Course Description
This class offers an understanding and critique of the historical and contemporary theories of personality theories. It integrates psychology and theology to provide its students with a classic and contemporary understanding of theories of personality and how they fit with biblical understanding of human nature. Open to M.A. in counseling students only (Catalog 05/07).

Course goal
The primary goal of this class is to appraise the characteristics and tendencies of personality that determine commonality and differences in human behavior. It provides students with a comparative understanding of the theoretical issues, exploring the similarity and differences between those theories. Particular interest is giving on reading and discussing general theoretical and conceptual frameworks of the personality theorists.

Learning objectives
Upon the completion of this semester, students who faithfully attend to the requirements of the class will be able to:
1. Understand the science of individuality.
2. Discuss the fundamental psychological issues involved in the theories of personality.
3. Analyze the differences and similarities of the major views of the personality theories.
4. Delineate and explain each major theory including their core and peripheral characteristics.
5. Evaluate and synthesize his/her own belief concerning human nature and biblical understanding of human.

Course Correlation or Teaching Method
This class will correlate the core of human behavior from different perspectives: e.g. psychology, psychiatry, psychoanalysis and sociology to explain why people do what they do. It will be taught as a seminar, which presumes a greater level of involvement and student contribution than it would, has it been a typical lecture/discussion course. The instructor will devote equal attention to the theories of personality as well as their theological implications as they are applied in psychotherapy or clinical setting.

Course Textbooks

Recommended Textbooks
Class requirements-
Read the weekly reading assignments and be prepared to discuss them critically in class.

1. **Student will** write a concise commentary and analysis of the week’s reading should be emailed to the instructor **no later than 24 hours prior to the class meeting**.

2. **Students are** required to give a short presentation (of the student’s chosen) emanates from one of the themes discussed in the weekly readings in reference to a clinical case in the class.

3. **Students are** expected to submit a log containing of confidential communication with the instructor about the feelings that are induced by the class process and about suggestions may be felt to improve the quality of our class learning process.

4. **Student will** complete a personality assessment by using the IPIP-NEO (International Personality Item Pool) Representation of the NEO PI-R™ [http://www.personal.psu.edu/~j5j/IPIP/ipipneo300.htm](http://www.personal.psu.edu/~j5j/IPIP/ipipneo300.htm). Student will attach a print out with his or her paper to turn in to the instructor. To interpret the result of the IPIP-NEO student will do a comparative study between one or more theories learned in class. In this paper, student will give an integrated explanation of his/her ethnosociocultural background.

5. **Students will** submit an annotated bibliography of other materials read for this class to meet the 2000 pages reading requirements. Notice - The annotated bibliography must include one or more sentences that (1) evaluate the authority or background of the author, (2) comment on the intended audience, (3) compare and/or contrast this work with the text used for this class and (4) explain how this work illuminates your understanding to the question “why people do what they do.” **Remark:** each citation must be followed by a brief (usually about 250 words) descriptive and evaluative paragraph and/or the annotation. Not to exceed 10 pages). Follow APA guidelines.- **Due end of March 28, 2014. Late work will not be accepted.**

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Concise commentary and analysis</td>
<td>6 x 5 points = 30%</td>
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<tr>
<td>Short presentation</td>
<td>6 x 5 points = 30%</td>
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<tr>
<td>Log of confidential communication</td>
<td>6 x 1 point = 6% -1 pt bonus for perfect attendance</td>
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<tr>
<td>Personality assessment paper</td>
<td>1 x 15 points = 20%</td>
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<tr>
<td>Annotated bibliography</td>
<td>1 x 30 points = 15%</td>
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**Course Outline**

**Week one** - Introduction, Part I John, Robins and Pervin

**Week two** - Theoretical Perspectives, Part II, John, Robbins, and Pervin

**Week three** - Biological Bases, Part III, chs. 9-12, John, Robins and Pervin

**Week four** – Developmental Approaches, Part IV, chs. 9-12, John, Robins and Pervin

**Week five** – Self and Social Processes, Part V, - John, Robins and Pervin

**Week six** - Cognitive and Motivational Processes, Part VI, John, Robbins and Pervin

**Week seven** - Emotion, adjustment, and health, John, Robins and Pervin
Bibliography

Journals:
*Journal of personality and social psychology*
*Journal of personality*
*Journal of research in personality and individual differences*