

B. R. HERGENHAHN  
TRACY B. HENLEY

An Introduction  
*to the*  
History of Psychology



SEVENTH EDITION



# An Introduction to the History of Psychology

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# Preface

As with the first six editions of *An Introduction to the History of Psychology*, the primary purpose of the seventh edition is to provide students with a comprehensive overview of the history of psychology. It is our belief that to fully understand the concerns of contemporary psychologists one must know the origins of their research questions, the roots of the theories those questions emerge from, and the evolution of the methods used to answer them.

A new edition always includes updating the scholarly citations throughout the book. Likewise, the images and illustrations were upgraded. Without altering the material covered or the narrative flow, the text was “tightened up,” resulting in a reduction of a few pages in most chapters. Specific changes made in this edition include the following:

- *Chapter 1*: The use of Kuhn for understanding the history of psychology is further considered; several theoretical issues that may be difficult for some students are now illustrated with more concrete examples.
- *Chapter 2*: Theory of Mind is introduced to students; the pivotal transition from *mythos* to *logos* in the Ancient world is now referenced throughout the chapter.
- *Chapter 3*: Coverage of Roman life and philosophy is expanded, including coverage of Marcus Aurelius’ *Meditations*; the importance of early Christian scholars such as St. Jerome and St. Augustine is re-framed; the transition from the Roman world to the Middle Age is more fully outlined; the supposed anti-intellectualism of the medieval era is clarified; a brief discussion of later medieval science is now included.
- *Chapter 4*: The importance of printing for timely progress in science and philosophy is further underscored; the mention of Machiavelli and other

renaissance notables is expanded; Bacon's idols are illustrated with psychological examples.

- *Chapter 5:* The mention of the Garcia effect is linked to John Garcia; coverage of Bentham and Utilitarianism is expanded; more examples of French sensationalism are provided; the meaning of "positivism" is clarified for students.
- *Chapter 6:* Differences between empiricism and rationalism are illustrated with the "top down" versus "bottom up" metaphor; Leibniz's anticipation of modern computing is noted; the coverage of monadology is simplified; influences of the Scottish School are added; Kant's ideas are grounded in concrete examples and connected to Gestalt and Gibsonian psychology; Hegel's dialectic and his use of "spirit" are further clarified; Herbart is moved to the chapter's end, and is used to discuss the transition from philosophy to psychology.
- *Chapter 7:* Both Kierkegaard and Nietzsche are more explicitly connected with subsequent developments in psychology.
- *Chapter 8:* A brief consideration of early women in science and academia is added to the introduction of Christine Ladd-Franklin; Sheldon's work on body type is now mentioned; the story of Phineas Gage is added; the origins of early electrophysiology are expanded.
- *Chapter 9:* More details in the Clever Hans story and Husserl's biography are provided; connections with the Würzburgers and Ebbinghaus to modern cognitive psychology are noted; coverage of G. E. Müller is now included.
- *Chapter 10:* The significance of Herbert Spencer is highlighted; more depth is given to characters in Darwin's orbit—such as FitzRoy, Huxley, and Wallace; Mendel's contributions in genetics are noted; the Zeitgeist of Darwin and Galton is better illustrated; Galton's connection to eugenics and modern statistics is expanded; the distinction between idiographic and nomothetic is introduced; the legacy of Spearman, Burt, and Terman is updated; the chapter now ends with a section on modern IQ testing (Wechsler) and psychometric contributions.
- *Chapter 11:* Early interest in psychology and religion is noted; more on the actual students of James and Hall is included; there is a substantial reorganization of the Hall section; several additional women involved in early U.S. psychology are now mentioned; additional coverage of functionalism's use of comparative psychology is provided; the positive contributions of James Mark Baldwin are now covered.
- *Chapter 12:* Additional examples of classical conditioning are provided; coverage of Luria and Vygotsky now concludes the "Russian" section; several aspects of Watson's fascinating biography are added; Rhine's parapsychology and Kuo's contributions are now covered in the McDougall section.
- *Chapter 13:* Positivism is more explicitly linked with psychology; the order of presentation is changed, beginning now with Guthrie (to connect with