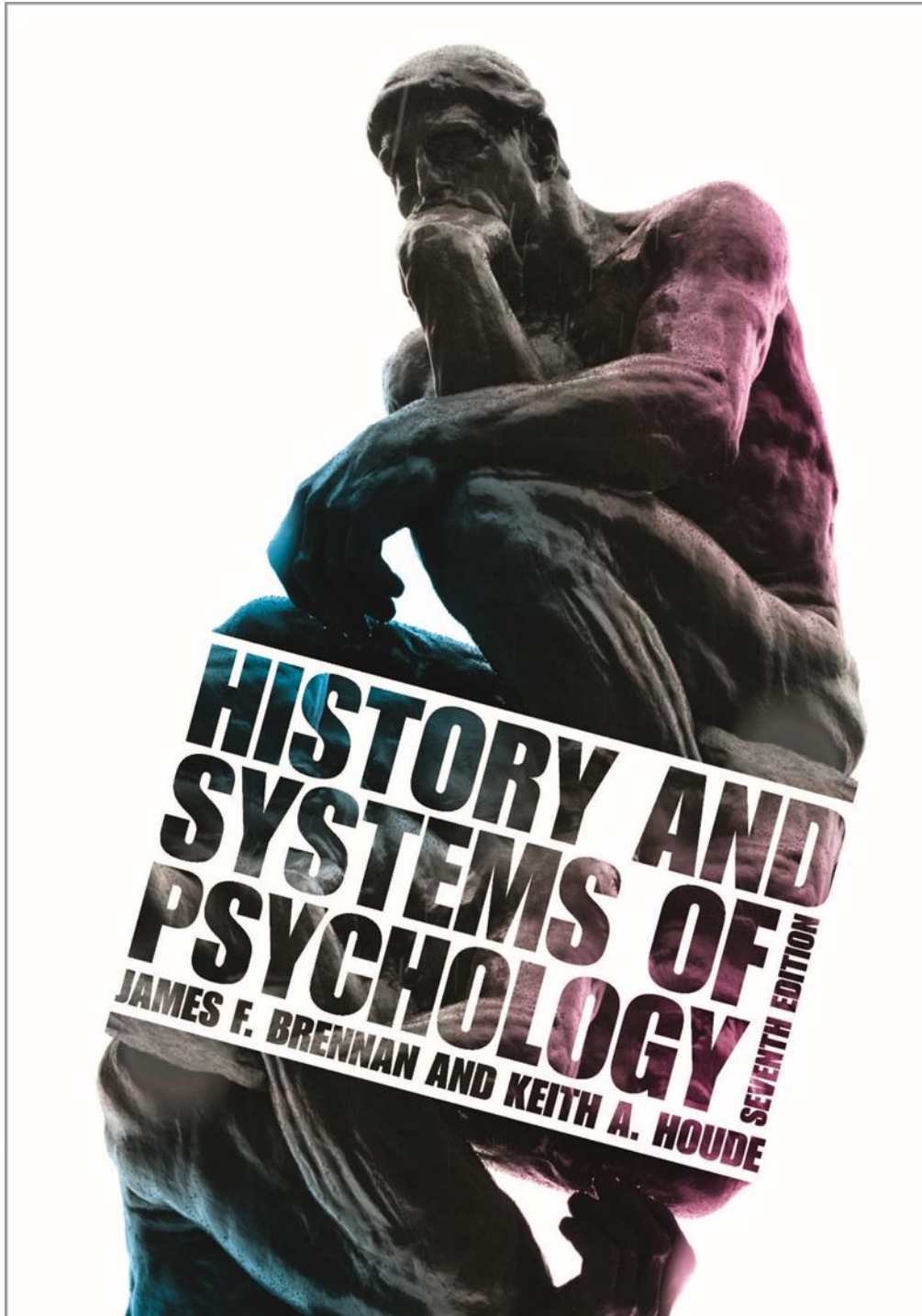


Table of Contents

Introduction	3
Chapter 1. Past for Present: Psychology in Search of a Paradigm	5
Chapter 2. Psychology in the Ancient and Classical East	7
Chapter 3. Psychological Foundations in Ancient Greece	14
Chapter 4. From Classical Rome to the Early Middle Ages	24
Chapter 5. The Reawakening of Intellectual Life in the Middle Ages	34
Chapter 6. The Renaissance	42
Chapter 7. The Emergence of Modern Science	50
Chapter 8. Sensationalism and Positivism: The French Tradition	59
Chapter 9. Mental Passivity: The British Tradition	68
Chapter 10. Mental Activity: The German Tradition	78
Chapter 11. Romanticism and Existentialism	86
Chapter 12. Nineteenth Century Bases of Psychology	95
Chapter 13. The Founding of Modern Psychology	105
Chapter 14. American Functionalism	118
Chapter 15. The Gestalt Movement	130
Chapter 16. Psychoanalysis	139
Chapter 17. Behaviorism	150
Chapter 18. The Third Force Movement	169
Chapter 19. Cognitive Psychology	179
Chapter 20. Contemporary Psychology	187

Introduction to the Instructor's Manual

The Instructor's Manual for Brennan and Houde's *History & Systems of Psychology* is designed to provide considerable support for the pedagogical goals of a course in this area, while at the same time leaving considerable discretion regarding the selection of these resources in the hands of the instructor.

Chapter materials include learning objectives, chapter summaries, tables summarizing time lines and important figures, web links for additional resources including museum sites and cultural sites, discussion questions supplementing those in the text, and multiple-choice questions.

The resource package for instructors also includes a rich PowerPoint presentation corresponding to each chapter of the text. The slides offer the instructor an array of visual material to select for classroom use, and they might also be packaged for student study guides. The slide presentations themselves supplement the text and offer several features: Organized synthesis of major intellectual themes over the long history of psychology, map and schematic presentations, "great thinkers" and major figure vignettes, time lines and pictorial summaries. All of these presentations are designed to help students "connect the thoughts" over the various epochs of psychological inquiry so that students can discern critical trends.

Our hope is to provide a ready-made package to enable novice and seasoned instructors alike to enter into the history of psychology and to bring it to life for their students. Again, our purpose in organizing these auxiliary materials is to give the instructor maximum flexibility to customize each course presentation from an abundance of instructional resources. The features of the *Instructor's Manual* are described as follows:

Learning Objectives

The *Instructor's Manual* provides learning objectives for each chapter of the text. This allows the instructor to quickly survey the content of the chapter for personal or didactic purposes.

Chapter Summary

The chapter summary provides a coherent narrative synopsis of the content of each chapter. This summary is generally identical to that presented in the text.

Zeitgeist Time Capsule

Do persons shape history, or does history shape persons? In either case, specific persons within the context of their historical time and place develop and express their understanding of the content, methods, and applications of the field of psychology. In order to assist novice or seasoned professors to readily grasp this context, and perhaps as a basis for incorporating relevant components within their lectures, a "time capsule" or snapshot of the *Zeitgeist* or "spirit of the times" is offered for each chapter, considering time and place, politics and economics, religion and education, exploration and invention, as well as the architecture, art, music, and

literature of the day. You and your students may notice a remarkable flow and convergence of trends in the culture and concepts that emerge within each historical time and place.

Virtual Tour

With the “Virtual Tour” feature of the text, the world is your classroom. Independently obtain an authorized version of the Google Earth™ mapping service. Utilize the “Help” and “Start-Up Tips” to become familiar with how to search for and save geographical locations for future use within your classroom. With this in place, you may then incorporate the provided “Virtual Tour” coordinates of relevant destinations related to the history of psychology, which includes the locations of ancient archaeological sites and extant historical buildings. From Hippocrates to Husserl, from Wundt to Wertheimer, you may become a virtual tour guide on an educational excursion to the very places where key figures in the history of psychology were born, lived, educated, taught, worked, and died. This journey provides professor and student alike a remarkable sense of the geography of the history of psychology.

Virtual Museum

If you wish, your “Virtual Tour” may be extended and enhanced through incorporation of “Virtual Museum” web links to some of the world’s best known museums and galleries, as well as to some of those lesser known and off the beaten path, that are pertinent to the topic at hand. These include an initial anchor link to the home page of each site, followed by one or more additional links to specific relevant online exhibits. Whenever possible, these web links have been strategically selected to correspond to the specific time, place, and persons considered within each chapter. In addition to your expertise as a virtual tour guide, you may begin to gain valuable experience as a digital docent!

Class Discussion Topics (and/or Short Essay Exam Questions)

A number of relevant topics for classroom discussion may also serve as potential short essay exam questions.

Multiple-Choice Exam Questions

A pool of objective multiple-choice questions are provided for incorporation within exams or quizzes.

PowerPoint Lecture Slides

Lecture slides provided for each chapter incorporate a wealth of didactic resources including the following: chapter title, chapter outline, learning objectives, timeline, maps when relevant, “Virtual Tour” coordinates, active “Virtual Museum” links, a “Great Thinkers” summary, lecture content slides, relevant tables and images, as well as “Connect the Thoughts” summary tables related to “Psychology’s History,” the mind-body problem, epistemology, human motivation, and other relevant connections throughout the story of psychology.

Chapter 1

Past for Present: Psychology in Search of a Paradigm

Learning Objectives

- Introduce the utility of psychology's past to understand the diversity of psychology in its expression as a research and professional discipline.
- Introduce recurring themes in psychology's search for a unifying paradigm in terms of ultimate questions.
- Contrast the approaches to history: Great Person vs. *Zeitgeist*.
- Acknowledge that the cultural context of psychology as a European intellectual development should not ignore other intellectual and cultural history, particularly Middle Eastern and Asian traditions.
- Introduce primary and secondary resources and the general organization of the text.

Chapter Summary

This chapter introduces the reader to a justification for the study of the history and systems of psychology. After a consideration of the approaches to historical study, focused on either notable people of the past or on the zeitgeist, the emergence of psychology within western European intellectual history is reviewed. Acknowledging that psychology today emerged through a distinct intellectual history largely embedded in western European thought, significant psychological advances are attributed to other intellectual traditions and cultures, which will be presented in the book. The chapter concludes with a discussion of resources, including the book's glossary.

Class Discussion Topics (and/or Short Essay Exam Questions)

1. Consider the functions of psychology within contemporary society. How many different levels of functions can you enumerate? Relate these levels of functions to the subject matter of psychology. What is the commonality?
2. Give examples from current news events that could be characterized as examples of either “great persons” or “zeitgeist” interpretations of historical or social progress.
3. In the cycles of the development of new paradigms within science, according to Kuhn, what factors would be especially critical in the initiation of the quest for a new paradigm and the final settlement on a new paradigm?
4. Generally, what is a paradigm, and how are they used to give definition to psychology?
5. What is at issue in the tension involving competing sources of knowledge in psychology?
6. The enduring questions of psychology were presented as continua anchored by dichotomous positions. What are the possible points on each continuum between the anchors?
7. The specialization of the history of psychology within the general discipline implicitly recognizes the benefits of understanding historical context. Can you think of some intellectual dangers that psychologists should be aware of when studying their own history?
8. Defend or refute the argument that psychology is neither a “soft” nor a “hard” science, but rather a bridge between the social sciences, on the one hand, and the natural/physical sciences on the other.

Chapter 2

Psychology in the Ancient and Classical East

Learning Objectives

- Introduce non-western European traditions in psychology, focusing particularly on south Asia, East Asia, and the Middle East.
- Focus on the foundational differences in how human life is subjectively experienced within the various perspectives of Eastern and Western traditions.
- Introduce the major literary sources within the respective Eastern traditions.
- Contrast the implications for psychology derived from the inheritance of these traditions for contemporary psychology.

Chapter Summary

Psychology has a rich and varied prehistory in the religious and moral philosophies of Eastern civilizations. Prior to the western European Renaissance, the major interactions between East and West occurred in Persia, which served as a crossroads between India and the Arab world. Ancient Indian culture gave to us the traditions of Buddhism and Hinduism. The writings of the *Vedas*, especially the *Upanishads*, provided the foundation for Hindu philosophy, and contained major statements on psychology. Buddhism was exported to China, where it enjoyed great success. It taught that self-denial and proper thinking were necessary to achieve fulfillment and well-being. However, the older philosophical movement of Confucianism offered a stronger basis for Chinese intellectual progress. Both Buddhism and Confucianism were exported to Japan, where they were assimilated into the social structure and transposed into Japanese philosophies to support nationalistic aspirations.

Two other Middle Eastern cultures, Egyptian and Hebrew, need to be considered because of their importance as predecessors for the ancient Greeks whose philosophical formulations would provide the foundations for the emergence of psychology. Egyptian achievements in art and architecture left us a legacy that attested a high level of learning, especially in the fields of astronomy and medicine. The Jewish foundation of monotheism and law, along with an understanding of the human person as a unity of spirit and matter, interfaced with the Greek culture that was to dominate the Mediterranean world throughout the period of the Roman Empire.

Virtual Tour: Ancient East

Ancient East				
Destination	Location	Latitude	Longitude	Significance
Ancient Bactra (Zariaspa), Bactria	Balkh, Afghanistan	36°45'16.19"N	66°53'50.93"E	Zarathustra death
Kailasa Temple	Ellora, India	20° 1'25.35"N	75°10'44.84"E	Hindu temple
Maya Devi Temple	Lumbini, Nepal	27°28'10.70"N	83°16'32.94"E	Buddha birthplace
Confucius Cave	Nishan, China	35°30'18.16"N	117°13'1.80"E	Confucius birthplace
Karnak Temple Ruins	El-Karnak, Egypt	25°43'7.80"N	32°39'26.17"E	Ancient Egyptian temples
Mount Sinai	Sinai, Egypt	28°32'15.89"N	33°58'29.78"E	Moses revelation

Virtual Museum: Ancient East

Indian Museum (Calcutta, India)

<http://indianmuseumkolkata.org/>

Mathura Sculptures (slide show)

<http://indianmuseumkolkata.org/Virtual/mathura.html>

Egyptian Museum (Cairo, Egypt)

http://www.sca-egypt.org/eng/mus_egyptian_museum.htm

Supreme Council of Antiquities Sites: Karnak Temple

http://www.sca-egypt.org/eng/SITE_Karnak.htm

Israel Museum (Jerusalem, Israel)

<http://www.imj.org.il/en/>

Second Temple Model

http://www.english.imjnet.org.il/page_1382

A Wandering Bible: The Aleppo Codex

http://www.english.imjnet.org.il/page_1358.aspx?c0=14788&bsp=14389

Digital Dead Sea Scrolls (video 2:09)

http://dss.collections.imj.org.il/dss_video

Class Discussion Topics (and/or Short Essay Exam Questions)

1. Consider the distinctive assumptions concerning the nature of the person within psychology as a Western development in relation to those within Eastern philosophies and religious systems.
2. Cite some examples of historical influences from the East on the development of psychology.
3. What assumptions about essential human experience distinguish Eastern perspectives on psychology from those in the West?
4. Describe Persia's role as a crossroads between Eastern and Western cultures.
5. How were good and evil portrayed in Zarathustrian teachings?
6. Cite some examples of Hindu achievements in science.
7. How is the concept of unity used in Hindu philosophies?
8. What elements of contemporary psychology are derived from Buddhist teachings?
9. What is the goal of human existence in Buddhist teachings?
10. Discuss the level of learning and scholarship of ancient China.
11. How were principles of relativity expressed in early Chinese moral and religious teachings, such as *I-Ching*?
12. How did Confucius' successors change or support his teachings?
13. Describe how psychology is subsumed into guidelines of individual deportment within existing Chinese social structures.
14. Describe the traditional reliance on imported Chinese scholarship and value.
15. How did Buddhist teachings change when imported to Shintoist Japan?
16. Contrast the religious polytheism of ancient Egypt with the monotheism of Judaism?
17. What was the compact between God and the Jewish people, and how did this belief influence Jewish society and moral behavior?
18. How would you describe the impact of Eastern philosophical and religious perspectives on contemporary applications of psychology?

Multiple-Choice Exam Questions

1. Psychology in the West was built on the assumption of:
 - A. pantheistic unity.
 - B.* mind-body dualism.
 - C. spiritual monism.
 - D. spiritual materialism.
 - E. transcendental meditation.
2. Eastern and Western cultural traditions:
 - A. were completely independent until the 20th century.
 - B. maintained close ties throughout history.
 - C. benefited from limited but fairly consistent contact during the 20th and 21st centuries.
 - D.* had little in common until the 20th century.
 - E. were completely integrated by the 17th century.
3. Persia and the Middle East have played pivotal roles in history because of their:
 - A.* position as the crossroads between Eastern and Western cultures.
 - B. traditions of powerful armies.
 - C. invention of algebra.
 - D. discovery of vast oil reserves.
 - E. religious traditions.
4. Individual activity, according to Zarathustra, is propelled by:
 - A. God's will and plan.
 - B. inner organization.
 - C. personality.
 - D.* the conflict between good and evil.
 - E. unconscious desires and aspirations.
5. The *Upanishads* taught:
 - A. a reliance on the intellect and sensory knowledge.
 - B.* a distrust of the intellect and sensory knowledge.
 - C. the importance of magic and the occult.
 - D. the importance of assisting individuality.
 - E. the difficulty of living a life of solitude.
6. Psychology in the *Upanishads* should lead to:
 - A. individual development and adaptation.
 - B. specific expressions of individual personality.
 - C. self-awareness and self-assertion.
 - D. group interactions and goal setting.
 - E.* loss of individual expression.
7. Hinduism is:
 - A. a rigid set of beliefs and values.
 - B.* a loose system of religious and social beliefs.
 - C. an organized religion governed by a hierarchy of priests.
 - D. a system of spiritual beliefs insistent on the interpretation of heaven on earth.
 - E. the Indian version of Buddhism.

8. The goal of knowledge in the various Hindu systems is to:
 - A. find earthly happiness.
 - B. predict the person's activity in the immediate environment.
 - C.* release the person from the particular and material.
 - D. seek rational deductions.
 - E. assist individual styles and attitudes.
9. Individual growth, according to general Hindu teachings, is:
 - A. toward greater individualization.
 - B. achieved by probing unconscious motivations.
 - C. achieved by explaining personality dynamics.
 - D.* toward an emergence into the bliss of universal knowledge.
 - E. away from harmony and transcendence.
10. According to Buddhist teachings, our only source of knowledge is:
 - A. rational deduction.
 - B. given by God.
 - C. from social consensus.
 - D.* from sensory input.
 - E. from reasoned deliberation.
11. Psychology in Buddhist teachings is founded on:
 - A.* deportment and striving toward transcendence.
 - B. individual activity.
 - C. group activity.
 - D. individual consciousness.
 - E. individual personality.
12. The lines of the *I-Ching* puzzle represent:
 - A. good and evil.
 - B. heaven and hell.
 - C.* *Yin* and *Yang*.
 - D. *Tao* and *Ching*.
 - E. individuals and groups.
13. Confucius' practical philosophy taught a psychology of:
 - A. individualization.
 - B.* social conformity and personal deportment.
 - C. personal development and leadership.
 - D. social striving and dynamics.
 - E. self-consciousness.
14. Rules of deportment in Confucius' teachings are guided by:
 - A. absolute values and individual assertion.
 - B.* relative values and family organization.
 - C. individual assertion and self-conscious belief.
 - D. rational guidelines.
 - E. sensory qualities.

15. Japanese interpretations of Confucian philosophy emphasize:
- A. individual development.
 - B. self-discipline.
 - C.* environmental-mental interactions.
 - D. personal loyalty.
 - E. social structures.
16. In general, contemporary Eastern psychology is greatly influenced by:
- A. Zen philosophy.
 - B. Russian reflexology.
 - C. Shintoism.
 - D. biology.
 - E.* Western psychology.
17. Egypt's emergence as an ancient world power benefited from:
- A. a strong navy.
 - B. a reliance on slave labor.
 - C.* centralized government control.
 - D. monotheism.
 - E. creative architects.
18. The covenant between God and the Jewish people led to:
- A. powerful city states.
 - B. a legacy of architectural wonders.
 - C. vast territorial claims.
 - D.* recognition of the supremacy of law.
 - E. the defeat of the Persian invaders.
19. Abraham's historical impact has left contemporary human societies with:
- A. universal acceptance of the Ten Commandments.
 - B.* three great monotheistic religions: Judaism, Christianity, and Islam.
 - C. descendants of twelve tribes.
 - D. common law.
 - E. the importance of psychology.
20. Currently, distinctions in psychological views between East and West have become:
- A. sharpened.
 - B. clearer.
 - C.* blurred.
 - D. heightened.
 - E. more realistic.