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# **Instructor's Manual and Test Bank**

*for*

King, Viney, and Woody

## **A History of Psychology Ideas and Context**

Fourth Edition

*prepared by*

William Douglas Woody  
University of Northern Colorado



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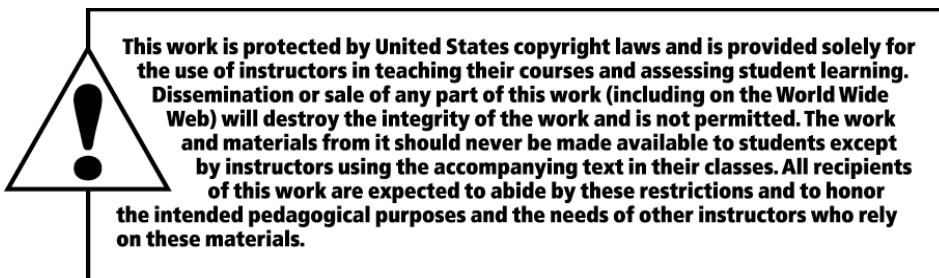
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ISBN-13: 978-0-205-54834-7

ISBN-10: 0-205-54834-2



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## Introduction: Using the Instructor's Manual and Test Bank

In this instructor's manual, teachers using *A History of Psychology: Ideas and Context* (fourth edition) by D. Brett King, Wayne Viney, and William Douglas Woody can find a sample syllabus, a list of resources for teaching the history of psychology, detailed lecture outlines for each chapter, and a test bank of multiple choice questions. The additional PowerPoint file includes presentation slides with the lecture outlines as notes. Any material contained herein may be used in class in any way.

The sample syllabus may be adapted to better fit a specific class. It contains elements that can be used or omitted depending on the level of the students, the format of the course, and the time constraints of the institution and the instructor. For example, papers present students with an opportunity to critically approach issues from class, and editorials allow more personal interaction between students and teachers, but the time demands of grading extensive written work may be beyond instructors with large class enrollments.

This instructor's manual lists both print and electronic resources. Print resources such as journals, books, and reference materials may be available through university libraries or interlibrary loan. Additionally, a growing volume of material is accessible through the worldwide web, including secondary resources, e-prints of classic works, images of historical individuals, instruments, and laboratories, and discussions related to historical figures.

The lecture outlines for each chapter aid the instructor in organizing the material and focusing on central ideas of systems and individuals in the history of psychology. The outlines provide a framework around which to build organized class presentations. Details to fill in the outlines are available in the text itself and in other resources related to the history of psychology.

The test bank contains multiple-choice questions organized by chapter. Additionally, questions are anchored to the text and the chapters by page numbers.

Sample Syllabus  
Psychology 400: History and Systems of Psychology  
Spring Semester, 2008  
MWF: 11:00 – 11:50  
Room 0020 McKee

Instructor: William Douglas Woody, Ph.D.

Office: McKee 0071

Phone numbers: 351-2528 (office)

Email: [william.woody@unco.edu](mailto:william.woody@unco.edu)

Office hours: Monday 10-12 and 2-3, Wednesday 10-12, and by appointment

Prerequisites: General Psychology (PSY120) and senior standing in psychology

Text: D. Brett King, Wayne Viney, and William Douglas Woody. (2008). *A history of psychology: Ideas and context* (fourth edition). Boston: Allyn & Bacon.

Welcome to History and Systems of Psychology! I hope you find the course to be enjoyable and stimulating! The course focuses on the history of the discipline of psychology from its early roots in ancient times to its contemporary developments. It is a unique approach to history, and I hope that you develop an appreciation for the history you encounter in this course.

### **Goals**

The course is intended to:

- 1) put the finishing touches on students' undergraduate education in psychology with an integrated and historical perspective of the field,
- 2) present philosophical issues in psychology and other sciences,
- 3) promote an awareness of the ways that historical developments outside of psychology shape the discipline,
- 4) discuss the roots, the theories, and the relevance of several of the major trends in modern psychology including functionalism, structuralism, behaviorism, Gestalt psychology, psychoanalysis, humanistic psychology, and cognitive psychology,
- 5) examine the ways in which world views (religious, political, moral, and psychological) shape views of humans and psychology,
- 6) explore the evolution of ideas within philosophy and psychology,
- 7) stimulate interest in ideas and develop an appreciation for the process of taking ideas seriously, and

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8) promote critical thinking and dialectic. Students are encouraged to think, discuss, and write freely and critically about philosophical dilemmas, historical trends, and the history of changes in the way humans view themselves.

In addition to these established goals of the course, you may wish to establish goals of your own. You may wish to learn more about a particular individual in the history of psychology. (e.g., Mary Whiton Calkins, B. F. Skinner, Baruch Spinoza, or Socrates) or about a system of thought (e.g., Rationalism, Gestalt psychology, Psychoanalysis, or Humanistic Psychology).

## **Evaluation**

Your grade will be based on a total of 700 possible points. Four factors play a role in the grade you earn for the course: examinations, papers, editorials, and class participation.

## **Examinations**

There are four major examinations; three are scheduled throughout the semester, and the final examination is scheduled for finals week. Examinations will be a combination of multiple choice and essay questions. Each examination is worth 100 points, and the final examination is worth 200 points.

Attendance is critical to performance. Exams will be over material from the book and from class discussions. There will be topics discussed in class that are not in the textbook, and there will be topics in the text that will not be discussed in class. You are responsible for both sources of ideas.

Make-up examinations must be approved by the instructor in advance according to University policy.

## **Papers**

Students will turn in two brief papers (3 to 5 pages in length) in which they critically develop a creative, critical, position on a designated issue. Each paper is expected to make an original contribution or an original synthesis of current views beyond repeating class material. Papers are worth 50 points each, and guidelines for the papers will be found in a handout distributed in class.

## **Editorials**

Students will write two editorials on class topics (see Viney & Woody, 2003). Each editorial is worth 25 points, and both editorials must be completed by April 25. Editorials provide opportunities for you to reply to class materials. An editorial may be critical or appreciative and may deal with ideas from the lecture, the text, or the readings. This is your chance to reply to what I say in class or what is written in any of the other class material. I hope that it will feel safe to write an editorial in which you freely state your ideas and opinions. I will always put written feedback on your editorials. If you give your written permission on the editorial, it may be read to the class. You must specify in writing if you want your editorial to be shared and if you want your name to be revealed.

Viney, W., & Woody, W. D. (2003). Editorials and newsletters as teaching tools. *Psychology Teacher Network, 13*, 9-11.

## Participation

A total of 50 points are available through participation in class. Participation enhances the quality of the classroom experience for everyone. Attending and actively participating in all class sessions will earn 50 points for participation.

## Summary of Evaluation

Three exams worth 100 points each	300 points possible
A final exam worth 200 points	200
Two papers worth 50 points each	100 points possible
Two editorials worth 25 points each	50 points possible
Participation	<u>50 points possible</u>
Total	<b>700 points</b>

Grades will be assigned as follows:

90 - 100 %	A
80 - 89 %	B
70 - 79 %	C
60 - 69 %	D
below 60%	failing

## Conclusion

We are here to stimulate learning, thought, and interest (both yours and mine) in the history of psychology. This unique history is a history of ideas involving more comprehension and less memorization than many other classes in psychology. I hope you enjoy the material, and I also hope you look forward to coming to an open and relaxed environment where you can think critically and discuss freely.

## Schedule

<u>Chapter</u>	<u>Topic</u>
	Introduction
1	Critical Issues in Historical Studies
2	Philosophical Issues
3	Ancient Psychological Thought
4	The Roman Period and the Middle Ages

EXAM #1 Friday, February 8 (Discussions and chapters 1, 2, 3, 4)

Paper #1 due: Friday, February 22

## Schedule (continued)

<u>Chapter</u>	<u>Topic</u>
5	The Renaissance
6	Empiricism, Associationism, and Utilitarianism
7	Rationalism
8	Mechanization and Quantification
9	Naturalism and Humanitarian Reform

EXAM #2 Friday, February 29 (Discussions and chapters 5, 6, 7, 8, 9)

Spring Break March 17 – March 21

10	Psychophysics and the Formal Founding of Psychology
11	Developments after the Founding
12	Functionalism
13	Behaviorism

EXAM #3 Friday, April 4 (Discussions and chapters 10, 11, 12, 13)

Paper #2: Friday, April 18

Editorials Due: Friday, April 25

14	Other Behavioral Psychologies
15	Gestalt Psychology
16	Psychoanalysis
17	Humanistic Psychologies
18	The Rise of Contemporary Psychology

EXAM #4 (Discussions and chapters 14, 15, 16, 17, and 18 in addition to cumulative material)  
The Final Exam is scheduled for 1:00pm on Friday, May 9 according to the university schedule.



### Selected Print Resources for Teaching the History of Psychology

Abundant resources exist for teaching the History of Psychology. In a textword search, PsychInfo lists 12781 publications containing “history of psychology” and 446 papers containing “teaching” and “history of psychology,” including 99 articles in *Teaching of Psychology*. Although an exhaustive list is not possible, some sources in the history of psychology are below.

#### Journals applicable to teaching the History of Psychology course

*History of Psychology*

*History of the Human Sciences*

*Journal of the History of the Neurosciences*

*Journal of the History of the Behavioral Sciences*

*Teaching of Psychology*

#### Useful databases

PsychInfo

Biography and Genealogy Master Index

Philosopher’s Index

Wilson Biographies Plus

#### General Reference Books

Benjamin, L. T. (1981). *Teaching history of psychology: A handbook*. New York: Academic Press.

Corsini, R. J. (Ed.). (1994). *Encyclopedia of psychology* (2nd ed.). New York: Wiley.

*Portraits of pioneers in psychology*. The most recent installment in the series is

Dewsbury, D. A., Benjamin, L. T., Jr., & Wertheimer, M. (2006). *Portraits of pioneers in psychology* (vol. 6). Washington, D.C., American Psychological Association; Hillsdale, NJ: Laurence Erlbaum Associates.

*A history of psychology in autobiography*. The most recent installment in the series is

Lindzey, G., & Runyan, W. M. (2007). *A history of psychology in autobiography* (vol. 9). Washington, D.C.: American Psychological Association.

Scarborough, E., & Furumoto, L. (1987). *Untold lives: The first generation of American women psychologists*. New York: Columbia.

Street, W. R. (1994). *A chronology of noteworthy events in American psychology*. Washington, DC: American Psychological Association.

Viney, W., Wertheimer, M., & Wertheimer, M. L. (1979). *History of psychology: A guide to information sources*. Detroit, MI: Gale Research.

Zusne, L. (1984). *Biographical dictionary of psychology*. Westport, CT: Greenwood Press.

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## **Selected Electronic Sources of Information in the History of Psychology**

With the advent of the world wide web, a wealth of information is now available to the psychologist or student interested in the history of psychology. Please note that the location, availability, and quality of electronic information are highly variable; the following list was accurate at press time.

American Psychological Association, Division 26 - History of Psychology, including web resources in history of psychology

Address: <http://www.apa.org/about/division/div26.html>

Address: <http://www.psych.yorku.ca/orgs/apa26/>

Archives of the History of American Psychology, includes a list of services available

Address: <http://www.uakron.edu/archival/ahap.htm>

The Canadian Psychological Association: History and Philosophy of Psychology

Address: <http://www.psych.yorku.ca/orgs/cpahpp/>

Charles Babbage Institute Archive Collection. The History of Information Processing

Address: <http://www.cbi.umn.edu/>

Cheiron: The International Society for the History of Behavioral and Social Sciences

Address: <http://www.psych.yorku.ca/orgs/cheiron/>

Classics in the History of Psychology, includes electronic copies of several classic works

Address: <http://psychclassics.yorku.ca/>

History and Theory of Psychology e-print archive

Address: <http://htpprints.yorku.ca/>

History of Psychology Daily Calendar (3000+ important dates in the history of psychology)

Address: <http://www.cwu.edu/~warren/today.html>

Museum of the History of Psychological Instrumentation.

Address: <http://www.chss.montclair.edu/psychology/museum/museum.html>

Psychological Science on the Net, Topic: History

Address: [http://www.psychologicalscience.net/Psychology\\_Topics/History/](http://www.psychologicalscience.net/Psychology_Topics/History/)

PsychREF: History of Psychology and the Neurobehavioral and Behavioral Sciences

Address: <http://web.lemoyne.edu/~hevern/psychref1-4.html>

Resources in the History of Psychology, Links to primary sources in the history of psychology

Address: <http://inside.salve.edu/walsh/psych-history.html>

Social Psychology Network, historical links

Address: <http://www.socialpsychology.org/history.htm>

## Lecture Outline for Chapter 1 – Historical Studies: Some Issues

- 1) Why Study History?
  - a) History has a utilitarian role in human understanding of the future.
  - b) Knowledge of history enriches our understanding of the present.
  - c) The study of history contributes to departmental, institutional, and disciplinary goals of a broad and liberal education.
  - d) History teaches humility to students and instructors alike as we see tremendous minds of the past and as we see past thinkers approach what we consider to be current problems.
  - e) History teaches a healthy skepticism as we see fads and explanations rise and fail across time.
  - f) History influences our thought processes; as we learn the errors of others, we become more open to seeing our own possible mistakes.
  
- 2) Some Problems in historiography (see Table 1.1)
  - a) *Historiography* can be defined in three ways:
    - i) the researching and writing of history,
    - ii) philosophical questions about history and historical method, and
    - iii) characteristics of a body of historical writings (e.g., presence or absence of the contributions of women and minorities in the history of psychology).
  - b) Historical consciousness grew over time and reflected the importance of historical events.
    - i) *Herodotus* first attempted a comprehensive history of the world, and he emphasized natural instead of supernatural causes.
    - ii) *Thucydides* extended the naturalistic approach in this classic *History of the Peloponnesian War*.
  - c) History is defined as the interpretive study of the human past, and it contains an empirical component and an explanatory component.
    - i) The *empirical component* includes data such as letters, written or recorded accounts of events, official documents, and works in the field.
    - ii) The *explanatory component* of history addresses the efforts of historians to make sense of the empirical data.
  - d) Can history be objective? Objectivity implies a correspondence between a historical narrative and the past events it describes.
    - i) Historians cannot directly observe the events and must be selective with the data; there are no concrete guidelines for the selection of historical data.
    - ii) But, objectivity is a desirable ideal for historians.
  - e) Presentism and Historicism.
    - i) *Historicism*, defined as the commitment to understanding the past for its own sake, contrasts with
    - ii) *presentism*, which emphasizes the biased nature of human experience and the difficulties in separating historical facts from current biases.
    - iii) There may be room for a middle ground depending on the nature of the question and the educational setting.
  - f) Is There a Pattern or Direction in History?
    - i) The *cyclical hypothesis* suggests that history repeats itself in cycles.

- ii) The *linear-progressive hypothesis* argues that progress is a fundamental characteristic of history and that each generation builds upon the progress of earlier generations.
- iii) The *chaos hypothesis* maintains that there is no overall identifiable and universal meaning of history.
- g) What makes history?
  - i) The *great-person theory* suggests that powerful individuals are most important in shaping history.
  - ii) The *Zeitgeist* (spirit of a time) and *Ortgeist* (spirit of a place) combine to provide the context that shapes thinkers.
  - iii) History may require an efficient combination of productive individuals working within a receptive social, political, educational, technological, and temporal context.
- h) New or Old history?
  - i) Older histories were usually written by practicing scientists in the field, were *internalist*, or focused on the discipline without reference to cultural and social contexts, and have been accused of *presentism*.
  - ii) New history is typically written by professional historians, emphasizes the contexts in which the events occurred, and relies more heavily on archival and other original sources.
  - iii) Some thinkers argue that this distinction not clear and that multiple perspectives in the writing of history improve the discipline
- 3) The history of the history of psychology.
  - a) Early thinkers (e.g., Wundt and James) acknowledged contributions from fields outside of psychology such as physiology, philosophy, and physics.
  - b) The first work appeared in 1913 when James Mark Baldwin wrote *History of Psychology: A sketch and an Interpretation*.
  - c) Several works followed that are now classics, including those by Boring (1929), Brett (1912), and Heidbreder (1933).
  - d) The 1960s formalized the history of psychology.
    - i) *The Journal of the History of the Behavioral Sciences* was founded in 1965.
    - ii) The Archives of the History of American Psychology were established in 1965.
    - iii) The APA formed division 26, The Division of the History of Psychology in 1965.
    - iv) In 1967, the University of New Hampshire started the first Ph.D. program in the History of Psychology.
    - v) In 1968, *Cheiron*, the International Society for the History of the Behavioral and Social Sciences, was created.

**Lecture Outline for Chapter 2 - Philosophical Issues**

- 1) *Epistemology* is a branch of philosophy concerned with theories of knowledge.
  - a) *A priori* knowledge is knowledge of self-evident truths that are known without empirical validation, while *A posteriori* knowledge is knowledge learned through experience.
  - b) *Nativism* argues that some knowledge is a function of the natural structure and operation of our nervous system and that this knowledge is built into humans; *empiricism* suggests that all perceptions and knowledge are learned through experience.
  - c) *Instinct* theorists maintain that some human behaviors (e.g., fighting, nurturing children, and curiosity) are built into humans as instinctive drives, but *learning* theorists suggest that these behaviors are learned and not hardwired from birth.
  - d) How do we know the truth? We claim to know truth and to support our knowledge in many ways, each of which has strengths and weaknesses.
    - i) The most common method for assessing truth is through reference to an *authority* to tell us what is so, although abuse of authority is a common historical dilemma.
    - ii) *Empiricists* value knowledge through observation and experience.
    - iii) *Rationalists* suggest that the most important truths can be known a priori or deduced through careful logical reasoning.
    - iv) *Aestheticism* utilizes notions of beauty to determine truth. According to aesthetic thinkers, beautiful theories are more likely to be true theories.
    - v) *Pragmatism* emphasizes the workability usefulness of an idea in a particular physical, temporal, and cultural context. For pragmatists, truth must do work in the world.
    - vi) *Skepticism* argues that knowledge is provisional and that claims of truth should be doubted.
  - e) *Emotions*, particularly as tools of authoritarian epistemologies, can be used to blind humans to truth or maintain human ignorance.
- 2) There are several models for science as an epistemological method.
  - a) *Karl Popper* noted that scientific theories are inductive in nature and cannot be proven through verification. He argued that theories can only be disconfirmed by data, and he argued that science hinges on the quest for falsification.
  - b) *Thomas Kuhn* suggested that science is an activity of a community of researchers who share common backgrounds and assumptions and that science proceeds from a variety of research methods to normal science (a paradigm describing the accepted beliefs, values, and methods of a science).
    - i) When enough anomalies are not explainable in a given paradigm, a scientific revolution will occur and define a new paradigm.
  - c) *Paul Feyerabend* suggests that there is not one scientific method; in science, anything goes if a method generates results.
  - d) Many psychological debates throughout history center around questions of epistemology. What phenomena to study, methods, assumptions, and interpretations are valid in the search for psychological knowledge?
- 3) *Causality* remains a central question for psychologists.
  - a) Aristotle argued for four causes.
    - i) *Efficient cause* is that which immediately sets an object in motion.

- ii) The *material cause* of an event is the physical substrate through which the objects affect each other. The physical substrate must be appropriate for the action to take place.
  - iii) The *final cause* is the end or purpose for which an event occurred.
  - iv) The *formal cause* is the shape of the objects in the action. The functional or causal properties of an object depend on its shape.
  - b) *Teleology* refers to purpose or design.
    - i) *Intrinsic teleology* suggests that design, order, and purpose are imminent in nature, while
    - ii) *Extrinsic teleology* is the belief that any design in nature reflects an external designer.
  - c) *David Hume* suggests that cause does not exist in the world and that the word “cause” is only descriptive of the behavior of two objects interacting with one another.
  - d) Cause provides additional difficulties; causation is complex, and it may not be possible to cleanly derive a single cause for an event.
- 4) The debate surrounding free will and determinism is one of the oldest in psychology, and there are several influential psychologists on each side.
- a) *Free will* is the doctrine that human beings make choices that are, to some degree, independent of the antecedent conditions. Even though there exist several physical, genetic, biological, psychological, and cultural limits to human behavior, we may be able to transcend these influences to make free choices. Proponents of free will provide several arguments for their position.
    - i) Free will is necessary to adequately explain human experience.
    - ii) Saying “I believe in determinism” implies a logical contradiction.
    - iii) Determinism makes a mess of morality by eliminating responsibility.
    - iv) True randomness or indeterminism may exist.
  - b) *Psychological determinism* states that there are causes, both known and unknown, for every behavior or experience. Determinists argue their case in numerous ways.
    - i) Historically, deterministic accounts are gaining ground and are explaining areas of psychology once believed to be driven by free will.
    - ii) Free will makes a mess of morality because a belief in free will can justify excessive punishment of someone who has misused his or her free will.
    - iii) Determinists argue that our world is predictable in part because causes provide us with reasonable expectancies as to possible outcomes.
- 5) The *mind-body problem* is related to the branch of philosophy called *ontology*, the study of the nature and relations of being and existence. What is the relationship between the subjective mind and the physical brain? Possible relationships may be categorized as monisms, dualisms, or pluralisms depending on the number of qualitatively different orders of reality they postulate (respectively 1, 2, or many).
- a) *Monistic* positions maintain that everything is related to everything else in an intimate way as one fundamental substance or unit.
    - i) *Materialism* is the belief that mind and brain are one thing that is matter.
    - ii) *Idealism* suggests that mind and the mental world are fundamental and that matter is not verifiable outside of experience.

- iii) *Double-aspect monism* maintains that the different languages humans use for mental states and brain states are only different languages and not references to different orders of existence. For the double-aspect monist, mind and brain are like two sides of the same coin.
    - iv) *Epiphenomenalism* suggests that mental states exist but that mental states are only the overflow or byproduct of brain activity.
  - b) *Dualism* asserts that the mental and the physical are two qualitatively different orders of reality.
    - i) *Interactionism* is the common sense position that the mind and the body are fundamentally different but interact with each other. Interactionists have had difficulty specifying the mode of interaction.
    - ii) *Psychophysical parallelism* solves the problem faced by the interactionists by eliminating the interaction. Mind and body coexist in a beautiful preestablished harmony as two clocks, independent of each other yet perfectly synchronized.
    - iii) *Emergentism* argues that mental processes are produced by brain processes but are qualitatively different. Experience results from physical processes but is not describable in only physical terms.
  - c) *Pluralism* asserts that there are many real things that may interact in a variety of ways.
    - i) *Ontological pluralism* suggests mind and body exist but that these are not the only two orders of reality.
    - ii) *Attributive pluralism* maintains that there are many ways to describe an object and that humans should be open to several valid levels of explanation.
- 6) *Psychogeny* is the study of the origin of consciousness or experience (mind or *psuche*). There are two primary theories of psychogeny.
  - i) Identity theory maintains that *psuche* is instilled into the biology of the organism at one point in time and that the *psuche* instilled at that point remains identical throughout the lifespan. Identity theory creates several difficulties.
    - (1) Although most contemporary identity theorists accept conception as the time of infusion, the time of the arrival of *psuche* is a matter of historical debate.
    - (2) After fertilization, a blastocyst can divide into two bodies and presumably two *psuches*. When did the second *psuche* arrive? How many were present at conception?
    - (3) How is a conscious adult identical to a fertilized egg?
  - ii) Psychogenic emergentism suggests that *psuche* develops as the body or the neurological substrate develops. *Psuche* can grow and decline with age.
    - (1) Emergentists do not agree on a time at which *psuche* emerges.
    - (2) Humans feel like we are the same people we were at age 5; have we changed as much as emergentists suggest that we change?
    - (3) How do we value individuals who are developing *psuche* at an atypical rate or who are declining with age?
- 7) The Problem of Explanation
  - a) Explanations by analogies, although common in human thinking, risk overstating the similarities between the situations, and such explanations should be viewed cautiously.

- b) Models as explanations are similar to analogies in that the model may apply only in a limited fashion to the phenomenon we wish to explain.
- c) Numerical analyses can provide useful descriptive and predictive conclusions, but to what degree can they explain a phenomenon?
- d) Neurological and physiological explanations can provide input on the physiological processes that occur with psychological processes. Can physiological explanations sufficiently address psychological phenomena?