

**Foundations in Humanistic Psychology.**  
**Exploring Self-Actualization on the Community Level.**

**PSYC 6000**

**Fall 2019**

Instructor: Dr. Marie-Cécile Bertau

Email: [mbertau@westga.edu](mailto:mbertau@westga.edu)

Office: Melson Hall 216

Office Hours: Mondays, 11am – 1 pm

Class Meetings: M/W 5:30-7:10, Melson 104

**Overarching Research Question:** Is Maslow’s concept of self-actualization applicable at the community level? Specific research question: Is the concept of community-self-actualization applicable to the community of the University of West Georgia with respect to the history of its site?

**Course Description:**

This course will lead students into the reading of classic humanistic psychology thinkers, and in particular to focus on the concept of self-actualization (Maslow) with the intention of asking for its possible, contemporary understanding in today’s society. In the face of the most recent situation at UWG’s campus with the discovery of slave graves in the ground between the Anthropology and the Psychology building reaching back to the times when this site was a plantation (see <https://www.westga.edu/news/bonner-plantation/project-partners.php>),

this class asks for how the notion of self-actualization could work on the community level. This postulates that a community can “self-actualize” and therewith heal, or at least find a way towards its healing. For this specific aim, students will collaborate with S. Murrain at Special Collections and acquire knowledge about the community’s past in order to understand what is at stake for this specific community at this very historical point of time. The second strand of this exploration is to ask on a practical, concrete base how the knowledge gained from a humanistic psychological perspective can be implemented for either curricular or community activities within and/or around UWG as community.

### **Course Outcomes:**

Learning about archival work at the Special Collections of UWG's Ingram Library. Learning about core tenets of humanistic psychology and developing it towards actual societal and historical contexts. Further, conducting interviews and applying content analysis. Finally, creating future visions for a humanistic and psychological approach to the UWG past as plantation.

### **Assignments and Requirements:**

All the texts that we will read and talked about in class will be supplied as PDF on Course Den. This course is a reading and discussing intense course, the writing will be closely tied into our class meetings and serving our discussions: 1) handouts to facilitations and 2) results to our discussion presented at the beginning of the next session. You are expected to be well prepared and equipped with questions and ideas following from a reading. Further, there is a small research part where two students will conduct two interviews with students of their choice on campus. These interviews will fuel the part called "implementation" that asks for how the knowledge acquired can be turned into a structure or event for UWG and/or the community around UWG. This small research is what will be presented as final presentation. The final paper is an academic paper that will address the theoretical background, the research and the proposal submitted for implementation. Regarding attendance, I expect that you will be attending classes very regularly, as well as participating actively. Coming in time is a mark of respect for the whole class. The following specific assignments will be given:

- **All sessions:** active reading in preparation and discussing in class.
- **Attend in particular the sessions scheduled with Shanee' Murrain at Special Collections: 08/19 and 10/28.**
- **Specific session:**
  - present and facilitate the reading and prepare a handout – guidelines will be given.
  - Summarize the results of our class discussion and present the next session
- **Small explorative research:** Interview in pairs 2 students.
  - Topic: The usefulness of knowing about the UWG's past as a plantation – for the person as unique, for the person as student of UWG, and for the whole community. Explore these facets of "knowing" (perceiving, learning, representing in symbolic practices and objects)

- Agenda for interviewer: Explore how curriculum as well as university activities involving the community of Carrollton can contribute to build a community to its full potential in the sense of Maslow's "self-actualization". This needs not to be addressed directly in the interviews, but might come up as a subject of the conversation.
- **Class presentation about the research**: Students will present their pilot research in 20 minute talks + 10 minutes discussion on **November 18 and 20, and December 2 and 4**. The format is similar to an academic conference presentation. Grading rubric given below. **Please submit your presentation (ppt) to Course Den by 12/04.**
- **Final paper about the research**: The final paper is the research report presented as an academic paper. This report should include theoretical background to the research, a summary to first results of analyses: how this ties into the implementation for the community and/or curriculum of undergraduate courses.

**The final paper is due by December 9. Students submit their paper via Course Den.**

**Grading Rubric for Facilitation - 25 pts.**

1. Being clear and understandable; addressing the audience
2. Relating to the reading
3. Initiating discussion with question at end

**Rubric for Handout - 25 pts:**

1. Head: Your name, date, class, topic
2. Clear layout structure. Clear language.
3. Length: depending on your text, the handout can have 2-3 pages.
4. Reference(s): at the end and in text if using quotes.

**Rubric for the Discussion Result- 50 pts**

1. Header: Your name, date, class, topic
2. Clear layout structure. Clear language to explain. (10 pts)
3. Length: 1 – 2 pages
4. Reference(s): at the end and in text if using quotes.

**Grading Rubric for the Presentation:**

- 1) Being on time (20 minutes) – 25 pts
- 2) Speaking in a clear language – 25pts
- 3) Presenting results in a synthetic way (not a list) that helps to grasp the relevant aspects – 25 pts
- 4) Offering one question to the discussion – 25 pts

**Grading Rubric for the Final Paper:**

1. **Submit by due date** **[40 pts]**
2. **Respect formal aspects:** **[60 pts]**
  - a) Word document, 12 pt., 1,5 line spacing, page numbering
  - b) length of paper: 5 pages without references
  - c) Cover sheet with due information: name of course, your name and student number, name of teacher, task and title of your paper, date. This cover sheet is not counted in the 5 pages
  - d) Correct spelling and phrasing (“written style”)
  - e) Correct quotation (APA style)
  - f) Correct referencing (APA style)
3. **Use of the following structure for the paper** **[100 pts]**
  - 1) Introduction
  - 2) Middle part with appropriate sections (give number and title to each one)
  - 3) Conclusion
  - 4) References, APA style

**Overall Grading Scheme:** *(possible 400 points)*

Final Paper	200
Final Presentation	100
Facilitation and Handout	50 (25 + 25)
Discussion Results	50
<b>Total</b>	<b>400</b>

**Grading Scale:**

A = (360-400 pts

B = (320-360( pts

C = (280-320( pts

D = (240-280( pts

F = <240 pts

**SCHEDULE**

Wednesday 08/14      Start. Introduction and common work arrangements.

**WEEK 1: ARCHIVES TO PLANTATION HISTORY**                      *Bertau at a conference*

Monday 08/19                      **5:30 – 6:30 visit Special Collections, Shanee' Murrain**

task: Familiarize yourself with UWG's plantation history: take notes (memos, comments, questions etc.)

Wednesday 08/21                      Meet and discuss first experiences, take notes and prepare for the next sessions.

\*\*\*\*\* COMMUNITY

**WEEK 2: DEFINING COMMUNITY**

Monday 08/26                      *Gemeinschaft and Gesellschaft* (Bertau); Mannarini & Fedi (2009)

Wednesday 08/28                      Brint (2001) and constructing a working definition for our research question

**WEEK 3: TO THE FIELD OF EXPERIENCE AND THINKING**

Monday 09/02    ***Labor Day***

Wednesday 09/04                      Walking the field, esthetics of surrounding, talking about experience. Notes.  
  
Guests joining in. Meet in Melson!

\*\*\*\*\* WHAT SELF?

**WEEK 4: SELF I - SELF IN HISTORY – DESCARTES AND LOCKE**

Monday 09/09 Taylor 1 (chapter 8) and discussion; rise of science, modernity

Wednesday 09/11 Taylor 2 (chapter 9) and discussion

**WEEK 5: SELF II - LAING'S DIVIDED SELF**

Monday 09/16 Laing (2010), chapter 1-3; humanistic/existential approaches to psychological suffering

Wednesday 09/18 discussing “divided” and “whole” (psychic envelope among others) – link to our working community definition

**WEEK 6: SELF III – RELATIONAL AND DIALOGICAL SELF**

Monday 09/23 Cultures of self: Markus & Kitayama (1991), Demuth et al. (2011)

Wednesday 09/25 Gergen (2009), chapter 1 and 3, relational self; DST model (Hermans, 2001)

**WEEK 7: MEMORY, MEMORIALS, AND CONSTRUCTING LINKS**

Monday 09/30 Brescó & Wagoner (2019), memory, memorials, and collectives

Wednesday 10/02 How do we want to consider the link between self and community for our research question? Results of week 1-7 before going to the Classics

\*\*\*\*\* THE CLASSICS

**WEEK 8: MASLOW (1)**

Monday 10/07 Maslow (1968), chapters 1-8; psychology of self-actualization

Wednesday 10/09 historical context, core concepts, discussion, appreciation, critique

**WEEK 9: MASLOW (2)**

Monday 10/14 Maslow (1968), chapters 9-14; psychology of self-actualization  
Wednesday 10/16 core concepts, discussion, appreciation, critique

**WEEK 10: MAY**

Monday 10/21 May (1994), chapters 1-5; existential psychology in the US; historical context,  
core concepts, discussion, appreciation, critique  
Wednesday 10/23 May (1994), chapters 6-12. Results to Classics.

\*\*\*\*\* RESEARCH AND EXPLORATION

**WEEK 11: BACK TO RESEARCH, ENCOUNTERING THE ARCHIVES AGAIN**

Monday 10/28 **Special Collections: encounter material again: work with research question  
towards interview.**  
What can the meaning of Self-Actualization on a community level be? Working  
in small groups. Sharing results and synthesis, fueling our research.  
Wednesday 10/30 workshop interview construction and content analysis

*START INTERVIEWS (2-3 STUDENTS)*

**WEEK 12: IMPLEMENTATION OF RESEARCH INSIGHTS FOR CURRICULM AND/OR UNIVERSITY ACTIVITIES**

Monday 11/04 Working in small groups on types of implementation: "future workshop"  
Wednesday 11/06 Sharing results and synthesis

**WEEK 13: MEET AND WORK TOGETHER**

Monday 11/11            meeting to work, reflect, solve problems towards final presentations

Wednesday 11/13        meeting to work, reflect, solve problems towards final presentations

**WEEKS 14 AND 15: FINAL PRESENTATIONS, WITH GUESTS**

Monday 11/18            4 students (30 min each, 20 talk +10 discussion)

Wednesday 11/20        4 students

*Thanksgiving 11/25 - 11/29*

Monday 12/02            4 students

Wednesday 12/04        3 students. Closing: Can we answer our research question? How?

**Classes end 12/06**

**Final paper dues by December 9, 2019**

**LINKS:**

Bonner Plantation, UWG:

<https://www.westga.edu/news/bonner-plantation/project-partners.php>

Special Collections:

<https://www.westga.edu/library/special-collections/index.php> Our partner is Shanee' Murrain

## REFERENCES

- Brescó, I. & Wagoner, B. (2019). The psychology of modern memorials: the affective intertwining of personal and collective memories / La psicología de los monumentos modernos: la implicación afectiva de los recuerdos personales y colectivos *Estudios de Psicología / Studies in Psychology*.  
<https://doi.org/10.1080/02109395.2018.1560024>
- Brint, S. (2001). Gemeinschaft revisited: A critique and reconstruction of the community concept. *Sociological Theory, 19*(1) 1-23.
- Demuth, C., Keller, H. & D Yovsi, R. (2012) Cultural models in communication with infants: Lessons from Kikaikelaki, Cameroon and Muenster, Germany. *Journal of Early Childhood Research, 10*(1), 70-87.
- Gergen, K. J. (2009). Relational being. Beyond self and community. Oxford: Oxford University Press.
- Laing, R. (1965). *The divided self*. London: Penguin.
- Mannarini, T. & Fredi, A. (2009). Multiple senses of community: the experience of meaning of community. *Journal of Community Psychology, 37*(2), 211-227.
- Markus, H. R. & Kitayama, Sh. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*(2), 224-253.
- Maslow, A. H. (1968). *Toward a psychology of being* (2<sup>nd</sup> ed.). New York: Van Nostrand Reinhold.
- May, R. (1983). *The discovery of being*. New York: Norton.
- Taylor, C. (1989). *Sources of the self*. Oxford: Harvard University Press.

## COURSE POLICIES

**Accessibility.** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. To make an appointment, please contact Counseling & Career Services in 123 Row Hall, or call 678-839-6428. For additional information, visit the following website: [http://www.westga.edu/counseling/index\\_8884.php](http://www.westga.edu/counseling/index_8884.php). Any student in this course who has a disability that prevents the fullest expression of abilities should also contact me as soon as possible to discuss appropriate accommodations.

**Civility.** We should work together to create a classroom atmosphere conducive to learning. While we may sometimes disagree with each other on topics discussed in class, it is important that we remember that appreciating diversity in perspectives is an important part of the learning process. With that said, all opinions are welcome. However, disagreements should be directed at an argument and not the person. It is expected that everyone will be treated with respect. **If you ever feel that you are not being treated with respect in the classroom, please let me know.**

**Cell phones and other noisy things.** Cell phones, pagers, iPods, headphones, etc. are not to be in use while in class or during exam days. Please refrain from texting, instant messaging, gaming, and emailing while in class. It is distracting to the instructor as well as to those around you. If you require an exception to this rule, come and talk to me about your situation asap. If any of these issues becomes a problem, you will be excused from the class.

**Academic and Personal Integrity:** As outlined by the University of West Georgia Honor Code, “West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity.” Violations of this policy will be met with sanctions and ignorance of its provisions is not an acceptable excuse. Make sure to read the university policy on plagiarism and academic dishonesty in your student handbook. Plagiarism involves the use of others’ words and/or ideas without giving them proper credit, which includes passing another person’s paper off as your own and failing to cite a source. If you copy a student’s paper or copy a paper off the internet, you will get caught. Plagiarism software can detect copied papers and copied text. You are responsible for knowing how to properly cite sources with APA formatting.

**Communication Policy.** As the instructor, I will endeavor to reply to all messages that conform to conventional standards of polite, respectful correspondence within 48 hours. I will reply to other (i.e., less than polite) messages as circumstances permit. Please note that I reserve the right (and have the responsibility) to purge offensive or excessively aggressive posts to Course Den. Although it should go without saying, please refrain from attacking, harassing, or threatening either fellow students or instructors via the Course Site (or any other means, for that matter).

**Intellectual Property Rights.** Course materials prepared by the instructor, together with the content of all lectures and notes presented by the instructor are the property of the instructor. Unless explicit permission is obtained from the instructor, course materials may not be modified and

**must not be transferred or transmitted to any other person**, whether or not that individual is enrolled in the course.

**Note: The syllabus contains a lot of essential information about the course so please make sure to read it carefully and revisit it regularly during the semester. In addition, all students must review the following information about university policies:**

[https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common\\_language\\_for\\_course\\_syllabi\\_v2.pdf](https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf)

**Students are expected to review the following information:**

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

*This syllabus might be subjected to changes.*