**Purpose of the Course**

Together we will explore major theories and concepts in humanistic and transpersonal psychology, two distinctive traditions within the larger approach of psychology as a human science. For over seventy years humanistic psychology has been studying a wide range of psychological phenomena via research, theory, psychotherapy, and experiential practices of awareness and transformation. Influenced by existential and phenomenological philosophy, humanistic psychology emerged originally as a response to significant limitations of behaviorism and psychoanalysis. While building upon the valuable contributions of these earlier schools, humanistic psychology offered a powerful critique of and alternative to the focus on psychopathology in psychoanalysis and the reductionistic determinism of behavioral psychology. Psychologists such as Abraham Maslow and Carl Rogers developed an approach that emphasizes human potential and well-being. The field has grown and diversified since the days of these founders. While deeply involved in addressing psychological suffering, humanistic psychology is also sensitive to phenomena and experiential practices that contribute to psychological health and well-being. Transpersonal psychology, which grew out of work in humanistic psychology, aspires to incorporate the psychological insights of the world's spiritual traditions – derived especially from practices such as meditation and contemplative prayer – and carry them further in the context of contemporary psychology. Ecopsychology is intimately related to humanistic and transpersonal psychology. This newly emerging field is exploring the psychology of humankind’s interrelationship with the rest of the natural world. Consciousness, love, intimate relationships, freedom, liberation, meaning-making, self-actualization, service to others and society, social/ecological justice, creativity, transformation, meditation, art, nature, wisdom, compassion, and spirituality are just a few of the phenomena emphasized by humanistic and transpersonal psychology. Remarkably, these have often been overlooked, misinterpreted, and even pathologized by other traditions in psychology.

Our course will be structured by an exploration of three interrelated themes:

I. History and Theoretical Foundations of Humanistic Psychology
II. Humanistic Psychotherapy
III. Transpersonal Psychology, including Ecopsychology

An essential aim of the course is to help you develop a reflective, inquiring, and critically thoughtful attitude about human psychology from a humanistic/transpersonal perspective. And it is my sincere hope that you find a way to make our studies in this course directly relevant to your day to day life and to your future vocation.
Teaching/Learning Procedures

This course will explore humanistic, transpersonal, and ecological psychology not only via traditional lectures, discussions, and textual study, but also via experiential exercises and practices designed to foster awareness and growth. We will consider the relationship between these experiential practices and the theories and concepts discussed in the rest of the course. I strongly encourage you to participate actively in class through commentary, questioning, and dialogue. Lecture/discussions will be supplemented by various activities such as films, experiential exercises, guest speakers, etc. In order to optimize your learning it is important that you read each assignment thoughtfully prior to the class meeting in which it will be studied. This preparation will help you develop a deeper understanding of the material, formulate questions to bring to class, and to engage more fully in class discussions. Outside of class your learning will be fostered by reading, writing, exploring an experiential awareness practice, and reflecting upon humanistic and transpersonal themes.

Required Readings


Selections from among the following authors (PDFs to be posted on Blackboard): Michael Clemmens, Eric Craig, Jorge Ferrer, Sigmund Freud, Jean Houston, Soren Kierkegaard, Jack Kornfield, R.D. Laing, Joanna Macy, Abraham Maslow, Friedrich Nietzsche, Fritz Perls, Carl Rogers, Virginia Satir, Diane Shainberg, John Welwood, Gary Yontef, and possibly others.

Formal Responsibilities and Assessment Process

“Am I making this course relevant in my day to day life and relationships, my participation with my community and the larger natural world, and my preparation for future professional work and/or graduate school?” In my view, your answer to this question is the preeminent criterion by which your participation in the course should be evaluated. Of course, this cannot be graded by a professor, as it is an ongoing self-inquiry that each person can only do for oneself. Therefore, your grade for the course will be determined by the quality of your work on the following assignments. The percentages indicate the proportion that each assignment counts towards your final grade.

Your final grade will be determined by way of the following assignments, along with attendance:

- **Overall course participation. (100 points)** Timely completion of all assignments; quality and consistency of participation in class; involvement in out-of-class activities; use of Blackboard for various course activities; attendance (which means being present in an engaged way as well as physically present!)
- **Reading responses. (75 points total)** Very brief written responses to our readings and videos, turned in by hard copy each class.
- **Experiential practice of awareness and transformation.** You will select one specific practice to explore conceptually and experientially throughout the semester. You will do this individually, and also collaborate with one or two of
your peers. The following components of the assignment are distinct but interrelated:

(A) **Two individual awareness practice reflections. (75 points each, 150 total.)** Brief reflections describing your experience of actually engaging in your chosen awareness practice. The first reflection is due on February 21 and the second on April 25.

(B) **Team Awareness Practice Presentation.** In collaboration with one or two of your peers, you will do an in-class presentation on your practice. The presentation will describe each of the following: the history, theory, and method of the practice, including research from books and/or journals; a report from an interview conducted with an experienced practitioner; and informal descriptions of how your individual practice is going at mid-semester. You will also turn in a preliminary outline of your planned presentation, and an annotated outline of your actual presentation.

--- Preliminary team planning report, including initial references. (25 points)
   February 5.

--- Team presentation in class. (175 points). April 2 or 4.

--- Annotated outline, including references. (50 points). Due when you present.


- **Final exam. (225 points)** Cumulative essay and short answer exam assessing content and critical/creative thinking. May 6, Monday, 1:30-3:30

- **Blackboard Portfolio for Psychology Majors.**
  If you are a Psychology major who first enrolled at Duquesne University prior to the Fall 2017 semester, AND you have already taken or are currently taking PSYC 102 (Orientation to the Psychology Major), you must upload at least one assignment from this class to your Blackboard portfolio. You are welcome to upload more than one assignment. You may do this at any time during the semester, but it must be done by the end of classes. We will be in touch about the final deadline. No course points are given for this assignment, but if it applies to you it must be completed before you receive a final grade.

Specific responsibilities for all assignments will be explained and discussed in class, with handouts as appropriate. All written work is to be typed, double-spaced, with 12-point font. Plus and minus grading will be used for final grades, as follows: A = 92-100; A- = 90-91; B+ = 88-89; B = 82-87; B- = 80-81; C+ = 78-79; C = 70-77; D = 60-69; F = below 60.

I strongly encourage you to participate actively in class through commentary, questioning, and dialogue. In order to optimize your learning it is important that you read each assignment thoughtfully prior to the class meeting in which it will be studied. This preparation will help you develop a deeper understanding of the material, formulate questions to bring to class, and to engage more fully in class discussions. Consistent attendance is required as it is necessary for individual success and for a successful course overall. Your presence or absence affects not just you as an individual, but your peers and our whole class community. Thus, for each unexcused absence two points will be deducted from your final grade. If an extraordinary circumstance makes it impossible for you to be in class, please notify me as soon as you can. To create the best learning
environment for everyone, use of cell phones, text messaging, the internet, and related activities are completely prohibited during class.

**Learning Goals and Outcome Assessment**

Upon completion of this course, and viewed from a psychological perspective, students should be able to meet the following goals (which are overlapping and interrelated):

**Psychology Department Goals**
* Understand some of the fundamental concepts, issues, and interest areas of psychology. (Assessed via all assignments.)
* Think critically and creatively about human psychology and life as a whole. (Assessed via all assignments.)
* Communicate effectively. (Assessed via all assignments.)
* Be critically and socially engaged with the contemporary world, including being appreciative of its many forms of diversity. (Assessed via all assignments.)
* Work with and apply ethical principles, both personally and in service. (Assessed via all assignments.)
* For psychology majors, become more prepared for careers and/or graduate study in psychology, social work, and counseling, and in related fields such as education, business, law, health care, and human services. (Assessed via all assignments.)
* Cultivate one’s potential as a distinctive individual and participant in society. (Supported by all assignments, especially the awareness practice, not assessed formally.)

**Academic Integrity, Special Accommodations, and Encouragement to Consult**

I expect you to act with academic integrity in this course (just as I trust you are cultivating a life of integrity). To be aware of University policies, please consult Duquesne’s web site at: [http://www.duq.edu/academics/university-catalogs/2017-2018-undergraduate/academic-policies/academic-integrity](http://www.duq.edu/academics/university-catalogs/2017-2018-undergraduate/academic-policies/academic-integrity) In this Google/YouTube/Facebook/Twitter culture, it is easier than ever to violate a policy, perhaps without being fully aware that you are doing so. However, even an unintentional breach of integrity is subject to sanctions. I will not tolerate academic dishonesty of any kind. This refers to cheating, plagiarism, and all other types of academic dishonesty. Plagiarism includes, but is not limited to, using material from the web, another person’s work, or from books or articles without properly acknowledging the source. If I suspect that you have violated a policy I will follow the investigation and sanction procedures outlined by the University. I strongly encourage you to speak with me, at any time during the course, if you have questions about issues or situations regarding academic integrity.

Students are encouraged to make use of the Writing Center. Consultations there can benefit writers at all skill levels. For more information, call 412-396-5209, visit 216 College Hall, or go to [https://www.duq.edu/academics/resources-and-technology/writing-center](https://www.duq.edu/academics/resources-and-technology/writing-center).

The details of our course as described in this syllabus will be revised during the semester according to the needs and interests of the class. If you need accommodations for a disability or other special need, please speak with me. You may also contact the Office of Special Student Services in 309 Duquesne Union (412-396-6657). Please speak directly with me if you have any questions about the syllabus or about anything else regarding your participation in this course.
I look forward to all our work together this semester!

~ Dr. Adams