

Gender, Personality, Intelligence Lectures: Stuff You Should Know

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We discussed a number of important topics in class. This is a list of some questions that you ought to be able to address after you have read the text and thought about the material. There is no guarantee that this list is exhaustive; there might well be other things from the class that will appear on an exam. *NOTE: Information about intelligence is available on my class web page as well as in the textbook.*

Gender

1. List the ways in which males and females differ.
2. Discuss the concepts of “organizing” and “activating” effects of hormones with regard to sexual behavior.
3. What determines whether the primordial gonads become ovaries or testes?
4. What determines whether the primordial phallus becomes a penis or clitoris?
5. What do the Sexually dimorphic nucleus and the ventromedial hypothalamus have to do with sexual behavior?
6. What do androgen over-exposure syndrome and androgen insensitivity syndrome tell us about the development of gender identity?
7. What determines whether the brain is masculinized or feminized? When does this brain organization occur in rats? in humans?
8. Discuss the sexual behavior of an adult male rat that was castrated at birth. Under what circumstances would this rat engage in sexual behavior, and what would that behavior most likely be?
9. What evidence suggests that hormones might play a role in activating human female sexual behavior? What evidence indicates that this role might not be very strong?
10. Describe the consequences for sexual behavior if an adult human male is castrated.
11. Discuss the primary explanation for the uncoupling of human sexual behavior from direct hormonal control.
12. Briefly describe the cause of David Reimer’s (John/Joan’s) problem.
13. Briefly describe Jade’s situation (from the “john/Joan” video).
14. Why should we be more optimistic about the

prospect of success for Jade than for John?

Personality

1. What are the four fundamental approaches that have dominated the study of personality?
2. Briefly describe the id, ego, and superego. In each case be sure to include in your description whether Freud thought it was innate or acquired, conscious or unconscious.
3. What is a defense mechanism? Why is repression a bad defense mechanism? Provide examples of at least two other defense mechanisms.
4. What did Freud think was the basis of the stages that a child went through in development?
5. List the stages of development in Freud’s psychosexual theory, in order.
6. What major event happens in the anal stage to lead to the development of the ego?
7. Discuss Freud’s ideas about the development of gender identity in boys, and in girls.
8. What does it mean for a scientific theory to be falsifiable?
9. How does a strict learning theorist define personality?
10. What is vicarious reinforcement, and what role does it play in social learning theory?
11. Would a strict learning theorist and a social learning theorist differ in their opinions about the use of spanking as a punishment? In what way would they differ, and why?
12. What did the humanists dislike about Freud’s approach to personality, and why did they also dislike the behaviorist approach?
13. Briefly discuss the following two trait approaches to personality: phrenology, somatotypy.

14. Approximately how long was Allport's initial list of traits, and how did he attempt to measure personality.
15. What did Cattell's factor analysis reveal about Allport's list of traits?
16. What is the MMPI?
17. What are the Big Five traits that modern personality theorists discuss?

Intelligence

1. Provide an operational definition of intelligence.
2. What did Spearman suggest about intelligence, and how does the character "Rainman" (from the movie of the same name) relate to this?
3. Why did Binet develop the first intelligence test?
4. How did Binet measure mental age, and how did he calculate intelligence?
5. In what important way did the WISC differ from Binet's test?
6. What was the Army Alpha test?
7. What is the average IQ? Approximately how many people have IQs in the range from 70 to 130?
8. How does IQ change across the lifespan? Does the way in which the data are collected make a difference to the answer?
9. What is the best way to characterize the difference in intelligence between males and females?
10. What do studies of fraternal and identical twins reveal about intelligence from the standpoint of the nature/nurture question?