Hergenhahns An Introduction to the History of Psychology 9th edition Henley Solutions Manual

SKU: 9780357797716-SOLUTIONS

Instructor Manual

Tracy B. Henley, Hergenhahn's An Introduction to the History of Psychology, 2024, 978-0-357-79771-6; Chapter 1: Introduction

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Purpose and Perspective of the Chapter

The purpose of this chapter is to discuss the overarching issues in the history of psychology, including the approaches to studying history, the importance of studying history, the definition of science, whether psychology is a science, and the persistent questions in psychology.

Chapter Objectives

The following objectives are addressed in this chapter:

1.1 Explain the differences between presentism and historicism.
1.2 Explain the differences between the great person and the zeitgeist approach.
1.3 Determine what makes something a science, and discuss if psychology is a science.
1.4 Analyze the differences between the traditional model of science with the alternatives offered by both Popper and Kuhn.
1.5 List and explain several of the different accounts proposed for the relationship between mind and body.
1.6 List and explain the different types of determinism.
1.7 Discuss the relationship between nature and nurture.

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What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Historiography is covered in greater detail.
- Discussions of diversity and inclusion and how those and related topics impact the history of psychology have been added.
- Learning objectives have been updated.

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Chapter Outline

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by

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topic), so that you can see how all the content relates to the topics covered in the text.

1. Considerations in Writing a History of Psychology (PPT Slides 5-7; LOs 1.1, 1.2)
    a. Historiography is the study of the proper way to write history
        i. Historical data differs from other types of data
        ii. Historical data must be correctly understood
        iii. Historical data are passed down from a particular vantage point
    b. Presentism and historicism
        i. Presentism is looking at what psychology is today and asking how it became that way
        ii. Historicism is the study of the past for its own sake, not attempting to relate it to the present
    c. Considerations about what is important vary over time
        i. Diversity and inclusion
        ii. Juxtaposing past and present with opportunity to be chronopolitan
    d. Most academic historians adopt a chronological approach
    e. Other approaches include the zeitgeist approach, the great person approach, the historical development approach, and the eclectic approach
2. Why Study the History of Psychology? (PPT Slides 8-9)
    a. To gain a richer understanding of psychology
        i. Allows for a greater awareness of where psychology's subject matter came from and why it is considered important
    b. To learn about the development of ideas
        i. The history of ideas, methods, and prejudices is an important part of the practice of science
    c. To learn about the demise of ideas
        i. Some ideas disappear not because they are wrong but because they become unpopular
3. Psychology and Science (PPT Slides 10-19, LOs 1.3, 1.4, 1.6)
    a. Science came into existence as a way to answer questions by examining nature rather than by relying on religious or other authorities
        i. Ultimate authority was empirical observation (direct observation of nature)
    b. In the modern era, two major approaches to where knowledge comes from
        i. Rationalism: knowledge comes from applying the rules of logic
        ii. Empiricism: knowledge comes from direct observation
    c. For scientists to make sense of what they observe, theories are developed
        i. Scientific theories have two main functions
            1. Organize empirical observations

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2. Act as a guide for future observations by generating confirmable propositions

d. A scientific law is a consistently observed relationship between two or more classes of empirical events
   i. Amenable to public observation
   ii. Laws may be correlational or causal
e. Determinism is the assumption that what is being studied can be understood in terms of causal laws
f. Popper
   i. Asserted that science begins not with observations but with a problem that determines what observations will be made
   ii. Argued that theories must be falsifiable (principle of falsifiability)
   iii. Many psychological theories are plagued by vagueness and a tendency to engage in postdiction rather than generating risky predictions
g. Kuhn
   i. Prior to Kuhn, science relied on the correspondence theory of truth
      1. The goal when evaluating scientific laws is to determine whether they correspond to an external, mind-independent world
   ii. Kuhn demonstrated that science is often subjective
      1. In the physical sciences, one viewpoint is often shared (paradigm)
      2. What Kuhn termed *normal science* involves exploring the implications of the paradigm and is viewed as a form of puzzle solving rather than a quest to discover something new
   iii. Anomalies are observations that cannot be explained by the current paradigm
      1. Persistent anomalies lead to changes in paradigms
   iv. Stages of scientific development
      1. Preparadigmatic stage: multiple viewpoints exist
      2. Paradigmatic stage: period of so-called normal science
      3. Revolutionary stage: the old paradigm is being replaced
h. Paradigms and psychology
   i. It could be argued that psychology has undergone a number of paradigm shifts, from functionalism to behaviorism to cognitive psychology
   ii. Staats argued that psychology is preparadigmatic
   iii. Mayr argued that biology has had multiple, simultaneous paradigms and the same could be said of psychology
i. Popper, Kuhn, and beyond

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i. Popper stated that scientific problem solving is a creative activity, unlike the puzzle solving that Kuhn describes it as
ii. Popper's analysis stresses logic and creativity while Kuhn's analysis of sciences stresses convention and subjective factors
iii. Popper accepted the correspondence theory of truth, while Kuhn rejected this theory and instead believed that scientists create the "reality" they explore
iv. Paul Feyerabend: successful scientists do not follow specific sets of rules but must break rules for scientific progress to occur

j. Universalism and relativism
i. Universalism: there are universal truths that can be discovered by science
ii. Relativism: all experiences are filtered through individual and group perspectives, and the search for universal laws is therefore in vain

4. Is Psychology a Science? (PPT Slides 20-23, LO 1.3)
a. Psychology is diverse and multifaceted: some parts are science, and some are clearly not
i. Whether we consider psychology a science depends on what we are considering
ii. Koch argued that psychology should embrace both science and the humanities in its efforts to understand human nature
b. Scientifically oriented psychologists are willing to assume determinism in their work
i. Different types of determinism may play a role
ii. Biological determinism emphasizes physiology and genetics
iii. Environmental determinism emphasizes environmental stimuli
1. Sociocultural determinism is a form of environmental determinism that emphasizes cultural or societal rules, regulations, beliefs, and customs that constrain behavior
c. Some psychologists agree that human behavior is determined but maintain that causes of human behavior cannot be accurately measured
i. Heisenberg's uncertainty principle applied to psychology states that we can never learn some causes of behavior because in attempting to observe them we change them
ii. This position is called *indeterminism*
d. Some psychologists assert that the most important causes of behavior are freely chosen (free will) and thus independent of physical or psychical causes
i. This position is called *nondeterminism*

5. Persistent Questions in Psychology (PPT Slides 24-33, LOs 1.5, 1.7)
a. Mind and body: Is there a noncorporeal mind and, if so, how is it related to the physical body?

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i. Materialists believe that matter is the only reality and everything, including cognitions and behavior, must be explained in terms of matter
    1. Also called monists because they attempt to explain everything in terms of one type of reality
ii. Idealists believe that even our physical reality results from ideas
    1. Also a type of monist
iii. Dualists believe there are physical and mental events
iv. Types of dualism
    1. Interactionism
        a. The mind and body interact
    2. Emergentism
        a. Mental states emerge from brain states
    3. Epiphenomenalism
        a. Mental processes are by-products of brain processes
    4. Psychophysical parallelism
        a. Environmental experiences cause mental events and bodily responses simultaneously, but they are independent of each other
    5. Double aspectism
        a. A person cannot be divided into mind and body, but it is the unity of mind and body that simultaneously experiences events physiologically and mentally
    6. Preestablished harmony
        a. Bodily and mental events are separate but are coordinated by some outside agent
    7. Occasionalism
        a. Mind and body are separate but sometimes appear to be in contact because of divine intervention
v. Our physical experiences throughout our lives are highly diverse, yet we experience unity and continuity
    1. The “self” has been proposed as the organizer of experiences
    2. Sometimes viewed as autonomous (having a separate existence)
vi. Mechanism vs. vitalism
    1. Mechanism proposes that the behavior of organisms can be explained in terms of the parts of organisms and the laws governing those parts
    2. Vitalism proposes that life cannot be reduced to material things and mechanical laws

b. Objective and subjective experience

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i. The difference between what is present physically and what we experience mentally is an old concern of psychology
ii. Naïve realism: what we experience mentally is the same as what is present physically
iii. Reification: the tendency to believe that, because something has a name, it also has an independent existence

c. Rationalism vs. irrationalism
i. Rationalistic explanations usually emphasize the importance of logical, systematic, intelligent thought processes
ii. Rationalists tend to search for universal principles
iii. It has not always been agreed that intellect is the best guide for human thought and behavior
iv. Emotion has sometimes been appreciated more than reason (e.g., during the early Christian era, the Renaissance, and in recent times)
v. Because they stress feelings over intellect, they are termed *irrational*

d. Nature vs. nurture
i. Nativists emphasize the role of biological inheritance in their explanations (nature)
ii. Empiricists emphasize the role of experience (nurture)
iii. Most modern psychologists believe behavior is influenced by nature and nurture, but differ on which they emphasize
iv. A variant of the nature-nurture question is the question of whether humans are qualitatively or quantitatively different from other animals
1. Behaviorism maintains that the same principles govern both humans and nonhumans
2. Humanists believe people are qualitatively different than nonhumans

e. What is the origin of human knowledge?
i. Epistemology: the study of knowledge
ii. Radical empiricist insists all knowledge is derived from experience
iii. Rationalist agrees that sensory experience is often the first step but that the mind must transform the information for knowledge to be attained
iv. Nativists might argue that knowledge is innate
1. Modern ecological and psychobiological psychologists argue that some aspects of our psychology are hard-wired
v. Empiricists favor a passive mind that simply records experiences

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vi. Rationalists favor an active mind that interacts with data from experiences

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Additional Activities and Assignments

The following are activities and assignments developed by Cengage but not included in the text, PPTs, or courseware (if courseware exists). They are for you to use if you wish.

1. The History of Psychology: Total duration varies.
    a. Have students go to Cummings Center for the History of Psychology online exhibits page and choose an exhibit of interest to them. After visiting the exhibit online, they should prepare a two-page report on what they learned. Alternatively, students can divide into small groups and visit an online exhibit as a group, and then report on the exhibit to the class.
2. Great Psychologists: Total duration varies.
    a. Ask students to prepare a report on an important psychologist. They can identify an important work of that psychologist on the Classics in the History of Psychology page (**http://psychclassics.yorku.ca/**). They can also visit the Psychology's Feminist Voices page (**https://feministvoices.com/**), which offers profiles of women in psychology. This should be just the starting point for research on psychologists. The report should include: (1) the background/history that contributed to the psychologist's ideas; (2) a presentation of the theoretical and/or philosophical ideas or research ideas, which influenced psychology; and (3) how this influenced psychology.

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Additional Resources

External Videos or Playlist

- Psychology Unlocked provides a brief history of psychology in The History of Psychology in Less Than 5 Minutes—From Wundt to Today | History of Science (4:32) at **https://www.youtube.com/watch?v=DbmHFEorTe4**

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- CrashCourse provides a look at the mind-body problem in Where Does Your Mind Reside?: Crash Course Philosophy #22 (9:06) at **https://www.youtube.com/watch?v=3SJROTXnmus**
- Learn more about the nature-nurture debate with respect to a specific human quality—intelligence in Nature vs. Nurture: Where Does Intelligence Come From? (4:17) at **https://www.youtube.com/watch?v=BmOfPw_h6mc**

INTERNET RESOURCES

- Learn about the history of psychology from Annenberg Learner at **https://www.learner.org/series/discovering-psychology/explorations/history-of-psychology-contemporary-foundations/**
- The Cummings Center for the History of Psychology (**https://www.uakron.edu/chp/**) offers a wide range of resources.
- The Society for the History of Psychology (Division 26 of the American Psychological Association) (**https://historyofpsych.org/hop-resources/**) provides a number of resources useful to students and instructors.
- The Classics in the History of Psychology page (**http://psychclassics.yorku.ca/**) provides links to numerous important studies and other writings.

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