Note that this study sheet is in two parts (essay questions and names/concepts)

On the exam, material from the first part of the class (before the midterm) will be covered, if at all, only indirectly. I anticipate that the structure of the exam will include 25 multiple choice questions and 5 of the following essays. (We will eliminate a few of these essays in class on Tuesday):

1) According to Allport, what are the main characteristics of the healthy personality? What is the most important characteristic that you think is missing from the list?

2) Compare and contrast the approaches of Cattell and Eysenck to identifying the major factors of personality.

3) Compare and contrast Eysenck's, Jung's and McCrae & Costa's conceptions of Extroversion-Introversion.

4) What was the essence of Mischel's (1968) critique of personality psychology? What is Mischel's position on the person-situation debate?

5) What is aggregation, and what does it have to do with (a) the nature of traits and (b) Mischel's critique of personality psychology?

6) What is factor analysis, and why is it useful in personality psychology?

7) What lies at the negative pole of each of the five factors of personality? Is it bad to have low scores on the "Big Five"?

8) According to lecture, how might the five factor model fail as a comprehensive language for personality description?

9) What are BAS and BIS, and how do they relate to extraversion and neuroticism?

10) What is impulsive sensation-seeking? How does it relate to approach and inhibition?

11) Briefly explain what a heritability estimate represents.

12) Briefly describe the steps involved in conducting twin studies.

13) Why are identical twins so similar to each other?

14) What is a gene-environment correlation?

15) How did Block use simple statistics to illuminate different types of personality change in the Lives Through Time study?

16) Consider the methods used to define personality types by Block (in the Lives Through Time study) and Helson (in the social clock study). In what way do these methods differ? Which do you feel is more illuminating? Why?

17) Describe the REP test and what it measures.

18) What is cognitive deconstruction? How might it be related to McAdams three levels of personality?
II. In the multiple choice section of the exam, you will encounter both variations on the essays described above and some of the following names and technical concepts:

Absolute continuity
Absorption
Act-frequency approach
Adoption studies
Aggregation
Alphas
Ancient greeks
Anxiety and confusion
Authoritarian personality
Betas
Big Five over time
Birth order
California
Psychological Inventory (CPI)
Caspi
Changes in anxiety and neuroticism over time
Consistency and lawfulness
Construct validity
Constructive alternativism
Content validity
Convergent validity
Cortical arousal
Deltas
Differential continuity
Discriminant validity
Ectomorphic
Ego control
Ego resiliency
Endomorphic
Entity-based vs. Incremental theories
Explanatory style in depression
Explanatory styles
Feedback loops
Field-dependence – field-independence
Galen
Gammas
Gender schema theory
Healthy personality
Implicit personality theory
Impulsive unsocialized sensation seeking
Integrative complexity
Interactionism
Internal consistency
Interviews
James
Kagan
Lexical hypothesis
*Lingua franca*
Locus of control
Mesomorphic
Minnesota Multiphasic Personality Inventory (MMPI)
Mischel's conditional approach
Monoamine oxidase (MAO)
Narcissism
Nomological network
Nonadditive genetic variance
Openness to experience
Personal constructs:
Personality and longevity
Positive affect
Projective tests
Psychoticism and extraversion
Q-sort
Schemata (schemas)
Self-consciousness
Self-discrepancy theory
Self-monitoring
Self-esteem
Self-control
Self-awareness
Self-report questionnaires
Shared (family) environment
Social desirability
Social intelligence
Socialization
Specification equation
Temperament
Theophrastus
Traits beyond the five factors
Two types of deception
Zuckerman