PSYCHOLOGY 307 -
HUMANISTIC, EXISTENTIAL, AND TRANSPERSONAL PSYCHOLOGY

Section: 001
When: Mondays 6 – 9:40 p.m.
Where: Stevenson Hall, Room 3046
Duration: 8/28/17 – 12/11/17
Units: 4 semester units

Instructor: Dr. David F. Sowerby

Note:
1. The best way to reach me is during class or visit me in person during my office hours. To make myself available outside of class hours, I have scheduled office hours on several days. If it is urgent and you need to reach me outside of class, please send me a voice-mail message rather than an e-mail message, for the quickest response.
2. If you miss a class, you will need to get notes from another student; do not ask the instructor to go over material already covered in class when you were absent.

Voice Mail: (707) 588-0725 (I will return calls as soon as possible)
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Office Hours: Mondays, 1 – 3 p.m., 4:45 – 5:45 p.m.
            Tuesdays, 5:45 – 6:45 p.m.
            Thursdays, 5:45 – 6:45 p.m.

Note: Office hours begin on 8/29/17 and end on 12/7/17.

Catalog Description: Theories, methods, and research in humanistic, existential, and transpersonal psychology, including cultural variations. Psychology majors only. Breadth Area: Holistic.

Course Learning Objectives:
1. To understand the theories, issues, and methods of humanistic, existential, and transpersonal psychology.
2. To explore the application of these perspectives to broad social issues and systems, and to your own life.
3. To be able to reflect on personal experience in light of psychological knowledge.
4. To acquire a base of knowledge that you share with other psychology students and that serves as a foundation for advanced courses in the psychology major.

Format: Classes will consist of lectures, experiential exercises, discussions, and student presentations.

Required Text:

**Recommended Reading:**


**Note:** For more recommended reading, see the original sources referenced in our text and on my website: [www.dfsowerbyphdconsulting.com](http://www.dfsowerbyphdconsulting.com)

Further, students are very encouraged to investigate and locate resources not listed on this syllabus, in the text, or on my website, as they are inspired to. It is recommended that students select works from the above reading list or other places that are relevant to their own growth/development and social issues, and cite these sources in Presentation #1 and in the Paper (on personal awareness/growth). The use of relevant literature is intended to help students apply theoretical material and research findings to their own lives and to the larger world.

**Dates/Topics/Theorists/Assignments:**
8/28 - Introduction
9/4 - Labor Day – no class
9/11 - Humanistic Psychology Overview
9/18 - Existential, Phenomenological, and Transpersonal Psychology Overviews
9/25 - Szasz, Laing, May, Bugental
10/2 - Perls, Jourard, Rogers, Maslow
10/9 - **Test #1**, ‘Abdu’l-Baha
10/16 - Bucke, **Presentations (#1)**
10/23 - James, **Presentations (#1)**
10/30 - Grof, **Presentations (#1)**
11/6 - Laszlo, **Presentations (#1)**
11/13 - **Presentations (#1)**
11/20 - **Presentations (#1, #2)**, Paper (on personal awareness and growth) due
11/27 - **Presentations (#1, #2)**
12/4 - **Test #2**
12/11 - (5 p.m. – 6:50 p.m.) Assagioli, Conclusion

**Evaluation:**

1. **Test #1:** This is an in-class test, which will include multiple-choice questions from the text and lectures. Page numbers from the text will be specified in class. Topics and
Theorists/researchers include: Overviews of Humanistic, Existential, Phenomenological, and Transpersonal Psychology, Szasz, Laing, May, Bugental, Perls, Jourard, Rogers, Maslow. **Weight:** 30% of final grade

2. **Test #2:** This is an in-class test, which will include multiple-choice questions from the text and lectures. Page numbers from the text will be specified in class. Theorists/researchers include: ‘Abdu’l-Baha, Bucke, James, Grof, Laszlo. **Weight:** 30% of final grade

3. **Presentation #1:**
Select one humanistic/existential/transpersonal theorist/researcher from the text, the lectures, or from outside the course material whom you find stimulating, then read original work written by this person. You are strongly encouraged to search and locate material that illumines your understanding of your life and the larger world. Discuss how reading this work is impacting you (e.g., new insights, emotional impact, motivational shifts, etc.). This is not a book report; your oral presentation and written outline should give equal time and space to your personal connection with the material (its impact on you) and to the theoretical/research dimensions of the work.

Before you begin your presentation, submit to the instructor an outline of your presentation. This must be two typed pages (minimum & maximum, not including the reference page), using size 12 font, one-inch margins, written in point-form (both sections: the summary of what you read and your personal connection), and single-spaced. Include subtitles and organize your outline so it is easy to follow. Use APA (American Psychological Association) format, including a reference list, which includes those original sources (don’t cite textbooks) that you read and cited within your outline. Include citations (author, year) within your outline to paraphrase the work of others; do not use quotes. Use our text and this syllabus (recommended reading list) as a model of APA format.

This assignment will allow you to study a particular theory and/or area of research, then understand its impact on you (e.g., widening your perspective), sharpen your critical thinking skills, and improve your presentation skills.

You will be evaluated on both your oral presentation and written outline, according to:
1. Your ability to identify the connection between the material you read and your own life and world-view - 10%
2. Your grasp of the theoretical/research issues that you decide to address - 10%
**Maximum Length:** To be determined by the number of students in the course. **Weight:** 20% of final grade
**When:** You will be assigned a date at the beginning of the course

4. **Personal Awareness/Growth Work:**
Select one of the following areas to develop/examine over the course of the semester: body, mind/psyche, existence, spirit, or social/community. Keep a record/journal/log of your experience as you seek to improve this area of yourself/life. Note any challenges and successes as you commit yourself to this discipline daily. Also, locate original source material that will
illumine your path and your quest for self-understanding and development. Finally, at the end of the course, you will present your experience and findings to your Teaching Assistant (TA) group. Here are some questions/areas you might consider:

**Body:** Your relationship with your body; your physical health; nutritional habits and beliefs; physical disciplines (e.g., exercise, dance, yoga); amount of rest you get; and body therapies you have experienced or would like to try.

**Mind/Psyche:** Your personality style (strengths, weaknesses in terms of cognition, emotion, and will); your freedom to choose; goals and vision for your future; ways that you access personal or collective unconscious material (e.g., dreams, art, movement); methods you might use to help you become more conscious of your psychological issues/patterns. Are you psychologically healthy and how could you become more so?

**Existence:** Think about your own mortality and the inevitability of death (your own and those you are close to). Are you afraid of death? What is the meaning of death? How have you coped with the death of people close to you? What is the meaning and purpose of your life? What causes you suffering in life and how could you lessen this?

**Spirit:** Explain your concept of the term spirituality/spirit. What are your spiritual beliefs? Is there a particular spiritual movement/tradition that you identify with? Spiritual/transpersonal/transcendent/altered states of consciousness that you have experienced and their impact on you; experiences of intuition and how they have guided you. How do you access your creativity? What is your concept of faith? How could you cultivate a greater sense of peace and happiness? How can you make use of your talents to help others? Do you have any spiritual practices (e.g., prayer, meditation, service)? What is your relationship with religion?

**Social/Community:** What is the quality of the various relationships in your life? Who do you love and what are these experiences like? Do you feel isolated? Which groups and communities are you part of? What are the things that draw the members of these communities together? Are there any ethical standards that promote harmonious relations amongst the members of your groups/communities? What is your relationship like with your own and the opposite gender, and people of different cultures, races, ethnicities, classes, and sexual orientations?

**Presentation #2:** You will present the results of your personal awareness/growth work to your TA group. This will provide a rich focus for group discussion, allow you to understand how you can independently (and with the help of relevant literature) increase your self-awareness, make desired changes in your life, and help you improve your presentation skills.

**Length:** The length of your presentation will be specified in class, and this will depend on the number of students in the course.

**Weight:** Credit/No Credit. In order to get credit for Presentation #2, students must present for the length of time specified in class. This is considered part of the students’ participation, so if a student does not receive credit for Presentation #2, then s/he will receive 0/10 for his/her participation/attendance grade.

**When:** The date will be assigned by your TA.

**Paper (Personal Awareness/Growth):** You will submit a paper that describes the personal awareness/growth work you did over the course of the semester. This paper will only be accepted if it meets the following criteria:
Personal awareness and growth are two of the hallmarks of humanistic, existential, and transpersonal psychology, so this assignment will help you understand these approaches experientially, not just intellectually. It also will give you an opportunity to apply the literature to your own life, so that you can achieve greater insight into some area of your life and potentially make desired changes. The presentation will help to improve your presentation skills and the paper will help you improve your research and writing abilities.

5. Class Attendance and Participation: You will be evaluated according to the frequency of your attendance; each class you will be asked to sign an attendance sheet (as proof of attendance). Your attendance grade will be based on the percentage of the classes attended. There are 15 classes in total. (Example: attending 13/15 classes results in an attendance grade of 8.7/10).

Note: If a student attends classes before being officially registered in the course and he/she signs in, then this student will receive attendance credit for these classes. However, if a student does not attend classes before being officially registered, then he/she will not receive attendance credit for these classes.

You will be tested on lecture material, so it is essential that you attend class regularly. If you miss a class, you will need to get notes from another student; do not ask the instructor to go over material already covered during your absence. Your active participation during class discussions and exercises is expected and is critical; much of your learning will be experiential. The instructor’s role is to share knowledge and to facilitate your learning; the degree to which you are involved in class will greatly impact the knowledge you will gain.

Weight: 10% of the final grade

Note: There will be no make-up tests or presentations, and late papers will not be accepted. Exceptions to these would occur only if formal documentation (e.g., doctor’s note) is
submitted to the instructor (if you are absent from of a class, test, or presentation, or if you submit a paper late); otherwise, you will receive an absence, zero, or NCR. Resubmitted papers should be turned in within 2 days after they are returned to the student, and must be received by 12/4/17 or else they will receive a zero.

Summary of Grading System:
30% - Test #1
30% - Test #2
20% - Presentation #1 (on a theorist/researcher) (and two page outline)
10% - Attendance
CR/NCR - Presentation #2 (on personal awareness/growth)
10% - Paper (on personal awareness/growth) (five pages)

Grading:
A = 91.1 – 100%
A- = 90 – 91%
B+ = 89 – 89.9%
B = 81.1 – 88.9%
B- = 80 – 81%
C+ = 79 – 79.9%
C = 71.1 – 78.9%
C- = 70 – 71%
D+ = 69 – 69.9%
D = 61.1 – 68.9%
D- = 60 – 61%
F = 0 – 59.9%

Special Needs:
If you are having trouble in the course or if you have special academic needs, please see me immediately, so I can assist you. I will do my best to facilitate your learning and work with you to create an enjoyable educational experience. If you are a student with special learning needs and you think that you may require accommodations, your first step is to register with the campus office of Disabled Student Services (DSS), Salazar 1049 (phone number: 664-2677). DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

University Policies URL (Disability, Plagiarism, etc.):
http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml