

**Humanistic Psychology**  
**Psychology PSY 370**  
**Summer 2013 MWF**

**Instructor:** George Manning

Office: MEP 373

Phone: 572-5443 e-mail: [manningg@nku.edu](mailto:manningg@nku.edu)

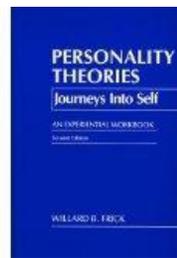
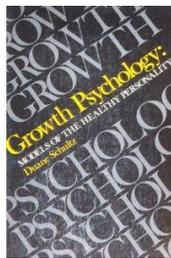
Office hours: M/W/F 7:00am-8:00am; F 2:00-3:00 PM; and by appointment.

**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
- 2) Book Report
- 3) Required Workbook/Journal: Personality Theories - Journeys into Self: An Experiential Workbook



**Method of Instruction:** This is a reading, thinking and writing course. Students will read established theories about the human potential for growth, think about how these theories apply to their own lives, and write observations, conclusions and recommendations for society and the individual.

**Methods of Assessing Student Learning:**

- 1) Seven (7) reaction papers (70% of grade) requiring comprehension, analysis, synthesis and evaluation of models of the healthy personality.
- 2) Book Report (10% of grade) requiring evaluation, knowledge and

application of related literature in humanistic psychology.

3) Final exam (20% of grade) will assess understanding and application of theories of personality to such subjects as identity, meaning, freedom, responsibility, courage, and the human potential for growth. Evaluation is based on comprehensive treatment, insightful analysis, and clarity of expression.

Grade Scale	Points (1000)
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:** All students must meet the same requirements—7 reaction papers, 1 book report, and final exam

**NOTE:** Students with disabilities (sight, hearing, etc.)—please call this to my attention so accommodation 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

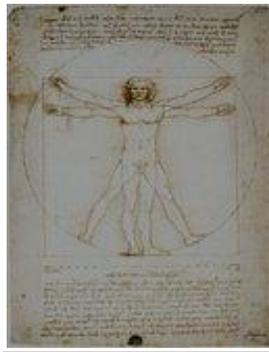
Northern Kentucky University takes Instructor and Course Evaluations very seriously. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks\* prior to the end of each semester classes, you will 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.

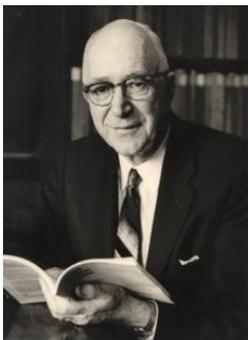
To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

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

## Class Schedule



### Assignment 1 (Assign Jun 3rd)



\*Gordon Allport –The Mature Person. Topics include: The importance of having a unifying philosophy of life; the importance of goals; the role of values; the dignity of work; personal values; and personality traits.

- Read theorist biography *link* (Gordon Allport)
- Read text pages iii-23.
- View video interview
- Complete workbook/journal pages 1-7 and 83-93 including personality, childhood recollections, and early experiences.
- Based on text, video, and workbook/journal, submit 2-3 page reaction paper, including personal observations and recommendations for society and the individual. Due by June 9 @ 11 p.m. (100 points).
- Optional: see *link*—*The Examined Life*

**June 6 - Last Day to Register**

## Assignment 2 (Assign June 5)



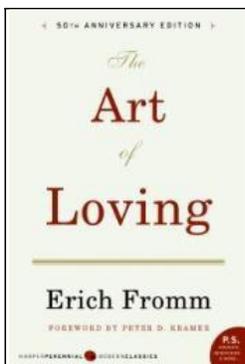
\*Carl Rogers—The Fully Functioning Person.

Topics include: Personal experience as a basis for knowing what is real, true, and valuable; unconditional positive regard; the importance of congruency; personal identity; and self concept.

- Read theorist biography (Carl Rogers)
- Read text pages 24-38.
- View video interview
- Complete workbook/journal pages 105-117, including conditions conducive to growth and healthy relationships.
- Based on text, video, and workbook/journal, submit 2-3 page reaction paper, including personal observations and recommendations for society and the individual. Due by June 9 @ 11 p.m. (100 points).
- Optional: See [link](#)—*Thinking Allowed*, James Bugental

**June 12 – Last day to drop a course without a grade**

## Assignment 3 (Assign June 10)



\*Erich Fromm—The Productive Person. Topics include:

The influence of culture; the importance of love; characteristics of the productive person; and the role of society—Do *sick* societies make *sick* people?

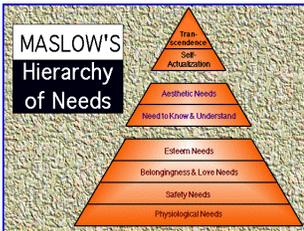
- Read theorist biography (Erich Fromm)
- Read theorist biography (Karen Horney)
- Read text pages 39-5.
- View video interview
- Complete workbook/journal pages 48-60, including tendencies in crisis, tyranny of the should, and masculine/feminine psychology.
- Based on text, video, and workbook/journal, submit 2-3 page reaction paper, including personal observations and recommendations for society and the individual. Due by June 16 @ 11 p.m. (100 points).
- Optional: See [link](#)—*Free Hugs*
- Optional: See [link](#)—*Computers at School: The Web and The Plow*, by Lowell Monke

#### Assignment 4 (Assign June 17)



\*Abraham Maslow—The Self-actualizing Person. Topics include: Normal vs. abnormal behavior; the human potential for growth; hierarchy of needs; and the consequences of evil.

- Read theorist biography (Abraham Maslow)
- Read text pages 58-81.
- View video interview
- Complete workbook/journal pages 94-104, including deficiency and growth motivation, self actualization, and peak experiences.
- Based on text, video and workbook/journal, submit 2-3 page reaction paper, including personal observations and recommendations for society and the individual. Due by June 23 @ 11 p.m. (100 points).
- Optional: See *link—Maslow's Hierarchy of Needs*

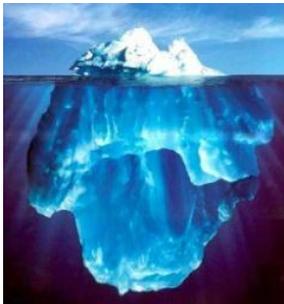


#### Assignment 5 (Assign July 24)



\* Carl Jung—The Individuated Person. Topics include: Life-long personality formation; the power of the unconscious; personality types; personality complexes; and patterns of behavior.

- Read theorist biography (/Carl Jung)
- Read text pages 82-103.
- View video interview
- Complete workbook/journal pages 37-46, including personality archetypes types and four functions of consciousness.
- Based on text, video and workbook/journal submit 2-3 page reaction paper, including personal observations and recommendations for society and the individual. Due by June 30 @ 11 p.m. (100 points).



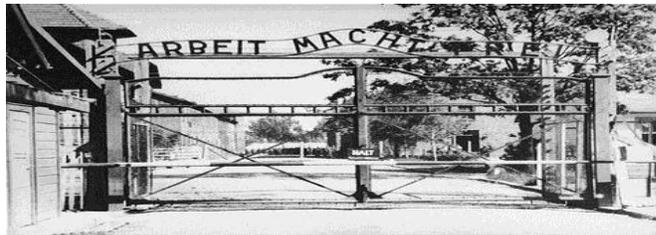
**July 1 – Last day to drop a course with a grade of W**

## Assignment 6 (Assign July 1)

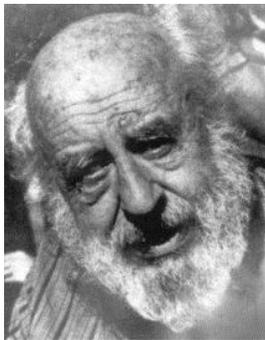


\*Viktor Frankl—The Self-transcendent person. Topics include: Free will, will to meaning, meaning of life; comparison with psychoanalysis and behaviorism; the existential vacuum, logo therapy, and the human need for purpose.

- Read theorist biography (Viktor Frankl)
- Read theorist biography (Alfred Adler)
- Read text pages 104-12.
- View video interview
- Complete workbook/journal pages 21-36, including the role of birth order and fictional final goal.
- Based on text, video and workbook/journal submit 2-3 page reaction paper, including personal observations and recommendations for society and the individual. Due by July 7 @ 11 p.m. (100 points).
- Optional: See [link](#)—*Encountering Auschwitz; Auschwitz: The Nazis and the Final Solution* (9 minutes)

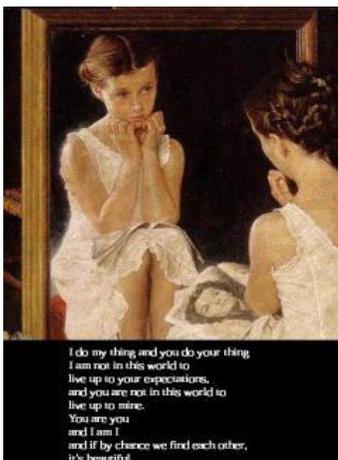


## Assignment 7 (Assign July 8)

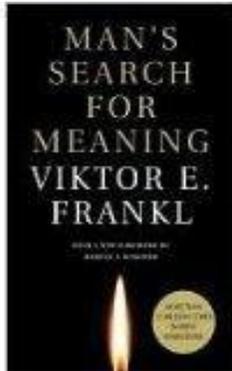


\*Fritz Perls—The "Here and Now" Person. Topics include: Personal honesty; healthy relationships; the importance of closure; individualism versus conformity; and authentic living.

- Read theorist biography (Fritz Perls)
- Read theorist biography (Mihaly Csikszentmihalyi)
- Read theorist biography (Erik Erikson)
- Read theorist biography (Rollo May)
- Read text pages 121-146.
- View video interviews (The Concept of Flow and Rollo May)
- Complete workbook/journal pages 61-71, including psychosocial stages of development.
- Based on text, videos and workbook/journal, submit 2-3 page reaction paper, including personal observations and recommendations for society and the individual. Due by July 14 @ 11 p.m. (100 points)
- Optional: See [link](#)—*The Human Dilemma*, by Rollo May



**Assignment 8 (Assign July 15)**



- \*Do book report/writing assignment.
- View the *Last Lecture*.
- Select a book from the course book list. Examples include: Siddhartha; Man's Search for Meaning; Plato, Not Prozac; Toward a Psychology of Being; Eight Habits of the Heart; The Art of Loving; A Way of Being; Man's Search for Himself; Gifts from the Sea; I and Thou; Night; The Life of Pi; The Screwtape Letters and The Last Lecture.
- Submit a 5-7 page book report, including synopsis of the book, critique of content, and personal views on the subject. Due by July 21 @ 11 p.m. (100 points).
- Optional: see link—*Eighty Irresistible Principles of Fun*—[www.eightprinciples.com](http://www.eightprinciples.com)



**Final Exam – Assigned July 22—Due July 26<sup>th</sup> @ 11 p.m.**

**July 27—Grades due by 9:00 a.m.**

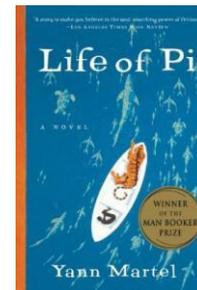
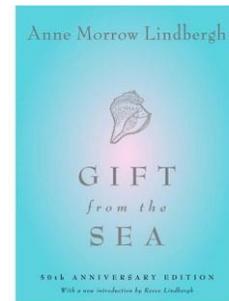
**“Education is not the filling of a pail, but the lighting of a fire.” ~ W.B. Yeats**

## Book List

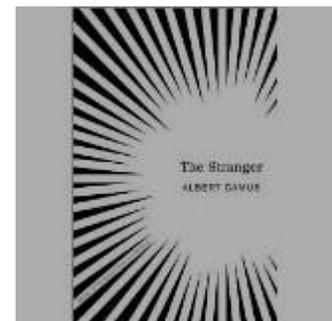
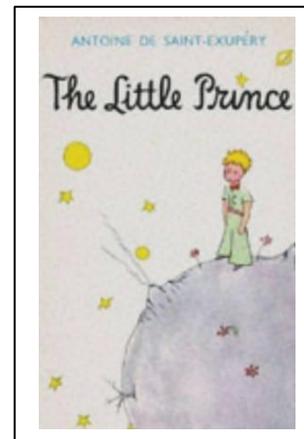


- A General Guide to Psychoanalysis – Freud
- A Little History of the World—Gombrich
- \*A Way of Being -- Rogers
- About Behaviorism -- Skinner
- Adaptation to Life -- Vaillant
- After Virtue -- MacIntyre
- An Outline of Psychoanalysis -- Freud
- \*Becoming: Basic Considerations for a Psychology of 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
- Moral Problems in Contemporary Society – Kurtz
- The Last Lecture - Pausch
- The Happiness Project - Gretchen Reubin
- Happier - Tal Ben-Shahar



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