

全国高等院校心理学专业教材

QUANGUO GAODENG YUANXIAO XINLIXUE ZHUANYE JIAOCAI



# 大学心理学英语教程

COLLEGE ENGLISH IN PSYCHOLOGY

丛伟 李建明 主编

北京科学技术出版社


全国高等院校心理学专业教材

Special for universities

COLLEGE ENGLISH IN PSYCHOLOGY

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主 编 丛 伟 李建明

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# 《大学心理学英语教程》

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# 前言

《大学心理学英语教程》是应国家教委及知名教育专家建议委托，根据《大学英语教学大纲》（修订本）“应用提高阶段”中“专业英语”的具体要求，为适应新时期的心理学专业英语教学而编写的一本供全国各大高等院校心理学专业以及相关领域使用的英语教程。本书吸收了西方心理学专业教材之精髓，并结合我国各大高等院校具体教学状况以及学生实际英语水平，收录了大量实用的心理学专业英语词汇，以规范的语言、标准的表达方式着重讲述了心理学发展史，心理学基础、专业知识以及当代应用心理学的扩展知识等，使读者能在短时期内较快地提高自身的专业英语水平，熟练阅读、翻译国外专业英文文献。本书是目前我国高等教育领域心理学专业的一本必备实用教材，填补了国内空白。

本书在编辑过程中得到了张树峰教授（硕士生导师）、蒋炳武教授（硕士生导师）、徐应军教授（硕士生导师）、张小平教授（硕士生导师、留美学者）、段钨金教授、美国学者 Kyle Page Schaefer 先生、Alyssa Davis St. Vincent 女士的大力支持，以及刘立勇、张郢等同仁的通力协作，编者在此表示诚挚的谢意！

愿此书在提高专业英语水平的同时，带给广大学生、读者学习、了解心理学专业知识的乐趣。

David Cong

2004 年春



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## **Appendix: General Glossary**

# Lesson One

## Text

### The Origins of Psychology

Have you ever wondered why the sun rises in the east and sets in the west everyday or how spacious the universe is? Have you wondered why it is so cold in winter and so hot in summer and why the creatures on the earth get old and die, and what dreams mean? If so, you have entered the world of psychology, where scientists search for answers to these and many other fascinating questions.

Human beings have lived through the Stone Age, the Iron Age, and the Bronze Age. More recently humans have been living in an Electronic or Atomic Age. Now, according to some enthusiastic scholars, humans live in the Age of Psychology. Psychology is linked with clinical medicine, education, vocation, industry, human behavior, criminology, biology, physiology, sexuality, health, and social aspects etc. In general, psychology, as a new science, has entered our human life everywhere.

Psychology is the science of behavior and mental processes. This means that psychologists conduct experiments and use scientific methods to better understand the actions and thoughts of humans and animals. It concerns many aspects, from the activity of a single nerve cell to the workings of memory even to the social problems in a complex society. It also includes discoveries on how we are able to perceive color, how hunger is regulated by the brain, whether or not chimpanzees can use language to communicate with each other, and so many other exciting topics you may have never considered.

People have always explored the mysteries of the mind. The development history of psychology is a story of people groping toward a better understanding of themselves. As psychology evolves, its focus, methods, experiments, and explanatory models have changed. Let's look at how psychology has developed from philosophical speculations about the mind into a modern behavioral science.

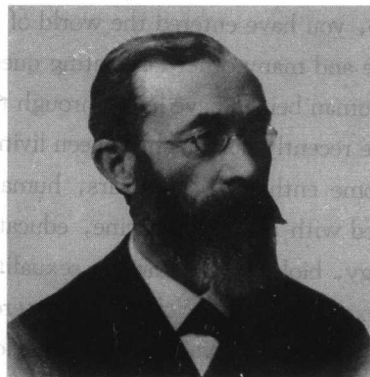


The term psychology comes from two Greek words: “psyche” meaning the soul, and “logos” referring to the study of a subject. These two Greek roots were first put together to define a topic of study in the 16th century, when psyche was used to refer to the soul, spirit, or mind, distinguishing from the body. The suffix “-ology” refers to study. Not until the early 18th century did the term psychology gain more than rare usage among scholars. By that time it had acquired its literal meaning, “the study of the mind”.

The term “mind” is very useful in common conversation — it is used in many ways, and some degree of communication is obviously established, or the term would die out. In talking with our friends we might use the term in such context as “Make up your mind,” “Are you losing your mind?” “I see it in my mind’s eye,” “That reminds me,” “He’s got a fine mind,” “My mind tells me one thing; my heart tells me another,” “It’s all in your mind,” “He has the mind of a criminal,” “His mind is far away,” “He can put his mind to it,” “He blew his mind,” and so on. Now, obviously, people who say these things intend to convey some information, and they do. Equally obviously, other words could be used to convey the same information and the term “mind” could be dropped if we decided to drop it. There is no quarrel with popular usage of the term.

Psychology’s intellectual parents were the disciplines of philosophy and physiology. By the 1870s, a small number of scholars in both fields were actively exploring questions about the mind. How are bodily sensations turned into a mental awareness of the outside world? Are our perceptions of the world accurate reflections of the reality? How do mind and body interact? The philosophers and physiologists who were interested in the mind viewed such questions as fascinating issues within their respective fields.

It was **Wilhelm Wundt** (1832~1920), a German professor and physician, who eventually changed this view. Wundt mounted a campaign to make psychology an independent discipline rather than a stepchild of philosophy or physiology. At that time, the intellectual climate favored the scientific approach that Wundt advocated. In 1879 Wundt succeeded in establishing the first formal laboratory for researching in psychology at the University of Leipzig. In deference to this landmark event, historians have christened 1879 as psychology’s “date of birth.” Soon afterward, in 1881, Wundt established the first journal devoted to publishing researches on psychology. All in all, Wundt’s campaign was so successful that today he is widely characterized as the founder of psychology.

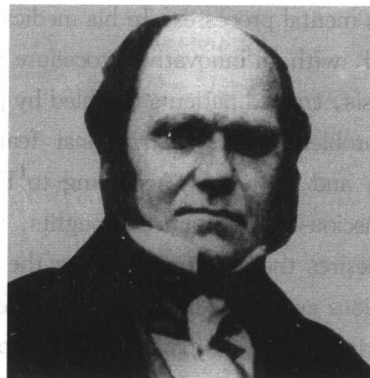


*Wilhelm Wundt, the founder of  
experimental psychology*



Wundt's view of psychology dominated the academic field for several decades and was widely influential all over the world. Wundt claimed, in 1874, that psychology would be a new independent science modeled following fields such as physics and chemistry. He regarded psychology as a scientific study of consciousness — the awareness of immediate experience. This orientation made psychology a special scientific subject focused on the study of the mind. Wundt's thought and provocative ideas attracted many excellent young scholars to Leipzig in order to study and do research on vision, hearing, touch, taste, attention, and emotion under Wundt's guidance. His views spread fast from Germany to America, and many psychological research laboratories were set up in the United States and Canada. So, although psychology was born in Germany, it blossomed into adolescence in America. Like many adolescents, however, the young science was about to enter a period of turmoil. An intellectual battle between the two major opposite schools of psychology, structuralism and functionalism, began. The representative of structuralism was an Englishman — **Edward Titchener**, a student of Wundt. **Structuralism** was based on the concept that the task of psychology is to analyze consciousness into its basic elements and investigate how these components are related. The structuralists wanted to identify and examine the fundamental components of conscious experience, such as sensations, feelings, and images. **Functionalism** was based on the belief that psychology should investigate the function or purpose of consciousness, rather than its structure. The chief leader of functionalism was **William James** (1842 ~ 1910), a brilliant American scholar, who published his landmark book "Principles of Psychology" in 1890. This book has become the standard reading for generations of psychologists and the most influential text in the history of psychology. James's opinion was influenced deeply by **Charles Darwin's theory of natural selection**.

This cornerstone thought of **Darwin's evolutionary theory** suggested that all characteristics of a species must serve some purpose. Applying this idea to humans, James noted that consciousness obviously was an important characteristic of our species, and psychology should investigate the functions rather than the structure of consciousness. Whereas structuralists naturally gravitated to the laboratory, functionalists were more interested in how people adapt their behavior to the demands of the real world around them. These two schools argued for many years



*Charles Darwin, the founder of **The Origin of Species** & **The Evolutionary Approach***



without result. However, functionalism's practical orientation fostered the development of two descendants that have dominated modern psychology: applied psychology and behaviorism.

In the early 1900s, **John B. Watson** (1878~1958) initiated the school of **Behaviorism** that altered the course of psychology. Behaviorism is a theoretical orientation based on the premise that scientific psychology should study only observable behavior. Watson asserted that psychologists could study anything that people do or say — shopping, playing game, eating — but they could not study scientifically the thoughts, wishes, and feelings that might accompany these behaviors. Although Watson's theory dominated psychology for many decades, his view did not go unchallenged. In Germany, an opposite school called Gestalt psychology emerged which argued that psychology should continue to study conscious experience rather than overt behavior.



*John B. Watson the father of behaviorism, Ph.D. degree at the University of Chicago*

At the same time, another approach — **Psychoanalysis** was founded by an Austrian physician named **Sigmund Freud** (1856~1939) who had been contemplating the mysteries of unconscious mental processes. In his medical practice, Freud, with an innovative procedure — psychoanalysis, treated patients troubled by psychological problems such as irrational fears, obsessions, and anxieties. According to Freud, the unconsciousness contained thoughts, memories, and desires that were well below the surface of conscious awareness but that nonetheless exerted great influence on behavior. Freud's psychoanalytic theory attempted to explain personality, motivation, and mental disorders by focusing on unconscious determinants of behavior. In the 1950s, **Humanism** occurred, which emphasized the unique qualities of humans, especially their freedom and their potential for personal growth. The most prominent ar-



*Sigmund Freud established the psycho-dynamic approach th human behavior and mental processes*



chitects of the humanistic movement were **Carl Rogers** and **Abraham Maslow**. They asserted that human behavior is governed primarily by each individual's sense of self, or "self-concept"—which animals presumably lack. Thus, the humanists' greatest contribution to psychology has been their innovative treatments for psychological problems and disorders. Modern psychotherapy has relied on this notion to develop. Since the 1950s, psychology began its professional age, and derived a branch — Applied Psychology, which is concerned with educational psychology, industrial psychology, counseling psychology, and clinical psychology. Clinical psychology is concerned with the diagnosis and treatment of psychological problems or disorders. In the early 1960s, **Jean Piaget** proposed **cognitive psychology**, advocating that psychology must study internal mental events to fully understand human behavior. Almost at the same time, some psychologists relied on physiological experiments to study the interrelations among mind, body, and behavior. For instance, electrical stimulation of the brain could evoke emotion such as rage and pleasure in animals. Thus, the **biological perspective** was born, which maintains that much of human and animal behavior can be explained in terms of the bodily structures and biochemical processes that allow organisms to behave. In 1995, David Buss began **evolutionary psychology**, asserting that natural selection favors behaviors that enhance organisms' reproductive success by passing on genes to the next generation.

Today psychology is a science that studies behavior and the physiological and cognitive processes that underlie behavior, and it is a profession that applies the accumulated knowledge of this science to practical problems. Its field concerns work in hospitals, clinics, research institutes, government agencies, higher education, business and industry, nursing homes, police departments, counseling centers, and private practice. Contemporary psychology is a thriving science and profession. Its growth has been remarkable, and its future is promising.

## Vocabulary

spacious [ˈspeɪfəs] adj.	宽的, 宽敞的; (知识) 广博的; 宽裕的
creature [ˈkri:tʃə] n.	人, 动物, 傀儡, 造物
fascinating [ˈfæsɪneɪtɪŋ] adj.	迷人的, 醉人的, 着魔的
enthusiastic [ɪnˌθjuːziˈæstɪk] adj.	热心的, 热情的
chimpanzee [ˈtʃɪmpənˈzi:] n.	[动物] 非洲的小人猿, 黑猩猩
grope [grəʊp] v.	摸索
n.	摸索



speculation [ˌspekjuˈleɪʃən] n.	思索, 做投机买卖
philosophy [fiˈləsəfi] n.	哲学, 哲学体系, 达观, 冷静
physiology [ˌfiziˈɒlədʒi] n.	生理学, 指人体及动物生理学
sensation [senˈseɪʃən] n.	感觉, 感情, 感动
perception [pəˈsepʃən] n.	理解, 感知, 感觉
discipline [ˈdɪsɪplɪn] n.	纪律, 学科
v.	训练
intellectual [ˌɪntɪˈlektʃuəl] adj.	智力的, 有智力的, 显示智力的
n.	知识分子
approach [əˈprəʊtʃ] n.	接近, 逼近, 走进, 方法, 步骤, 途径, 通路
vt.	接近, 动手处理
vi.	靠近
historian [hɪˈstɔːriən] n.	历史学家, 史家
dominate [ˈdɒmineɪt] v.	支配, 占优势
consciousness [ˈkɒnʃənsɪs] n.	意识, 知觉, 自觉, 觉悟, 个人思想
awareness [əˈweənɪs] n.	知道, 晓得
provocative [prəˈvɒkətɪv] adj.	煽动的, [医] 炎症的
n.	刺激物
structuralism [ˈstrʌktʃərəlɪzəm] n.	[心] 构造主义, [语] 结构主义
functionalism [ˈfʌŋkʃənəlɪzəm] n.	机能心理学, 实用第一主义, 机能主义
component [kəmˈpəʊnənt] n.	成分
adj.	组成的, 构成的
cornerstone [ˈkɔːnəstəʊn] n.	墙角石, 基础
gravitate [ˈɡrævɪteɪt] v.	受引力作用, (受) 吸引, 倾向, 移动
behaviorism [biˈheɪvɪərɪz (ə) m] n.	(美) 行动主义, 行为学派
psychoanalysis [ˌsaɪkəʊəˈnæləsɪs] n.	心理分析
irrational [ɪˈræʃənəl] adj.	无理性的, 失去理性的
obsession [əbˈseʃ (ə) n] n.	困扰; 固定的想法; 成见
anxiety [æŋgˈzaɪəti] n.	忧虑, 焦急, 渴望, 热望
humanism [ˈhjuːmənɪzəm] adj.	人道主义的, 人文主义的
n.	人道主义
psychotherapy [ˈsaɪkəʊˈθerəpi] n.	精神疗法, 心理疗法
interrelation [ˌɪntə (: ) riˈleɪʃən] n.	相互关系
accumulate [əˈkjuːmjuleɪt] v.	积聚, 堆积
contemporary [kənˈtempərəri] n.	同时代的人
adj.	当代的, 同时代的





## Grammar and Notes

1. Not until the early 18th century did the term psychology gain more than rare usage among scholars.

本句中出现了 not until 引起的倒装句, 主动词 did 放在了主语 the term psychology 之前, 形成了部分倒装。在英语中, 含否定意义的词放在句首时, 往往倒装。以下词语常引起倒装: never, little, seldom, rarely, not until, hardly...when, scarcely...when, by no means, in no case, at no times 等。例如:

No sooner had I left the room than he came.

At no time will China be the first to use the nuclear weapon.

2. Today psychology is a science that studies behavior and the physiological and cognitive processes that underlie behavior, and it is a profession that applies the accumulated knowledge of this science to practical problems.

在本句中, 出现了三个 that, 起到了同样的作用。第一个 that 引出了一个定语从句, that 代指先行词 science, 在从句中做主语; 第二个 that 同样引出了一个定语从句, that 代指 processes, 在从句中做主语; 第三个 that 代指 profession, 对 psychology 进一步解释说明。

### 3. Approaches to Psychology

Approach	Characteristics
(1) Biological	Emphasizes activity of the nervous system, especially the brain; the action of hormones and other chemicals; and genetics.
(2) Evolutionary	Emphasizes the ways in which behavior and mental processes are adaptive for survival.
(3) Psychodynamic	Emphasizes internal conflicts, mostly unconscious, which usually pit sexual or aggressive instincts against environmental obstacles to their expression.
(4) Behavioral	Emphasizes learning, especially each person's experience with rewards and punishments.
(5) Cognitive	Emphasizes mechanisms through which people receive, store, retrieve, and otherwise process information.
(6) Humanistic	Emphasizes individual potential for growth and the role of unique perceptions in guiding behavior and mental processes.