

## Glossary

**Act Psychology:** A school of psychology that focuses on what the mind does rather than what is contained within it

**Apparent motion:** Images presented in rapid succession are perceived as being in continuous, smooth motion, as with movies

**Ausfragen Method:** Method of questioning introspection developed by Külpe

**Bildung:** A uniquely German concept referring to a person's self-formation through broad, humanistic education. Humboldt referred to it as "the spiritual and moral training of the nation"

**Bildungsbürger:** The product of *Bildung*—culturally educated citizens. These people were perhaps the closest realization in any society of Plato's vision of the Guardians

**Bundle Hypothesis:** Objects in consciousness are made up off unchanging atomic elements

**Consciousness:** Quality or state of being aware of an external object or something within oneself

**Constancy Hypothesis:** Every sensory element in consciousness corresponds to a specific physical stimulus registered by a sense organ

**Dementia praecox:** Schizophrenia

**Geisteswissenschaft:** Literally translates as spiritual science, but what it means was the study of the human world created by human history and the search for the laws that govern human life, human development, and human history

**Gemeinschaft (Community):** Social relations between individuals, based on close personal and family ties; community

**Gesamtvorstellung:** Whole mental configuration

**Gesellschaft (Society):** Social relations based on impersonal ties, as duty to a society or organization

**Gestalt:** An organized whole that is perceived as more than the sum of its parts.

**Gestaltqualitäten:** Perceptions based on something beyond individual sensations

**Heidelberg:** The first system of psychology offered by Wundt which conceived psychology as a natural science

**Imageless thought:** Thoughts were considered to be miniature images of external objects. Thought without images was a radical change in philosophy

**Inner phenomena:** Is the cognitive processes that underlie the outer string of words. Ex; the cognitive processes that organize a speaker's thoughts, preparing them to speak, and enables the listener to extract meaning from what they hear

**Intentionality:** The power of minds to be about, to represent, or to stand for, things, properties and states of affairs

**Lehrfreiheit:** Academic freedom to teach and study as one chose

**Leipzig:** The second system of psychology developed by Wundt which forms the transition between *Naturwissenschaft* and *Geisteswissenschaft*. In this system Wundt gradually moved further away from seeing psychology as a simple extension of physiology

**Naturwissenschaft:** Translates as natural science – the study of the physical world and the search for the laws that govern it

**Outer phenomena:** Consists of actually produced or perceived utterances. Example; sounds that we speak or hear

**Phenomenology:** Describe consciousness as it appears naively without assumptions about the nature of it

**Phi Phenomenon:** Wertheimer's name for apparent motion

**Positivism:** Theory that knowledge is based on natural phenomena which can be verified by empirical science.

**Structuralism:** Titchener's theory of mind.

**The Würzburg School:** The laboratory established by Oswald Külpe and his students. Discovered imageless thoughts

**Transcendental Ego:** The self that is necessary in order for there to be a unified empirical self-consciousness

**Völkerpsychologie:** The study of the products of collective life

**Weltanschauung:** Comprehensive, unified view of the world

**Wissenschaft:** Referred to anybody of knowledge organized on definite principles. It usually translates as science which can be misleading. Fields such as history or philology counted as *Wissenschaft* along with physics or physiology

## Essay Questions

1. Why was it a bold move for Wundt to propose that psychology become an experimental science at that time in history? What were the two aims that Humboldt proclaimed for the new German University and why was there tension between these aims? Explain how Humboldt attempted to unify these two aims.
2. How were the cultural leaders of Germany similar to the Mandarins? What were the values held by the *Bildungsbürger* and how did they help to shape the development of psychology in Germany?
3. Explain Titchener's theory of mind and the differences between his structuralism and Wundt's psychology. How did the Americans feel about Titchener's ideas?
4. How did Brentano's and Dilthey's views of consciousness compare to the atomist view of psychology? What was the impact on these views on the following generations of psychologists?
5. How did the research of the Würzburg School change focus? In what ways was this change similar or different from emerging American functionalism?
6. Wundt's alliance between physiology and psychology served several different functions in psychology's struggle for existence. Explain the three functions in detail.
7. Wundt developed two different systems of psychology, one early in his career and one later. What were the theories of both systems? How did they differ? How were they similar?
8. Describe Wundt's comparative and historical methods. What were his contributions to the historical method? How did those ideas change?
9. Summarize Wundt's view of language. What were his ideas of sentence production? Give an example of how language is divided.
10. Making reference to the phi phenomenon, provide a brief overview of Gestalt psychology.
11. What factors led to the development of psychology into an applied field?
12. What prevented the psychology of consciousness from continuing as it had in Germany once it moved into other countries?