

Humanistic Psychology
Psychology PSY 370
Spring 2010 F/S – Second Eight Weeks

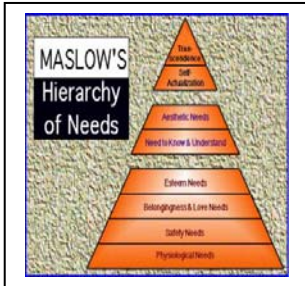
Instructor: George Manning

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Office hours: M/W/F 7:00am-8:00am; 2:00-3:00 PM; and by appointment.

Course Description: The history and philosophy of humanism--Greek, Renaissance and Modern. Comparison of humanistic psychology with other perspectives in Psychology. Study of humanistic theories of personality--Allport, Rogers, Maslow, Jung, Fromm, Frankl, and Perls. Discussion of central themes in humanistic psychology – personal experience, individual identity, human nature, man's search for meaning, freedom of choice, responsibility for consequences, personal values, moral courage, and the human potential for growth.



Student Learning Outcomes: Student learning outcomes include knowledge and application of models of the healthy personality. Students will develop the ability to comprehend, analyze, synthesize and evaluate relevant literature in humanistic psychology.

- Course Resources:**
- 1) Required Text: Growth Psychology: Models of the Healthy Personality, Duane Schultz - Brooks/Cole Publishing – completed April 9th
 - 2) Required Workbook: Personality Theories - Journeys into Self: An Experiential Workbook due April 30
 - 3) Book Report – due April 17th

Method of Instruction: Participative; lecture, discussion, and experience-based learning.

Methods of Assessing Student Learning:

- 1) Mid-term evaluation will be based on 6 quizzes (30% of grade) requiring knowledge and comprehension of models of the healthy personality.
- 2) Individual/group presentations - class presentations require analysis, synthesis, and evaluation of key theories of humanistic psychology (30% of grade). Evaluation is based upon knowledge, preparation, and quality of presentation.
- 3) Book Report: Every Life is Worth a Novel (10% of grade). Evaluation is based on knowledge and application of related literature in humanistic psychology.

- 4) Final exam (30% of grade) will be used to assess comprehension and application of theories of personality to such subjects as identity, meaning, freedom, responsibility, courage, and the human potential for growth.

4.0 = A
3.667 = A-
3.333 = B+
3.000 = B
2.667 = B-
2.333 = C+
2.000 = C
1.667 = C-
1.333 = D+
1.000 = D
0.000 = F

Student Requirements:

- 1) Class attendance and homework assignments are required because of the design of the course. Participation is important. Two (2) unexcused absences will lower the final course grade by one letter grade.
- 2) Attendance at all quizzes is required unless extenuating and documented circumstances occur; for example, an accident or serious illness (with a doctor's excuse). Eligible make-up quizzes will be given at the regular class period, April 16.

All students must meet the same requirements.

NOTE: Students with disabilities (sight, hearing, etc.)—please call this to my attention so assistance can be provided.

NOTE: This syllabus should be viewed as a working plan for the semester. Unforeseen circumstances may necessitate changes in the plan during the course of the term. Changes will be at the discretion of the instructor in consultation with the class.

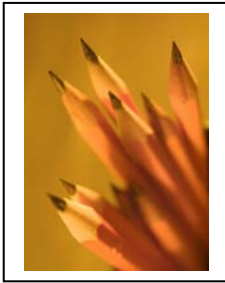
NOTE: One core value held by the Department of Psychology is the importance of effective writing. Our expectation for students in Psychology courses is that written assignments be prepared according to accepted college-level standards for English usage, including grammar, punctuation, spelling, sentence structure, and composition. That is, students will be expected to proofread, edit, and correct their own work in these areas prior to submitting assignments for grading and evaluation. Examples of these assignments may include, but are not limited to, research papers, article summaries, group projects, class papers, take-home essay examinations, and independent study projects. Assignments that do not appear to have been proofread, edited, and corrected prior to submission may be returned to the student for revision before grading, at the discretion of the instructor, or may receive a lower grade that reflects the level of writing skills demonstrated. Experience suggests that writing clearly, concisely, and compellingly requires thought and organization. Give yourself time to organize, draft, revise, and proofread. The requirement of using the library/writing lab resources will be assigned during the course of the semester.

Student Honor Code:

The work you will do in this course is subject to the Student Honor Code (<http://www.nku.edu/~deanstudents/>). The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of NKU will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Class Schedule

<u>Class</u>	<u>Topics</u>
March 17	Last day to register or enter a class. Last day to drop with 100% tuition adjustment
March 19	Classes begin; Introduction to the Course History and Philosophy of Humanism—religious and secular Life, Learning, and Happiness—discussion Humanistic Psychology—central figures, critical events; text assignments Comparison with Psychoanalysis and Behaviorism; book assignment—see last page for book list
March 20	*Gordon Allport –The Mature Person (Introduction) NKU— The importance of having a unifying philosophy of life; the importance of goals; the importance of work *Carl Rogers—The Fully Functioning Person (Introduction) NKU—personal experience as a basis for knowing what is real, true, and valuable; unconditional positive regard; the importance of congruency *Erich Fromm—The Productive Person (Introduction) NKU— the influence of culture; the importance of love *Abraham Maslow—The Self-actualizing Person (Introduction) Penn State—normal vs. abnormal behavior; the human potential for growth; hierarchy of needs * Carl Jung—The Individuated Person (Introduction) Penn State—life-long personality formation, the power of the unconscious, personality types *Viktor Frankl—The Self-transcendent person (Introduction)



NKU—free will; will to meaning; meaning of life

*Fritz Perls—The " Here and Now " Person
(Introduction) Penn State—personal honesty; healthy relationships; the importance of closure

March 24 Last day to drop a full-term course without a grade appearing on student's transcript

March 26 Presentation discussion/preparation

March 27 The Mature Person
(Discussion – personal values and personality traits)

The Fully Functioning Person
(Discussion—personal identity and self concept)



The Productive Person
(Discussion—Do sick societies make sick people?)

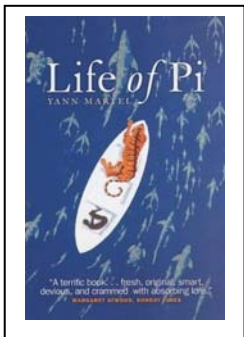
The Self-actualizing Person (Discussion—peak experiences/achievements)

The Individuated Person
(Discussion—complexes and patterns of behavior)

The Self-transcendent Person (Discussion - Frankl's life)

The "Here and Now" Person (Discussion—Mirrors and The Stranger)

April 9 **Mid-Term Exam – The Mature Person, Fully Functioning Person, Productive Person, Self-actualizing Person, Individuated Person, Self-transcendent Person, and “Here and Now Person”



April 10 ***Central Themes in Humanistic Psychology; Journeys into Self, Units 1 (childhood recollections and experiences), 2 (Freud), 3 (Adler), 4 (Jung)

Basic Beliefs—secular and religious Humanism (discussion); The Life of Pi

*Human Nature—positive, neutral, negative; Carl Jung's archetypes, basic attitudes, and four functions of consciousness (discussion); Three-part view of Human Nature

*Personal Experience—awareness and locus of control; Alfred Adler's recollections, inferiority feelings, and birth order

(discussion); assign Journeys into Self, Units 7 (Bandura) and 8 (Allport); The Concept of Flow

*Individual Identity—personal and social; Adler's style of life, social interest, and fictional final goal (Discussion); People who shaped you/events that made you—The Ben Carson story

Man's Search for Meaning—the existential vacuum; Viktor Frankl's logotherapy and three kinds of meaning (Discussion)

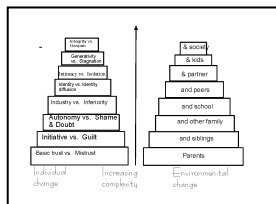
Freedom—individualism vs. conformity; Albert Bandura's social learning theory including perceived self-efficacy (Discussion)

*Responsibility—self discipline and commitment to others; Gordon Allport's trait theory and characteristics of a healthy personality (Discussion); Journeys into Self, Units 5 (Horney), 6 (Erikson), and 10 (Rogers); Stephen Covey NKU; The Importance of Character

Transitions—lives in progress; Erik Erikson's psychosocial stages of development (Discussion); assign Journeys into Self, Unit 9 (Maslow); Turing Boys into Men

Values and full-swing living with no axiological arrest; the importance of courage—Do our trials in length of time become our elements? (Discussion)

April 16



Personal Growth—learning curves and plateaus; Carl Roger's conditions conducive to growth and healthy relationships (Discussion); A Case in Point—Thomas Watson, Jr.

*Relationships—Who is important to you?; Karen Horney's tendencies in crisis, preconditions for decision making, tyranny of the should, cultural influences, and masculine/feminine psychology (Discussion); Scott Peck NKU; Leo Buscaglia NKU

April 17

Book report due

*Human Potential—the model society and the ideal person; Abraham Maslow's theory as applied to self, including deficiency and growth motives, self-actualization, and peak experiences (Discussion); Techniques for Self-awareness, Understanding, and Growth; “If”; The Bucket List

Randy Pausch—Last Lecture and Lessons for Life

Course Review and Evaluation—pace, relevance, value, participation; 20 questions Q&A; Journal—workbook due

April 30 **Final Exam; Journal Book Due**

May 8 Commencement

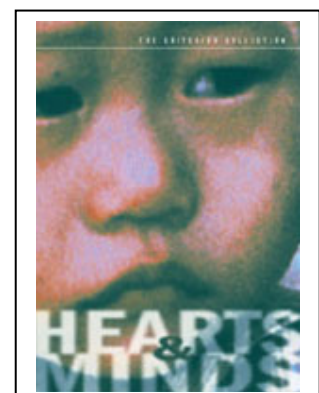
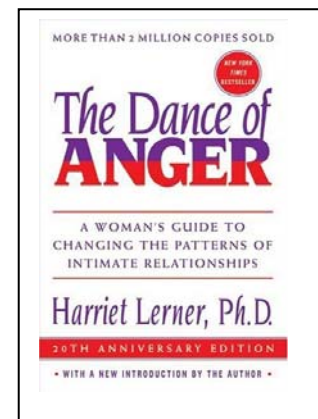
May 11 Grades due by 9 a.m.



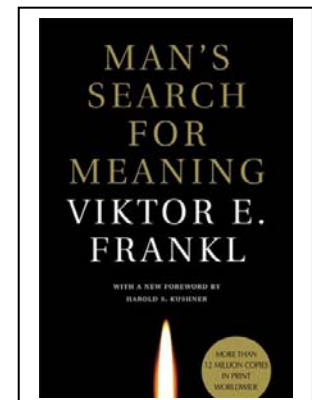
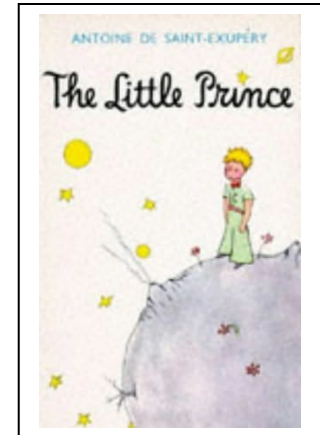
***Media Needs/**Humanistic Psychology Quizzes**

Book List

- A General Guide to Psychoanalysis -- Freud
- * A Way of Being -- Rogers
- About Behaviorism -- Skinner
- Adaptation to Life -- Vaillant
- After Virtue -- MacIntyre
- An Outline of Psychoanalysis -- Freud
- * The Art of Loving -- Fromm
- * Becoming: Basic Considerations for a Psychology of Personality -- Allport
- Being and Time -- Heidegger
- Being in the World -- Binswanger
- Beyond Absurdity -- Trundle
- Beyond Freedom and Dignity -- Skinner
- Brothers Karamozov -- Doestoevsky
- The Concept of Dread -- Kierkegaard
- Challenges of Humanistic Psychology -- Bugental
- Christian Psychology -- Minirth
- The Courage to be -- Tillich
- The Courage to Create -- May
- The Creative Process in Gestalt Therapy -- Zinker
- The Dance of Anger -- Lerner
- The Dance of Intimacy -- Lerner
- Daseinanalysis and Psychoanalysis -- Boss
- Discourse on Thinking -- Heidegger
- The Discovery of Being -- May
- Divine Right's Trip -- Gurney Norman
- * The Doctor and the Soul -- Frankl
- The Dollmaker -- Arnow, Harriet
- The Doll's House -- Ibsen
- Don't Shoot the Dog! -- Pryor
- * Escape From Freedom -- Fromm
- The Essential Jung -- Storr
- Every Person's Life is Worth a Novel -- Polster
- Everyday Zen -- Charlotte Joko Beck
- The Ego and the Id -- Freud
- Existentialism and Human Emotion -- Sartre
- Existentialism as a Form of Humanism -- Sartre



- Existentialism From Doestoevsky to Sartre -- Kaufman
- The Experience of Nothingness -- Novak
- Explorations in Personality -- Murray
- Folkways -- Sommers
- * For the Love of Life -- Fromm
- Fragility of Goodness -- Nussbaum
- * Freedom to Learn in the Eighties -- Rogers
- Fritz -- Shepard
- Further Along the Road Less Traveled -- Peck
- * The Gestalt Approach and Eyewitness to Therapy -- Perls
- Gestalt Therapy Integrated -- Polster
- * Gestalt Therapy Verbatim -- Perls
- Gift From the Sea -- Lindbergh
- Gifted Hands -- Carson, Ben
- Hearts and Minds -- Madsen
- The Healthy Personality -- Jourard
- Humanism -- Blackham
- Humanism in Personology -- Allport, Maslow, Murray
- Humanistic Psychology -- Giorgi
- I Am Rosemarie -- Moskin, Marietta D.
- I and Thou -- Buber
- If You Meet the Buddha on the Road, Kill Him -- Kopp
- * In and Out of the Garbage Pail -- Perls
- Insight and Responsibility -- Erickson
- The Inner World of Choice -- Wickes
- Learned Optimism -- Seligman
- Life Force -- Huston
- Love and Will -- May
- The Little Prince -- Exupery
- Lord of the Flies -- Golding
- * Man and His Symbols -- Jung
- * Man For Himself -- Fromm
- * Man's Search For Meaning -- Frankl
- Man's Search For Himself -- May
- Memories, Dreams, Reflections -- Jung
- Metamorphosis -- Kafka
- * Modern Man in Search of a Soul -- Jung
- * Motivation and Personality -- Maslow
- The Myth of Sisyphus -- Camus
- Neurosis and Human Growth -- Horney
- * New Knowledge in Human Values -- Maslow
- No Exit -- Sartre
- Oedipus Rex -- Sophocles
- * On Becoming a Person -- Rogers
- On Being Human -- Kinget
- Passages -- Sheehy
- * Pattern and Growth in Personality -- Allport
- Peoplemaking -- Satir
- * Personality and Social Encounter -- Allport
- Personhood: A Phenomenological Approach -- Koestenbaum



- * The Person in Psychology -- Allport
- The Plague -- Camus
- The Politics of Experience -- Laing
- The Power of Myth -- Campbell
- The Principles of Behavior Modification -- Bandura
- The Prophet -- Gibran
- Psychiatric Slavery -- Szasz
- The Psychobiology of Personality -- Zuckerman
- The Psychology of Personal Constructs -- Kelly
- Psychology and the Human Dilemma -- May
- * Psychotherapy and Existentialism -- Frankl
- Psychotherapy and Process -- Bugental
- The Pursuit of Meaning -- Fabry
- * Religion, Values, and Peak Experiences -- Maslow
- The Rhinoceros -- Ionesco
- The Road Less Traveled -- Peck
- * The Sane Society -- Fromm
- Science and Human Behavior -- Skinner
- The Science of Living -- Adler
- Self-Analysis -- Horney
- Siddhartha -- Hesse
- Social Learning Theory -- Bandura
- The Stranger -- Camus
- Thus Spake Zarathustra -- Nietzsche
- Toward a New Psychology of Women -- Miller
- * Toward a Psychology of Being -- Maslow
- The Transparent Self -- Jourard
- The Uncommitted: Alienated Youth in American Society -- Keniston
- * The Unconscious God -- Frankl
- * The Undiscovered Self - Jung
- * The Unheard Cry For Meaning -- Frankl
- The Varieties of Religious Experience -- James
- The Visit -- Duerrenmatt
- Walden Two -- Skinner
- We the Living -- Rand
- * The Will to Meaning -- Frankl
- What Life Should Mean to You -- Adler
- Moral Problems in Contemporary Society -- Kurtz

* **Books by theorists covered in the course**

