Chapter 2
The Historical Perspective

CHAPTER SUMMARY
While acknowledging the limits inherent in offering any historical perspective, in Chapter 2 an overview of significant events in the evolution of the field of family therapy is presented. The main focus of the chapter is found in the discussions of seminal contributors to the field as well as the decades in which noteworthy events occurred. Other important figures, whose contributions may be thought of as precursors to family therapy, then are noted briefly. In addition, some thoughts/projections about issues that may become significant in the future are provided. Finally, the context of larger world events, which is mentioned throughout and is essential to an understanding of the logic of the emergence of family therapy, is summarized in chart form at the end of the chapter.

In the process of reading the authors’ account of the development of the family therapy field, it is important to recognize that each historian is likely to see the same events in different ways. Some may include information that others have omitted as being unnecessary or irrelevant. Therefore, students are encouraged to familiarize themselves with a variety of perspectives in order to enhance their understanding of the topic being considered.

STUDENT LEARNING OBJECTIVES
- Students will be able to trace the development of family therapy from a historical perspective and including seminal contributors.
- Students will be able to describe Gregory Bateson’s background and role in the evolution of family therapy.
- Students will be able to summarize the impact of World War II on the development of family therapy in general and on specific theorists/therapists in particular.
- Students will be able to analyze the feminist critique of family therapy.
- Students will be able to speculate on the themes and issues that may impact the work of family therapists in the future.

TEACHING TIPS
- Chapter 2 is the longest chapter in the book. Therefore, it is appropriate to make it a stand-alone assignment for students to read.
- Given the assumption of the inevitability of subjectivity and the related notion that ours is a storied reality from a systems perspective, it is important for the instructor to begin to speak of stories in relation to theories and other so-called facts.
- The historical chart at the end of the chapter is likely to be overlooked by students. It therefore may be useful to examine it as a way of emphasizing the idea that the evolution of family therapy was logical to the larger social context, perhaps using as an example the impact of World War II.
- Given the likelihood that some students may already be working in the mental health arena, it is often useful to hear their perceptions of current and future issues that may impact the family therapy field currently and in the future.
LECTURE GUIDE AND ASSET CORRELATION

The below lecture guide and asset correlation indicates where discussion prompts, assignments, activities or MySearchLab activities connect to a given topic. The full descriptions of these prompts and assignments follow the below guide.

Discussion Prompts

- Throughout this chapter, various discussion prompts have been provided for in-class use. These prompts are developed to assist you in starting open conversation with students about key topics of the chapter.

Assignments and Activities

- These assignments and activities can be used in place of or in supplement of the MySearchLab activities available for students.

MySearchLab Connections

- The MySearchLab Connections at the end of the chapter highlights assets available on www.mysearchlab.com that connect to the topics, themes, and/or competencies/standards found within the chapter.

Chapter Outline

Planting the Seeds: The 1940s (Discussion Question #2; Activity #2)
  - Cybernetics
  - Development of Interdisciplinary Approaches (Discussion Question #4)
  - Gregory Bateson (Discussion Question #3)
Putting Down Roots: The 1950s (Discussion Question #2; Activity #2)
  - Bateson (Continued) (Discussion Question #3)
  - The Double-Bind Hypothesis
  - Nathan Ackerman
  - Murray Bowen
  - Carl Whitaker (Discussion Question #4)
  - Theodore Lidz
  - Lyman Wynne
  - Ivan Boszormenyi-Nagy
  - John Elderkin Bell
  - Christian F. Midelfort
Overview of the 1950s
The Plant Begins to Bud: The 1960s (Discussion Question #2; Activity #2)
  - Paradigm Shift
  - The MRI
  - Salvador Minuchin
  - Other Developments
Blossom Time: The 1970s (Discussion Question #2; Activity #2)
  - Psychodynamic Approaches
  - Natural Systems Theory
  - Experiential Approaches
  - Structural Approaches
  - Strategic Approaches
  - Communication Approaches
Behavioral Approaches
Gregory Bateson
Connecting and Integrating: The 1980s (Discussion Question #2; Activity #2)
Other Voices
Freud
Jung
Adler
Sullivan
Fromm-Reichman
Allport
Lewin
Dewey and Bentley
Still More
The Limits of History (Activity #1; Discussion Question #1)
Controversy, Conflict, and Beyond: The 1990s (Discussion Question #5)
The Feminist Critique
Family Therapy and Family Medicine
Integration and Metaframeworks
Managed Care
The Twenty-First Century: Continuing Concerns and Emerging Trends
Summary

DISCUSSION PROMPTS
1. What is the authors’ perspective on writing an historical account?
2. What are the main themes of the decades of the 1940s, 1950s, 1960s, 1970s, and 1980s relative to the development of family therapy?
3. What role did Gregory Bateson play in the development of family therapy?
4. How did World War II impact the evolution of family therapy?
5. What four trends characterized the decade of the 1990s?

ASSIGNMENTS AND ACTIVITES
1. Create pairs of students who do not know each other. Instruct the pairs as follows:

   One of you is to tell your partner about yourself. Share the information that you believe will help the other understand you as you wish her or him to know you. When finished, reverse speaker and listener and repeat the process.

   After students have completed part 1 of this activity, have them reflect on the information each chose to share. Time constraints aside, what did each edit in or edit out of his or her story during this activity? Consider together how each story we tell about ourselves is narrated to orient people to relate to us in a particular way. Explore how the story we tell might be different when told a) in a job interview; b) to a good and trusted friend; or c) to a supervisor.

2. Divide students into small groups. Assign each group a period of time by decades to summarize and report on to the class. Instruct them to include the major persons and events that occurred during that period in the development of family therapy as well as relevant issues of the larger world context. Discuss the logic of various developments in the evolution of family therapy when viewed in historical context.
STUDENT MYSEARCHLAB STUDY PLAN FOR THIS CHAPTER

Go to www.mysearchlab.com
Login to Becvar & Becvar, Family Therapy: A Systemic Integration, 8th ed.

Read the Chapter
- Read this chapter
- Review the Learning Objectives

Chapter Activities and Assignments
- Watch the Videos and take the quiz
  - Genograms: The Tool That Brings Resilience To Life_Initial Concerns (Part 1 of 12)
    - Take the Quiz
  - Family Counseling
    - Take the Quiz
  - Cheating
    - Take the Quiz
- Read the Cases or Documents and take the quiz
  - Gambler Loses It All: The Story of the Williamses, A
    - Take the Quiz
  - Loss of Innocence
    - Take the Quiz
  - Down with Depression - The Story of the Polanskys
    - Take the Quiz
- Explore the Assets
  - Professional Voices from the Field: Murray Bowen
  - Professional Voices from the Field: Nathan Ackerman

Prepare for the Exam
- Review the Flashcards
- Take the Formative Assessments
- Review the Learning Outcomes

Take the Chapter Exam

STUDENT LEARNING OUTCOMES
- Students will be able to summarize the evolution of family therapy over time.
- Students will be able to describe the major themes of the decades of the 40s, 50s, 60s, 70s, 80s, and 90s.
- Students will be able to describe the impact of WWII on the development of family therapy.
- Students will be able to evaluate the contributions of the seminal family therapy theorists and therapists.
- Students will be able to estimate the impact of current challenges in the family therapy field.
ADDITONAL RESOURCES

**Books**


**Journals**


Test Bank for Chapter 2

Multiple Choice Questions

1. The decade in which family therapy began to bud was the:
   a. 1940s
   b. 1950s
   c. 1960s
   d. 1970s

   Answer: C
   Bloom’s Level: 1

2. Early explorers in the realm of cybernetics included:
   a. John Von Neumann
   b. Julian Bigelow
   c. Warren McCulloch
   d. All of the above

   Answer: D
   Bloom’s Level: 1

3. The person usually given credit for naming the science of cybernetics is:
   a. Oskar Morgenstern
   b. Gregory Bateson
   c. Norbert Wiener
   d. None of the above

   Answer: C
   Bloom’s Level: 1

4. “Cerebral Inhibition,” one of the topics explored by the early systems theorists, was described by Gregory Bateson as a respectable term for:
   a. Stroke
   b. Hypnosis
   c. Fainting
   d. Seizures

   Answer: B
   Bloom’s Level: 1

5. Gregory Bateson was:
   a. A family therapist
   b. An engineer
   c. A mathematician
   d. An anthropologist

   Answer: D
   Bloom’s Level: 1
6. The focus of research for many of the early family therapists was:
   a. PTSD
   b. schizophrenia
   c. Family problems
   d. All of the above

   Answer: B
   Bloom’s Level: 1

7. An atheoretical stance and a unique style characterized the approach created by:
   a. Nathan Ackerman
   b. Murray Bowen
   c. Theodore Lidz
   d. Carl Whitaker

   Answer: D
   Bloom’s Level: 2

8. In pseudomutuality:
   a. Affirmation of individual identity is seen as a threat to the family as a whole
   b. A superficial alienation of family members masks members’ needs for intimacy and affection
   c. There is chronic conflict and alienation at a deeper level
   d. None of the above

   Answer: A
   Bloom’s Level: 2

9. The “ethical redefinition of the relational context” is fundamental to the approach created by:
   a. John Elderkin Bell
   b. Ivan Boszormenyi-Nagy
   c. Christian Midelfort
   d. Lyman Wynne

   Answer: B
   Bloom’s Level: 2

10. According to Kuhn, paradigm shifts occur when:
    a. Serious problems arise
    b. An anomaly is said to exist
    c. A search for new explanations is undertaken
    d. All of the above

   Answer: D
   Bloom’s Level: 2
11. Who may have been the first to practice family therapy in the sense of working with more than one family member?
   a. Sigmund Freud
   b. Carl Jung
   c. Alfred Adler
   d. Harry Stack Sullivan

Answer: A  
Bloom’s Level: 2

12. Those who participated in the feminist critique chastised family therapists for:
   a. Failing to consider the larger context when describing family dysfunction
   b. Adhering to the notion that all parties to a problem have contributed equally and thus share equal responsibility for that problem
   c. Continuing to view mothers as the source of pathology in families
   d. All of the above

Answer: D  
Bloom’s Level: 3

13. Therapists who focus on the organization of the entire family are utilizing:
   a. Contextual family therapy
   b. Natural systems theory
   c. Structural family therapy
   d. Strategic family therapy

Answer: C  
Bloom’s Level: 3

14. Therapists who apply learning theory principles to the practice of family therapy are utilizing:
   a. A communication approach
   b. A behavioral approach
   c. A Gestalt experiential approach
   d. A psychodynamic approach

Answer: B  
Bloom’s Level: 3

15. The phenomenon of managed care
   a. Was created as a corrective to enormous increases in the cost of health care delivery
   b. Involves the imposition of tight controls on the type and length of therapy for which third-party reimbursement will be provided
   c. Has immersed family therapists in the business world
   d. All of the above

Answer: D  
Bloom’s Level: 3
Short Answer Questions

1. Name the landmark series of conferences that brought early systemic theorists together.

   Bloom’s Level: 2

2. What was the historical event that had a profound impact on the development of family therapy?

   Bloom’s Level: 2

3. Who was the anthropologist who provided a bridge between the hard sciences and the behavioral sciences?

   Bloom’s Level: 2

4. What is the name of the hypothesis that focused on mental illness as a relational phenomenon?

   Bloom’s Level: 2

5. Who was the creator of the concepts of *marital schism* and *marital skew*?

   Bloom’s Level: 2

6. Who was the creator of the concepts of *pseudomutuality, pseudohostility, and the rubber fence*?

   Bloom’s Level: 2

7. What center is noted for having housed the original early research on schizophrenia and where is it located?

   Bloom’s Level: 3

8. In what decade was the focus on connecting and integrating family therapy approaches?

   Bloom’s Level: 3

9. What movement or group was among the first to focus on the need to be aware of gender in therapy?

   Bloom’s Level: 3

10. Which early family therapist focused on communication and also had an experiential orientation?

    Bloom’s Level: 3
11. Which early family therapist had mothers and children with schizophrenia reside together on the grounds of the Menninger Clinic in Topeka, Kansas?

Bloom’s Level: 3

12. Which early family therapist worked at Oak Ridge, Tennessee during the period when the atomic bomb was being created?

Bloom’s Level: 3

13. Which early family therapist contributed a focus on an ethical dimension in family therapy?

Bloom’s Level: 3

14. Which early family therapist created a structural approach to working with families?

Bloom’s Level: 3

15. Which early family therapist created a strategic approach to working with families?

Bloom’s Level: 3

16. What is the term used to refer to specifically defined eclectic and integrative approaches?

Bloom’s Level: 3

17. Describe the societal phenomenon that has had a profound impact on the delivery of therapeutic services in recent years.

Bloom’s Level: 4

18. What systemic idea describes the appropriateness of being aware of larger world events along with significant moments in the evolution of family therapy?

Bloom’s Level: 4

19. How do family therapy and family medicine complement each other?

Bloom’s Level: 4

20. What are the limits of history?

Bloom’s Level: 4

21. What is the relationship between systems theory and cybernetics according to Becvar and Becvar?

Bloom’s Level: 4
22. How might Nathan Ackerman have had more of an influence on the evolution of family therapy?  
   Bloom’s Level: 5

23. What role did Milton Erickson play in the development of family therapy?  
   Bloom’s Level: 5

24. Why was the double-bind hypothesis significant?  
   Bloom’s Level: 5

25. What led the early family therapists to create new ways of working with families?  
   Bloom’s Level: 5

**Essay Questions**

1. Trace the development of family therapy from a historical perspective.  
   Bloom’s Level: 2

2. Discuss what, if any, are the distinctions between systems theory and cybernetics.  
   Bloom’s Level: 2

3. Name and discuss some of the fields out of which the systemic/cybernetic paradigm emerged.  
   Bloom’s Level: 3

4. Describe Gregory Bateson’s background and role in the evolution of family therapy.  
   Bloom’s Level: 3

5. Describe and give examples of the use of metaframeworks as a means of theoretical integration.  
   Bloom’s Level: 3

6. Discuss the impact of World War II on the development of family therapy in general and on specific therapists in particular.  
   Bloom’s Level: 5

7. Discuss the feminist critique of family therapy.  
   Bloom’s Level: 5
8. Describe historical and recent developments in the partnership between family therapy and family medicine.

Bloom’s Level: 5

9. Discuss the impact of managed care on the practice of family therapy.

Bloom’s Level: 5

10. Speculate on the themes and issues that may impact the work of family therapists now and in the future. Indicate the degree to which you do or do not agree with those identified by Becvar and Becvar, providing support for your perspective.

Bloom’s Level: 6