

COURSE INFORMATION

Prerequisite: PSY 411
146 Straub

TEXT: Keutzer, Carolin (ed.). (1985). Cobwebs. Tarantula Press (3rd. ed.).

PHILOSOPHY AND FORMAT: The course will be conducted, as far as possible, according to the tenets of humanistic psychology, and will explore the principles of humanistic, existential, and transpersonal psychology. To promote an appreciation of each student's needs and to offer an opportunity for interpersonal contact, exchange of ideas, and suggestions for lectures, small groups will be the basic organizational unit of the class. These groups, limited to ten persons, will meet at the regular Thursday class meeting time in special assigned small-group rooms. Assignments to groups will be made after the first class meeting. For the most part, Tuesday classes will consist of lectures attempting to provide a forum for the explication of theory in more detail, ancillary concepts, and integration of ideas presented in the readings, group discussions, and films.

COURSE REQUIREMENTS: In order to pass the course, you must...

- * attend and participate in the meetings of your small group discussion;
 - * submit two adequate "responses" (short papers) to the required readings (see below); and
 - * accumulate sufficient points according to the positive point system presented below.
- In order to earn a "B" or "A," you must do the above and accumulate additional points by doing superior work on the "responses" and final examination and perhaps electing to do an "optional learning experience" as discussed below.

WRITTEN RESPONSES (referred to in "Course Requirements" above):

Response A (due on or before Thursday, May 18; **NO LATE PAPERS WILL BE ACCEPTED**). The first response deals with humanistic-existential psychology and should cover the reading assignments through Tuesday, May 10. In general, the responses should be personal while also rooted in the issues and questions raised by the readings, and should (as a guideline) range from three to nine pages. The first response should answer each of the following questions:

1. Give a thoughtful critique of either Maslovian or Rogerian theory.
2. Discuss the advantages and disadvantages of experiential learning (as opposed to didactic instruction).
3. Contrast general humanistic psychology with existential psychology. Be sure to cite critical distinctions.
4. What is the relationship of Maslow's metamotivation to the concept of peak experience?
5. List five questions that you would deem important to answer in defining yourself as a human being in the process of becoming "authentic." Incorporate concepts from both Martin Rober and Rollo May.

Response B (due on or before Thursday, June 6, no exceptions, so **PLAN AHEAD!**): Use the same general guidelines described under response "A." This response assumes that the reading for the entire course has been completed. Respond, then, to the following challenges:

1. Describe transpersonal psychology to a hypothetical twelve-year-old child.
2. How does "synchronicity" fit into an understanding of personality?
3. If you were depressed and unhappy, what "school" of psychotherapy would you prefer for your treatment--assuming the same level of competence across therapists? Why?
4. Think back over all you have read this term. What new learning has had the greatest impact on your personal life? Explain.
5. What are some principles of traditional Western science which are challenged by transpersonal psychology?

OPTIONAL LEARNING EXPERIENCES: Think about what experiences would be most useful for you so you can discuss your proposals with your group leader during the first few weeks of class. Written, negotiated contracts should be approved by the third group meeting (Thursday, April 25). The projects will be evaluated by your group leader during and/or at the end of the term. Some suggestions are the following:

1. Write an autobiography using the theories germane to this class. That is, attempt to apply a theory or combination of theories to your own life.
2. Design and carry out a research project pertinent to this course.
3. Prepare items and answers for a final examination for this course.
4. Use a medium such as art, poetry, movement, or audiovisual to present to your small group your views and perceptions of existential, humanistic, or transpersonal philosophies.
5. Keep a daily journal relating humanistic values, ideas, and philosophies to your own life experiences. You might take the perspective that your life is a journey toward self-actualization (Maslow-style) and relate daily events which apply to that journey.
6. Write a paper or present to your group a point of particular interest or criticism within the realm of ideas of this course.

7. Write your reactions to several additional books appropriate to this course or plan a reading schedule of the pertinent journals in the library (e.g., J of Humanistic Psy, J of Transpersonal Psy, J of Existential Psy & Psychiatry) and pull the material together in some way which is meaningful to you.
8. Develop and facilitate an experience for your discussion group. Write a summary assessing the impact of the experience on yourself and the group.

POSITIVE POINT SYSTEM: This is a system whereby you can target the grade you want and expend the energy and time to obtain it. There are no penalties; for example, no matter how poorly you do on the final exam, it will not detract from the points you have earned up to that point. The four ways to earn a point, and the values allotted to each, are outlined below.

1. Group meetings. Prompt attendance at and active participation in each meeting is worth 10 points each. There will be nine sessions. Therefore, maximum = 90 points.
2. Written responses. Variable points depending on quality. For each of the two responses, you can earn 10 points for a paper that is "OK" (adequate), 15 for one which is "superior," and 20 points for one which is "fantastic." Papers which are not adequate will be returned for rewriting. Maximum for both = 40 points.
3. Optional learning experience. Again, variable points depending on size and quality of the project. 10 = OK; 15 = superior; 20 = fantastic. Maximum = 20 points.
4. Final examination. There will be a very difficult examination designed to rule out guessing, double-talk, and vague generalities. It is assumed that the average student will receive less than 50% credit (50 points) on the exam, and that it would be virtually impossible to obtain the maximum 100 points. The exam will consist of short essays, identification of terms, and conceptual explications covering both the reading material and the lectures over the whole term.

Grade conversion.

D = minimum 120 points
P or C = minimum 140 points
B = minimum 160 points
A = minimum 180 points

(Theoretical maximum total = 250 points)

READING ASSIGNMENTS: To understand Tuesday lectures and to participate sensibly in the Thursday discussion groups, please read the following chapters in Cobwebs by the dates specified:

Tuesday, April 9.	Chapter 1 as well as the introductory pages in the book. Chapter 1 will be central to the first meeting of your discussion group.
April 16.	Chapter 2
April 23.	Chapter 3
April 30.	Chapters 4 and 5
May 7.	Chapters 6, 7, and 8
May 14.	Chapters 9 and 10
May 21	Chapters 11, 12, 13, 14, and 15
May 28	Chapters 16, 17, and 18
June 4	Chapter 19

You will note that some weeks the reading assignments are longer than others. You would be wise, therefore to read ahead to "level off" the discrepancies. Changes from one discussion group to another must be made **BEFORE** the third group meeting (April 25). See me about this (231 Straub, Ext. 5582)