



培文书系·心理学系列



A HISTORY OF PSYCHOLOGY

IDEAS AND CONTEXT

心理学史

观点与背景

第 3 版



[美] Wayne Viney D. Brett King 著



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2004年7月

A History of Psychology: Ideas and Context, first published by Allyn and Bacon in 1993, was written for students and all who are interested in psychology and its history. The first two editions included numerous distinctive features that are preserved and amplified in this third edition. A number of substantial revisions have been necessary to update the book in accordance with the wealth of historical scholarship that has appeared since the publication of the first two editions. As before, the text strives for comprehensive examples of psychological thought from ancient Eastern and Western cultures, the Roman Empire, the Middle Ages, and the Renaissance. In the modern period, from about 1600, the focus is on intellectual traditions that contributed to the formal founding of psychology as an independent discipline. These traditions include rational and empirical philosophies, advances in physiology, new quantitative techniques, evolutionary theory, naturalistic approaches to emotional problems, and significant humanitarian movements of the nineteenth century. The historical development of psychology from its formal founding is traced in the major systematic treatments of the discipline. An epilogue sketches some late-twentieth-century developments.

The book opens with a brief chapter on historiography that explores selected philosophical issues especially pertinent to disciplinary histories: What are the origins of historical consciousness? Is there a pattern in history? What is history? Can history be objective? We hope that a discussion of such questions will result in a more critical, appreciative, and informed reader who thinks not only about content but also about the complex tasks of the historian.

Chapter 2 focuses on enduring philosophical problems that are encountered repeatedly throughout the history of psychology: Do humans have free will? What are the methods by which we make truth claims? What is science? What is the subject matter of psychology? It is assumed that the history of psychology is much more meaningful to students who have a working knowledge of the classic positions on fundamental philosophical problems. Students with some degree of philosophical sophistication could skip this chapter, but others will find that a careful study of it will help clarify materials encountered in subsequent chapters.

Like many texts, this book presents examples of psychological thought encountered in documents from ancient cultures. Typically, the Greek and Roman periods are covered, but this book adds two important features to the section on ancient thought: First, psychological contributions of important early women such as Theana, Myia, Asera, and Hypatia are included. Second, in addition to reviewing the usual materials from the Greek and Roman periods, this text provides brief overviews of psychological thought as set forth in documents from ancient Chinese, Indian, Babylonian, Persian, Egyptian, and Hebrew cultures. This emphasis on the broad scope of psychological thought is continued in later chapters that include contributions by Arab scholars, Spanish scholars such as Juan Luis Vives and Juan Huarte, and neglected scholars such as Héloise and Oliva Sabuco.

The chapter on the Renaissance includes a consideration of medical, economic, and geographic contexts that contributed to intellectual developments in this remarkable period. The plague, geographical discoveries, new inventions such as the telescope, the breakdown of authority, and the rediscovery of Greek classics had enormous influence on the development of thought. The works of important thinkers such as Galileo, Niccolò Machiavelli, and Michel de Montaigne are highlighted. Montaigne is presented as a pivotal figure because of his powerful influence on subsequent thinkers such as Francis Bacon and René Descartes. The Renaissance period was regressive in some arenas. It was no Renaissance for women! On the contrary, the Inquisition and the witch-hunts amounted to a holocaust for women.

This text devotes extensive space to the intellectual context that contributed to the development of psychology. Most texts show how psychology grew out of developments in empiricism, rationalism, physiology, and evolution. We trace these developments in traditional detail, but we also include an emphasis on the key roles played by the growth of quantitative techniques, particularly those developed by Jacques Quételet and elaborated by Francis Galton. Early applications of statistics by Florence Nightingale and Dorothea Dix are highlighted, as well. We call attention to the fact that psychology, as a formal discipline, was founded in an age of sweeping humanitarian reform movements (e.g., suffrage, abolition of slavery, new prison standards, universal education and education for women, and new treatment conditions for people with mental impairments and emotional disorders). We argue that extensive humanitarian reforms created a context that helped legitimize the new discipline.

The second half of the text outlines the major systems of psychology with an emphasis on the basic and applied contributions of each school. A description of the formal founding of psychology begins with nineteenth-century developments in psychophysics and voluntarism, an early school of psychology founded by the German scientist Wilhelm Wundt. Additional consideration is given to scholars who shaped the new discipline of psychology in Europe and the United States, including Edward Bradford Titchener, Franz Brentano, Carl Stumpf, Oswald Külpe, and Hermann Ebbinghaus.

The seminal work of William James and his American contemporaries figures strongly in the chapter on functionalism. The chapter on behaviorism reviews Russian reflexology, Edward Lee Thorndike's learning theory, and John B. Watson's radical school of behaviorism. The chapter on neobehaviorism describes the work of ten diverse researchers and culminates with an overview of the work of B. F. Skinner. The next chapter focuses on Gestalt psychology, a novel and innovative school that rebelled against conventional approaches to psychology.

The advent of the psychodynamic school is detailed in the evolution of Sigmund Freud's psychoanalytic theory as well as resourceful challenges to his work by Alfred Adler, Carl Jung, and Karen Horney. The intellectual traditions of existential philosophy and phenomenology are traced in the development of the humanistic psychologies of Abraham Maslow, Gordon Allport, Carl Rogers, and Viktor Frankl. Finally, a brief Epilogue outlines major developments in late-twentieth-century psychology.

Disciplinary histories, such as those about art, music, philosophy, or psychology, are commonly *internal* histories that focus on developments within a discipline. Although emphasis on internal developments may be the primary goal in disciplinary histories, these works are nevertheless richer if attention is also directed to *external* history—that is, to contextual political, economic, religious, philosophical, scientific, and social

forces that help shape the flow of events within a discipline. In this spirit, we identify several external forces that helped shape psychology. The complex multidimensional characteristics of the task, however, guarantee that it cannot be carried out successfully. Nevertheless, an awareness that the discipline did not develop in a vacuum is itself valuable.

The organization of this book conveys a strong historiographic bias. We believe that nature and history are filled with real discontinuities, disjunctions, and surprises. Events, especially in the intellectual arena, seldom flow with measured, uniform, unvarying regularity. But even if the flow of events had been linear and logical, it would be impossible to present the story in such a fashion. If the historian could function more as a photographer than as an artist, the product would still be based on many arbitrary decisions. In the main, there is an attempt to allow the chronology to dictate the flow of ideas in this text, but at times, it is more reasonable to track an idea forward in time and then to backtrack to follow another idea forward in time. Thus, the interests of coherence sometimes outweigh the dictates of chronology.

Study aids are provided in each chapter to help students focus on the important materials and concepts. A glossary is designed to assist with a review of terms and their definitions as well as of key people and some of their most significant contributions. A phonic pronunciation guide is included for difficult names (e.g., Xenophanes *zeh NAH fuh neez*). Chapter-ending study questions also are provided to assist in the review of materials.

The third edition of *A History of Psychology: Ideas and Context* maintains the basic structure of the first and second editions. We have updated the text with more than two hundred new references, many of which reflect scholarship in the history of psychology since 1998, the date of the second edition. Major substantive additions are included on key figures such as Margaret Floy Washburn, Helen Wooley, Sextus Empiricus, Mary Wollstonecraft, Margaret Sanger, and Franz Anton Mesmer. In preparing this revision, we incorporated new materials on epistemology, rationale for the study of history, perspectives on systems of psychology, as well as expanded coverage on humanitarian reform. An additional feature of the third edition includes new research on the history of curiosity and "forbidden knowledge."

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W. V. & D. B. K.

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