

Humanistic Psychology
Psychology PSY 370
Spring 2012 MWF – 1st Eight Weeks

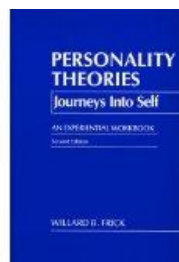
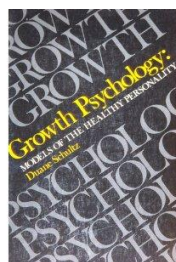
Instructor: George Manning Office: MEP 373
Phone: 572-5443 e-mail: manningg@nku.edu
Office hours: M/W/F 7:00am-8:00am; 2:00-3:00 PM; and by appointment.
Classroom: MEP 300

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 February 15
- 2) Book Report – due February 15
- 3) Required Workbook: Personality Theories - Journeys into Self: An Experiential Workbook – due March 2



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.

<u>Grade Scale</u>	<u>Points (1000)</u>
4.0=A	930-1000=A
3.667=A-	900-929=A-
3.333=B+	870-899=B+
3.000=B	830-869=B
2.667=B-	800-829=B-
2.333=C+	770-799=C+
2.000=C	730-769=C
1.667=C-	700-729=C-
1.333=D+	670-699=D+
1.000=D	600-669=D
0.000=F	0-559=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 mid-term exam period, February 15.

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.

Instructor and Course Evaluations

Northern Kentucky University takes Instructor and Course Evaluations very seriously. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Starting Spring semester 2011, the students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability.

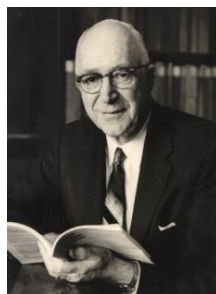
To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

*Eight-week classes will be given one week before classes end to complete evaluations.

Class Schedule



<u>Class</u>	<u>Topics</u>
January 9	Classes begin; Introduction to the Course History and Philosophy of Humanism—religious and secular Life, Learning, and Happiness—discussion
January 11	Humanistic Psychology—central figures, critical events; text assignments Presentation discussion/preparation Comparison with Psychoanalysis and Behaviorism; book assignment—see last page for book list (due February 15)
January 12	Last day to register or enter a class.
January 13	Presentation discussion/preparation
January 16	Martin Luther King Day – No Classes
January 18	*Gordon Allport –The Mature Person (Introduction) NKU— The importance of having a unifying philosophy of life; the importance of goals; the importance of work The Mature Person (Discussion—personal values and personality traits)



January 18

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

January 20

**The Mature Person (quiz)



*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



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

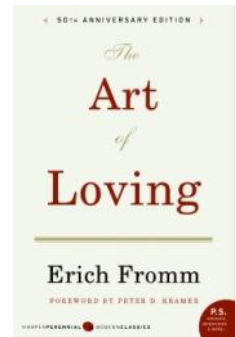
January 23

**The Fully Functioning Person (quiz)



*Erich Fromm—The Productive Person (Introduction) NKU— the influence of culture; the importance of love

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



January 25

Book Report/Writing Assignment (due February 15)

January 27

Book Report/Writing Assignment (due February 15)

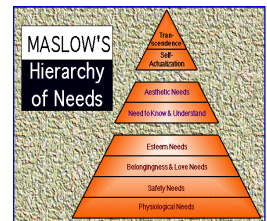
January 30

**The Productive Person (quiz)



*Abraham Maslow—The Self-actualizing Person (Introduction) Penn State—normal vs. abnormal behavior; the human potential for growth; hierarchy of needs

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



February 1

Journal/Workbook—writing assignment (due February 17)

February 3

Journal/Workbook—writing assignment (due February 17)

February 6

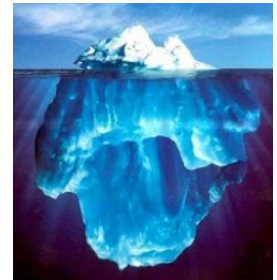
Journal/Workbook—writing assignment (due February 17)

February 8

**The Self-actualizing Person (quiz)



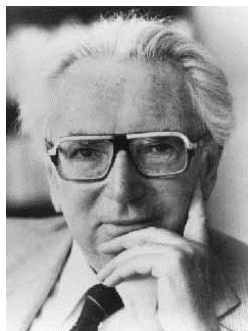
* Carl Jung—The Individuated Person (Introduction) Penn State—life-long personality formation, the power of the unconscious, personality types



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

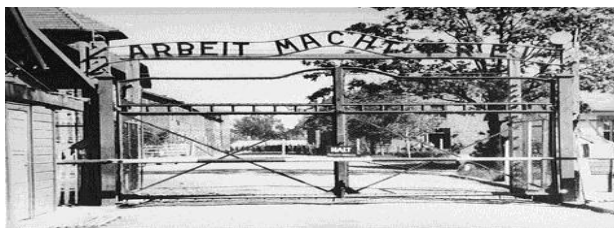
February 10

**The Individuated Person (quiz)



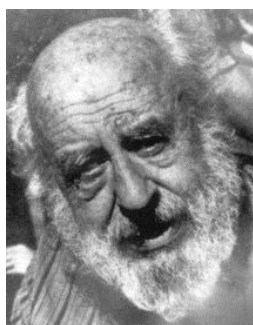
*Viktor Frankl—The Self-transcendent person (Introduction) NKU—free will; will to meaning; meaning of life

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

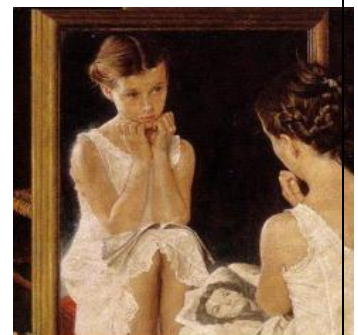


February 13

**The Self-transcendent Person (quiz)



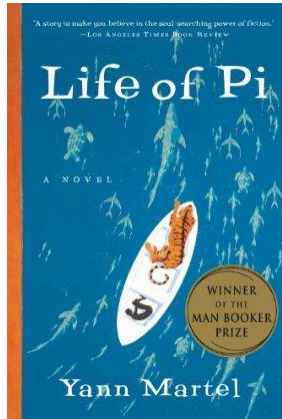
*Fritz Perls—The " Here and Now " Person (Introduction) Penn State—personal honesty; healthy relationships; the importance of closure



I do my thing and you do your thing,
I am not in this world to
live up to your expectations,
and you are not in this world to
live up to mine.
You are you
and I am I
and if by chance we find each other,
it's beautiful.

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

February 15



**The "Here and Now" Person (quiz)

Mid-Term Exam (make-up quizzes)

Book report due; *The Life of Pi*

Discussion—The Psychology of Growth:
Models of the Healthy Personality

Assign pictures



February 17

Central Themes in Humanistic Psychology;
assign orientations; Journeys into Self, Units
1 (childhood recollections and experiences), 2
(Freud), 3 (Adler), 4 (Jung); pictures.
Basic Beliefs—secular and religious
Humanism (discussion)

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

*Personal Experience—awareness and locus
of control; Alfred Adler's recollections,
inferiority feelings, and birth order
(discussion); Journeys into Self, Units 7
(Bandura) and 8 (Allport); The Concept of
Flow

February 20

*Individual Identity—personal and social;
Adler's style of life, social interest, and
fictional final goal (Discussion); Rollo May;
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)

February 22

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

February 22 Cont.

*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; The Importance of Character

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

February 27

*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; Leo Buscaglia; Letters

Transitions—lives in progress; Erik Erikson's psychosocial stages of development (Discussion); 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)

February 29

*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

March 2



* Randy Pausch—Last Lecture and Lessons for Life

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

Last Day of Class--Final Exam; journal book due.



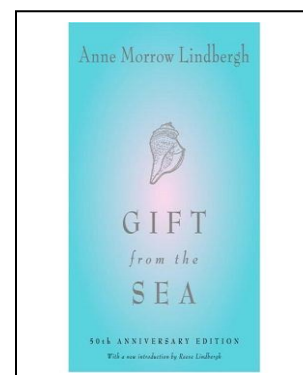
March 13

Grades due by 9:00 a.m.

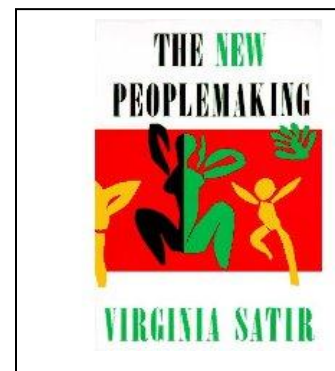
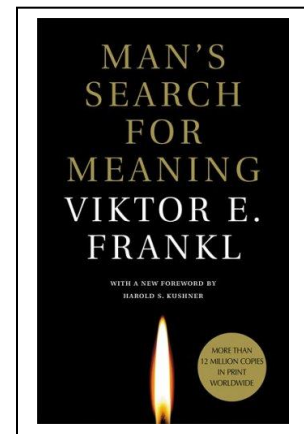
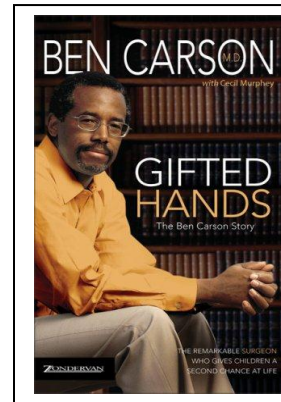


Book List

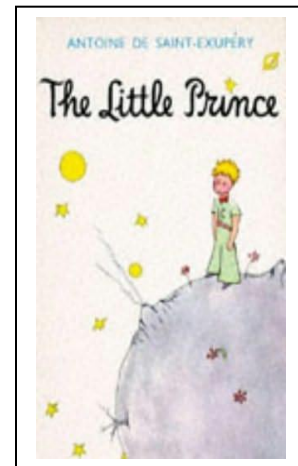
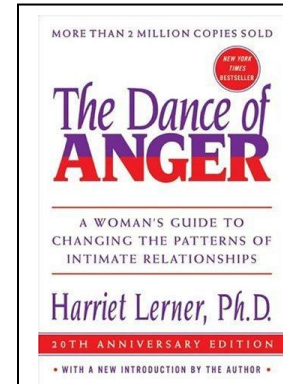
- A General Guide to Psychoanalysis – Freud
- A Little History of the World—Gombrich
- * A Way of Being -- Rogers
- About Behaviorism -- Skinner
- Adaptation to Life -- Vaillant
- After Virtue -- MacIntyre
- An Outline of Psychoanalysis -- Freud
- * Becoming: Basic Considerations for a Psychology of Personality -- Allport
- Being and Time -- Heidegger
- Being in the World -- Binswanger
- Beyond Absurdity -- Trundle
- Beyond Freedom and Dignity -- Skinner
- Brothers Karamozov -- Doestoevsky
- Challenges of Humanistic Psychology -- Bugental
- Christian Psychology -- Minirth
- Daseinanalysis and Psychoanalysis -- Boss
- Discourse on Thinking -- Heidegger
- Divine Right's Trip -- Gurney Norman
- Don't Shoot the Dog! – Pryor
- Eight Habits of the Heart--Taulbert
- * Escape From Freedom -- Fromm
- Every Person's Life is Worth a Novel -- Polster
- Everyday Zen -- Charlotte Joko Beck
- Existentialism and Human Emotion -- Sartre
- Existentialism as a Form of Humanism -- Sartre
- Existentialism From Doestoevsky to Sartre -- Kaufman
- 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
- Gestalt Therapy Integrated -- Polster
- * Gestalt Therapy Verbatim -- Perls
- Gift From the Sea – Lindbergh
- Gifted Hands – Carson

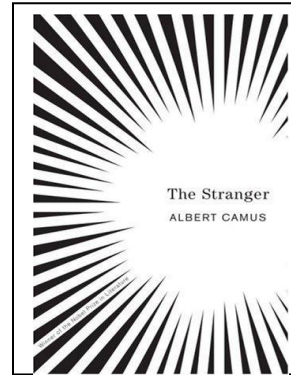


Guns, Germs and Steel—Diamond
 Hearts and Minds – Madsen
 How We Die--Nuland
 Humanism -- Blackham
 Humanism in Personology -- Allport, Maslow, Murray
 Humanistic Psychology -- Giorgi
 I Am Rosemarie -- Moskin, Marietta D.
 I and Thou -- Buber
 If You Meet the Buddha on the Road, Kill Him -- Kopp
 * In and Out of the Garbage Pail -- Perls
 Insight and Responsibility – Erickson
 Intellectuals--Johnson
 Learned Optimism -- Seligman
 Life Force -- Huston
 Love and Will -- May
 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
 Neurosis and Human Growth -- Horney
 * New Knowledge in Human Values – Maslow
 Night--Wiesel
 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
 Plato, Not Prozac--Marinoff
 Psychiatric Slavery -- Szasz
 Psychology and the Human Dilemma -- May
 * Psychotherapy and Existentialism -- Frankl
 Psychotherapy and Process -- Bugental
 * Religion, Values, and Peak Experiences -- Maslow
 Sailing The Wine Dark Sea--Cahill
 Science and Human Behavior -- Skinner
 Self-Analysis -- Horney
 Siddartha -- Hesse
 Social Learning Theory -- Bandura
 Thus Spake Zarathustra -- Nietzsche
 Toward a New Psychology of Women -- Miller
 * Toward a Psychology of Being – Maslow



- * The Art of Loving – Fromm
- The Blank Slate--Pinker
- The Concept of Dread – Kierkegaard
- 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
- The Discovery of Being – May
- * The Doctor and the Soul -- Frankl
- The Doll's House -- Ibsen
- The Dollmaker -- Arnow, Harriet
- The Ego and the Id – Freud
- The Essential Jung--Storr
- The Experience of Nothingness – Novak
- The Five People You Meet in Heaven--Albom
- * The Gestalt Approach and Eyewitness to Therapy -- Perls
- The Healthy Personality -- Jourard
- The Inner World of Choice – Wickes
- The Life of Pi--Martel
- The Little Prince -- Exupery
- The Myth of Sisyphus -- Camus
- * 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
- The Psychobiology of Personality -- Zuckerman
- The Psychology of Personal Constructs -- Kelly
- The Pursuit of Meaning – Fabry
- The Rhinoceros -- Ionesco
- The Road Less Traveled -- Peck
- * The Sane Society -- Fromm
- The Science of Living – Adler
- The Screwtape Letters--Lewis
- The Stranger -- Camus
- 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
- * The Will to Meaning -- Frankl
- The Worldly Philosophers—Heilbroner
- Uncle Tom's Cabin--Stowe
- Walden Two -- Skinner
- We the Living -- Rand
- What Life Should Mean to You – Adler





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

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

“Education is not the filling of a pail, but the lighting of a fire.” ~*W.B. Yeats*