Humanistic Psychology  
Psychology  PSY 370  
Summer 2013 MWF

Instructor: George Manning  
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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.

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<thead>
<tr>
<th>Grade Scale</th>
<th>Points (1000)</th>
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<tbody>
<tr>
<td>4.0=A</td>
<td>930-1000=A</td>
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<td>3.667=A-</td>
<td>900-929=A-</td>
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<tr>
<td>3.333=B-</td>
<td>870-899=B-</td>
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<tr>
<td>3.000=B</td>
<td>830-869=B</td>
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<tr>
<td>2.667=B-</td>
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<tr>
<td>2.333=C+</td>
<td>770-799=C+</td>
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<td>730-769=C</td>
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<td>1.667=C-</td>
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**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/](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)

- View the *Last Lecture*.
- Select a book from the course book list. Examples include: Siddartha; 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

Final Exam – Assigned July 22—Due July 26th @ 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 – Doestoievsky
*Challenges of Humanistic Psychology -- Bugental
Christian Psychology -- Minerth
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 Doestoievsky 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
Peopemaking – 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
Books by theorists covered in the course:

* 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 Plaque -- 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