Instructor: George Manning
Office: BEP 146
Phone: 572-5443 e-mail: manningg@nku.edu
Office hours: M/W/F 10:00-11:00 AM;
M 9:00-10:00 PM;
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) Required Workbook: Personality Theories - Journeys into Self: An Experiential Workbook
3) Book Report

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.

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59% - below</td>
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**Student Requirements:**

1) Class attendance and homework assignments are required because of the design of the course. Participation is important. Four (4) 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, March 19.

**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/](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**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
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<tbody>
<tr>
<td>M - 1/8</td>
<td>Classes begin; Introduction to the Course</td>
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<tr>
<td>W - 1/10</td>
<td>History and Philosophy of Humanism -- Religious and Secular</td>
</tr>
<tr>
<td>F - 1/12</td>
<td>Humanistic Psychology -- central figures, critical events; text assignments</td>
</tr>
<tr>
<td>M - 1/15</td>
<td><strong>Martin Luther King, Jr. Day - No Classes</strong></td>
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<tr>
<td>T – 1/16</td>
<td>Last day to register or enter a class.</td>
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<tr>
<td>W - 1/17</td>
<td>Presentation discussion/preparation</td>
</tr>
<tr>
<td>F - 1/19</td>
<td>Comparison with Psychoanalysis and Behaviorism; book assignment-see last page for book list.</td>
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<tr>
<td>M - 1/22</td>
<td>*Gordon Allport -- The Mature Person (introduction) NKU -- The importance of having a unifying philosophy of life; the importance of goals; the importance of work</td>
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<tr>
<td>W - 1/24</td>
<td>The Mature Person (discussion -- personal values and personality traits)</td>
</tr>
<tr>
<td>F - 1/26</td>
<td><strong>The Mature Person (quiz)</strong></td>
</tr>
<tr>
<td>M – 1/29</td>
<td>*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</td>
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</table>
M – 1/29  Last day to drop a full-term course without a grade appearing on student’s transcript

W – 1/31  The Fully Functioning Person (discussion -- personal identity and self concept)

F - 2/2   **The Fully Functioning Person (quiz)

M - 2/5   *Erich Fromm -- The Productive Person (introduction) NKU --the influence of culture; the importance of love

W - 2/7   The Productive Person (discussion -- Do sick societies make sick people?)

F - 2/9   **The Productive Person (quiz)

M - 2/12  *Abraham Maslow -- The Self-actualizing Person (introduction) Penn State -- normal vs. abnormal behavior; the human potential for growth; hierarchy of needs

W - 2/14  The Self-actualizing Person (discussion-- peak experiences/achievements)

F - 2/16  **The Self-actualizing Person (quiz)

M - 2/19  President's Day – Classes held/university open

M - 2/19  *Carl Jung -- The Individuated Person (introduction) Penn State--life-long personality formation, the power of the unconscious, personality types

W - 2/21  The Individuated Person (discussion--complexes and patterns of behavior)

F – 2/23  **The Individuated Person (quiz)
M – 2/26  *Viktor Frankl--The Self-transcendent person (introduction) 
NKU -- free will; will to meaning; meaning of life

W – 2/28  The Self-transcendent Person (discussion - Frankl's life) 
Last Day to Drop with a grade of "W"

F - 3/2  **The Self-transcendent Person (quiz)

3/5-10  Spring Vacation - No Classes

M - 3/12  *Fritz Perls -- The "Here and Now " Person 
(introduction) Penn State -- personal honesty; healthy 
relationships; the importance of closure

W - 3/14  The "Here and Now" Person (discussion--Mirrors and The 
Stranger)

F - 3/16  **The "Here and Now" Person (quiz)

M - 3/19  Mid-Term Exam

Personality

F – 3/23  Book Report/Library Assignment

M – 3/26  ***Central Themes in Humanistic Psychology; assign 
orientations assign journal/log; assign Journeys into Self, units 
1 (childhood recollections and experiences), 2 (Freud), 3 (Adler), 
4 (Jung) book report due. (Last day to drop with a grade of "W")

W - 3/28  Basic Beliefs -- secular and religious Humanism (discussion); The 
Life of Pi

F – 3/30  *Human Nature -- positive, neutral, negative; Carl Jung's 
archetypes, basic attitudes, and four functions of consciousness 
(discussion); Three-part view of Human Nature
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<tr>
<th>Date</th>
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<tr>
<td>M - 4/2</td>
<td>*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</td>
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<tr>
<td>W - 4/4</td>
<td>*Individual Identity -- personal and social; Adler's style of life, social interest, and fictional final goal (discussion); Rollo May NKU; People who shaped you/events that made you – The Ben Carson story</td>
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<tr>
<td>F – 4/6</td>
<td>Book Report/Writing Assignment</td>
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<td>M - 4/9</td>
<td>Man's Search for Meaning -- the existential vacuum; Viktor Frankl's logotherapy and three kinds of meaning (discussion)</td>
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<td>W - 4/11</td>
<td>Freedom -- individualism vs. conformity; Albert Bandura's social learning theory including perceived self-efficacy (discussion)</td>
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<tr>
<td>F - 4/13</td>
<td>*Responsibility -- self discipline and commitment to others; Gordon Allport's trait theory and characteristics of a healthy personality (discussion); Assign Journeys into Self, units 5 (Horney), 6 (Erikson), and 10 (Rogers); Stephen Covey NKU; The Importance of Character</td>
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<tr>
<td>M - 4/16</td>
<td>Personal Growth -- learning curves and plateaus; Carl Roger's conditions conducive to growth and healthy relationships (discussion); A Case in Point – Thomas Watson, Jr.</td>
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<tr>
<td>W - 4/18</td>
<td>*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; Letters</td>
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<tr>
<td>F - 4/20</td>
<td>Transitions -- lives in progress; Erik Erikson's psychosocial stages of development (discussion); Assign Journeys into Self, unit 9 (Maslow); Turing Boys into Men</td>
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Values and full-swing living with no axiological arrest; the importance of courage -- Do our trials in length of time become our elements? (discussion)

*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”

Course Review and Evaluation -- pace, relevance, value, participation; 20 questions Q&A; Journal - Workbook Due; Last Day of Class***

April 28 – May 4 Final Exam

May 4 Commencement

May 8 Grades due by 9 a.m.

*Media Needs/**Humanistic Psychology Quizzes/***Book Report Due

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 -- Minerth
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 Doestoiievsky 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
Peopemaking -- Satir
* Personality and Social Encounter -- Allport
Personhood: A Phenomenological Approach -- Koestenbaum
* 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
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
Siddartha -- Hesse
Social Learning Theory -- Bandura
The Stranger -- Camus
Thus Spake Zarathustra -- Nietzsche
The Tao of Pooh -- Benjiman
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