PSYCHOLOGY 6000
FOUNDATIONS OF HUMANISTIC PSYCHOLOGY
SYLLABUS

GENERAL INFORMATION
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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 this approach. Required for M.A. students.” [from the catalog]

COURSE OBJECTIVES
The objectives are that students develop: 1) a knowledge of the primary works of the major scholars in humanistic psychology; 2) a command of the history of humanistic thought; 3) a comprehension of the philosophical foundations of humanistic psychology; 4) a facility for humanistic research methodology; and 5) an ability to express, orally and in writing, their understanding of the above.

REQUIRED TEXTS
This course is based on a wide variety of sources. The following books are required. Other required readings, listed on the next two pages, are available on the internet or by electronic reserve at the CourseDen for this course.


FORMAT AND EVALUATION
As a seminar class, students will be expected to participate actively in class discussions, coming to each class already well-prepared to discuss the readings for that class. The course grade will be based on: 1) the quality of participation in class discussion; 2) an integrative essay paper; 3) a comprehensive final examination.
ADDITIONAL REQUIRED SOURCE MATERIAL


( Available online at: http://video.google.com/videoplay?docid=9107401959308808776#)


COURSE OUTLINE

SYNOPSIS: This course envisions humanistic psychology as the third major wave of humanism. The first wave emerged in ancient Greece, the second in the European Renaissance. Contemporary humanistic psychology draws from and extends those predecessors. The course will examine these roots and the intervening scientific worldview of modern psychology. Themes for each section are provided, with the required readings, and a few key background readings (in parentheses). The complete references for all are provided in the Bibliography.

Orientation: Human Experience: A Preliminary Depiction

1. Overview: The aims and structure of the inquiry.

The First Wave: Being and Logos: The Greek Roots of Humanism

Overall Theme: An inquiry into the beginnings of humanistic thought in western philosophy, by an examination of: the Minoan worldview; presocratic concepts of being; classical Greek culture and philosophy; the Platonic synthesis; Aristotle; Greek thought in the Hellenistic era.

2. The mythological worldview of Greek antiquity.
   Tarnas, 1991, pp. 16-18; (Barrett, 1962, pp. 69-91; Doumas, 1983; Durant, 1939, pp. 3-126; Eisler, 1987; Fox, 2006; Hamilton, 1930; MacGregor, 1959; von Hildebrand, 1966)

3. The understanding of Being in presocratic philosophy.

4. The Platonic synthesis; Aristotle; the neo-Platonists; Gnosticism, Christianity and Rome.
   Pagels, 1979; Tarnas, 1991, pp. 3-15, 19-72; (Durant, 1939, pp. 244-671; Freke & Gandy, 2001; Fromm, 1976, pp.60-65; Pagels & King, 2007; Sallis, 1975)

The Second Wave: Renaissance Humanitas: The Irreducibility of Human Experience

Overall Theme: An inquiry into the re-integration of classical thought by the European Renaissance; the revival of humanistic understanding and expression.

5. An overview of the Renaissance in Italy.


7. Renaissance humanism in northern Europe and the Protestant Reformation.
Ascendency of the Scientific Attitude: Excluded Knowledge and Humanistic Critique

Overall Theme: An examination of the eclipse of Renaissance humanism by the ascendancy of the viewpoint of modern natural science; an explication of its foundational assumptions and its implications in modern scientific psychology; and a humanistic critique of those.

8. The 17th century retreat from the Renaissance.

9. The counter-Renaissance and the quest for certainty; metaphysical foundations of modernity.


The Third Wave: Contemporary Humanistic Psychology

Overall Theme: An examination of the contemporary development of humanistic psychology in the U.S. in the 1960's, and its antecedent roots in 20th century continental philosophy of existentialism and phenomenology.

11. German antecedents: Existential analysis, logotherapy, and daseinsanalyse.

    van den Berg, 1972 (Boss, 1963; Binswanger, 1968; Breggin, 1997; Szasz, 1961)

    Laing, 1959; Laing, 1967; Laing & Esterson, 1964; Burston, pp. 323-333 in Moss 1999
    (Barnes, 1971; Burston, 1996, 2000; Cooper, 1967; Laing, 1961, 1982)

    May, 1983, pp. 37-88, 13-34; Aanstoos, 2009b; Moss, 1999c, pp. 5-11; Schneider in Moss,
    1999, pp. 347-355 (Jezer, 1982; Packard, 1957; Reisman, 2001; Schneider & May, 1995;
    van Deurzen-Smith, 1997; Whyte, 1956; S. Wilson, 1955; Yates, 1961)

15. Rollo May's Existential-humanistic psychotherapy.

16. Carl Rogers and humanistic psychotherapy.
    Rogers, 1961, pp. 3-124; Rice, in Moss, 1999, pp. 385-393; Moss, 1999, pp. 41-48
    (Anderson & Cissna, 1997; DeCarvalho, 1991a, 1991b; Greening, 1995; Rogers, 1951,

17. Rogers' client-centered therapy and its implications.

18. Virginia Axline’s development of play therapy.

19. Humanistic personality theory: Maslow’s growth hypothesis.


22. Conceptual foundations of psychology as a human science.

23. Humanistic research methodology.

24. Humanistic approaches to assessment and to sex therapy.

Toward the Future: The Impact of a Holistic Vision

Overall Theme: An inquiry of the horizons of contemporary humanistic psychology, by an examination of the dialectics of the personal and the transpersonal and of eastern with western thought. Implications and applications of humanistic psychology for the future.

25. The impact of Asian thought.

26. A transpersonal vision and consciousness studies.

27. Future themes: Psychospiritual and holistic health.