History and Systems of Psychology 7th edition Brennan Solutions Manual

SKU: 9781107178670-SOLUTIONS

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.

History and Systems of Psychology 7th edition Brennan Solutions Manual

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

History and Systems of Psychology 7th edition Brennan Solutions Manual

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?

History and Systems of Psychology 7th edition Brennan Solutions Manual

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 spritual beliefs insistent on the interpretation of heaven on earth.
   E. the Indian version of Buddhism.

History and Systems of Psychology 7th edition Brennan Solutions Manual

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 syles 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.

History and Systems of Psychology 7th edition Brennan Solutions Manual

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.

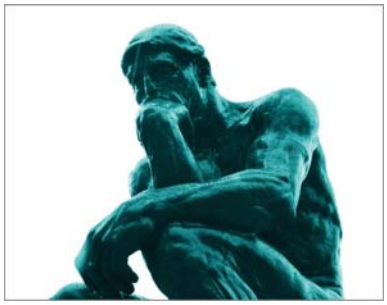
18. The covenant between God and the Jewish people led to
    A. powerful city states.
    B. a legacy of architectural wonders.
    C. vast territorial claims.
    D.* recognition of the supremacy of law.
    E. the defeat of the Persian invaders.

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.

History and Systems of Psychology 7th edition Brennan Solutions Manual

2. Psychology in the Ancient and Classical East



Brennan, J. F., & Houde, K. A. (2018). *History and systems of psychology* (7th ed.). Cambridge, UK: Cambridge University Press.

Chapter Outline: Ancient and Classical East

- Introduction and Context
- Crossroads: Persia and the Middle East
- India
  - Hindu Science and Philosophy
  - Buddhism
- China
  - Early Philosophies
  - Confucius
  - Later Philosophies
- Japan
- Egyptian and Hebrew Traditions

© Cambridge University Press

Learning Objectives: Ancient and Classical East

- 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.

© Cambridge University Press

East and West

- Eastern influences on psychology
  - Contacts with Eastern intellectual and religious traditions brought new or recovered achievements to Western intellectual progress.
  - Scholarship of Muslim and Jewish teachers preserved and extended ancient Greek writings
- Eastern and Western cultural traditions had little in common until the 20th century.
  - Resurgence of interest in ancient and modern Asian philosophers and religions

© Cambridge University Press

East and West

West
- Mind-body dualism
  - Psychical
  - Physical

East
- Spiritual monism
  - Psychical idealism
  - Physical illusory

© Cambridge University Press

Crossroads: Persia and the Middle East

- Persia and the Middle East
  - have played pivotal roles in history
  - geographical location as the crossroads between Eastern and Western cultures.

© Cambridge University Press

History and Systems of Psychology 7th edition Brennan Solutions Manual

Persia: Zoroastrianism

- Ahura-Mazda
  - supreme god and lord of life
  - assisted by lesser gods
- Magi
  - Priests and practitioners of medicine

© Cambridge University Press

Zarathustra (Zoroaster)
(c.628-c.551 BC)

- Zarathustra (Zoroaster)
  - Priest and prophet
- *Avesta*
  - Book of knowledge and wisdom
  - Collection of prayers, legends, poetry and laws
- Individual activity
  - propelled by the conflict between good and evil
  - Free will to choose between them
  - Seven strivings:
    - Light, good mind (wisdom), right, dominion, well-being, piety, and immortality

© Cambridge University Press

India: Hinduism

- Pantheism
  - Various objects of worship
    - sun, moon, wind, dawn, and fire
  - a loose system of religious and social beliefs
- *Vedas* (*Book of Knowledge*)
  - Collection of lessons, hymns, poetry, and prose

© Cambridge University Press

Hinduism

- *Upanishads* (800-500 BC)
  - Collected wisdom of Hindu scholars
- Knowledge
  - Distrust of the intellect and sensory knowledge
  - Goal of knowledge is to release the person from the particular and material
- Mind (Soul)
  - Psychology of loss of individual expression
  - Individual growth is toward an emergence into the bliss of universal knowledge

© Cambridge University Press

India: Buddhism

- The confusion of life precludes any design by a knowing and personal deity.
- Pain and sorrow pervade human experience.
- Prescriptions for virtuous living detailed by simple rules of deportment leading to a sense of subjective well-being

© Cambridge University Press

Siddhartha Gautama (Buddha)
(c.563-c.483 BC)

- Siddhartha Gautama (Buddha)
  - the “enlightened one”
- Knowledge
  - Our only source of knowledge is from sensory input
- Mind
  - The perceived unity of personality is caused by a succession of habits and memories.
  - Individuals are not free, but determined by habit, heredity, and environmental events.
  - Emphasis on ascetic self-discipline and annihilation of individual consciousness.
  - Psychology is found in deportment and striving toward transcendence.

© Cambridge University Press

China: Early Philosophies

- *I-Ching* (Book of Changes, c. 1120 BC)
  - Attributed to Wen Wang (1152-1056 BC)
  - Mystical trigrams that identify the laws and elements of nature, and utopia of the "good life"
  - Principles of Yin and Yang
    - Yin (male principle): positive direction, activity, productivity
      - Heavenly symbols: light, heat, life
    - Yang (female principle): negative direction, passivity
      - Earthly symbols: darkness, cold, death
  - Practical emphasis
    - Truth is uncertain; morality is relative

© Cambridge University Press

China: Taoism

- *Tao-Te-Ching* (Book of the Ways and of Virtue)
  - Written by Lao-tze (604-531 BC)
  - "The way"
    - An idyllic path to wise living
    - Call to living in harmony with the laws and order of nature
    - Quest for wisdom begins in silence
    - Intellect is uncertain; knowledge is relative

© Cambridge University Press

China: Confucianism

- Practical philosophy
  - Series of teachings directed toward morals and politics
  - Conservative outlook intended to preserve the unity of life and avoid slipping into chaos

© Cambridge University Press

Confucius (Kongzi)
(551-479 BC)

- Confucius (Kongzi)
  - Teacher of poetry, history, and moral deportment
  - Government leader and reformer
- Writings
  - Five volumes on laws of propriety, commentary on I-*Ching*, principles of morality, and history of China
  - Four volumes of philosophical treatises
- Moral teachings
  - Individual commitment to sincerity, honesty, thoughtfulness, and personal harmony
  - Family loyalty as critical social structure
  - Psychology of social conformity and personal deportment
  - Guided by relative values and family organization

© Cambridge University Press

China: Later Philosophies

- Mo Ti (c. 450 BC)
  - Utopian philosopher of universal love
- Yang Chu (c. 390 BC)
  - Fatalist philosopher of suffering
- Mencius (370-283 BC)
  - Moderate teacher of benevolent leadership, individual goodness, and pursuit of the good life
- Chuang-tze (c. 350 BC)
  - Advocate of return to nature and society without need for government

© Cambridge University Press

Japan: Shintoism

- Shintoism
  - Oldest religion in Japan, based upon ancestor worship
  - Simple creed of respect for tradition
  - No formal priesthood, elaborate rituals, or detailed moral code
- Buddhism in Japan
  - Belief in gentle gods, observance of duty and ritual, and living a virtuous life of obedience
- Confucianism in Japan
  - Emphasis on environmental-mental interactions

© Cambridge University Press

History and Systems of Psychology 7th edition Brennan Solutions Manual

Egypt: Egyptian Religion

- Politics
  - Egypt's emergence as an ancient world power benefited from centralized government control.
- Science
  - As in other societies of the ancient world, religion and science were mixed.
- Religion
  - Focused on the virtues of loyalty to family and state
  - Polytheistic devotion to vast array of gods that guided and controlled human lives.
  - Priests performed elaborate religious rituals
  - Belief in immortality and preparation for the afterlife

© Cambridge University Press

Israel: Judaism

- Monotheistic belief in one God
  - Believe Hebrew people chosen to participate in covenant with God, recognizing the supremacy of law
- *Bible* (*Torah*)
  - Mosaic Code of the Ten Commandments as guidelines for living a good and virtuous life.
- Worship in temple at Jerusalem
  - Sacrificial atonement for sin, and belief in eventual deliverance by a Messiah sent from God
- Creation in the image of God
  - Human beings comprised of both dust of the earth and the breath of life

© Cambridge University Press

Contemporary Impact

- Abraham's historical impact has left contemporary human societies with three great monotheistic religions
  - Judaism, Christianity, and Islam
- Currently, distinctions in psychological views between East and West have become blurred.
  - In general, contemporary Eastern psychology is greatly influenced by Western psychology.

© Cambridge University Press

© Cambridge University Press

Mind-Body Problem

	Materialism		Dualism		Idealism
	Body ←→Mind				
Unity←→Independent	Reductive Materialism	Emergentism	Hylomorphism	Platonic Dualism	Subjective Idealism
			Double Aspectism		
			Interactionism		
			Preestablished Harmony		
			Psychophysical Parallelism		

© Cambridge University Press

Mind-Body Problem

	Materialism		Dualism		Idealism
	Body ←→Mind				
Unity←→Independent	Hobbes	J. S. Mill	Aristotle Aquinas	Plato	Berkeley
			Spinoza Fechner		
			Descartes		
			Leibniz		
			Wolff Bain		

© Cambridge University Press

History and Systems of Psychology 7th edition Brennan Solutions Manual