

Foundations of Humanistic Psychology

Psychology 6000-01

Spring 2020

Monday & Wednesday, 3:30pm-5:10pm

General Information

Professor: John L. Roberts, Ph.D.

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Hours: 9-10am Monday/Wednesday, and by appointment

Course Description

An examination of the paradigm of psychology as a specifically humanistic discipline. Its focus is on the historical origins and philosophical foundations of the approach.

Course Objectives

Seminar members will develop and express knowledge and understanding of the major works arising out of humanistic psychology in the twentieth century, its historical origins and philosophical foundations.

Texts

Texts will consist of required books, and other materials (i.e., book chapters, essays, etc.) on the course website, and handed out in class. The required books are as follows:

Maslow, Abraham H. (1999). *Toward a psychology of being* (3rd ed.). New York: Wiley.

May, Rollo. (1983). *The discovery of being*. New York: Norton.

Orange, Donna. (2011). *The suffering stranger: Hermeneutics for everyday clinical practice*. London: Routledge.

Rogers, Carl. (1961). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton-Mifflin.

Stolorow, Robert. *World, affectivity trauma: Heidegger and post-Cartesian psychoanalysis*. London: Routledge.

Tarnas, Richard. (1991). *The passion of the western mind*. New York: Ballantine.

Toulmin, Stephen. (1992). *Cosmopolis: The hidden agenda of modernity*. Chicago: University of Chicago Press.

Course Format

The course is a seminar, and will be primarily based around class discussion, with seminar member presentations. As such, members will be expected to be thoroughly prepared by reading the assigned material, coming to class with questions and issues in mind, and participating actively in discussion. "Seminar" derives from the Latin *seminarium*, meaning "seed plot." Ideally, we will all learn from each other, and that our time together will be fertile ground for the exchange of perspectives and the growth of understanding.

Course Requirements & Expectations

Attendance: It is vital that seminar members attend all class meetings unless there is a very good reason for not being present. In a seminar, we are all teachers and when someone is absent the teaching suffers. The group process is interrupted when seminar members arrive late or leave early.

Participation: Because the seminar format requires consistent engagement from its members, a significant portion of the grade will be based on participation. Obviously, vigorous *discussion* is a component here.

Presentation: Seminar members will choose a topic of their interest concerning or closely related to one of our readings and prepare an oral presentation to the seminar.

Research Paper: Each member will complete a written fifteen to twenty (15-20) page (double-spaced, 1 inch margin, APA style, etc.) research paper, or other project. The paper will examine some aspect of humanistic psychology pursuant to the student's interest. *Due on April 30.*

Academic Honesty: Seminar members are responsible for upholding the honor code as set forth in the University's Student Handbook.

University Policies:

Students should review information here for common language per university policy:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Evaluation

Grading is collaborative, which means we will have a conversation about what grade is appropriate before the grade is assigned. Here is the breakdown of grading:

Participation: 40 %

Presentation: 30 %

Final Paper: 30 %

Course Schedule & *Topoi* [further reading in brackets]

1/6 Introduction

Overview & Origins of Humanistic Thought – Antiquity through the Renaissance

1/8 Historical Origins and *Telos* of Humanistic Psychology, & Pre-Socratic Philosophy: Moss 5-11, Moss, 12-23, Taylor & Martin, 21-27; Aanstoos 19-39; [Jones, 1-39; Seidel, 27-57]

1/13 Greek Mind: Tarnas, 3-72; [Jones, 121-192; Plato, 59-88; Robinson, 91-111]

1/15 Christianity & the Middle Ages: Tarnas, 138-208; [Tarnas, 75-137; Taylor (“In Interiore Homine,” 127-142)]

1/20 Martin Luther King, Jr. Day: No Class

- 1/22 Renaissance: Montaigne, 815-857; [Bullock, 11-47; Pico della Mirandola, 3-34; Tarnas, 209-247]

Modernity and the Rise of Science

- 1/27 Modernity: Toulmin, Chapters 1 & 3; [Tarnas, 248-281; Toulmin, Chapters 2, 4, & 5]
- 1/29 Modernity: Taylor, 143-158 (“Descartes’s Disengaged Reason”); Taylor, 159-176 (“Locke’s Punctual Self”); [Tarnas, 282-365]

Nineteenth & Early Twentieth Century Precursors of Humanistic Psychology

- 2/3 Romanticism & Early Existentialism: Kierkegaard, 341-371; [Nietzsche, 57-96; Tarnas, 366-394]
- 2/5 Phenomenology & Scientific Crisis: Spinelli, 5-34; Churchill & Wertz, 275-295; [Kohak, 3-72; Romanyshyn, 18-47; Husserl, 3-100]
- 2/10 Existentialism – Heidegger: Steiner, 73-126; [Lingis, 109-134; Heidegger, from *Being and Time*, 225-311]
- 2/12 Existentialism, Ethics, & Relation: Buber, 53-85; Friedman, 7-36; [Davis, 34-62; Harrington, 39-52]

Contemporary Humanistic Psychology

- 2/17 Early Existential Psychology/Psychotherapy: Boss, 2-48; Van Deurzen 196-205; [Binswanger, 206-221; Frankl, 103-136]
- 2/19 Film: *Being in the World*
- 2/24 Existential Psychology in America: May, *The Discovery of Being*, Chapters 1-5
- 2/26 Existential Psychology in America: May, *The Discovery of Being*, Chapters 6-12
- 3/2 Rogers’ Person-Centered Therapy: Rogers, *On Becoming a Person*, Chapters 2-5; [Horney, 17-39]
- 3/4 Rogers’ Person-Centered Therapy: Rogers, *On Becoming a Person*, Chapters 6-9; [Rogers, *On Becoming a Person*, Chapter 15]
- 3/9 Maslow’s Psychology of Self-Actualization: Maslow, *Toward a Psychology of Being*, Chapters 1-7

- 3/11 Maslow's Psychology of Self-Actualization: Maslow, *Toward a Psychology of Being*, Chapters 7-13 [Maslow, *Toward a Psychology of Being*, Chapters 14, Appendices A & B]
- 3/16 Spring Break: No Class
- 3/18 Spring Break: No Class
- 3/23 Gestalt Therapy: Perls, 1-43; Yontef & Fuhr, 81-100; [Parlett & Lee, 41-63]
- 3/25 Humanistic/Existential Approaches to Psychological Suffering: Stolorow, *World, Affectivity, Trauma*, Chapters 3-8; [Stolorow, Chapters 1, 2, 9]
- 3/30 Humanistic/Existential Approaches to Psychological Suffering: Orange, *The Suffering Stranger: Hermeneutics for Everyday Clinical Practice*, Chapters 1-3
- 4/1 Humanistic/Existential Approaches to Psychological Suffering: Orange, *The Suffering Stranger: Hermeneutics for Everyday Clinical Practice*, Chapters. 4-6; [Orange, *The Suffering Stranger: Hermeneutics for Everyday Clinical Practice*, Chapter 7]
- 4/6 Transpersonal Psychology: Wilber, *No Boundary*; [Ferrer, 15-39; Wilber, *A Brief Theory of Everything*, Parts 1 & 2]
- 4/8 Transpersonal Psychology: Wilber, *No Boundary*; [Ferrer, 115-131]
- 4/13 Feminism & Experience: Young, 1-26, 123-154; [Young, 46-61, Brown, 130-140]
- 4/15 Existentialism & Race/Ethnicity: Gordon, *Existentialia Africana*, Chapters 1-4; [Fanon, from *Black Skin, White Masks*, 83-108]
- 4/20 Postmodern Challenges: Cushman, 599-611; McDonald & Wearing, 37-59; [Foucault, 208-226 ("The Subject and Power")]
- 4/22 Embodiment & Post-Phenomenology: Taylor, 22-38; Van Den Ede, 143-158; [Heidegger, 3-35; Rosenberger & Verbeek, 9-41]
- 4/27 *Now What?* – Integrative Discussion: [Robbins, 96-112; Sugarman, 103-116]
- 4/30 No Class: Seminar Papers Due

Syllabus is subject to change at any time, like people.