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Humanistic Foundations of Psychology

Psyc 8008-01

5:30-7:20pm

General Information

Professor: John L. Roberts, Ph.D.

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Office Hours: 9am-Noon Monday/Wednesday &

9am-1pm Tuesday and by appointment

Course Description

This course represents one of the program's fundamental approaches to the study of consciousness and society. The course examines the paradigm of psychology as a specifically humanistic discipline. Its focus is on the historical origins and philosophical foundations of this approach.

Course Objectives

Seminar members will develop and express knowledge concerning, and understanding of, the humanistic tradition in psychology, its historical origins and philosophical foundations.

Required Texts

Texts will consist of required books, and other materials (i.e., book chapters, essays, etc.) on electronic reserve, and/or handed out in class. The required/suggested books are as follows:

The Passion of the Western Mind, Richard Tarnas (suggested)

Cosmopolis: The Hidden Agenda of Modernity (Chicago UP, 1992), Stephen Toulmin

Fear and Trembling, Soren Kierkegaard (Penguin, Hannay Trans.)

Thus Spoke Zarathustra, Friedrich Nietzsche (Penguin, Kaufmann Trans.)

Discourse on Thinking, Martin Heidegger (Harper, Anderson & Freund Trans.)

The Discovery of Being (1983), Rollo May

Toward a Psychology of Being (1999, 3rd Ed.), Abraham Maslow

On Becoming a Person (1961), Carl Rogers

The Suffering Stranger: Hermeneutics for Everyday Clinical Practice, Donna Orange

Existential Africana: Understanding Africana Existential Thought, Lewis Gordon

The Body's Recollection of Being: Phenomenological Psychology and the Destruction of Nihilism, David Michael Levin

Course Format

The course is a seminar, and will be primarily based around class discussion with student presentations/discussion facilitation. As such, students will be expected to be consistently and thoroughly prepared by reading all of the assignment material, coming to class with questions and issues in mind, and participating actively in discussion. If a student is not adequately prepared (has not done the reading), he/she cannot meaningfully contribute to our discussion. "Seminar" derives from the Latin *seminarium*, meaning "seed plot." Ideally, we will all learn from

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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 you attend all class meetings unless there is a very good reason for you not being present. In a seminar, we are all teachers and when someone is absent the teaching suffers. In my experience, more the three (3) absences will likely result in diminished understanding and engagement.

Participation: Because the seminar format requires consistent participation from its members, a significant portion of the grade will be based on weekly reading assignments – in the form of discussion and group facilitation/presentation (which will rotate).

Research Paper: It is expected that each student will complete a written twenty to twenty-five (20-25) page (double-spaced, 1 inch margin, APA style, etc.) research paper. The paper will examine some aspect of humanistic psychology pursuant to the student's interest. It is expected that this paper will be scholarly and, perhaps, of publishable quality. *Papers are due on May 7.*

Academic Honesty: Students are responsible for upholding the University's honor code.

Other Student Rights & Responsibilities: Students should carefully review information here:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Evaluation

Grading is collaborative; we will have a conversation concerning what grade is appropriate. Here is a suggested breakdown of grading:

Participation: 50 %

Final Paper: 50 %

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

1/8 No Class – UWG closed due to Winter Weather

1/10 Introduction

1/15 No Class – Martin Luther King, Jr. Day

Overview & Origins of Humanistic Thought – Antiquity through the Renaissance

1/17 Historical Origins and *Telos* of Humanistic Psychology, Homeric Mind & Pre-Socratic Philosophy: Moss 5-11, Moss, 12-23, Taylor & Martin, 21-27; Seidel, 27-57; [Jones, 1-39]

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- 1/22 Plato & Aristotle: Plato, 59-88; Taylor, 115-126 ("Plato's Self-Mastery"); Robinson, 91-111; [Tarnas, 3-79; Jones, 121-146, 153-192]
- 1/24 Middle Ages & Renaissance: Taylor, 127-142 ("In Interiore Homine"); Giovanni Pico della Mirandola, 3-34; Montaigne, 815-857; [Tarnas, 79-247; Bullock, 11-47]

Modernity and the Rise of Science

- 1/29 Modernity and Counter-memory: Toulmin, Chapters 1, 2, & 3; [Toulmin, 138-209; Tarnas, 248-281]
- 1/31 Modernity, Reflexivity, and Ordinary Life: Taylor, 143-158 ("Descartes's Disengaged Reason"); Taylor, 159-176 ("Locke's Punctual Self"); Taylor, 211-233 ("God Loveth Adverbs"); [Tarnas, 282-365]
- 2/5 Modernity & its Discontents: Arendt, from *The Human Condition*, Chapter VI, "The *Via Activa* and the Modern Age"

Nineteenth & Early Twentieth Century Thought

- 2/7 Romanticism & Early Existentialism: Kierkegaard, *Fear and Trembling* (entire book) [Tarnas, 366-394]
- 2/12 Romanticism & Early Existentialism: Nietzsche, *Thus Spoke Zarathustra*, First and Second Parts
- 2/14 Romanticism & Early Existentialism: Nietzsche, *Thus Spoke Zarathustra*, Third and Fourth Parts
- 2/19 Phenomenology & Scientific Crisis: Kohak, 3-72; Romanyshyn, 18-47; [Husserl, 3-100]
- 2/21 Existentialism: Heidegger, from *Being and Time*, 225-311; Lingis, 109-134; [Steiner, 73-126]
- 2/26 Existentialism: Heidegger, *Discourse on Thinking* (entire book); [Craig, 111-148]

Humanistic Psychology

- 2/28 Early Existential Psychology: Boss, 2-48; Frankl, 103-136; [Binswanger, 206-221; Heidegger, from *Zollikon Seminars*, 3-75]
- 3/5 Film: *Being in the World*

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- 3/7 Existential Psychology in America: May, *The Discovery of Being*, Chapters 1-5 [Gendlin, 43-71]
- 3/12 Existential Psychology in America: May, *The Discovery of Being*, Chapters 6-12; [Schneider, 35-96]
- 3/14 Early Humanistic Psychology & Psychoanalysis: Horney, from *Neurosis and Human Growth*, 17-40, 333-378; Fromm, from *The Art of Loving*, 1-35
- 3/19 No Class – Spring Break
- 3/21 No Class – Spring Break
- 3/26 Rogers' Person-Centered Therapy: Rogers, from *On Becoming a Person*, Chapters 3, 5, 6, 7, 8; [Buber, 53-85]
- 3/28 Maslow's Psychology of Self-Actualization: Maslow, from *Toward a Psychology of Being*, Chapters 3-11; [Polkinghorne, 87-104]
- 4/2 Psychotherapy & Hermeneutics: Orange, *The Suffering Stranger*, Chapters 1-3; [Davis, 34-62; Harrington, 39-52]
- 4/4 Psychotherapy & Hermeneutics: Orange, *The Suffering Stranger*, Chapters 4-7; [Davis, 34-62; Harrington, 39-52]
- 4/9 Feminism & Epistemology: Serlin & Criswell, 27-40; Belenky, Clinchy, Goldberger, & Tarule, from *Women's Ways of Knowing*, Chapters 1-6; Haraway, 575-599; [Harding, 49-82]
- 4/11 Feminism & Experience: Alcoff, 151-176; Young, 1-26, 46-61, 75-122; [Brown, 130-140]
- 4/16 Existentialism & Race/Ethnicity: Gordon, *Existentialia Africana*, Chapters 1-5; [Fanon, from *Black Skin, White Masks*, 83-108]
- 4/18 Existentialism & Race/Ethnicity: Gordon, *Existentialia Africana*, Chapters 6-9; [Fanon, from *Black Skin, White Masks*, 83-108]
- 4/23 Embodiment & Nihilism: Levin, *The Body's Recollection of Being*, Chapters 1-3; [Heidegger, 3-35]
- 4/25 Embodiment & Nihilism: Levin, *The Body's Recollection of Being*, Chapters 4-7; [Romanyshyn, from *Technology as Symptom and Dream*, Chapters 1, 4, 5]

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4/30 Postphenomenology: Ihde, 56-73; Rosenberger & Verbeek, 9-41; Secomandi, 105-120;
Van Den Ede, 143-158

Syllabus is subject to change (like people)