

# Chapter 1 : The Study of The Person

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Personality psychology addresses how people **feel, think, and behave**: the three parts of the *psychological triad*.

Personality psychology related: clinical psychology, industrial organizational psychology, neuroscience

Why Do People Do What They Do?

- Personality Psychology: Internal dispositional explanations
- Social Psychology: External, situational explanations
- Clinical Psychology: Extreme manifestations of personality behaviors

What is Personality:

- **Consistencies** in people's thoughts, feelings, and behavior **over time** and across situations.
- Every human being is in certain respects
  - Like all others: human nature
  - Like some others: individual and group differences
  - Like no others: individual uniqueness

Approaches to Personality

- Psychoanalytic
- Cognitive
- Trait
- Disorder
- Cultural
- Biological

## The Goals of Personality Psychology

Personality refers to an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanism behind those patterns.

## Mission: Impossible

A systematic, self-imposed limitation of this sort is what I call a **basic approach** (another commonly used term is paradigm).

The most all-encompassing tradition in personality psychology, the **trait approach**, focuses on the ways that people differ psychologically and how these differences might be conceptualized, measured, and followed over time.

- Conceptualization of individual differences
- Measurement of individual differences
- Consequences of individual differences
- Personality change
- Personality development

## Trait Approach

### **Case: How are self-reported "sociability" traits associated with actual social behavior?**

- 926 young adults
  - Consented to install mobile phone apps to track frequency of social behaviors
  - Completed self-report measures of Personality traits
- Result
  - Extraversion: phone call made
  - Agreeableness: text number and text length

## Biological Approach

**Biological approach:** one specifically focused way to understand individual differences is in terms of the body, concentrating on biological mechanisms such as anatomy, physiology, genetics, even evolution.

- Anatomy
- Physiology
- Genes
- Evolution

## Case: Phineas Gage (1848)

钢管从脑子中穿过

- Iron rod lodges in frontal lobe
- Personality change: impatient, impulsive
- Front lobe: self-regulation

## Psychoanalytic Approach

**Psychoanalytic approach:** Investigate the unconscious mind, and the nature and resolution of internal mental conflict.

- Internal mental conflict
- Mechanisms drive personality
- unconscious processes: Freud

## Case: How are perceptions of new people influenced by resemblance to romantic partners?

- Examined reactions to novel faces (30 couples)
  - Half morphed to look like their partner
    - Partner + Same-sex target = novel face
    - Is this person trustworthy? Accepting? Aggressive?
    - Women are more *positive* toward that
    - People who are more *satisfied* with relationship are more *positive*
    - **Transference:** We (mis)attribute personality characterized to those who resemble significant others

## Cognitive Approach

**Learning and cognitive processes approaches:** Behaviorism, social learning theory, and cognitive personality psychology.

**Learning:** how people change their behavior as a result of rewards, punishments, and other experiences in life.

- cognitive process and subjective experience shape personality
- how are these processed shaped by personality
- self-concept, goals, emotional experience

- Behaviorism
- Social learning theory

## Case: Positive Illusions About the Self

- Are "positive illusions" adaptive or maladaptive
- 508 UCB freshman
  - self-perceived academic ability
  - compare to actual GPA
  - Students who overestimated their academic ability classified as "self-enhancers"
  - Well-being measured first week and throughout college
    - Self-esteem: on the whole satisfied with myself
    - Subjective well-being: depression, overall life satisfaction, stress
  - Self enhancers had higher self-esteem and well being when entering
    - but decreased by the end of their 4th year

## Cultural Approach

**Phenomenological approach:** focus on people's conscious experience of the world, their phenomenology

- Conscious awareness and experience
- Free will
- Humanistic psychology
- Cross-cultural psychology
- Families
- Peer groups
- Culture
- Preference for Uniqueness
  - Americans > East Asians
  - Culture

## Distinct Approaches Versus the One Big theory

- Each distinct theory offers a different perspective on personality
- OBT would likely not do well at explaining specific personality process
- As for now, there has not been an acceptable OBT

Each approach to personality psychology focuses on what it can explain well and ignores what it cannot explain. For example, behaviorism is good at changing behavior because it ignores free will.

**Humanistic psychology:** "positive psychology", including virtue, mindfulness, and happiness. The theme is that an individual's particular worldview or way of experiencing reality is central to his or her personality.

Personality is coherent; each part stems from and depends on the others

Behaviorism, social learning theory, and cognitive personality psychology comprise the learning and cognitive processes approaches to personality.

**Funder's First Law:** Great strengths are usually great weakness, and surprisingly often the opposite is true as well.

## Chapter 2: Personality Research Methods

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### Psychology's Emphasis on Method

#### Scientific Education and Technical Training

**Research:** in science, the exploration of the unknown

The goal of **scientific training** is to help future researchers contribute new knowledge to the field. This differs from the goal of training for physicians, which is to help future doctors apply what is already known.

### Personality Data

To build a complete picture of an individual's personality, researchers must rely on the observable aspects, which are best characterized as clues. Because personality is difficult to observe, researchers must also rely upon data and gather information from multiple sources without placing too much emphasis on data from any one source.

**Funder's Second Law:** There are no perfect indicators of personality; there are only clues, and clues are always ambiguous.

**Funder's Third Law:** Something beats nothing, two times out of three.

## Four Kinds of Clues

- S Data: Self Reports
  - Advantages
    - Large amount of information
    - Access to thoughts, feelings, and intentions
    - Some S data are true by definition
    - Causal force
    - Simple and easy
  - Disadvantages
    - Error
    - Bias
    - Too simple and too easy
  - Example
    - Questionnaires
    - Interviews
    - Reverse scale
      - To avoid the tendency of saying yes
- I Data: Informants' Reports
  - Advantages
    - Large amount of information
    - Real-world basis
    - Common Sense
    - Some I data are true by definition
    - Causal force
  - Disadvantage
    - Limited behavioral information
    - Lack of access to private experience
    - Error
    - Bias

- Example:
  - Friends, family, colleagues
  - Observation
- L Data: Life Outcomes
  - Advantages
    - Objective and verifiable
    - Intrinsic importance
    - Psychological relevance
  - Disadvantages
    - Multi-determination
    - Possible lack of psychological relevance
  - Example
    - Criminal records
    - Marriage, divorce
    - Career outcomes
    - Living spaces, social media profiles
- B Data: Behavioral Observations
  - Advantages
    - Wide range of contexts
    - Appearance of objectivity
  - Disadvantages
    - Difficult and expensive
    - Uncertain interpretation
  - Example
    - Laboratory experiments
    - Physiological data
    - Recording devices
    - Projective tests

## Quality of Data

### Good Measure:

- Reliability
- Valid
- Generalizable

**Reliability just means you're getting the same measurements over and over validity is, are you actually measuring what you intend to be measuring and there's a couple of different ways that we can assess both and it depends a bit on what your measure is but the most common one is.**

## **Reliability:**

- A **reliable** measure yields consistent measurements across situations
  - Differences should reflect only differences in "true level" of construct
  - **Measurement error** means unreliability
- Ways to assess
  - **Test-retest reliability**
    - Scores should be **consistent over time**
    - Example: self-report items
      - Do you often do things in the spur of the moment
      - Would you do almost anything for a dare
  - **Internal consistency (alpha)**
    - Individual scale items should be associated
    - how your question correlated with each other
  - **Inter-rater reliability**
    - Multiple observers should agree

**Measurement error:** (error variance) the cumulative effect of such extraneous influences.

**State:** A current and presumably temporary state.

**Trait:** person's usual level of emotional experience.

## **Factor that Undermine Reliability:**

- Low precision
- State of the participant
- State of the experimenter
- Variation in the environment

## **Techniques to Improve Reliability**

- Care with research procedure
- Standardized research protocol
- Measure something important
- Aggregation

## **Factor in Evaluating Reliability:**

- the extent to which the experimenters collected the data in the same way across participants
- the extent to which a trait can be measured consistently at multiple time points
- the extent to which environmental differences influence data collection

### **Factors in Evaluating Other Data Quality:**

- the extent to which the results of the researcher's work apply to other kinds of people
- the extent to which a trait can be measured through many different behaviors

### **Aggregation: Averaging**

**Spearman-Brown formula** in psychometrics: the technology of psychological measurement, quantifies how it works.

- The more error-filled your measurements are, the more of them you need.

**Validity:** the degree to which a measurement actually measures what it is supposed to.

- A **valid** measure assesses what it claims to assess
- An unreliable measure **cannot** be valid, but a valid measure does not **necessarily** need to be reliable
- Different kinds of Validity
  - **Face validity**
    - Does the measure appear to measure what it claims?
  - **Predictive/criterion validity**
    - Does it predict what it claims to measure (e.g., impulsive behavior)?
  - **Convergent validity**
    - Is it related to other measures of the same construct?
  - **Discriminant validity**
    - Is it (un)related to other measures that it should NOT be?
  - **Construct validity**
    - All of the above

**Constructs:** something that cannot be directly seen or touched, but which affects and helps to explain things that are visible.

- An idea about a psychological attribute
  - Cannot be directly perceived

- Presumed to influence things that are visible
- Pretty much anything we measure in psychology
- Cannot be directly measured
  - We do best to approximate
  - Measure is not equal to construct

### **Generalizability:**

- A generalizable measure is valid across contexts

#### Generalizability over participants:

- Gender Bias
- Shows Versus No-Shows
- Ethnic and Cultural Diversity
  - Western, Educated, Industrialized, Rich, and Democratic
  - WERID

## **Research Design**

### **Case Method**

The **case method** involves closely studying a particular event or person in order to find out as much as possible.

- In-depth study of an individual
- Ex: Phineas Gage and the role of the prefrontal cortex (PFC) in self-regulation

#### **Advantages of case study:**

- Above all other methods, it is one that feels like it does justice to the topic. Describes the whole phenomenon and not just isolated variables. Examine very unusual people and situations.
- Valuable for hypothesis-generation, illustration
- Lots of information
- Be a source of ideas.
- Is often forgotten but absolutely necessary.

#### **Disadvantage:**

- Obvious.

- Not generalizable

## Correlational Study: X <-> Y

- Identify **relationship/association** between 2+ variables
- Survey
- **Correlation coefficient**
  - The strength of association between two variables
  - -1.0 to 1
  - Stronger: close to end
- Advantage
  - Can examine naturally occurring relationships
  - Some variables cannot be controlled
- Disadvantage
  - Association between two variables may be due to a **third variable**
  - Difficult to determine **direction** of causality
- Example:
  - Do people with PFC damage have more difficulty with self-regulation?
    - Compare 5 patients to 5 healthy "control" participants
    - PFC patients had more difficulty recognizing emotions and disclosed inappropriately

## Experimental Study: X(independent) -> Y(dependent)

- Includes a control group
- Can determine causality by manipulating one variable to see its effect on another variable
- PFC design
  - Does the PFC activity increase when people regulate their emotions?
    - Participants viewed negative or neutral images
    - One group asked to reappraise the negative image (emotion regulation) - independent variable
    - Others watched pictures passively
    - Brain activity assessed by fMRI
- Advantages
  - Can provide **powerful** test of causality
- Disadvantages
  - Are you **manipulating** what you think you are?
  - Can create **unnatural** contexts

- Some of the most **interesting** variables can't be manipulated.
- Case study -> Correlational Study -> Experiment
  - Experimental Control (Internal validity ) ->
  - Real-world Relevance (external validity) <-

## Longitudinal

- Repeated observations of same variables **over time**

## Comparing the Experimental and Correlational Methods

- In the experimental method, the presumably causal variable is manipulated, whereas in the correlational method, the same variable is measured as it already exists.

# Chapter 3: Personality Assessment: Effect Size, Replicability, and Open Science

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## Personality Assessment

Assessment is relevant to a broad range of research, including nearly every topic in personality, developmental, and social psychology.

## The Business of Testing

American Psychological Association: APA and a convention they hold.

## Personality Tests

Omnibus Inventories

- **The Minnesota Multiphasic Personality Inventory (MMPI)** was designed for use in the clinical assessment of individuals with psychological difficulties.
- **California Psychological Inventory (CPI)** is similar to MMPI but designed for use with so-called "normal" or nondisturbed individuals.
- **Sixteen Personality Factor Questionnaire (16 PF)**

- **Strong Vocational Interest Blank (SVIB)** used to help people choose suitable careers
- **the Hogan Personality Inventory (HPI)**, used by employers for personnel selection
- **Big Five Inventory (BFI)**

## S-Data Versus B-Data Personality Tests

MMPI, IQ test, IAT: B data: they are also include instruments that traditionally have been called "projective" tests.

## Projective Tests

Projective tests were originally based on a theory called the projective hypothesis: If somebody is asked to describe or interpret a meaningless or ambiguous stimulus, her answer cannot come from the stimulus itself, because the stimulus actually does not look like, or mean, anything.

- Rorschach inkblot
- Thematic Apperception Test

Drawbacks:

- Expensive: longer time to score
- psychologist cannot be sure what they mean
  - Well-developed system?

## Objective Tests

If a test consists of a list of questions to be answered Yes or No, or True or False, or on a numeric scale, and especially if the test uses a computer scored answer sheet, then it is an **objective test**.

The Big Five traits are extraversion, neuroticism, conscientiousness, agreeableness, and openness.

## Methods of Objective Test Construction

- The Rational Method: the strategy of this approach is to come up with items that seem directly.
  - For any rationally constructed, S-data personality test to work:

- i. Each item must mean the same thing to the person who takes the test as it did to the psychologist who wrote it.
  - ii. The person who completes the form must be able to make an accurate self-assessment.
  - iii. The person who completes the test must be willing to report his self-assessment accurately and without distortion.
  - iv. All the items on the test must be valid indicators of what the tester is trying to measure. (Mental disturbance)
- a test writer's psychological topic of interest
- The Factor Analytic Method
  - Based on a statistical technique.
  - **Factor analysis** identifies groups of things—which can be anything from songs to test items—that seem to have something in common.
  - correlation coefficients
  - First begin with a list of objective items of the sort
  - Administer the test to a large number of participants
  - Then do factor analysis
    - Based on calculating correlation coefficients
  - Then consider that the items have in common and then name the factor
  - **If I'm thinking about imagine, I want to create my measure of extraversion and I have a bunch of items I would do a factor analysis to see our people answering all the items on my scale in the same way.**
- The Empirical Method
  - An attempt to allow reality to speak for itself.
  - The first step is to gather lots of items
  - Second step need to have a sample of participants who have already independently been divided into the groups you are interested in.
  - responses to a large number of questions from two distinct groups of people
  - Basic assumption: Certain kinds of people have distinctive ways of answering certain questions on personality inventories.
- Combination of Methods

## Evaluating Assessment and Research

# Significance Testing

A significant result, in research parlance, is not necessarily large or important, let alone dramatic. But it is a result that would be unlikely to appear if everything were due only to chance.

**Null-hypothesis significance testing (NHST)**: attempts to answer the question: what are the chances I would have found this result if nothing were really going on?

**NHST** is primarily concerned with determining the significance of a single test and therefore does not do an adequate job at assessing how stable a result is across time and contexts. Researchers need to perform a **replication**, which is a much better indicator of the stability of a result.

Null-hypothesis significance testing uses p-levels to identify the significance of the difference between two groups in an experimental design. The p-level gives the probability of getting the result one found if the null hypothesis were true.

- Concerns
  - The criterion for a significant result ( $p < .05$ ) is arbitrary.
  - A statistically significant result is not necessarily important or meaningful.
  - A lack of a significant result is interpreted as there being no differences between experimental groups.

**p-level**: probability of obtaining result if there is no difference between groups

Normal distribution of outcomes: difference given no effect.

**Statistical significance**: result is determined very unlikely due to chance; typically  $p < 0.05$  is considered acceptable.

Mean difference: where the distribution that difference falls is considered normal/no difference

## Effect Size

**Effect Size**: A number that will reflect the magnitude

Correlation Coefficient:

## **Calculating Correlations:**

- Start with 2 variables and arrange all the scores on the two variables into two columns

## **The Binomial Effect Size Display**

Rosenthal and Rubin provided a technique for demonstrating the size of effect-size correlations.

## **Replication**

- Running the same study with different participants
- Best way to evaluate the stability of results
- Expensive and time consuming
  - Publication Bias
    - Stanford Prison Experiment

## **Way to improve Replicability**

- Provide **more detail** about methods, results, and hypotheses
- Report **all** measures, conditions, exclusions.
- Use **larger** samples (especially for small effects)
- **Pre-register** hypotheses **before** data collection
- **Share data** after collected
- Conduct **replication** studies
- Publish **non-significant** (null) findings

## **Ethical Issues**

### 1. Treatment and protection of research participants

- **Benefits** to participants/society must outweigh **risks**.
- **Deception**: acceptable IF necessary, and benefits outweigh risks. **欺骗**
- **Institutional review boards** (IRBs) evaluate risks, minimize harm.

### 2. Presentation and use of the data/findings

- Participants' **privacy** should be protected, anonymized
- Potential **implications** of the findings should be considered
- Findings should be presented **thoroughly, accurately, and honestly**.

## Presentations of Findings

- **Reproducibility**
  - Can a study's method and/or analysis be duplicated.
- **Replicability**
  - If the study is conducted again, do we get the same results.
- Both are critical for **scientific progress but disincentivized**.

## Incentives in Research

- Emphasis on exciting, novel "statistically significant" results
  - Statistical significant: significance of a finding
- Emphasis on **positive** results
  - More difficult to publish "no effects of money on happiness"
- **Publication bias:** studies with significant results more likely to be published.

## Significance of a Finding

- **p-level:** probability of obtaining result if there is no difference between groups
- **False positive:** detection of effects that are not real due to chance ("Type I Error") A Type I error involves deciding that one variable has an effect on, or a relationship with, another variable, when really it does not.
  - **Type II Error:** Missing real effects, false negative
    - A Type II error involves deciding that one variable does *not* have an effect on, or relationship with, another variable, when it really *does*.
- Function of **sample size:**
  - **Larger samples** = less measurement error, can detect smaller differences.
  - Small samples: only very large effects will be significant

## Questionable Research Practices

Increase the likelihood of false positives

1. "p-hacking": Analyzing data in many ways and selectively reporting significant findings
  - Measure multiple and only report one

- Running several experimental conditions, exclude one or more after analysis
  - Stopping data collection early if results are significant
  - 试图更改
2. Running studies with very **small samples**
- Selective reporting of studies that worked
3. Deciding whether **exclude participants** from data after seeing how they affect results
4. Reporting **unexpected finding** as having been hypothesized

## Marshmallow test from new study

- Main difference
  - "Reliability of experimenter" added as a independent variable
- Affect
  - Children who had the unreliable experimenter were less likely to delay
- Finding
  - Delay of gratification can be affected by environment or situation
  - Small changes can have large effects
- Revisit
  - Attempted to replicate original study
    - 500 children as 50 in original
    - Assessed delay of gratification about age 4.5 - B data
    - Achievement @ age 15 (standard tests) - L data
    - Behavioral problems @ age 15 (mother report) - I data
  - Similar (but much weaker) pattern of findings for achievement
  - Findings were **even weaker** when demographics considered
    - Family background, early cognitive ability, home environment
  - **Even weaker associations** for behavioral outcomes

## Experimenter effects

Experimenter effect (not 'effects') is the tendency on the part of the experimenter/researcher to influence the participants or to interpret the data/findings to arrive at the result they are seeking to obtain.

## Demand characteristics

In a psychological experiment, a demand characteristic is a subtle cue that makes participants aware of what the experimenter expects to find or how participants are expected to behave. Demand characteristics can change the outcome of an experiment because participants will often alter their behavior to conform to expectations.

# Chapter 4: Persons and Situations

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## The Trait Approach

- Almost all research within the trait approach relies on correlational designs.
- Trait approach focuses exclusively on individual differences.
- Characteristics remain consistent across time
- Person's trait behavior is consistent in comparison to peers

Benefit of trait approach's focus on individual differences

- There is no zero point of any given trait.
- Trait measurements are almost always made on ordinal scales.
- An individual's trait level is compared to the trait level of others
- It allows for a better understanding of how people differ from one another

## People Are Inconsistent

- Consistency of personality is associated with
  - Maturity
  - General mental health
  - Age
  - Psychological adjustment

## The Person-Situation Debate

Focuses on which is more important for determining what people do: the person or the situation.

Behavior may either change or be consistent over time

## Three parts of the situationist argument

1. There is an upper limit to how well one can predict what a person will do based on any measurement of that person's personality. This upper limit is a low upper limit.
2. Therefore, situations are more important than personality traits.
3. Therefore, not only is the professional practice of personality assessment a waste of time, but also, everyday intuitions about people are wrong, because situations than they really are. The "fundamental attribution error" is to believe that personality matters.
  - The ability of traits to predict behavior is extremely limited
  - Situations are more important than personality traits for determining what people do
  - Many people's intuitions about each other are fundamentally wrong

### **Situationist Approach:**

- Argues behavior is too inconsistent across situations for individual differences to be characterized by traits introduced by Walter Mischel in 1968 in response to trait.

Situational variables tells us about how people will act under certain circumstances, personality traits tell us about how people act general.

An upper limit exists to predict someone's behavior from their personality measure.

Mischel's original argument was that correlations between personality and behavior, or between behavior in one situation and behavior in another, seldom exceed .30. Another prominent situationist, Richard Nisbett (1980), later revised this estimate upward, to .40. The implication in both cases was that such correlations are small, and that personality traits are therefore unimportant.

### **Response from Trait**

#### Unfair Literature Review

- Well-known claims against this side of the argument are based on biased literature reviews.

Subtract the source of variance use:

- Individual differences in responding to the relevant situation
- Other unmeasured person variables

- Any other situational variables

**Response** from 3 aspects:

- The predictability of behavior from traits is better than is sometimes acknowledged
- Effects for situation predicting behavior vs personality predicting behavior are actually similar
- Improved research methods can increase the predictability of behavior from traits.

## Predictability

Personality theorists claim that poor research methodology supporting the situationist argument forces us to continue to ask the question posited by the person–situation debate. Further, they state that with better and more realistic research designs, progress could be made. One suggestion they have made is for researchers to use as research participants people who feel they are more consistent, such as older people or low self-monitors, in order to help settle the debate.

A preference for consistency is the personality characteristic that Funder is predicting will influence the respondent's agreement or disagreement with his statement. The hypothesis from this activity is that those high in preference for consistency will be less tolerant of erratic behavior.

## The Power of the Situation

In Funder and Ozer's (1983) reanalysis of several famous studies of cognitive dissonance, bystander intervention, and obedience, what did their algebraic comparison reveal?

- The sizes of the effects of personality and of the situation in predicting behavior were much more similar than many had assumed.
- Traditionally, social psychologists have focused more on statistical significance in their research. This makes it virtually impossible to understand the influence of the situation versus traits in predicting behavior. If social psychological research began to report effect sizes in their findings, it would be possible to compare the influence of the situation and the influence of the trait on behavior.

## Absolute Versus Relative Consistency

An **absolute evaluation** of a .40 correlation can be obtained from Rosenthal and Rubin's (1982) Binomial Effect Size Display (BESD)

## Are Person Perceptions Fundamentally Mistaken?

Language is an important part of personality traits. Words arose to describe differences in people, which made us more sensitive to those differences and also made it possible to talk about them.

## Personality and Life

	<b>Individual Outcomes</b>	<b>Interpersonal Outcomes</b>	<b>Institutional Outcomes</b>
Extraversion	Happiness, Gratitude, Longevity, Psychological health	Peer acceptance, Success in dating and relationships, Attractiveness, Status	Occupational satisfaction, Community involvement, Leadership
Agreeableness	Religious involvement, Forgiveness, Humor, Heart health, Longevity, Psychological health	Peer acceptance, Data satisfaction	Social interests, Job attainment, Avoidance of criminal behavior
Conscientiousness	Religious beliefs, Good health habits, longevity, Avoidance of drug abuse	Family satisfaction, Dating satisfaction	Job performance, Occupational success, Political conservatism, Avoidance of criminal behavior
Neuroticism	Unhappiness, Poor coping	Poor family relations	Occupational dissatisfaction, Criminal behavior
Openness	Forgiveness, inspiration, Substance abuse		Political liberalism

## Persons and Situations

Situational constraints are **factors which place limits on the extent to which attitudes, personal attributes, and motivation translate into behaviors and performance**

## Interactionism

A(n) **interactionist** approach to behavior allows for multiple factors to influence people's behavior. This view suggests that people remain consistent in comparison to peers, while still allowing for differences in behavior based on the environment. This view also suggests that people can be adaptable and maintain a level of consistency, and that they therefore do not behave in erratic ways.

- Persons and situations don't compete for which one determines behavior more
- Individuals and situations interact to produce behavior together

The person–situation debate has inadvertently caused psychologists to choose a side, as if the influences of personality and situations were mutually exclusive. This may be due to the perceived importance of the debate, that is, the debate may have inflated importance because psychologists are debating their values and not necessarily the causal influence on people's behavior. The interactionist approach allows for psychologists to consider both influences and to more accurately predict people's behavior.

### **Situation variables: short term**

### **Personality traits: long term**

Recognized that effect of a personality variable on behavior may depend on the situation and vice versa.

People with different personalities may choose different situations.

## Persons, Situations, and Values

Situationist view:

- A situationist view implies this is all due to circumstances, and further implies that under the right circumstances anybody could be rich, popular, and successful—a pleasant thought.
- If the situation really can be all powerful, then nothing we do is ever really our fault.
- It is inaccurate

- It suggests that people can make slight or radical changes to their experience based on their situational options.

## Chapter 5: Personality Judgment

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Process of evaluations

1. Consider how and why the assessments others make of your personality and the assessments you make of others are important.
2. Addresses the accuracy of these assessments.

Professional Assessment:

- Has little value/impact if inaccurate
- Often comes in survey

Everyday Assessment:

- May have value/impact even if inaccurate
- Used by us to judge ourselves
- Form impressions of others

Both:

- Whether the assessment is right or wrong will impact the assessment's value
- Evaluated for validity

## Consequences of Everyday Judgments of Personality

The judgements we make of one another's personalities and of ourselves are more consequential than those any psychologist will ever make.

**Accuracy** and **consensus** in personality judgements.

- Low reliability limits validity
- But a reliable measure is not necessarily valid

**Consensus:**

- Do **others** agree with us?
  - **Inter-judge** agreement (reliability)

## Accuracy:

- Does our "target agree"
- Do our judgments predict behavior?
- Behavioral prediction (predictive validity)

## Opportunities

The judgements of others are an important part of the social world and can have a significant effect on personality and life: shy people seem cold and aloof for observers.

## Expectancies

**Expectancy effects:** Judgments of others can also affect you through "self-fulfilling prophecies"

- **Intellectual expectancy effects:** General principle that people, and perhaps specially students, to some extent live up or down to what is expected of them seems well-established.
  - Four different theoretical models, most support is a four-factor theory by Robert Rosenthal
    - Climate - emotional attitude
    - Feedback - Differentiated feedback
    - Input - attempt to teach more
    - Output - extra opportunity to show output
- **Social expectancy effects:** our behavior with other people is influenced by how they expect us to act.

## The Accuracy of Personality Judgment

The aphorism "knowing thyself" advised by Socrates suggests:

- Knowing yourself is important but not always easy to do.

By what criteria can personality judgments be judged right or wrong?

Philosophy of **constructivism**: holds that reality as a concrete entity does not exist. All that exist are human ideas, or constructions, of reality.

Since there is no reality, judgmental accuracy cannot be assessed meaningfully.

**Critical realism:** holds that the absence of perfect, infallible criteria for determining the truth does not mean that all interpretations of reality are equally correct.

## The Big five Personality Traits

### Extraversion

- Talkativeness, positive affect

### Agreeableness

- Warmth, kindness

### Conscientiousness

- Organized, reliable

### Emotional Stability

- Calm, not anxious

### Openness/Creativity

- Varied interests, open-minded

## Criteria for Accuracy

Assessing the accuracy of a personality judgment becomes exactly equivalent to assessing the validity of a personality test.

**Convergent validation:** achieved by assembling diverse pieces of information that converge on a common conclusion.

Two primary converging criteria

- Interjudge agreement: Do the judgments agree with one another
- Behavioral prediction: Can they predict behavior

## First Impressions

Configural properties of faces: overall arrangement of features rather than signal body parts.

## Moderators of Accuracy

Moderator variable is one that affects the relationship between two other variables.

Research on accuracy has focused primarily on four potential moderators:

- Properties of the judge
- Properties of the target (being judged)
- Properties of traits that is judge
- Properties of the information on which the judgement is based

Women's better understanding of the average person made them appear to be better judges overall.

Maybe its more important to understand normal people than it is to understand unusual people, because most people are normal.

Good target:

- Judgable people are those about whom others reach agreement most easily because they are ones whose behavior is most predictable from judgments of their personalities.
- Judgability: what you see is what you get.

Good trait:

- Some traits are much easier to judge accurately than other

Good information:

- Amount of information
- Quality of information

## The Realistic Accuracy Model

To explain why can people manage to accurately evaluate one or more aspects of the personalities of the people they know.

1. People being judged must do something **relevant**
  - a. Informative about the trait to be judged
  - b. Pertinent to trait being judged
2. Information must be **available** to a judge
  - a. Behavior occurs when/where judge can see it
3. This judge must **detect** this information
  - a. Judge notices information
4. The judge must **utilize** this information correctly
  - a. Judge correctly interprets information

**RELEVANCE:** Information is excluded

**AVAILABILITY:** the information is not made known to the judge

**DETECTION:** the judge's attention is elsewhere

**UTILIZATION:** the judge does not use the information to assess personality

Potential risks

- The judge must consider all four stages to effectively assess personality.
- The target may be behaving according to social rules and not personality.
- The judge may process information inefficiently.
- The situation may not accurately present the target's personality.

## Accurate Self-Knowledge

Accurate self-knowledge requires that you perform behaviors and experience feelings that reveal who you are (relevance), that you perceive and become aware of these actions and feelings (availability and detection), and that you interpret them correctly (utilization).

## Self-Knowledge vs. Knowledge of Others

Paying attention to yourself can actually be rather difficult.

One of the great misperceptions many people have about their own behavior is that it is the natural response to the situations and is therefore that it is the natural response to the situation and it therefore what anyone would have done.

## Improving Self-Knowledge

Three basic routes to improve how well you know yourself

1. Use introspection to look into your own mind and understand who you are.

2. Seek feedback from other people who can be an important source of information about what you are really like.
3. Observe your own behavior and try to draw conclusions from those observations much as anyone else, observing the same behaviors, would do.

## Accuracy Matters

Judgments of personality rendered by ordinary people in daily life, including our judgments of ourselves, are more frequent and more important than those made by psychologists, so it matters whether they are accurate.

### Case: Living Spaces Study

- 83 living spaces
  - 7 observers (judge) rate personality of each occupant
- **Consensus:** measured by correlation among judges
  - Highest score: Openness/Creativity
- **Accuracy:** measure by correlation between judges and ratings by self and close friends (averaged together)
  - Highest score: Openness/Creativity

### Case: Personality Judgements in Dogs

- 78 dog owners assessed their own and their pet's personality (Big 5)
  - **Informants** also rated both pets and owners
  - **Independent observers** evaluated dog behavior in a natural environment
- Reliable
  - Internal consistency: which scores on scale items are associated
  - Internal consistencies very similar for humans and dogs
- Consensus
  - There is substantial agreement among judges, regardless of who is being rated
- Predict
  - Positive correlations between behavioral ratings and owner judgements (accuracy)

# Chapter 6: Traits and Types: The Big Five and Beyond

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Traits exist and can be assessed by psychologists.

**What traits characterize best is a person's average behavior over time and across situation.**

**Personality:** Consistencies in people's thoughts, feelings, and behavior over time and across situations

Density distributions of behavior and states: how behavior and emotional state associated with five personality traits varied for a typical individual.

Small effects of personality on behavior "aggregate" over time.

**Characteristics** of a person that are relatively **stable** over time and situations

## Four Ways to Study Personality: What are the most important traits

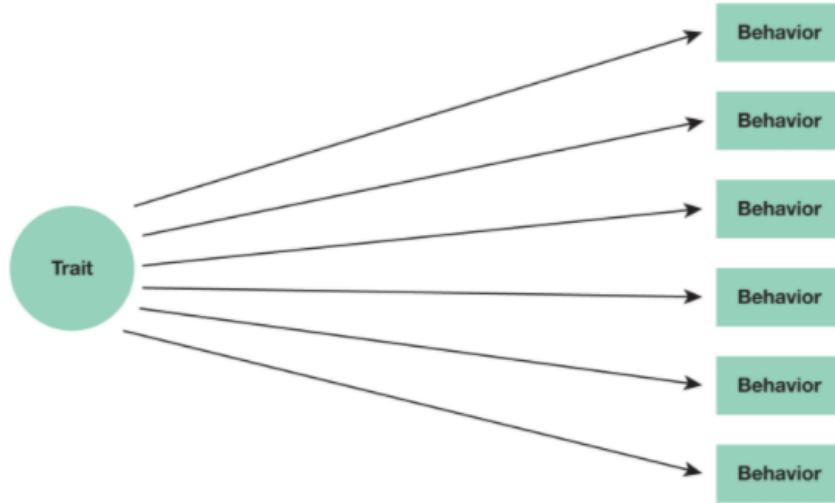
Research that seeks to connect personality with behavior uses four basic methods: the single-trait approach, the many-trait approach, the essential-trait approach, and the typological approach.

### The Single-Trait Approach

Ex: self-monitoring

The **single-trait approach** examines the link between personality and behavior by asking: What do people like that(trait) do?

- One trait, many outcomes
- This research approach investigated the behavioral implications of traits of particular interest.



## **Self-Monitoring**

Address the fundamental issues concerning the relationship between one's private inner reality and the external image presented to others.

High self-monitors, according to Snyder, carefully survey every situation they enter looking for cues as to the appropriate way to act, and then adjust their behavior accordingly. As a result, one would expect a low self-monitor to be more judgeable, and a high self-monitor to be much less judgeable.

High self-monitors:

- Skilled in social techniques of imaginative play, pretending, and humor (e.g., is good at the game charades)
- Talkative
- Self-dramatizing, histrionic (exaggerates emotion)
- Initiates humor
- Verbally fluent
- Expressive in face and gestures
- Having social poise and presence

Low self-monitors:

- Distrustful
- Perfectionist
- Touchy and irritable
- Anxious
- Introspective
- Independent
- Feeling cheated and victimized by life

However, the difference probably arises because being positively regarded and popular is more important to high self-monitors. The description of low self-monitors might seem more negative, but the low self-monitor probably doesn't care.

## Narcissism

People score high in narcissism are often charming and make a good first impression. But over time they may become manipulative, overbearing.

Difference between narcissism and high self-esteem: People with high self-esteem feel good about themselves without necessarily feeling superior to anyone else; narcissists feel superior to others but may still not feel good about themselves.

According to one widely accepted theory, narcissists follow an ill-advised strategy for dealing with life in which they seek to defend an unrealistically inflated self-concept through means, such as bragging, that are ultimately unsuccessful (Morf & Rhodewalt, 2001).

## The Many-Trait Approach

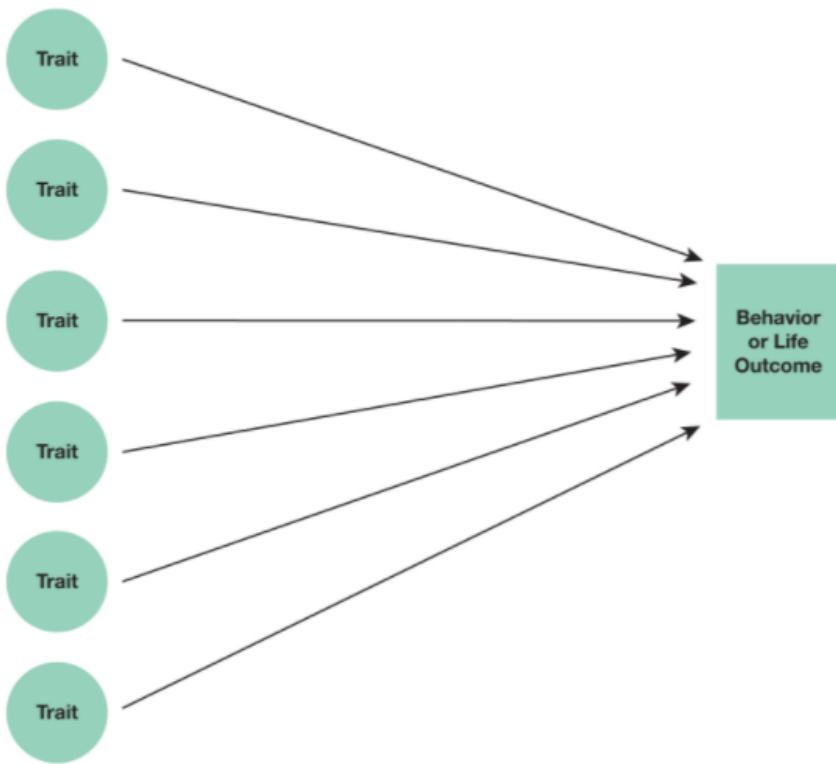
Ex: Q-sort

Work from the opposite of single-trait approach. Who does that(behavior)?

This research approach investigates the many traits that might be associated with a behavior or outcome of particular interest.

- Focus on behavior as a function of multiple traits

explain the pattern of correlation between certain traits and specific behaviors



## The California Q-Set

The set consists of 100 phrases.

Raters express judgments of personality by sorting the items into nine categories ranging from highly uncharacteristic of person being described (1) to high characteristic (9). Items neither characteristic nor uncharacteristic are placed in or near 5.

The usual Q-sort distribution is peaked, or normal.

The most important advantage of Q-sorting is that it forces the judge to compare all of the items directly against each other. Furthermore, the judge is restricted to identifying only a few items as being most helpful.

- Goal is to understand particular outcome/behavior
  - Start with a lot of descriptive items
  - Sorted by participants, observers, parents
    - from most to least
    - forced distribution
  - "Person-centered" vs "variable-centered"

## Talking

LIWC: the program calculates the number of words that appear in each of a long list of categories.

## Political Beliefs

Children who grew into political conservatives were likely to have been described *almost 20 years earlier* as tending to feel guilty, as anxious in unpredictable environments, and as unable to handle stress well. Those who grew into liberals, by contrast, were more likely to have been described years earlier as resourceful, independent, self-reliant, and confident.

*The Authoritarian Personality*, a classic of psychological research that culminated in the *California F scale* (F meaning “fascism”). This scale aimed to measure the basic antidemocratic psychological orientation that these researchers believed to be the common foundation of anti-Semitism, racial prejudice, and political *pseudoconservatism*—which they viewed as a pathological mutation of true (and nonpathological) political conservatism.

## The Essential-Trait Approach

Ex: Big 5

The essential-trait approach address the difficult question: Which traits are the most important?

## Reducing the Many to a Few: Theoretical Approaches

Henry Murray: theorized that 20 traits, the *needs*, were central to understanding personality.

Jack and Jeanne Block: developed a theory that proposed just two essential characteristics of personality: "ego resilience" (psychological adjustment) and "ego control" (impulse control)

## **Reducing the Many to a Few: Factor Analytic Approaches**

Researchers using the factor analytic approach to studying personality take a series of steps to uncover a few essential traits.

1. gathering a large number of items
2. creating a correlation matrix
3. determining which items are more related to one another and grouping them together to form psychological "factors".

Factor analysis involves correlating every measured variable with every other variable. The result is a correlation matrix.

Cattel concluded that 16 traits were essential. However, in later years psychologists conclude that Cattel's work was "characterized by an overexcretion of factor"

Hans Eysenck: 3 traits: extraversion, neuroticism (unstable emotionality) and psychoticism (a blend of aggressiveness, creativity and impulsiveness).

Auke Tellegen: positive emotionality, negative emotionality, and constraint.

## **The Big Five and Beyond**

**The lexical hypothesis:** the important aspects of human life will be labeled, and that if something is truly important and universal, many words for it will exist in all languages.

↑What trait is most universal across language.

Allport categorized 18000 personality-descriptive English words.

Cattell selected from the list 35 traits.

Donald Fiske chose 22 traits from Cattel's list

Fiske's analyses found five factors that may have been the first emergence of the Big Five

The Big Five are not quite as simple as they may seem; their commonplace labels hide a good deal of complexity. For one thing, they aren't quite as orthogonal as originally hoped (Digman, 1997).

**Table 6.3 | FACETS AND ASPECTS OF THE BIG FIVE**

Big Five Trait	Facets (Costa & McCrae, 1995)	Facets (Soto & John, 2017)	Aspects (DeYoung et al., 2007)
Extraversion	Warmth Gregariousness Assertiveness Activity Excitement seeking Positive emotion	Sociability Assertiveness Energy level	Enthusiasm Assertiveness
Neuroticism	Anxiety Hostility Depression Self-consciousness Impulsiveness Vulnerability to stress	Anxiety Depression Emotional volatility	Volatility Withdrawal
Agreeableness	Trust Straightforwardness Altruism Compliance Modesty Tender-mindedness	Compassion Respectfulness Trust	Compassion Politeness
Conscientiousness	Competence Order Dutifulness Achievement striving Self-discipline Deliberation	Organization Productiveness Responsibility	Industriousness Orderliness
Openness to Experience	Fantasy Aesthetics Feelings Actions Ideas	Intellectual curiosity Aesthetic sensitivity Creative imagination	Intellect Openness

## Extraversion

The pioneering personality psychologist Hans Eysenck was one of the first to theorize about how extraverts might be different from introverts. He proposed that introverts react more strongly and often more negatively to bright lights, loud noises.

The Big Five version of extraversion is somewhat different from Eysenck's, and definitely less dangerous-sounding. It encompasses traits such as "active," "outspoken," "dominant," "forceful," "adventurous," and even "spunky" (John & Srivastava, 1999).

- Extraversion has a powerful influence on behavior.
- Extraverts may be especially sensitive to rewards.

## Neuroticism

People score high on neuroticism tend to deal ineffectively with problems in their lives and react more negatively to stressful events. They are particularly sensitive to social threats, such as indications that other people do not accept or support them.

It turns out that numerous questionnaires intended to assess happiness, well-being, and physical health correlate strongly (and negatively) with neuroticism (sometimes, and less pejoratively, called negative emotionality). The higher the level of neuroticism, the more likely people are to report being unhappy, anxious, and even physically sick (McCrae & Costa, 1991; D. Watson & Clark, 1984).

## Conscientiousness

The trait of conscientiousness comprises being dutiful, careful, rule-abiding and, some evidence shows, ambitious. The trait has even been measured in animals.

## Agreeableness

This dimension of the Big Five has carried several labels over the years including *conformity, friendly compliance, likeability, warmth*, and even *love* (Graziano & Eisenberg, 1997). And some research has separated agreeableness out into facets called *compassion, morality, trust, affability*, and *modesty* (Crowe, Lynam, & Miller, 2017).

Psychologist Robert Hogan (1983) suggests that the core of agreeableness is a tendency to be cooperative, an essential behavior in the small social groups in which humans have lived during most of evolutionary history.

Agreeable people don't agree to absolutely everything.

## **Openness to Experience/Culture/Intellect**

Most controversial of the Big Five.

People scoring high on openness are viewed by others as creative, imaginative, open minded, and clever.

## **Beyond the Big Five**

Although the Big Five have proved useful, they also remain controversial in some circles. A central objection is that there is more to personality than just five traits.

Psychologists Sampo Paunonen and Douglas Jackson performed factor analyses aimed at the part of personality missed by the Big Five, and found 10 additional factors, including seductiveness, manipulativeness, integrity, and religiosity.

- Reverse Score: Prevent low quality data

Facts:

- Most factors are also observable in children
- Most factors are found across cultures and languages
- Some factors found in other animals
  - N, E replicated across species
  - Some evidence for O in primates
  - C primarily in human and chimps

## **Critiques of the Five-Factor Model**

1. Atheoretical: come from dictionary and factor analysis, not telling why
2. Too broad
3. Descriptive, not explanatory
4. Not comprehensive

- a. Positive and negative evaluation
- b. Religiosity
- c. Honesty-humility

## Typological Approaches to Personality

Ex: MBTI

The typological approach stems for a doubt and a hope.

1. The structure of personality traits across many individuals is not the same thing as the structure of personality as it resides within a person, and it seems a little strange to call the former the "structure of personality"
2. It is at least possible that important difference between people are not just quantitative but qualitative. The trait approach assumes that all people can be characterized on a common scale.

Focuses on the patterns of traits that characterize whole persons, rather than on the traits directly.

Why is typological approach to personality traits less valid than trait-based approaches.

- Personality is more diverse than typological approaches would lead us to believe.
- Researchers have to know which personality types are sufficient, which is very difficult.
- Knowing a person's personality type lends a researcher little ability to better predict behavior beyond traits.

### Facts

- Most factors also observable in children
- Most factors are found across cultures/languages
  - Openness sometimes not replicable
- Some factors found in other animals

### Pros:

- Richer understanding of the whole person
- Helps to understand within-person structure of personality
- Can be very useful descriptively

### Cons:

- Types don't always replicate
- Weak evidence that this is any more useful than just understanding individual traits.

## Evaluating Typologies

Muhammad Ali offer this typology: People come in four types, the pomegranate (hard on the outside, hard on the inside), the walnut (hard-soft), the prune (soft-hard), and the grape (soft-soft).

Three types showed up again and again:

1. well-adjusted person. Adaptable, flexible, resourceful.
2. maladjusted overcontrolling person. Too uptight for his own good, denying himself pleasure needlessly, and being difficult to deal with on an interpersonal level.
3. maladjusting undercontrolling person. Too impulsive, prone to be involved activities such as crime and unsafe sex, and tends to wreak general havoc on other people and himself.

## The Myers-Briggs Type Indicator

16型人格测试

## Uses of Personality Types

For this reason, it has been suggested that types may be useful in the way they summarize “many traits in a single label” (Costa et al., 2002, p. 573) and make it easier to think about psychological dynamics.

Beyond simply pigeonholing individuals into convenient categories, measuring personality traits can be thought of as having two larger purposes. One is to predict behavior. Another is to understand behavior.

## From Assessment to Understanding

We have seen how personality assessment can shed light on the mechanism of self-presentation, the roots of political beliefs, how people use language, and other aspects of human psychology. This kind of increased understanding is the most important goal of science.

## How do we assess those traits

### Theoretical approach

Important traits are identified from theory

Ex: Narcissism Personality Inventory (NPI)

- Item developed from clinical criteria for Narcissistic Personality Disorder

Traits are only as meaningful as your theory

### Statistical approach

Search for commonalities among large number of traits

Ex: Factor analysis

- Superiority/Arrogance
- Entitlement/Exploitativeness

Problem:

- Totally depends on the items that are selected to analyze
- And the factors must be interpreted

Theory + Statistics: Single-Trait Approach (but with lower order traits)

## Chapter 7: Personality Stability, Development, and Change

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### Personality Stability

**Rank-order consistency:** It is not that people do not change over the years, actually they tend to maintain the ways in which they are different from other people the same age.

- Change in relative position over time

- Ex: shyness
- Basically a **correlation** coefficient
- About individual consistency
- Can only be studied **longitudinally**
- Dependent on reference group
- Methods
  - Longitudinal: same participants over time
  - Correlations between measurements at different time points
- Potential issues:
  - Tell us nothing about changes in average levels
  - Can only be studied longitudinally
  - Dependent on reference group

## Evidence for Stability

Most manage to maintain their core personality traits

## Causes of Stability

- From temperament to personality
  - The personality that one begins with is called **temperament** in young children, is to some degree determined by the genes inherited from one's parents.
  - The effect of these fundamental tendencies change with age, a process called **heterotypic continuity**.
    - Ex: A shy child would hide behind parent while a shy adult might not hide behind people but avoid conversing with strangers.
  - Three basic aspect of childhood temperament are
    - Positive emotionality
      - Might be precursor of the adult trait of extraversion
    - Negative emotionality
      - Might be precursor of neuroticism
    - Effortful control
      - The precursor of conscientiousness and agreeableness.
- **Physical and environmental factors**

- Other than genes and internal biology, visible attribute of the body will affect the kind of experience you have and therefore the kind of person you become.
- The world that surround you is also a consistent influence.
- Birth order
  - Sulloway's assumption: later is contradict with a several thousand people's experiment.
- **Early experience**
  - Early adverse experience can have consequences that persist for many years, especially for children who are already sensitive and vulnerable.
- Person-environment transactions
  - People respond to, seek out, and even create environments that are compatible with their personality traits, these processes are called **person-environment transactions**.
    - **Active person-environment transaction:** Person seeks out compatible environments and avoids incompatible ones.
      - Ex: Aggressive person goes to bar where fights are frequent; introvert avoids social gatherings
    - **Reactive person-environment transaction:** Different people respond differently to the same situation.
      - Ex: Extravert finds party enjoyable; introvert finds same party unbearable
    - **Evocative person-environment transaction:** Aspect of an individual's personality leads to behavior that changes the situations he or she experiences.
      - Ex: Conscientious person tells group "it's time to get to work"; disagreeable person starts argument over minor matter
- Cumulative continuity and maturity
  - **Cumulative continuity principle:** Individual differences in personality become more consistent as one gets older.
  - **Psychological maturity:** refer to behavioral consistency and also to the specific traits that help a person to fulfill socially important adult roles such as being a spouse, a parent or a worker.
- The end of history:
  - The evidence indicates that personality continues to develop throughout the life span.
  - The **end-of-history illusion** is a psychological **illusion** in which individuals of all ages believe that they have experienced significant **personal growth** and changes in **tastes** up to the present moment, but will not substantially **grow or mature** in the future.<sup>[1]</sup> Despite

recognizing that their perceptions have evolved, individuals predict that their perceptions will remain roughly the same in the future.

## Personality Development

**Personality development:** increase or in some cases decrease in the mean level of a trait over time.

### Mean-level change:

- Change in average level of a trait over time
  - Population-level change
  - Ex: Does neuroticism increase with age?
- Methods:
  - **Longitudinal:** same participants over time
  - **Cross-sectional:** Different people compared at different ages
- Potential issue:
  - Cohort effects: change attributed to historical period
  - Doesn't tell us whether/how the average person is changing

## Cross-Sectional Studies

**Cross-sectional study:** simply survey people at different ages.

People at different ages show different mean levels of the Big Five personality traits.

Between ages 10 and 20, scores on agreeableness, openness, and conscientiousness all dip during the transition from childhood to adolescence and then recover approaching age 20. Extraversion dips from a high level in childhood—little kids are such extraverts!—and then levels off. Neuroticism seems a bit more complicated, as young women increase notably on this trait during adolescence, while young men decline somewhat—perhaps adolescence is harder on girls than on boys. After age 20, scores on conscientiousness, agreeableness, and openness begin to increase among men and women, while extraversion stays fairly constant. (At older ages some of these traits begin to decline again, as will be discussed later in the chapter.) The higher level of neuroticism among women begins a slow and steady decline around age 20, whereas men's neuroticism scores stay more constant (and generally lower than women's).

- Can be conducted in a relatively short period of time.
- The results are immediately used to develop a theory
- Cohort effect as a drawback
- Researchers are able to gather data easily on a lot of people.

- Researchers are able to gather information about people in different age groups.

## Cohort Effects

**Cohort effect:** When you gather personality rating of people of different ages, all at the same time, you are necessarily gathering data from people who were born in different years and grew up in different social environment.

## Longitudinal Studies

**Longitudinal studies:** in which the same people are repeatedly measured over the years from childhood through adulthood.

**Maturity principle of development:** the traits needed to perform adult roles effectively increase with age. Including most notably, conscientiousness and emotional stability.

Expected to increase: conscientiousness, social dominance, agreeableness.

Expected to decrease: neuroticism, openness to experience.

1. The data refer to mean levels of traits, so they do not apply to everybody.
2. These findings surprised traditional developmental psychologists, who for many years had assumed that personality emerges mostly during childhood and early adolescence, and is stable thereafter.
3. Data can take decades to collect
4. People are repeatedly surveyed over an extended time period.

## Causes of Personality Development

1. Physical development
2. Changing social roles at different stage of life.

## The Social Clock

Helson: a "social clock" places strong pressures on all people to accomplish certain things by certain ages.

Satisfied:

those who followed the Feminine Social Clock (FSC)  
 those who followed the Masculine Social Clock (MSC)

Dissatisfied:  
those who followed neither social clock

## The Development of Narrative Identity

Dan McAdams: every individual develops three aspects of identity one on top of the other

1. **Actor: traits and roles**
2. **Agent: Goals and Values**
  - a. begin around 7-9
3. **Author: Life Narratives**
  - a. Tell me your life story
  - b. the story is continuous, you add chapters as long as you live, and this whole self-authored book comprises your ever-evolving **narrative identity**.

## Goals Across the Life Span

A person's sense of identity is always important, but other goals may change over time.

## Personality Change

Timeline:

1. the finding that long-term personality change is possible (Smith, Glass, and Miller)
2. the finding showing a consistent increase in emotional stability and extraversion (Robert, et al.)
3. the finding that people in therapy could experience an increase in stress and depression (Chow et al.)

## The Desire for Change/Interventions to Change Personality

Most people wish to change neuroticism.

Meta-analysis: Meta analysis is essentially like a study of studies so typically they're used when there's some kind of controversy about what an effect is. Meta analysis to answer one of these potentially controversial questions you get every study that has ever been published on this topic, and you, in some ways, treat every study like a participant but waited like so a study that has 1000 participants would get more weight than the study that has 10 years sort of balancing them all out, which is helpful right, because if

you have. Balance each other out and you give more weight to the larger, more powerful studies and in the end you the goal would be to get sort of one effect size, the one estimate across all of the studies of some kind of effect so like an intervention or.

- **Moderate** changes in personality overall from pre to post intervention
- Largest increase in **emotional stability**
- **Type of therapy** made very little difference
- Most effective for people with **anxiety disorders**
- Least effective for people with **substance abuse disorders**

Current research suggests that four methods have potential to change personality:

## 1. Psychotherapy

Cognitive-behavioral therapy (Rogers' approach): combine developing insight with "homework" practicing more adaptive emotional responses and behaviors.

## 2. General Interventions

Many intervention programs have tried to improve the lives of children and adolescents in a wide variety of ways.

Expensive.

## 3. Targeted Interventions

Intervention program can also be tailored to address personality traits.

## 4. Behaviors and Life Experiences

Certain life experiences have the potential to affect personality as well.

### Overcoming Obstacles to Change

Change requires learning new skills, going new places, meeting new people, and acting in unaccustomed ways. That can make it uncomfortable.

## Principles of Personality Continuity and Change

Continuity:

- Cumulative continuity: Personality traits increase in rank-order consistency as people get older.
- Role continuity principle: Taking on roles or images such as being a "jock" or a "brain" can lead personality to be consistent over time.
- Identity development principle: People seek to develop a stable sense of who they are, and then strive to act consistently with this self-view.
- Correspondent principle: Person-environment transactions can cause personality traits to remain consistent or even magnify over time.

Change:

- Maturity principle: People become better equipped to deal with the demands of life as they acquire experience and skills
- Plasticity principle: Personality can change at any time (might not be easy)
- Social investment principle: Changing social roles at different stages of life, such as becoming a spouse, parent, or boss, can cause personality to change.

## Is Personality Change Good or Bad?

Downside:

- In general, instability and inconsistency can cause problems.
  - I don't know who I am is a prime attribute of borderline personality disorder
- If one's personality is constantly changing, then it will be difficult to choose consistent goals that can be pursued over the long term.

## Chapter 8: The Anatomy and Physiology of Personality

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Colin DeYoung: *All "personality differences are 'biological'... in the sense they must be proximally generated by the brain no matter whether they originated in genes or environment"*

Modern technology allows close examination of two aspects of the brain: anatomy and biochemistry.

Researchers of brain biochemistry examine the effects of two fundamental groups of chemicals: **Neurotransmitters and Hormones**

Two questions in this chapter:

- What can the structure of the brain tell us about personality?
- To what degree is personality a matter of chemistry?
- To cure mental illness.

## The Anatomy of Personality

**Neurons:** nerve cells.

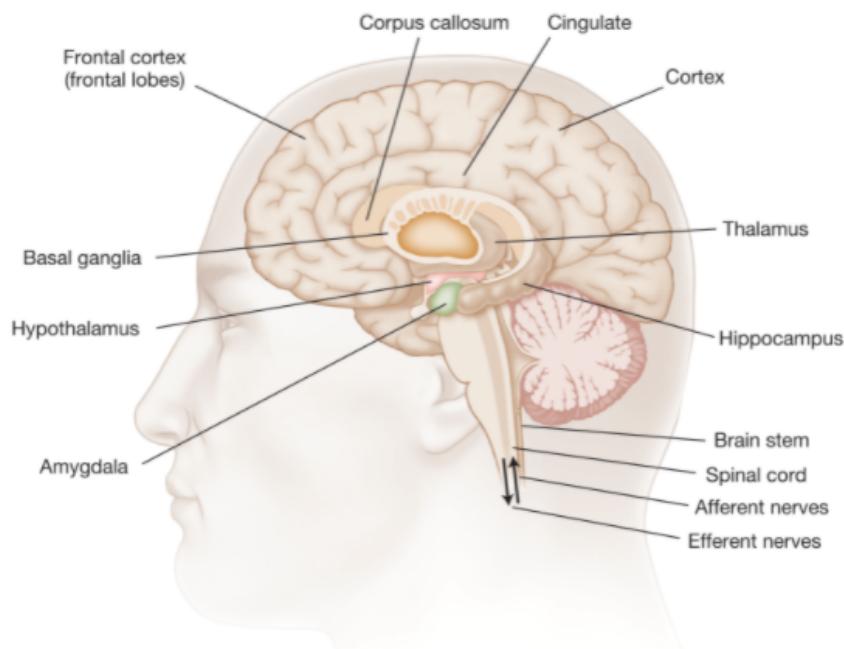
**Dendrites:** projections of neurons which receive stimulation.

**Axons:** pass the message on.

**Afferent nerves:** have long dendrites extending from the central nervous system to every part of the body.

**Efferent nerves:** with extra-long axons, send impulses and instructions from the central nervous system back to muscles, glands, and other organs.

**Interneurons:** have short axons or none at all, organize the regulate transmissions between nerve cells. The biggest bundle of interneurons is brain.



**Thalamus:** regulates arousal and serve other functions.

**Hypothalamus:** connected to just about everything else. Its nerves extend throughout the brain, and secretes several hormones.

**Amygdala:** has an important role in emotion

- **Detection/perception of emotion, especially negative**
  - Well connected to other brain regions
    - Ex: memory
  - Links emotions with other bodily responses
    - Ex: hormones
  - Involved in emotional learning
- **Damage can result in flat affect, fearlessness**

**Anterior Cingulate:**

- **Assesses discrepancy between expected and actual events**
  - Detecting errors, deviations from desired outcomes
- **Can modulate amygdala activity**
- **Involved in inhibiting emotional responses, physical pain**

**Hippocampus:** a tube-shaped structure important in processing memories.

- **Vital for memory consolidation (new memories) and retrieval (old memories)**
- **Memories are not necessarily stored here**
- **Hippocampus and amygdala work together to form emotional memories**

**Cortex:** the outer layer that wrap all around inner organs, has six layers that differ in anatomy and function.

- **Neocortex:** the outermost layer, most distinctive part of human brain.
- **Frontal cortex:** the part lies in the front, divided into two lobes on the right and left sides.
  - Two front lobes appear to be crucial for such uniquely human aspects of cognition as the ability to plan ahead and to anticipate consequences, and for aspects of emotional experience.
  - **Higher cognitive functions**
    - **Self-regulation, decision-making, planning**
  - **Lateralization (specialization) of emotion** (Detect by EEG)
    - **Left PFC activity linked with positive emotion**
    - **Right PFC activity linked with negative emotion**

- People who have more activity on the left side of the brain tend to report more positive effects and the right is more negative ethic
- **Stable individual differences**
  - **Left > right activation: positive affect**
  - **Right > left activation: negative affect**

## Research Methods for Studying the Brain

3 main methods for learning about how the brain works:

- The study of brain damage
- Experiments using brain stimulation
  - Stimulating a particular area of the left *substantia nigra* could produce symptoms of depression. This area is associated with neurotransmitters such as dopamine, norepinephrine, and serotonin.
  - Transcranial magnetic stimulation(TMS): use rapidly changing magnetic fields to temporarily "knock out" areas of brain activity.
  - With Transcranial direct current stimulation(tDCS): researchers have shown that the right frontal lobe is important for making morally relevant decisions.
- Brain imaging
  - Both of these are useful for determining **when** the brain is especially active, but not where
    - Electroencephalography(EEG): electrodes are placed on the scalp to pick up electrical signals generated by the brain activity underneath.
      - **Measures electrical activity on scalp**
      - **Can detect very rapid changes**
      - **Hard to localize specific brain regions especially subcortical**
    - Magnetoencephalography(MEG): use delicate sensors to detect magnetic indications of brain activity.
  - Event-Related Potential (ERP)
    - **Electrical activity is time-locked to a particular stimulus or event**
    - Late positive potential (LPP) indexed attention to emotional content
      - Larger for negative vs positive emotion
      - Dampened in major depression

- Good at fast change detection
- Bad at spatial resolution
- After the development of computer
  - Computed tomography(CT)
  - Positron emission tomography(PET)
    - Developed in the late 1980s
    - Creates a map of brain activity by following the location of a harmless radioactive tracer injected into the bloodstream.
  - Functional magnetic resonance imaging(fMRI)
    - monitor magnetic pulses generated by oxygen in the blood to map where the brain is most active at a given moment.
    - **Magnetic fields measure blood flow changes**
    - **Excellent spatial resolution**
    - **Temporal resolution less precise.**
- New methods
  - Diffusion tensor imaging(DTI)
  - Magnetic resonance spectroscopy(MRS)

## The Amygdala

A small structure located near the base of the brain, behind the hypothalamus. Found in humans and in many other animals, appears to link perceptions and thoughts about the world with their emotional meaning.

Functioning of the amygdala is also related to positive emotions such as social attraction and sexual responsiveness, as well as reactions to pleasurable stimuli.

After the brain assesses the situation, the amygdala may respond by making the heart beat faster, raising blood pressure, and releasing hormones such as cortisol and epinephrine. (Bremner, 2005)

The amygdala and associated structures near the core of the brain have become widely accepted as contributing to motivations and emotions

- Texas Sniper: had a brain tumor near his amygdala

## The Frontal Lobes and the Neocortex

The frontal lobes, the two parts of the neocortex of the brain are particularly important for higher cognitive functions such as speech, planning, and interpreting the world.

### The Frontal Lobes and Emotions

EEG studies show that the **left frontal lobe is more active when a person wants to approach something pleasant**, whereas activity in the **right frontal lobe is associated with wanting to withdraw from something unpleasant or frightening**.

Also, activity in the left side of the **frontal lobe is associated with the ability to inhibit responses to unpleasant stimuli**, so left frontal cortex may be able to both promote **good feelings and dampen bad ones**. Might explain why active left brain seems to be associated with emotional stability while right brain activity is associated with the neuroticism.

### Phineas Gage Case

头部穿过钢筋

Overall, people with frontal-lobe damage appear to suffer from an inability to understand the emotions of others and to appropriately regulate their own impulses and feelings.

### The Case of Elliott

- Neuroscientist Antonio Damasio reported a case of patient known as Elliott.
- After the surgery of brain tumor, he became unemotional- cannot experience strong positive or negative emotion. Lack of judgement.

Both two cases:

- The damage to tissue in the right frontal lobes impaired the ability to use their emotional reactions in decision making.

### Damasio's somatic marker hypothesis:

- Emotions enable people to make decisions that maximize good outcomes and minimize bad ones, and to focus on what is really important.

### Cognition and Emotion

Cognition and Emotion are inextricably intertwined.

### Capgras syndrome:

- Commonly injury to the right frontal lobe: positive emotional response
- All patients recognized the loved ones but fail to feel any emotional response to these recognition.
  - Recognizing someone who is emotionally significant to you is not just a judgment, it is also a feeling, without which the judgment may be meaningless.
  - The connection between cognition and emotion may also help explain why people who excel at what they do are so involved with their work.

## The Anterior Cingulate

**Cingulate:** a brain structure in the cortex, on top of the corpus callosum and extending all the way from the front of the brain to the back.

**Corpus callosum:** connects the two halves of the brain

**Posterior cingulate:** at the back of cingulate, appear to be important for processing information about the time and space and in reacting rapidly to threatening situations.

**Anterior cingulate:** at the front of cingulate, appear to be especially important for the experience of normal emotion, in part because it projects inhibitory circuit into the amygdala. This process maybe critical for controlling emotional responses and impulsive behavior.

When the anterior cingulate is overactive chronically, one result may be neuroticism.

The anterior cingulate is not directly responsible for negative emotional response but is important for computing mismatches between expected and actual state of the world.

## The Lessons of Psychosurgery

Dr Moniz performed the first **prefrontal leucotomy** in human by 1937. This may have been the first instance of psychosurgery done with the specific purpose of altering personality, emotions or behavior.

Psychosurgery received the ultimate scientific seal of approval in 1949, when Egas Moniz was awarded the Nobel Prize.

Later the standard technique changed from Egas Moniz's relatively modest leucotomy to more famous **prefrontal lobotomy**, in which **whole** sectors of the frontal lobes were scooped out. Some patients ended up much worse.

## Brain Systems

Systems or circuits within the brain may be more important than the discrete areas.

Another line of research seeks to identify the set of structures associated with what researchers call the *C-system* (involved in effortful, reflective thinking about the self and others) and the *X-system* (involved in effortless, reflexive social thought). Early studies using fMRI found that the C-system includes, among other areas, the lateral (side) prefrontal cortex, the hippocampus, the medial temporal lobe, and the posterior parietal cortex. The X-system includes the ventromedial prefrontal cortex, the amygdala, and the lateral temporal cortex (Lieberman, Jarcho, & Satpute, 2004).

## The Biochemistry of Personality

### Humors:

The ancient Greek physician Galen theorized that personality depended on the balance between 4 humors in the body.

- Blood:
  - More blood than other three: sanguine, ruddy and robust
- Black bile
  - Depressed and melancholy
- Yellow bile/choler
  - Choleric, angry and bitter
- Phlegm
  - Phlegmatic, cold and apathetic

Neurotransmitters and hormones are associated with a variety of neural subsystems and thus have many different effects on behavior.

## Nervous System

- Central nervous system -- the brain and spinal cord
- Peripheral nervous system -- the neuronal networks that extend throughout the body.
- Autonomic nervous system
  - Transmits info between brain and body organs
  - Sympathetic
    - **Mobilizes the body in response to stress**

- Fight or flight response
- Parasympathetic
  - **Regulates body functions to conserve energy**
- Measure
  - Skin conductance (electrodermal activity)
  - Sympathetic nervous system activation->increase in sweat production
  - Ex: psychopathy:
    - Emotional pictures typically increase skin conductance while psychopathic traits won't show this effect
- Startle response
  - Measures extent of eyeblink "startle" response to loud noise
  - Negative mood: larger startle response
    - Defensive readiness
  - Positive mood: smaller startle response
    - Relaxed state
  - Heightened response in anxious subjects

## Neurotransmitters

Neurotransmitters: critical for communication between neurons.

- **Chemical messengers; communication between neurons and cells**
- **Levels vary across situations and people**
- **Norepinephrine**
  - **Responds to stress**
  - **Fight-or-flight response**

The chemicals that make up neurotransmitters:

- Enzyme monoamine oxidase (MAO) regulates the breakdown of the neurotransmitters dopamine, norepinephrine, and serotonin.
  - Low level of MAO in blood allows higher levels of these neurotransmitters to build up, is associated with sensation seeking, extraversion and even criminal behavior.

## Dopamine

- Reward sensitivity, control of body movements
- Pleasure, sociability, activity level, novelty seeking
- Very high level associated with Schizophrenia
- Low levels can lead to alcoholism, drug abuse, gambling.
- Very low levels can lead to Parkinson's disease

Turns motivations into actions, allow brain to control body movements and also involved in systems associated with response to reward and tendencies to approach attractive objects and people.

A severe lack of dopamine is the basis of Parkinson's disease.

Dopamine might be relevant to the personality traits of extraversion, impulsivity, and perhaps others.

Dopamine might affect these traits through its interactions with a part of the brain called the nucleus accumbent, located in basal ganglia, an important junction between the cerebral cortex and the brain stem.

一个理论：人们发展的神经元产生和反应多巴胺(DePue & Collins, 1999)。这些个体差异可能有遗传基础，但也可能来自经验:拥有丰富有益经历的人，特别是在生命早期，可能会发展出更多这样的细胞，导致他们神经系统的多巴胺能部分得到良好发展和活跃。因此，他们会受到激励去寻求奖励，并能够强烈地享受这些奖励;他们也变得自信、强势、外向——一句话，外向者。多巴胺可能有更广泛的含义。正如第6章所提到的，最近的一个理论提出了人格的两个基本维度——稳定性和可塑性——将五大人格特征分为两类。大量证据表明，多巴胺能系统是可塑性的基础，它被定义为“探索和参与可能性的一般倾向”，结合了外向性和对经验的开放性(DeYoung, 2010, p. 1170)。与可塑性相关的行为，在很大程度上，与传统上被视为BAS的一部分的行为相同。关键的共同元素似乎是多巴胺及其在寻求奖励动机中的作用(DeYoung, 2010)，甚至在冲动(Buckholtz et al., 2010)。正如我们在第7章中看到的，外向性与积极情绪体验以及寻求社会奖励的行为(如健谈、善于交际和开朗)密切相关。对经验的开放包括某种精神上的玩味、好奇心和智力上的冒险。多巴胺可能在这一切中起着核心作用。

## Serotonin

- Important for inhibiting emotional impulses
- Low levels associated with rejection sensitivity, chronic anxiety
- Selective serotonin reuptake inhibitors (SSRIs; Prozac) improve mood by increasing available serotonin.

Seems to play a role in the inhibition of behavioral impulse. Serotonin can help keep human from being too quick to anger, from being oversensitive to the minor insults of daily life and from worrying to much.

Prozac: a selective serotonin reuptake inhibitor.

## Hormones

- "Chemical messengers"
- Produced in one location and act in another
- Can be measured in many ways

After release from central location such as adrenal glands or the hypothalamus, hormones spread throughout the body via the bloodstream.

- Endorphins: work by inhibiting the neuronal transmission of pain.

Hormones that are important for behavior are released by the hypothalamus, the **gonads** (testes and ovaries), and the **adrenal cortex** (part of the adrenal gland that sits atop the kidneys).

### Epinephrine and Norepinephrine

Epinephrine and the neurons that respond to it are found throughout the body while norepinephrine and its neurons work primarily within the brain.

Fight-or-flight response: The levels of both hormones can rise dramatically and suddenly in response to stress. When they are released into the bloodstream, the heart speeds up, digestion stops, and muscles tense, producing the well-known "adrenaline rush." At the same time, the brain becomes fully alert and concentrated on the matter at hand.

### Testosterone

Sex hormones:

- **testosterone for males**
  - Associated with aggression, dominance, sexual behavior
  - Men and women produce testosterone, but at very different levels
- **estrogen for females**
  - Associated with bonding, caregiving, intimacy, sexuality
  - Slightly higher in women
- both present in all humans

## Cortisol

- Released in response to physical or psychological stress
- Prepares body for action
- Beneficial in short durations, but not chronically
- Low levels can also be problematic (psychopathy)

Released into bloodstream by the adrenal cortex as a response to physical or psychological stress, cortisol is a part of body's preparation for action as well as an important part of several normal metabolic processes. It can speed the heart rate, raise blood pressure, stimulate muscle strength, metabolize fat.

## Oxytocin

Tend-and-befriend: **Oxytocin** in females promotes nurturant and sociable behavior along with relaxation and reduction of fear.

- One effect of oxytocin may be to decrease anxiety and increase attachment between mothers and their children.

## The Big Five and the Brain

Metatrait	Stability	Plasticity
<b>Big Five Trait</b>	<b>Emotional Stability</b>	<b>Agreeableness Conscientiousness Extraversion Openness</b>
<b>Neurotransmitter</b>	Serotonin	Serotonin      Serotonin      Dopamine      Dopamine
<b>Hormones</b>	Cortisol Norepinephrine	Endorphines
<b>Brain Structures</b>	Right frontal lobe (withdrawl)  Left frontal lobe (anger)	Left dorsolateral prefrontal cortex  Superior temporal sulcus
	Amygdala	Middle frontal gyrus  Medial orbito-frontal cortex  Nucleus accumbens
	Insula	Left prefrontal cortex  Posterior medial prefrontal cortex  Amygdala  Striatum

# Chapter 9: Genetics and Evolution

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Two biological roots:

1. Behavioral genetics: how traits passed from parents to child
2. Evolutionary psychology: how patterns of behavior characterize all human may have originated in the way these characteristics promoted survival during early history.

## Behavioral Genetics

**Study of genetic and environmental contribution to behavior, personality.**

A **personality trait** is a pattern of behavior that is generally consistent across situation.

## Partitioning the Variance

- Genes:
  - Heritability
    - Twin Studys
  - % of variance that is genetic
  - Fraternal twins are different
  - Adopted children are different
- Shared Environment
  - Fraternal twins share identical environment
  - Adopted children share same environment
- Nonshared Environment (+error)
  - unique for everyone

# Controversy

## 1. Eugenics 优生学

- a. Humanity could be improved through selective breeding.

## 2. Cloning

- a. To produce a complete duplicate

# Facts about Heritability

**Percentage of variability** explained by genetic factors

- 1. Heritability estimates are strongly determined by particular group being studied
- 2. So heritability estimates apply to **groups**, not individuals
- 3. Estimates also vary according to assessment **method**
  - a. tend to be higher for twin studies
- 4. Heritability estimates tell us nothing about specific genes or environmental factors involved
  - a. Tell us “what” but not “why”

# Calculating Heritability

Simple idea: if a trait is influenced by gene, people who are genetic relatives ought to be more similar on that trait than people who are not genetic relatives, and the closer their genetic relationship, the more similar they should be.

- Indeed, more than 99 percent of all human genes are identical from one person to the next, and 98 percent of these same genes are also found in chimpanzees.
  - <1% of genes differ across humans
  - Differences among humans are in gene **alleles**

# Twin study

- Twins vary in genetic similarity
  - Monozygotic twins share 100% of genes
  - Dizygotic twins share 50% of genes
- But twins share common environment
  - Assume shared environments are equal across twins
- Issues:

- Identical twins may be treated differently than fraternal twins
  - Violates equal (shared) environments assumption
  - Twins in general may have unique experiences

## Adoption Studies: how to calculate heritability quotient

- Issues
  - Children are not randomly assigned to families: selected
  - Adoptive families may differ from general: thoroughly screened

Monozygotic: 同卵

Dizygotic: 异卵

$$\text{Heritability quotient} = (r_{MZ} - r_{DZ}) \times 2$$

- Since  $r_{MZ}$  should always be higher than  $r_{DZ}$

## Research: compute the correlation for both types of twins

Across traits, the average correlation across MZ twins is about .6 and across DZ twins is about .4, when adjusted for age and gender, difference between these figures is .2, by multiplying 2 is .4.

Conclusion:

- 40 percent of behavioral variance is accounted for by genetic variance.
- The heritabilities of Big Five is higher.
  - .42 for agreeableness
  - .57 for openness

Other kind of relatives also vary in degree to which they share genes in average.

- Children share 50 percent of their parents
- Adopted children share no more of their personality-relevant genes with their adoptive parents than random people
- Full siblings share 50 percent
- Half siblings share only 25 percent
- First cousins 12.5 percent

Difference to notice:

- Genes are multiplicative rather than additive
  - Genes can operate differently depending on the other genes that are present.
  - Genes will express themselves in different ways in different environments and different social contexts.
- Result
  - while heritability estimates based on twins may be too high, those based on broader family relationships may be too low.

## Heritability Over Time

### Case: Borderline Personality Disorder

- Characterized by instability of emotions, relationships, behavior; self-harming behaviors
- Adolescent female twin pairs from Minnesota Twin Study
- Ages 14 to 24
- **Self-report** measures of BPD traits
- Result
  - Mean-level decreases over time (Maturity principle)
  - High rank-order stability
  - Heritability
    - Heritability increases with age
    - Influence of shared environment decreases with age
    - nonshared > shared environment

## Heritability Can Tell

### Genes Matter:

- *first law of behavioral genetics should be “Everything is heritable”* (Turkheimer, 1998, p. 785; Turkheimer & Gottesman, 1991).
- Not all of personality comes from experience, some of it comes from genes.

## Effects of the Environment

Environment shared by siblings growing up was important in the development of several types of psychopathology during the period between childhood and adolescence, including conduct disorder, rebelliousness, anxiety, and depression.

Result depends on the method used:

- a study gathered rating of twins' personality traits based on direct observations:
  - result: extraversion was the only trait that seemed not to be influenced by shared environment.
- Implications
  - a. S data show little similarity comparing siblings raised together but it would be different by observing their behavior so "shared family environment is unimportant" is based on limited data.
  - b. Personality research can employ many kinds of data, and they all should be used. Conclusion based on only one kind data is at risk.

## Heritability Cannot Tell

### Nature vs Nurture

Heritability statistics are *not* the nature-nurture ratio; a biologically determined trait can have a zero heritability.

If a trait is produced environmentally and not genetically, it will be difficult to calculate its heritability, as the trait is only influenced by one's environment.

### How Genes Affect Personality

While it is now well-established that many traits and outcomes are influenced by genes, exactly how this happens remains largely a matter of speculation (Plomin, DeFries, Knopik & Neiderhiser, 2016; Turkheimer, 2016).

If there is a trait that everyone has, such as having two arms, the heritability coefficient of that trait is zero. Because heritability is the proportion of variation due to genetic influences, if there is no variation, then the heritability must approach zero.

# Molecular Genetics

Most study use association method, determining whether differences in a trait correlate with differences in a particular gene across individuals.

Epigenetics: life experiences can affect whether or how genes are expressed or turned on

## Gene DRD4:

- Affect the development of dopamine receptors.
- Associated with variation in sensation seeking, and so concluded that the gene might affect this trait via its effect on dopaminergic systems.
- Associated with risk for ADHD 多动症
- Risky behavior

## Gene 5-HTT:

- Associated with a serotonin transporter protein, has two variants, or alleles
  - short/long based on their chromosomal structure
    - people with short allele score higher on measures of **neuroticism**
    - the amygdala in people with the short allele also shows stronger response
    - prevalence of the short allele of the gene may vary across cultural groups
  - The effects of 5-HTT on personality and behavior are fairly small and can't always be replicated.

## Gene COMT

- Extraversion

## Nurture Assumption

The assumption that what causes children to turn out the way they do aside from their genes is the way your parents bring them up. We **assume parents are the whole environment**, when in reality the environment includes much more.

- Challenged effects of parenting - shared environment
  - Parenting studies don't account for genes
  - Adoption studies show few parenting effects
- Stressed **non-shared** environment

- Peers
- Critical response from psychologists
  - How do we define environments
  - Are any environments truly "shared"
  - Gene-environment interaction

## Gene-Environment Interactions

### Definition

Evocative Transactions	Genes <b>elicit</b> different responses from environment
Active Transactions	Genes influence <b>selection</b> of environments
Reactive Transaction	Genes influence <b>responses</b> to environment



Evocative



Parents encourage creativity

Active



Child chooses artistic after-school activities

Genetic predisposition  
towards openness

Reactive



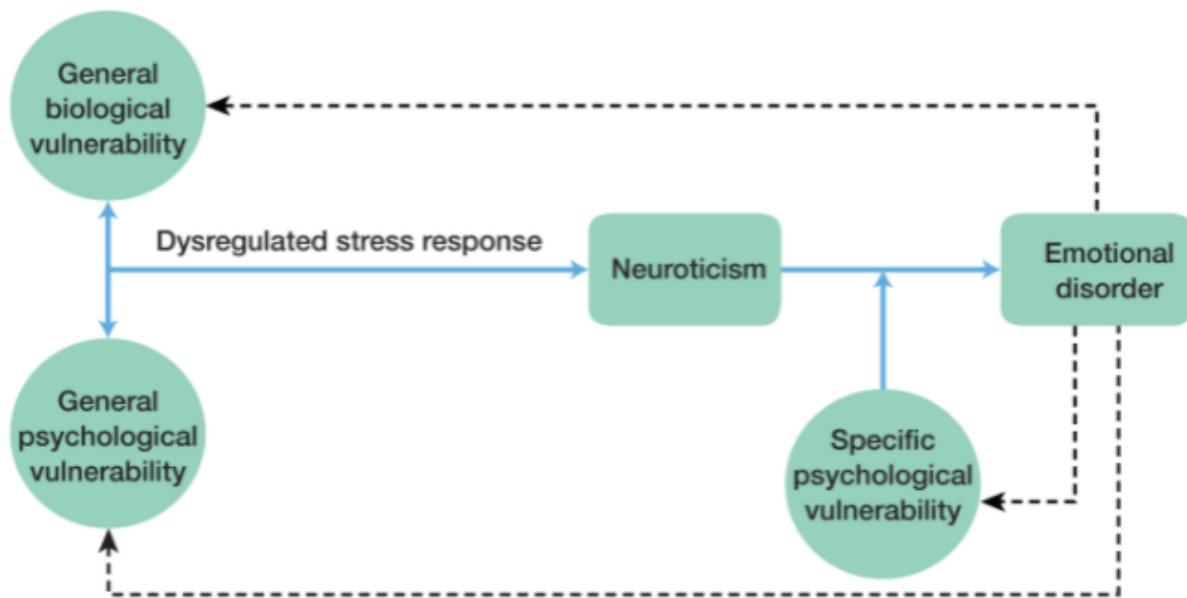
Child enjoys art class more than others

as the intellectual environment improves for everybody, we should expect the heritability of IQ to go up

1. Evocative person-environment transaction
2. People tend to select and even create environments that are compatible with and may magnify their genetically influenced tendencies.
3. Same environments that promote good outcomes for some people can promote bad outcomes for others: reactive person-environment transaction

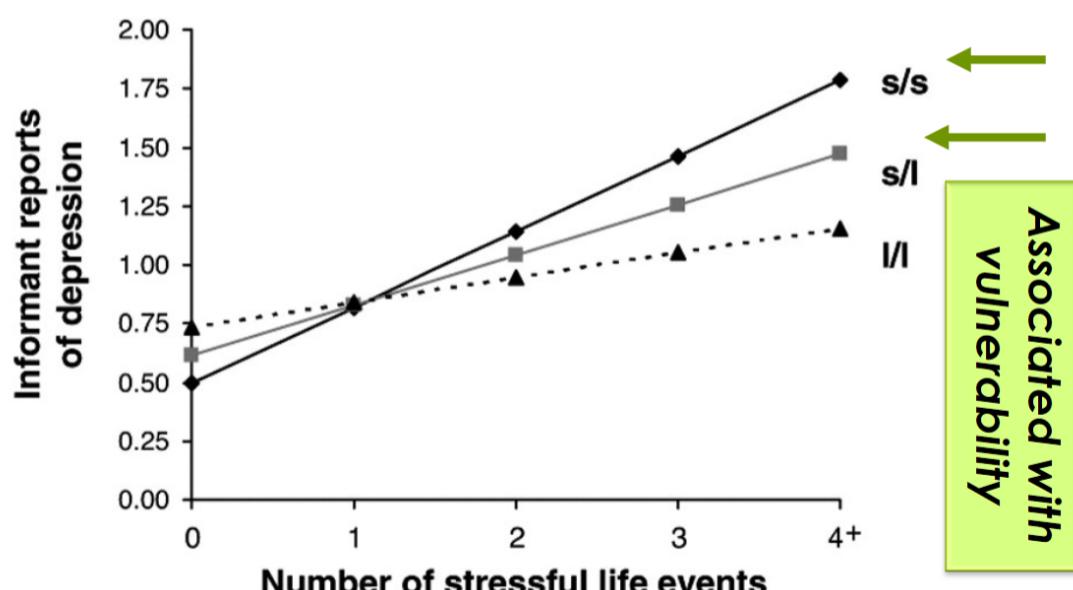
4. Genotype is important, but only for people who have experienced a certain kind of environment.

A model:



### Case: Gene-Environment Interaction: When does stress-> depression

- Dunedin Longitudinal Study from age 3 to 26
- Serotonin transporter gene (5-HTT)
  - Associated with vulnerability (脆弱基因? )
  - short/short
  - short/long
  - long/long
- Assessed number of stressful events ages 21-26
- 



## Genome-Wide Association Studies

In a GWA study, data concerning hundred of thousands of genes and patterns of genes in thousands of people are dumped into a computer, together with data about these individuals' personalities. The computer then searches to find which genes or patterns are associated with which traits.

Each major personality trait will turn out to be associated with many different genes, each of which has a small effect that depends upon the effect of other genes as well as the environment.

## Epigenetics

How experience, especially early in life, can determine how or whether a gene is expressed during development.

Epigenetic processes may occur in humans.

## Future

Transactions between genes and the environment can go in both directions and reinforce or even counteract each other. Research in future must focus on how genes and the environment interact, in daily experience and at the molecular level of gene expression.

## Evolutionary Personality Psychology

Evolutionary theory is the foundation of modern biology.

*On the Origin of Species* by Charles Darwin: used to compare one species of animals or plant to another to explain the functional significance of aspects of anatomy and behavior, and to understand how animals function within their environments.

### Important principles:

- **Competition** for limited resources
- Random genetic **variation**
- **Adaptation** to environment
- **Natural selection:** Most adaptive genes most likely passed on

*Sociobiology: The New Synthesis* by E.O. Wilson: applied evolutionary theory to psychology and sociology.

*On Aggression* by Konrad Lorenz: explain human behavior using analogies to animals and their evolution.

## Evolutionary Psychology

- Emphasize inherited, adaptive nature of **behavior, mental processes**
- Adaptive traits
  - Increase organism's likelihood of **survival and reproduction**
  - More likely to be passed on to future generations
- Can help to understand behavior at multiple levels
  - Human nature, group/individual difference

## Environment of Evolutionary Adaptiveness (EEA)

- Likely hunter-gatherer societies
- Human evolved to live in groups
  - Social rejection is painful
  - Heightened sensitivity to social order

## Human Nature

## Universal Emotions

- Emotions are important for **survival**
- Many aspects of emotion are seen **across species and cultures**

## Need to Belong

- Social rejection was dangerous in EEA
- Humans are sensitive to rejection/acceptance cues

## Infant Attachment

- Newborn animals are largely defenseless
- Human infants have a strong motivation to keep caregivers close

## Romantic Jealousy

- Smaller gender difference when asked to rate degree of distress
  - Everyone more upset about sexual infidelity
- Smaller gender differences when asked about actual infidelity
  - No correlation between actual, imagined distress
  - Men are **less** likely to end relationship due to partner's infidelity than woman.

## Evolution and Behavior

### Evolutionary Mismatch

Evolution is not the same as progress, and just because a tendency is "natural" does not mean it can't be harmful.

### Aggression and Altruism

A tendency to be aggressive can help a person to protect territory, property, and mates, and also lead to dominance in the social group and higher status. But the same tendency can also lead to fighting, murder, and the industrial-scale murder called war.

A tendency to aid and protect other people, especially close relatives, might help ensure the survival of one's own genes into succeeding generations, an outcome called *inclusive fitness*. It pays to be nice to those around you, especially your relatives, according to this analysis, because if those people who share your genes survive, some of your genes may make it into the next generation through those peoples' children, even if you produce no offspring yourself.

### Self-Esteem

According to the "sociometer theory" by psychologist Mark Leary, feelings of self-esteem evolved to monitor the degree to which a person is accepted by others.

## **Depression**

Social loss: pain, crying, and seeking social support

Failure: fatigue, pessimism, shame and guilt.

It is important to feel pain which is a signal that something has gone wrong and must be fixed.

## **Individual Differences**

The basic mechanism of evolution requires individual differences.

## **Adaptation**

At the level of species, a trait that used to be maladaptive or just irrelevant can suddenly become viral for survival.

Life history: animals generally exhibit one of two different approaches to reproduction.

1. The animal reproduces multiple times at a young age but does not devote many or any resources to protecting offspring. - fast
  - a. Best adapted to species that live in dangerous circumstances and typically die young
2. The animal does not reproduce until relatively late in life, has fewer offspring, but invests more in each one. - slow
  - a. Seems to work better for long-lived species that have a chance for extended protection and nurturing of their offspring

For human:

- Early history: fast LH
- Modern time: slow LH and both exist
  - Safe, predictable environments promote the appearance of slow-LH
  - Dangerous, unpredictable environment are likely to produce fast-LH
- In one study:
  - slow-LH observed to be considerate, kind, hardworking, and reliable, but also socially awkward, insecure and overcontrolling.
  - fast-LH observed to be unpredictable, hostile, manipulative and impulsive. Talkative, socially skilled, dominant, and charming

## Explanations of variability

- **Balancing selection**
  - Even 'adaptive' trait may have costs 所谓好的trait不一定是完全正收益的
    - Extraversion increase mating success and increase partner jealousy
  - What is 'adaptive' may vary across environments
    - Migratory vs sedentary population
      - Higher extraversion among migratory population
- **Frequency-dependent selection**
  - Multiple strategies maintained in population
  - 每个人有不同的职能
  - More common strategies less adaptive
    - deception and psychopathy

## Explanations of individual difference

1. Behavioral patterns evolve as reactions to particular environment experiences.
2. People may have evolved several possible behavioral strategies, but actually use the one makes the most sense given their other characteristics.
3. Some biologically influenced behaviors may be frequency dependent, meaning that they adjust according to how common they are in the population at large.

These tend to undermine the idea that evolution is the root of specific behavioral tendencies. There are several difficulties with an evolutionary approach to human personality

## Sex Differences

- Reproductive goals/costs differ
  - Higher cost to women for pregnancy and child-rearing
  - Women can only bear one child at a time
  - Men can't be 100% sure that child is theirs
  - But everyone's goal is to reproduce and survive
- Sex differences should be emerge in domains where these goals differ, conflict
  - Mating, parenting
  - But often more similarity than difference

## **Case: Offer of Casual Sex**

- Clack & Hatfield (1989)
- Result:
  - No women and many men accepted the offer
- According to evolutionary theory
  - Sexual strategies theory: men are trying to "spread their seed" and women are trying to save their eggs and this explains discrepancies in causal sex between women and men. Also women must expend much more energy carrying a child than men.
  - From other perspectives:
    - Women did not expect the causal sex to be pleasurable for them
    - Fear/danger
    - Reputation

## **Critiques**

### **1. difficult to test empirically**

- Retrospective "just so stories" can explain anything
- Not well suited to experiments
- Modern society is different
- But can use cross-cultural research

### **2. can be seen as legitimizing problematic behavior**

- Explanations for rape, murder
- Focus on explanation, observation
- Less concerned about moral implications and behavior change
- But the explanation is not justification

### **3. conservative.sexist**

- Can be used to justify "status quo"

## **4. Largely ignore social/cultural context**

- Humans are very flexible
- Social structure or behavior.? which one is first

## **Five Stress Tests for Evolutionary Psychology**

5 serious criticism leveled for evolutionary psychology and each one provides a stress test that assess the degree to which the evolutionary approach to behavior can stand up to challenge.

### **Methodology**

论据不足以支持结果，可能有其他的factor

Dilemma of the rarely exercised option by Frans de Waal: It is hard to reconcile that negative behaviors are evolved mechanisms. Instead, behavioral patterns such as depression, unfaithfulness, child abuse, and rape—even if they are genetically influenced—may be unfortunate side effects of other, more important adaptations.

### **Reproductive Instinct**

According to evolutionary theory, people have tendencies toward sexual behaviors in general because of the effects of similar sexual behaviors on past generations' reproductive outcomes—not necessarily because of any current intention to propagate.

### **Conservative Bias**

Evolutionary Psychology embodies a certain conservative bias since it assumes that humans' current behavioral tendencies evolved as a result of species' past environments, and that these tendencies are biologically rooted, the evolutionary approach seems to imply that the current behavioral order was not only inevitable but also is probably unchangeable and appropriate.

Response: they do not assume natural is good. they only care about the existence

## **Human Flexibility**

Evolutionary accounts seem to describe a lot of specific behavior as genetically programmed into the brain whereas a general lesson of psychology is that humans are extraordinarily flexible creatures with a minimum of instinctive behavior patterns compared with other species.

## **Biological Determinism/Social structure**

Many behavioral phenomena might be the result not of evolutionary history but of humans responding to changing circumstances, especially social structure.

According to evolutionary view: differences between men and women in mate selection and other behavior are built-in and require thousands of years to change. While

According to societally based view, as the necessity for a gender-based division of labor melts away, societies will change, and sex differences will change (and perhaps lessen) as a result. Takes about hundreds of years.

## **Contribution of Evolutionary Theory**

Darwin forced humans to acknowledge that *Homo sapiens* is just another animal—a recognition that encounters resistance even now. Evolutionary psychology goes even further, by placing human thought, motivation, and behavior into a broad natural context.

## **Biology vs Psychology**

Biological reductionism: in the final analysis, it reduces everything about the mind to biology, not psychology.

# **Chapter 10: Basics of Psychoanalysis**

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The goal of the psychoanalytic approach, initiated by Sigmund Freud and developed by later neo-Freudian theorists, is to answer what is going on in unconscious recesses of the human mind.

# Freud

## Sigmund Freud (1856-1939)

- Medical doctor, early as a research neurologist
- Vienna, Austria, London
- He considered that humans have an aggressive, destructive urge that will destroy us all in the end.
- Cultural legacies: A bread and small eyeglasses, three-piece suits with a watch chain hanging from the vest. A stereotype of psychotherapist.
- Free association: instructing the patient to say whatever came to mind.
- Talking cure: greatest contribution to psychotherapy.

### Talking cure:

- Making thoughts and fears explicit by saying them out loud brings them into the open, where the conscious, rational mind can deal with them.
- Psychotherapist can provide emotional support during the patient's difficult task of trying to figure out what is going on.
- Freud: psychoanalysis in essence a cure through love

### Carl Jung and Alfred Adler:

- Most prominent of Freud's followers who eventually split from their mentor.

### Both psychoanalysts and Humanists:

- First step in studying psychology is try to understand your own mind.

## Freudian main contribution

### 1. Unconscious processes play an important role in human life

- a. Level of consciousness
- b. Much of the unconscious is **motivated**
  - i. Source of psychic conflict
- c. Psychic determinism
  - i. No accidents -- accidents can reveal unconscious
- d. Free Association
- e. Dream analysis
  - i. **Manifest content:** what the dream appears to be about
  - ii. **Latent content:** what the dream is really about
- f. Parapraxes: unintentional expressions of the unconscious

- i. Slip and accidents

## 2. Behavior reflects conflicts among mental process

### a. Psychic conflict among different parts of the mind

#### i. Id:

- i. source of drives, motivation.
- ii. Wants immediate gratification
- iii. Pleasure principle

#### ii. Ego

- i. Negotiates between Id and superego
- ii. Reality principle

#### iii. Superego

- i. Internalized values, morals
- ii. Polices the Id

#### b. Self-defense

## 3. Childhood experiences are integral to personality development

### a. Psychic conflict often results from early experiences, trauma

### b. Transference: Dynamics in past relationships projected and repeated in new relationships (e.g., therapist)

- i. Prototypes: Early relationships are models for later relationships

### c. Stage

- i. Fundamental psychosexual challenges at each stage
- ii. Failure to resolve challenge result in "fixation", maladjustment

## 4. Talking about problems can help

- a. Talking cure
- b. Unconscious conflict cause psychological problems
- c. Talking bring unconscious into conscious
- d. Emotional support - transference
- e. Foundation of modern psychotherapy

# Key Ideas of Psychoanalysis

Four ideas: Psychic determinism, Internal structure, Psychic conflict, and Mental energy.

## Psychic Determinism

Assumption that everything that happens in a person's mind, and therefore everything that a person thinks and does, has a specific cause.

Modern search tends to support the conclusion: only some of what the mind does, perhaps only a small part, is accessible to conscious awareness.

## Internal Structure

The mind has an internal structure made of parts that can function independently or in conflict with each other.

The brain is a physical organ whereas the mind is the psychological result of what the brain and the rest of the body do.

Three parts:

- id: irrational and emotional part of the mind
- ego: rational part of the mind, manage the crossfire between competing psychological forces.
- superego: moral part of the mind

Modern research did not find that mind is actually divided into three parts, but both support the idea the the mind includes separate and independent structures that process different thoughts and motivations simultaneously.

## Psychic Conflict and Compromise

Mind is divided into distinct and independent parts: it can conflict with itself

**Compromise formation:** ego's main job. Find a middle course between the competing demands of motivation, morality, and practicality, and also among the many things a person wants at the same time. The result of the compromise is what the individual consciously thinks and actually does.

## Mental Energy

Apparatus of the mind need energy to make it go.

**Libido:** psychic energy, only fixed and finite amount is available at any given moment

- Expressing anger typically makes a person more angry, not less, is contradict with Freudian idea.
- Not to take energy metaphor too literally. It is just a metaphor.

Modern psychoanalytic:

- the assumption is that the mind's capacity for processing information, not energy, is limited.
- discard the idea that unexpressed impulses build up over time, but retains the implication that capacity used up by one purpose is not available for anything else.
- Goal is to free up more computing capacity.

## Controversy

Freud's own insight: human nature is largely hidden, and the motivations that drive many human behavior are base and irrational, were not ideas he expected would win him many popularity. Psychoanalysis bothers people. Freud thought this was true *especially* when your insights are accurate.

## Psychoanalysis, Life, and Death

Freud believed two motives are fundamental:

1. Motive impels toward life
2. Motive toward death

Both motives are always present and competing, in the end, death always wins.

### The life drive

- libido, the sexual drive
- Creation, protection, and enjoyment of life and with creativity, productivity, and growth.

### The death drive

- Thanatos
- everything contains its own opposite
- basic force in the universe toward randomness and disorder. Ordered systems tend toward disorder over time, inevitable.

## Doctrine of opposites

- Everything implies, even requires, its opposite
- One cannot exist without the other
- The extremes on any scale may be more similar to each other than either extreme is to the middle.

Modern analyst: death drive came to Freud as a sort of afterthought and they do not believe it.

## Psychosexual Development

Understand the development of human mind:

- Psychic energy is both absolutely necessary and absolutely limited, so the story of where it goes tends to be the story of what is really happening.
- Account for Freud's "how the mind of an infant gradually develops into the mind of an adult"

In Freud's view, psychosexual development is the story of how life energy becomes invested and then redirected over an individual's early years.

The focal points for psychic energy define the stages of psychosexual development, each stage has three aspects:

- a physical focus: where energy is concentrated and gratification is obtained
- a psychological theme: related both to the physical focus and to the demands on the child from the outside world during development
- an adult character type: associated with being fixated in that particular stage, rather than fully developing toward the next one.

If an individual fails to resolve the issue that arise at a particular stage, the experience will leave psychological scar issue which remain troublesome throughout life.

Stage	Age(approx)	Physical Focus	Relevant Mental Structure	Psychological Theme	Adult Character Types
Oral	Birth to 18 months	Mouth, lips, and tongue	Id	Dependence passivity	Dependent or overly independent
Anal	18 months to 3.5 years	Anus and organs of elimination	Ego	Obedience and self-control	Obedient and obsessed with order, or anti-authority and chaotic

<b>Phallic</b>	3.5 years to 7 years	Sexual organs	Superego	Gender identity and sexuality	Over or under sexualized sexuality
<b>Latency</b>	7 years to puberty	n/a	n/a	Learning and cognitive development	n/a
<b>Genital</b>	Puberty through adulthood	Sexuality in context of a mature relationship	Id, ego and superego well balanced	Creation and enhancement	A mature adult (seldom achieved) of life

## Oral Stage

Mouth is where life force and primary feelings of pleasure are concentrated. Eating is an important source of pleasure, but so are sucking on things and exploring the world with one's mouth.

For a baby, their hands and arms are not developed as their mouth to observe.

If a baby's needs are fulfilled to a reasonable degree, it will move the focus of psychic energy to next stage. Two things might be wrong

- The needs might not be fulfilled
  - the baby may develop a basic mistrust of other people and never be able to deal adequately with dependency relationships
  - The idea of depending on other people, or being betrayed or abandoned by other people will make him upset
  - Refuse help from others and determined to go it alone no matter what the cost
- The need are fulfilled so instantly and automatically
  - The slow service later provided by world become a shock for them so that they may wish to be back at this stage.
  - In later life, involving dependency, passivity, and activity might cause anxiety
  - do little to better their situations and wait things come to them
  - feel hunger or some other need, they cry and somebody takes care of them

## Anal Stage

Toilet training begins. Develop ego.

- If parents insistently make demands that the child is not capable of meeting
  - Anal character:
    - organized around control issue
    - obsessive, compulsive, stingy, orderly, rigid, and subservient to authority
  - Never demanding child control their urges, neglecting toilet training
    - Little or no self-control
      - Unable to do anything on time or because it is necessary
      - Chaotic and disorganized
      - Compulsive need to defy authority

## Phallic Stage

Occur for both sexes. Boys would wonder why girls do not have -- what happened and if the same thing could happen to them. Girls wonder what happened.

Based on the Greek myth of Oedipus who killed his father and married his mother.

Oedipal crisis: young boys fall physically and emotionally in love with their mothers, and because this they understandably fear their father's jealousy. Fear about their father might castrate them, and for girls they think the castration has already occurred.

To resolve the anxiety, each child identifies with the same-sex parent.

**Identification:** One way to be a girl is to act like mom, and to be a boy, act like dad. This can mean taking on many of the parent's attitudes, values, and ways of relating to the opposite sex.

- Love, fear, and jealousy, morality
- development of sexuality
- image of oneself as masculine or feminine
- In most cases, people identify with those whom they love and admire, but in some circumstances, individuals identify with people they loathe and fear.
  - development of superego
  - characters become less fearful while the person becomes a little more like them
- Overdevelop: phallic character

- Completely rigid moral code, brooks no shades of gray and no exceptions
- Lacks a moral code altogether
- Completely asexual

## Genital Stage

The essence of mental health: to love and to work

## Moving Through Stages

**Fixation:** The adult will continue to struggle with issues from that stage, and will tend to retreat there under stress.

**Regression:** An oral character under stress becomes passive and dependent and may even revert to thumb sucking. An anal character under stress becomes even more rigid or more disorganized than usual. A phallic character under stress may become promiscuous or completely asexual. Victory, in this analogy, means making it through all of these stages to the final (genital) stage, with as much of one's army intact as possible. The more libido available to enjoy the final stage of maturity, the better adjusted the adult will be.

## Thinking and Consciousness

The mind shifts between two kinds of thinking:

- Primary process thinking
  - the way unconscious mind operates. By id
  - Goal: the immediate gratification of every desire.
  - **Condensation:** compress several ideas into one
  - **Symbolization:** one thing might stand in for another
    - Freud first thought there is universal symbolic code for unconscious mind. Later he decided the meanings vary for every individual. But the idea about universal symbol later picked up by Carl Jung
    - Freud thinks that very young children operate according to primary process, and also during fever delirium and during dreams. Also psychotics
- Secondary process thinking
  - What we ordinarily mean by the word *think*
  - rational, practical, can delay gratification

- Two sense of secondary
  - Appears only as ego begins to develop
  - Freud believes it played a less important role relative to primary process thinking

Three levels of consciousness: **Topographic model**

- Conscious mind: the smallest, topmost and least important layer
- Preconscious: Ideas that you are not thinking about at the moment but could be brought into consciousness easily
- Unconscious: includes all of the id, nearly all of the superego, the most of ego.
  - Methods to dig
    - Hypnosis
    - Clues come from slips of the tongue, accidents and lapses of memory
    - Free association
    - Intentional actions

## Parapraxes

"Freudian slip": a leakage from the unconscious mind manifesting as a mistake, accident, omission, or memory lapse.

## Forgetting

To avoid thinking about something painful or anxiety producing, you fail to remember it.

The system of causal roots may be quite complex: You may have forgotten to do something because it reminds you of something else, which through primary process thinking has come to symbolize yet a third thing, which makes you anxious.

## Slips

态度决定会不会失误。?

## Anxiety and Defense

**Defense mechanism** to bear the intense anxiety

Defense Mechanism	Function	Example
<b>Denial</b>	Prevent perception of source of anxiety	"No, that is not possible"
<b>Repression</b>	Prevent recall of anything that might remind one of the source of anxiety	"I forgot"
<b>Reaction formation</b>	Protect against a forbidden thought or impulse by instigating the opposite	"Pornography is the biggest menace to humanit there is"
<b>Projection</b>	Attribute an unwanted impulse or attribute on oneself to other people	"I am surrounded by idiots"
<b>Rationalization</b>	Create a seemingly logical reason for doing something shameful	"You have to be cruel to the kind"
<b>Intellectualization</b>	Translate a threatening situation into cold, intellectual terms	"After a prolonged period of discomfort, the patient expired"
<b>Displacement</b>	Redirect dorbidden impulse onto a safer target	Dart boards
<b>Sublimation</b>	Convert base impulse into a noble cause	High art, other occupational choices

## Psychoanalysis as a Therapy and as a Route Toward Understanding

Freud consider the problems that make most people anxious is that their roots in unconscious conflicts. The way to resolve these conflicts is to bring them into the open through dream analysis, analysis of slips and lapses, and free association.

The prospect of losing one's neuroses can be disconcerting: many people avoid dealing with their unconscious anxieties for this reason.

"Flight from health": the phenomenon of running away from the solution to one's psychological problems.

**Therapeutic alliance:** the therapist and patient must form an emotional bond. The bond gets power through **transference:** the tendency to bring ways to thinking, feeling, and behaving that developed toward one important person into a later relationship with a different person.

Countertransference: therapist has reactions to the patient as well.

Problem:

- Sexual attraction sometimes arise between patients and psychotherapists.

## Critique

5 important shortcomings

### 1. Excessive Complexity

Freud's theory is highly complex.

**Parsimony:** Simplest explanation is often best

### 2. Case Study Method

Data must be public for science. Freud himself complained that proof of his theory lay in the details of case studies that he could never reveal because of the need of protecting patient.

Confidential and non-experimental

### 3. Vague Definitions

A scientific concept should be defined in terms of the operations or procedures by which it can be identified and measured

### 4. Untestability

no single experiment is sufficient to prove or disprove any complex theory

**Doctrine of opposites:** extremes on a scale may be more similar to each other than to those in the middle -- hard to test

### 5. Sexism

Much of a woman's life, according to Freud, is based on her struggle to come to terms with the tragedy that she is not male.

# Chapter 11: Psychoanalysis After Freud: Neo-Freudians, Object Relations, and Current Research

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## Neo thoughts

1. Less emphasis on sex, aggression
  - a. Psychosocial development by Erikson
2. More emphasis on conscious process
  - a. Ego psychology by Anna Freud
3. More emphasis on interpersonal relationship
  - a. Attachment theory
4. More positive portrayal of women
  - a. Focus on societal structure vs deficiencies
5. More emphasis on testable hypotheses and experimental methods

## in Modern

### Psychic Conflict

- **Incest taboos:** Virtually every human society has cultural prohibitions surrounding intrafamilial sexual relations 增加了亲戚之间的性吸引力
- **Westermark:** natural selection due to increased mortality in inter-familial offspring 降低了亲戚之间的性吸引力
- Freud: social interventions to prevent incestuous desires

### Early Childhood Experiences

- Attachment theory
  - Early bonds with parents influence personality development
  - **Evolutionary roots:** It is adaptive for young animals to stay close to parents
  - Quality of interaction is critical

## Latter-day Issues and Theorists

Theorists who continued to develop neo-Freudian psychology: Anna Freud, Carl Jung, Alfred Adler, Erik Erikson, Karen Horney, Bruno Bettelheim, Harry Stack Sullivan, Melanie Klein, D. W. Winnicott, Henry Murray, and John Bowlby.

Most neo-Freudians used the same research methods as Freud himself.

## Common Themes of Neo-Freudian Thought

Differ from Freud in three major respects:

1. They view sex as less important than Freud did by reinterpreting libido as general motivation toward life and creativity but not the sex drive.
  - a. Freud's emphasis on sexually and children was most controversial aspect in his theory
2. Some neo-Freudians put less emphasis on unconscious mental process and more emphasis on conscious thought.
  - a. Modern ego psychologists focus on the processes driving the perception and conscious comprehension of reality.
    - i. Ego psychology looks less like classic psychoanalysis and more like current mainstream psychology about cognitive process approaches
    - ii. Ego psychology focus less on sexually and psychic conflict, more on perception, memory, learning, and rational, conscious thinking.
    - iii. Loevinger's test of "ego development": most people never get much further than learning society's basic rules and appreciate the autonomy of others. Very few become truly independent individuals who appreciated and support the independence of others.
3. Neo-Freudian puts less emphasis on instinctual drives and mental life as the source of psychological difficulties, focus more on interpersonal relationships.
  - a. Modern therapist would want to know the details of a patient's interactions with his spouse.
  - b. Object relations theorists believe that people replay certain key patterns in their relationships throughout their lives.

## Inferiority and Compensation: Adler

Alfred Adler (1870-1937) consider that **social interest**, or the desire to relate positively and productively with other people is more important.

**Organ inferiority:** individuals are motivated to attain equality with or superiority over other people to compensate for whatever in childhood they felt was their weakest aspect.

- It matters little whether the children actually was like, but how they felt like.

Compensation: **Masculine protest.** response to feeling of inferiority

- Apply for both men and women, but believed acute for men.
- Society tells young boys that males are supposed to be the powerful and dominant gender while the most powerful gender during the first few years of their lives are mothers.
- Adler believes that this early experience caused some young men to develop a powerful yearning to prove their dominance, power and masculinity.

**Adler's larger point is that everyone felt inferior as a child, and the quest to overcome these feelings continues to influence behavior as an adult.** An individual's compensations for perceived childhood inferiorities coalesce into a particular mode of behavior, Adler called that style of life.

Two terms roots in his thought: inferiority complex and life style.

## The Collective Unconscious Persona, and Personality: Jung

The main deviation is Jung is interest in mystical and spiritual matter while Freud is a atheist. Also Jungian terms is more intuitive style while Freud emphasized rational thinking.

Jung's famous idea: collective unconscious:

- As a result of the history of the human species, all people share inborn "radical" memories and ideas, most of which reside in the unconscious.
- Some of these are basic images called **archetypes**: Jung believed go to the core of how people think about the world both consciously and unconsciously.
  - The earth mother, the hero, the devil, the supreme being.

Another idea: **persona**

- social mask one wears in public

- to some degree, everyone's persona is false because everyone keeps some aspects of their real selves private, or at least fails to advertise all aspects to the self equally.
- Influenced object relations theory
- Danger: an individual might come to identify more with the persona than the real self. Such people become creatures of society instead of individuals true to themselves.

Another concept: **anima** and **animus**

- Anima is the idea of female as held in the mind of a male
- Animus is the idealized image of male held in mind of female
- These two cause everyone to have some aspects of the opposite sex in their psychological makeup. Also shape responses to the opposite sex: understand of the opposite sex through the psychological lenses. This can lead to real problems if the idealized woman or man in one's mind matches poorly with the real ones in their lives.

The distinction between people who are psychologically inward and toward the external world and other people.

- Introverts and extraverts

His classification of four basic ways of thinking:

- Rational thinking, feeling, sensing, and intuiting
- Rational thinking: enables us to recognize its meaning
- Feeling: tells us its value
- Sensation: establishes what is actually present
- Intuiting: points to possibilities as whether or not it came in given situation
- MBTI is used to determine which kind of thinking used the most
- Jung believed that ideally one would achieve a balance among all four types of thinking

## Feminine Psychology and Basic Anxiety: Horney

Horney disagree with Freud's "penis envy" for women and desire to be male. She consider that if some women wish to be men, it is probably because they see men as being freer than women to pursue their own interests and ambitions.

Contribution: emphasized that adult behavior is often based on efforts to overcome the basic anxiety acquired in childhood:

- Neurotic needs: needs that people feel but that are neither realistic nor truly desirable, including the needs to find a life partner who will solve all of one's problem, to be loved by everybody, to dominate everybody and to be independent of everybody.
- Since they are mutually contradictory, unconsciously try to pursue all can lead to self-defeating behavior and relationship problems.

## Psychosocial Development: Erikson

Erikson points that not all conflicts take place in unconscious mind, many conflicts are conscious

He believes that basic conflict arise at all stage of life: develop his own version of psychological development which does not emphasize physical focus of libido, but the conflict experience in each stage and their possible outcome

- Referred as **psychosocial**, where Freud's is **psychosexual**
- change throughout the life

Approximate Age	Freudian Stage	Eriksonian Issue
0-2 years	Oral	Trust vs Mistrust
3-4 years	Anal	Autonomy vs Shame and Doubt
4-7 years	Phallic	Initiative vs Guilt
8-12 years	Latency	Industry vs Inferiority
13+ years	Genital (evolves over adulthood)	Identity vs. Identity confusion Intimacy vs. Isolation Generativity vs. Stagnation Integrity vs. Despair

### Different from Freud:

Oral: develop a positive but not arrogant attitude

Anal: control their own life or not

Phallic: develop a sense of right and wrong that is derived from adult teachings but is also true to the child's developing sense of self. Lead to a principled adult morality in which rigid rules are followed blindly and without exception

Latency: develop the skills and attitudes to succeed in the world of work/contribute to society

Genital:

- develop throughout the life
- identity vs identity confusion
  - adolescent wish to figure out who he is and what is and is not important
- intimacy vs isolation
  - find an intimate life partner to share important experience rather than becoming isolated and lonely
- generativity vs stagnation
  - as a person's position in life become firmly set, does she settle into passive comfort, or begin to turn her concerns to the next generation
- integrity vs despair
  - as one begins to face the prospect of death, does the person regret earlier mistake or develop wisdom from experience

A person progress for Erikson is not according to physical or genital maturation but according to the developmental tasks required at different phases of life.

## Object Relations Theory: Klein and Winnicott

**Object:** emotionally important people

**Object relations theory:** the analysis of interpersonal relationships

- Key insight: we can only relate to other people via the images of them we hold in our minds, and these images do not always match reality. Mismatching cause problems.
- Associated with:
  - the formation of superego
  - transference

Four principle themes

1. Every relationship has elements of satisfaction and frustration, or pleasure and pain.
  - a. The first important object in infant's life is mother's breast: warm and providing food while not always available
2. The mix of love and hate
  - a. Infants love breast and at the same time hate it
  - b. love will never be completely unmixed with resentment
3. Distinction between the parts of the love object and the whole person.

- a. To love someone's physique or wallet is not the same as loving the person, and to move beyond appreciating superficial aspects of people to relating to them as whole persons is a difficult and perhaps rarely accomplished feat.
- 4. The psyche of the baby and the adult is aware of and disturbed by these contradictory feelings

Klein: attempted psychoanalytic treatment with the very young

- Child therapy
  - Use play for communication and diagnosis
  - Provide a range of toys and observed which ones a child play with and how
  - Symbolic expression of emotion such as hate anger and love and fear.
  - Observe child playing to observe how they split the toy or the objects.
    - Paranoid position: destroy the bad part because they are afraid of being destroyed by it 偏执心位
    - Depressive position: worship and protect the good part because they fear losing it 抑郁心位

**Idealize:** when both good and bad parts exist on one object, the defend against the desire to destroy the bad part of one object is to idealize it.

- People construct an image of the object is to attack themselves so that they construct the image of that object to be perfect.

**Transitional object:** object the child use to bridge the gap between private fantasy and reality. The child endows the object with special, almost magical emotional meaning, so it can comfort the child when adult company (or, as Klein would surely say, the breast) is not available. Over time, the object loses its special meaning as the child becomes better able to handle the world without this kind of support.

**False self:** children and adults learn to put on the please other people. -- Similar with persona

- to some degree, putting on a false self is normal and even necessary
- the false self serves to protect the true self by keeping it invisible
- the ultimate maneuver of false self is suicide: if there seems to be no hope that the true self can ever emerge, succeed, and be accepted, then the false self prevents its exposure permanently.

From the purpose of psychotherapy from object relation perspective:

- Help minimize discrepancies between the true and false selves
- Help rational resources of the mind work through irrational defenses
- Goal for client is to see important people as they are but not as the client with them to be

## Current Psychoanalytic Research

Even when academic psychologists encounter psychoanalytic research that meets their empirical standards, they often seem unwilling to believe the evidence showing aspects of psychoanalytic thought to have value.

Modern psychoanalysts likewise seem to regard experimental and correlational research as irrelevant.

Western observes that any research is at least "a little psychoanalytic" to the extent that it includes any of the following

1. An examination of independent mental processes that occur simultaneously in the same mind and can conflict with one another
2. Unconscious mental processes
3. Compromises among mental processes negotiated outside of consciousness
4. Self-defensive thought and self-deception
5. The influence of the past on current functioning, especially childhood patterns that endure into adulthood
6. Sexual or aggressive wishes as they influence thought, feeling and behavior

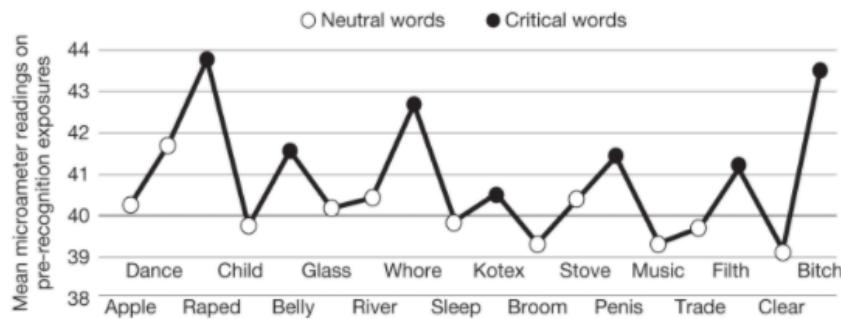
Western's observation is extremely important because it implies that conventional experimental and correlational research may be as irrelevant to psychoanalysis as psychologists on both sides of the fence have long assumed.

## Testing Psychoanalytic Hypotheses

### Perceptual Defense

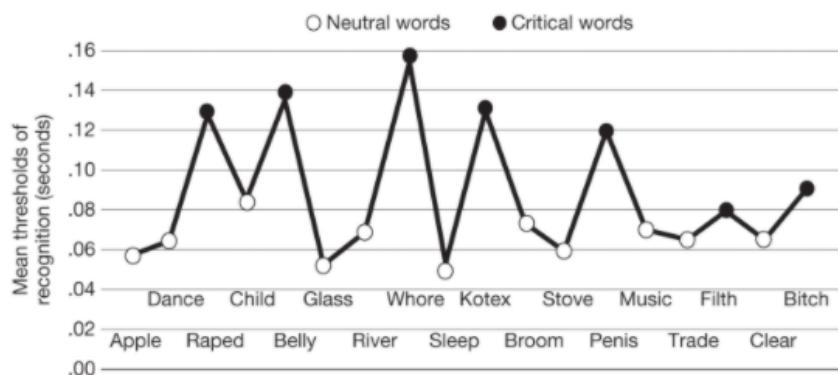
Experiment:

- words were presented extremely briefly to participant by use of a machine called a tachistoscope, which flashes them on a screen



**Figure 11.2 Emotional Reactions to “Critical” Words** A classic (1949) study found that people reacted relatively emotionally to certain words, even when the words were presented so quickly that the people claimed they couldn’t read them.

**Source:** McGinnies (1949), p. 246



**Figure 11.3 Slower Recognition of “Critical” Words**

These data from 1949 show that people needed to see certain words longer before they reported being able to recognize them.

**Source:** McGinnies (1949), p. 247

- Result: the mind has mechanisms that only selectively attend to certain stimuli, but also actively screen out other stimuli that could cause too much anxiety.

## Unconscious Thought

- One long-influential model called **parallel distributed processing** - PDP posits that the mind does many different things at once and only a small fraction of its activity become conscious.
- Conscious thought represents a compromise among the outputs of these simultaneous processes
- Behavior results from a similar compromise

## Defense and Catharsis

- Catharsis: refer to Freud, involves freely expressing the issues that trouble you, has been proven helpful for psychological and even physical health.
- Freud's Oedipal crisis was wrong and not being proved

# Chapter 13: Cultural Variation In Experience, Behavior, and Personality

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## Cultural and Psychology

Two reasons why cultural would account for psychological difference between individuals:

1. Individuals may differ from each other to some extent because they belong to different cultural groups.
2. Members of some groups may differ from each other in distinctive ways.

## Culture

Culture: psychological attribute of groups, including "**customs, habits, beliefs and values that shape emotions, behavior and life patterns**". May also include language, mode of thinking, and fundamental view of reality

**Definition for lecture: Shared systems of meaning that provide standards for perceiving, believing, evaluating, communicating, and behaving among those who share a language, a historic period, and a geographic location.**

Differences between cultural groups develop as a child learns the culture into which she is born -- **enculturation**

A person who moves from one country to another gradually picks up the culture of her new home -- **acculturation**

Traditionally, cultural groups have been defined in terms of ethnicity, nationality, and language, but important cultural differences can be found within national and linguistic borders as well as across them. But any group of people who are identifiably distinct can be a candidate.

# The Importance of Cross-Cultural Differences

Psychologists have ignored cross-cultural issues until relatively recently since their research was already complicated in their context. This attitude changed as research expands and accelerates.

Three good reasons to understand cultural difference:

1. Important for increasing international understand -Cross-Cultural Understanding
  - a. Different cultural attitudes, values and behavioral styles frequently cause misunderstandings. The consequences can range from trivial to serious.
2. Important for assessing the degree to which psychology applies to people around the world - Generalizability of Theory and Research
  - a. "WEIRD" problem in generalizability
  - b. Are big five observed in non-weird samples?
    - i. find an isolated culture and translate into native language
    - ii. participants provide self and spouse-rating
    - iii. Results
      - i. factor internal consistency: low to moderate, not a lot coherent among items on this factor
      - ii. Correlations low in interviewer-rated behavior
      - iii. Test-retest correlation is also low
      - iv. No clear replication of big 5
      - v. very little evidence for 5 factor model
3. Important for appreciating the possible varieties of human experience
  - a. Experience-near constructs: culture imposes a set of lenses for seeing the world.

## Characteristics of Cultures

How to compare one culture with another: in many ways including behavior, emotional experience, thoughts and one's sense of connection with the larger world.

## Etics and Emics

The basic assumption underlying cultural comparison is that any idea or concept has aspects that are the same across cultures and aspects particular to a specific culture.

The universal components of an idea are called **etics**, potentially universal construct

Particular aspects are called **emics**, differences across cultures in the expressions of those constructs

## **Etics: Tough and Easy**

### **How many goals are valued and how difficult is it to achieve these goals**

Some cultures are tough and some are easy: in easy cultures, individuals can pursue many different goals and at least some of them are relatively simple to attain; in tougher cultures only a few goals are viewed as valuable and few ways are available to achieve them.

## **Etics: Achievement and Affiliation**

### **Emphasis on attainment of goals, status vs love, connection**

A central aspect of any culture was the degree to which it emphasize the need to achieve, which he assessed by examining stories traditionally told to children.

## **Etics: Complexity**

### **Number of rules, complicated systems**

Complexity can be considered many aspects

## **Etics: Head vs Heart**

### **Focus on artistic pursuits, creativity, learning vs gratitude, fairness, religion**

Some cities emphasize "strengths of heart" such as fairness, mercy, gratitude, hope, love, and religiosity.

Others emphasize "strength of the head" such as artistic excellence, creativity, curiosity, critical thinking and learning.

Why would city vary on dimensions:

1. different kinds of people are attracted to different cities -- selective migration
2. social influence can affect a person's values
3. ecological factors may influence cultural differences between cities

## Emics: Tightness and Looseness

What predicts differences across cultures?

- Ecological: external threats, population density
  - tighter
    - Higher population density
    - Scarcer natural recourses
    - More national disasters
    - More threats from other nations
    - Higher communicable disease, infant mortality rates
  - Societal: How are rules enforces
    - tighter
      - Fewer behaviors considered appropriate in a given situation
      - More police per capita
      - Stricter punishments
      - Lower murder and burglary rates
      - Higher levels of religiosity and religious participation

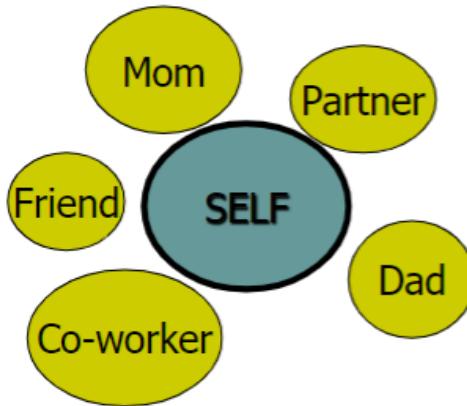
Triandis also proposed that the *tightness-looseness* dimension contrasts cultures that tolerate very little deviation from proper behavior (tight cultures) with those that allow fairly large deviations from cultural norms (loose cultures).

- Examine left- and right- handedness: higher left higher looseness

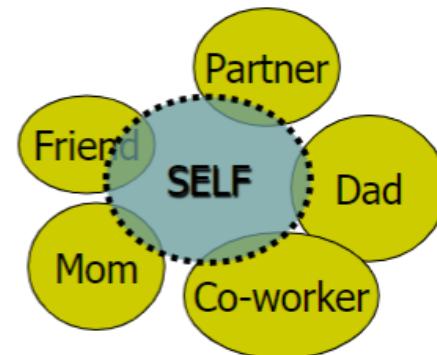
## Emics: Collectivism and Individualism - relationship between individual and society

Individuals	Collectivism
Personal needs and goals are priority	In group needs and goals are priority
Achievement, competition, freedom, autonomy, individual rights	Obedience, duty to the group, reciprocity, ingroup harmony
Self = Independent	Self = Interdependent

- **Self-construal** and Identity
-



Independent



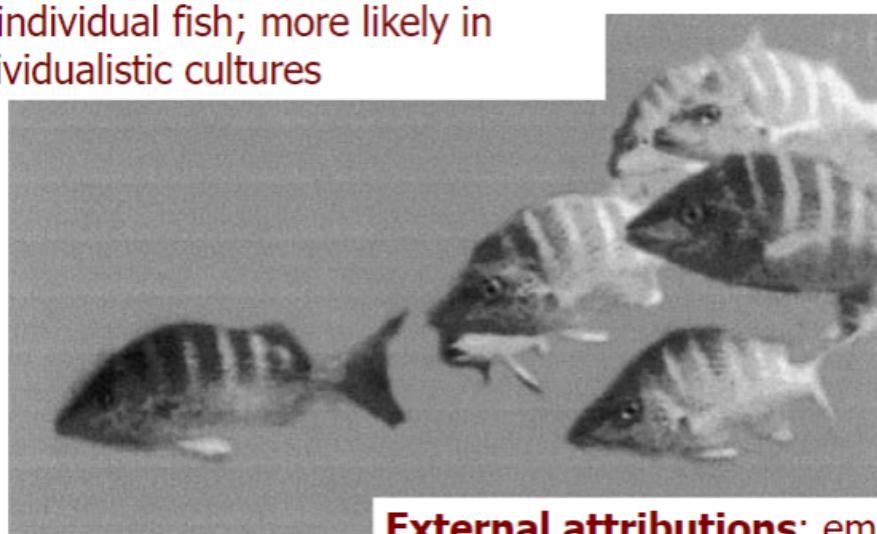
Interdependent

- Personality and collectivism: less personality importance in collectivist culture?
- Self-Regard: the individualist's need for positive self-regard may be felt less acutely by a member of a collectivist culture.
- Sociability, Emotion and Motivation:
  - Collectivist cultures are more sociable
  - Members of individualist cultures spend less time with more people; members of collectivist cultures spend more time with fewer people.
  - Arranged marriages are relatively common in collectivist cultures, whereas members of individualist cultures are expected to marry for love.
  - People in individualist countries report experiencing more self-focused emotions compared with people in collectivist countries who are more likely to report experiencing other-focused emotions.
  - Different fundamental motivation:
    - Collectivist need respect by one's social group
    - Individuals focus more on individual achievement
      - Holier-than-thou-phenomenon: people describe themselves as being more likely than they really are to perform acts such as donating money or avoiding being rude.
      - self-enhance: describe themselves as better than they really are.
- Behavioral consistency:
  - self-determination: the individual view of the self assumes that the cause of behavior lie within the person. As a result an individual is expected to behave consistently from one situation to the next.
  - Absolute consistency: individual varies his behavior or experience from one situation to the next

- Relative consistency: individual maintains his differences from other people across situation
- Verticality and compassion:

	<b>Dimension</b>	<b>Collectivism</b>	<b>Individualism</b>
<b>Vertical</b>		Self different from others	Self different from others
		Communal sharing	Market economy
		Authority ranking	Authority ranking
		Low freedom	High freedom
		Low equality	Low equality
		e.g. China	e.g. France
<b>Horizontal</b>		Self same as others	Self same as others
		Communal Sharing	Market economy
		Low freedom	High freedom
		High euqality	High equality
		e.g. Israel	e.g. Norway

- Cautions About Collectivism/Individualism: The Japanese Case
  - This common view, they suggest, led to anecdotes and biased selection of cultural phrases being used as a basis for thinking Japanese are particularly collectivistic, without a firm empirical basis otherwise. Other kinds of bias might have come into play as well.
- How the world change
  - On average, individualism scores have increased on average about 12 percent since 1960
- **Internal attributions:** emphasis on an individual fish; more likely in individualistic cultures

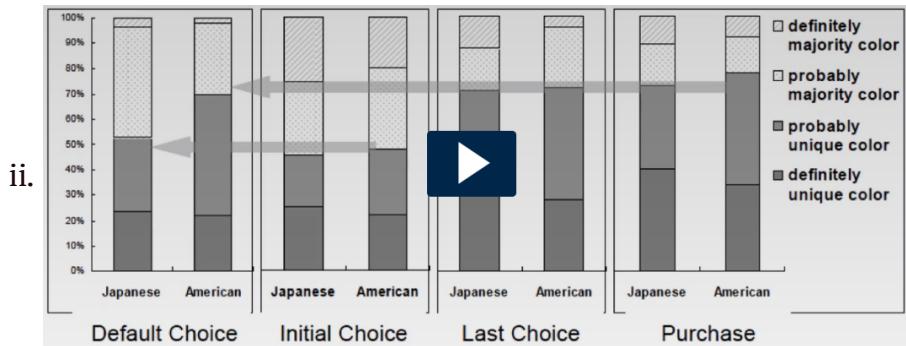


**External attributions:** emphasis on context (other fish); more likely in collectivistic cultures

Critiques for individualism collectivism constructs:

1. Most research only compare North America and East Asia
2. Individualism and collectivism are not necessarily mutually exclusive: test might not get the result you want
  - a. They are rarely measured
  - b. pen test follow-up test:

- i. no cultural difference when role of other "choosers"



### 3. More difference **within** the culture

- a. Individualism/collectivism driven by **agricultural** needs
  - i. rice farming require more interdependence than animal herding, farming increase collectivism
  - ii. rice is more cooperative than wheat
  - iii. Markers
    - i. divorce rate higher in wheat provinces
    - ii. Invention higher in wheat provinces
    - iii. Assessed 1162 汉族学生
      - i. Implicit individualism, students in wheat provinces show more implicit individualism -- size of self and others

## Honor, Face and Dignity

Collectivism-individualism theory basically divides the world into two parts, whereas a newer approach divides it into three. Psychologists Angela Leung and Dov Cohen (2011) suggest that cultures differ on three dimensions they call *honor*, *face*, and *dignity*.

- Dignity: western cultures in general, key idea is that individuals are valuable in their own right and this value does not come from what other people think of them
- Honor: emerge in environments where the forces of civilization such as laws and police are weak so people must protect themselves.
- Face: emerge in societies that have stable hierarchies based on cooperation such as Japan and China. People in such a culture are motivated to protect each

others' social image by being careful not to insult, overtly criticize or even disagree with each other in public.

## Universal Aspects of Personality

1. Many cultures have trait-like terms in their languages
  - a. Evidence for 5 factors in many countries
  - b. But most tests are in WEIRD population
2. When trait terms derived indigenously
  - a. Many factors replicate, but less consistently
  - b. Openness in U.S. is less reliable
    - i. Political orientation in Dutch
  - c. Honesty-humility factors in some language
    - i. Italian, Polish
  - d. Positive and negative valence in Spain
3. Problem: are the big five observed in non-weird samples?
  - a. Bolivian Amazon
    - i. Use trait-like terms
    - ii. Local language is isolate
    - iii. Majority cannot read in native language or speak Spanish
    - iv. Little contact with westernized cultures
    - v. Big five translated into native language
  - b. Result
    - i. **Overall very little evidence for 5 Factor Model**
    - ii. Factor internal consistency: low to moderate
    - iii. Correlation with interviewer-rated behavior: low
    - iv. Test-retest correlation: low
    - v. No clear replication of five factors
      - i. Weak evidence for two-factor model
        - i. Extraversion/Agreeableness & Conscientiousness

## Cultural Assessment and Personality Assessment

Concepts used to assess differences among cultures can also be used to assess differences among individuals:

- Cultural complexity: cognitive complexity

- Cultural tightness: conscientiousness and intolerance for ambiguity
- Collectivist-individualist distinction is analogous to a dimension of personal values that focuses on whether one believes that the individual is more important than the group (*ideocentrism*), or vice versa (*allocentrism*).

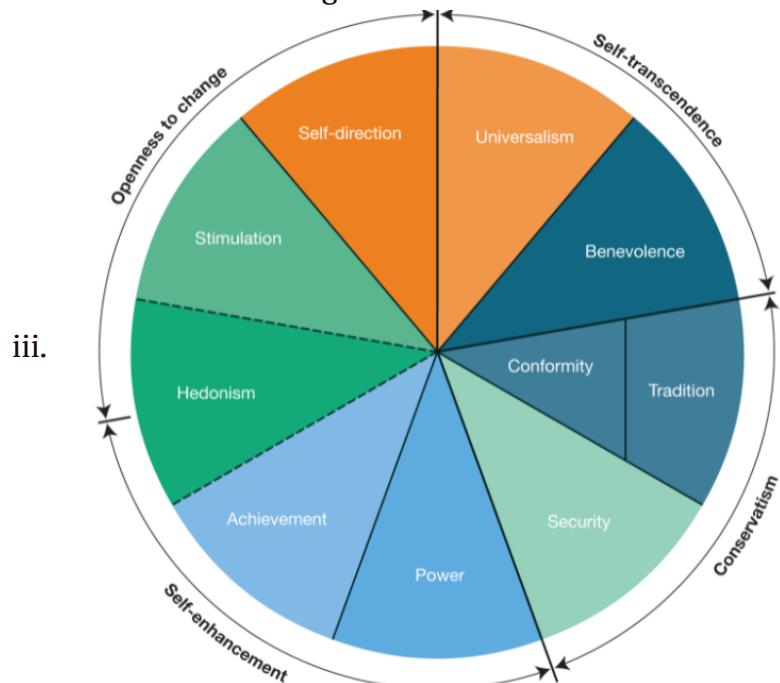
Way assess it:

1. Try to characterize cultural differences by assessing the degree to which average levels of specific traits vary between cultures
  - a. people are influenced in their personality development by the people they interact with all day long in the area where they live, and even the effects of climate on mood.
  - b. Countries where people are more conscientious, on average, are also places where fewer people are atheists and where there is less alcoholism, smoking, and corruption
  - c. in almost all cultures, women scored higher than men in neuroticism, agreeableness, warmth, and openness to feelings; men scored higher than women in assertiveness and openness to ideas.
    - i. Developed societies have larger gender difference
  - d. All summarize above depends on the assumption that same traits can be used to describe people in different cultures ↑
2. Dive in cultures being compared by assessing the degree to which the traits that characterize people in one culture can meaningfully characterize people in another
  - a. Some researchers argue that only three of the Big Five: conscientiousness, extraversion, and agreeableness should be considered truly universal.
  - b. Translating personality-trait terms from one language to another is hazardous because translations are always at least a little bit inexact.
  - c. **Item response theory (IRT):**
    - i. comparable from one culture and language to the next
    - ii. go deep into personality inventories by looking not just at the mean score, but at patterns in how participants respond to specific items.
  - d. Endogenously: develop trait scale from the inside
    - i. difficult because the nature of the research requires the work of psychologists who are native to each culture.
    - ii. to solve the problem comparing mean trait scores between cultures
3. Thinking
  - a. People from different cultures think differently.

- i. Seems safe to infer that because behavioral traits differ across cultures
- ii. Difficult to specify the ways in which thought processes in one culture may differ from those in another
- b. Holistic perception and the Self
  - i. East Asian think more holistically than Americans: explain events in context rather than in isolation, and seeking to integrate divergent points of view rather than set one against another.
- c. Independent Thinking
  - i. Some people consider Asians compared with Americans, has less characteristically formulate and express independent and original point of view.
  - ii. Others think a quiet Asian may be silent because she is thinking.

#### 4. Values

- a. Two track to research value
  - i. Seeks values that are universal to all cultures
    - i. Infer that a value held in all cultures is in some sense of a real value beyond cultural judgment
    - ii. If we could find a set of common values, then we might be able to use these to settle disputes between cultures by developing compromises based on the areas of universal agreement.



- iii.
- ii. Seek difference in values to all cultures
  - i. The collectivist style of moral reasoning imposes a group norm; the individualist style emphasizes independent and individual choice.

- ii. From either a collectivist or individualist perspective on the abortion debate, the other point of view is simply wrong.

## The Origins of Cultural Differences

### Avoiding the Issue

**Deconstructionism:** reality has no meaning apart from what human construct.

- Translated into cultural psychology, deconstructionism implies that any answer to why a culture is the way it is would itself have to be based on the assumptions of another culture

### The Ecological Approach

Different cultures developed, over period of time, in different circumstances, and with the need to deal with different problems.

A model by Triandis:

**Ecology -> Culture -> Socialization -> Personality -> Behavior**

model by Oishi and Graham



### Genetics and Culture

Not that two groups had different genes, but that the groups appeared different only when individuals who shared this gene were compared.

Genetic differences are unlikely to be the primary basis of cross-cultural difference.

综上所述其实文化决定人格还是人格决定文化就是个鸡生蛋蛋生鸡的问题，说不太明白

# Challenges and New Directions for Cross-Cultural Research

## Ethnocentrism

Any observation of another culture almost certainly will be colored by the observer's cultural background.

## The Exaggeration of Cultural Difference

Cross-cultural research sometimes exaggerates differences by acting almost as if all members of a given culture are alike.

1. Cross-cultural psychology has long been in business of finding differences.
2. Many studies of cultural differences use significance tests rather than examining effect sizes.
3. Outgroup homogeneity bias: One's own group naturally seems to contain individuals who differ widely from each other.

To emphasize the variations between individuals within a culture is an individualist view.  
To emphasize variations between whole cultures is a collectivist view.

## Cultures and Values

cross-cultural psychology can sometimes lead to *cultural relativism*.

- All views of reality are equally valid, and that is presumptuous and ethnocentric to judge any of them as good or bad

## Subcultures and Multiculturalism

Members of the same cultural group by one definition may belong to different groups by another definition.

**Bicultural identity integration:** Individuals who score high on BII see themselves as members of a combined or emergent joint culture that integrates aspects of both source cultures. **People who identify with more than one culture**

1. **Blending:** bicultural show psychological tendencies between their two cultures
  2. **Frame switching:** bicultural tend to move between their cultural selves
- the degree to which bicultural individuals see their two cultures as distinct from each other

- the degree to which they see their two cultures as being in conflict as oppose to in harmony

# Chapter 14: Personality Processes: Learning, Motivation, Emotion, and Thinking

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**Learning:** the process of change of behavior as a function of experience.

Learning-based approaches:

1. Behaviorism
  - a. Study how a person's behavior is a direct result of her environment, particularly the rewards and punishments that environment contains
2. Social learning theories
  - a. Conceptualize personality not just as something one has, such as one's traits, but as something one does: learning, thinking and feeling.

## Behaviorism

“We can only know what we can see, and we can see everything we need to know.”

**Functional analysis:** the goal of behaviorism that maps out exactly how behavior is a product of the environmental situation.

## Habituation

Habituation: simplest way behavior changes as a result of experience.

-- Eventually you can get used to almost anything.

## Classical Conditioning

Pavlov's experiment

- Learned Helplessness - the feeling of anxiety due to unpredictability
- S-R conception of personality
  - Essential activity of life was to learn a vast array of responses to specific environmental stimuli, and that an individual's personality consists of a

repertoire of learned stimulus-response associations

## Operant Conditioning

- Skinner: techniques of operant conditioning
  - **Respondent conditioning:** the conditioned response is essentially passive with no impact of its own.
  - **Operant conditioning:** the animal learns to operate on its world in such a way as to change it to that animal's advantage.
  - **Reinforcement:** performs a behavior and the behavior is followed by a good result, the behavior becomes more likely
  - Shaping:
- The cause of behavior

## Social Learning Theory

Insight: come to understand their situation

## Shortcomings of Behaviorism

1. Ignore thinking, motivation and emotion
2. Based on research using animals
3. Ignore the social dimension of learning: experiences with no interaction in social group
4. Treat animals or person as essentially passive

Three major theories expanded behaviorism is now social learning theory

1. John Dollard and Neal Miller:
  - a. tries to reconcile aspects of them-popular psychoanalytic theory with behaviorism by positing
2. Julian Rotter:
  - a. focuses on how people decided what to do based on their understanding of the likely consequences of their actions
  - b. locus of control: the more motivated you will be to try to make a difference
3. Albert Bandura
  - a. Self-Efficacy: a central role to the expectation that one can accomplish something successfully
  - b. Self-concept:

- c. Emphasize the goal of psychotherapy should be to improve self-efficacy
  - i. Change the belief, and the behavior will follow
- d. Modeling: allowing the client to watch somebody else accomplish the desired behavior.
- e. Observational learning: learning a behavior by watching someone else.
  - i. Bobo doll studies: A person—particularly a child—who day after day watches violence glamorized and rewarded may become more likely to engage in such behavior.

## Motivation

Goals: the end that one desires

Strategies: means the individual uses to achieve his goals

By the same token, if a person is not alert to opportunities, does not think about how to get ahead, and does not work hard, there are reasons to doubt how much he really wants to succeed.

## Goals

- Short-term goals and long-term goals
  - Keep eye on a general, long-term goal can help you to choose wisely and to organize more specific, short-term goals.
    - Moreover, if you lack general goals or any clear connection between your daily activities and your general goals, your life may seem to lack meaning and your overall motivation may suffer -- depress
- Idiographic goals
  - those that are unique to the individuals who pursue them
  - Current concerns: an ongoing motivation that persists in the mind until the goal is either attained or abandoned
    - According to one study, the more a current concern is valued, committed to, and under threat, the more frequently a person thinks about it
  - Personal Projects:
    - what people do, made up of the effort people put into such goals -- life tasks
  - Personal Strivings:
    - long-term goals that can organize broad areas of a person's life

- provide useful insight into what she is like
  - could be source of difficulty since people commonly repeat two or more striving that are inconsistent with each other.
- Properties and Limitations of Idiographic Goals
  - All concepts have in common
    - i. idiographic goals are held consciously at least some of the time
    - ii. describe thoughts and behaviors aimed at fairly specific outcomes
    - iii. changeable over time
    - iv. an individual's various concerns, projects, tasks, or goals are assumed to function independently
- Nomothetic Goals
  - refer to the relatively small number of essential motivations that almost everyone pursues.
  - David McClelland: the need for achievement, the need for affiliation, the need for power
    - Achievement motivation is a tendency to direct one's thoughts and behavior toward striving for excellence.
    - Affiliation motivation is the tendency to direct thoughts and behavior toward finding and maintaining close, warm emotional relationships
    - Power motivation is the tendency to direct thoughts and behavior toward feeling strong and influencing others.
    - Five category of goals
      - enjoyment
      - self-assertion
      - esteem
      - interpersonal success
      - avoidance of negative affect
- Judgment goals and Development goals
  - Judgment goals: seeking to judge or validate an attribute in oneself.
  - Development goals: desire to actually improve oneself, to become smarter, more beautiful, or more popular.
  - Balance between them differs from one person to another, and may even change within an individual from one situation to the next or across time.
  - Entity and Incremental Theories
    - **Entity theories:** personal qualities such as intelligence and ability are unchangeable, leading them to respond helplessly

- to any indication that they do not have what it takes
- **Incremental theories:** intelligence and ability can change with time and experience.
- Research and Measurement
  - ask question
    - i. Smartness is something you can increase as much as you want to or -- incremental
    - ii. You can learn new things, but how smart you are stays pretty much the same - entity
- Conclusions
  - i. the kind of goal that a person pursues can have important implications for how she responds to failure
  - ii. his effect seems to occur in social as well as academic realms
  - iii. the type of goal someone pursues can be determined from within or from without

## Strategies

- Defensive pessimism
  - difference between optimists and pessimists
  - Optimistic students deal with anxiety about exams by expecting to do their best. Others expect the worst, which gives them the chance to be pleasantly surprised when the worst does not happen—Norem calls these individuals *defensive pessimists*.
  - no clear difference in result for these two
  - apply same for both academic and social life
  - some pessimists perform worse if they are forced to think optimistically because it deprives them of the negative thinking they use to manage anxiety.

## Emotion

**A transitory, positive or negative experience**

**Components of emotion:**

1. Appraisal
  - a. Differentiates among emotions
  - b. Can be conscious or non-conscious

2. Physical response

- a. Differentiates emotions
- b. e.g. heart rate and sweating

3. Motives/action tendencies

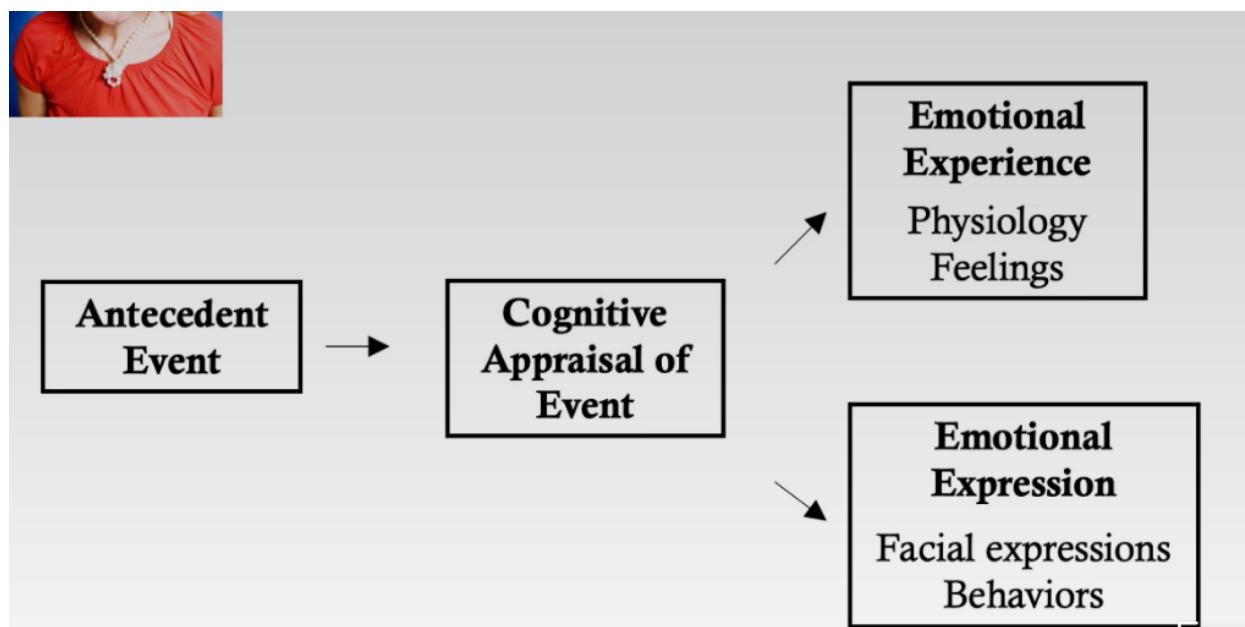
- a. Specific behaviors for different emotions

4. Nonverbal behavior/expression

- a. most emotions involve some form of physical expression

5. Subjective experience

The emotion process:

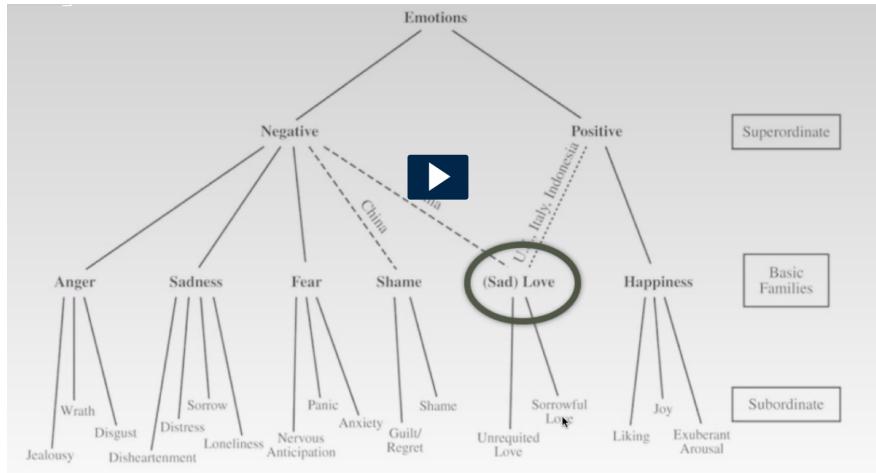


What are the most important emotions:

1. Categorical/basic emotion approach

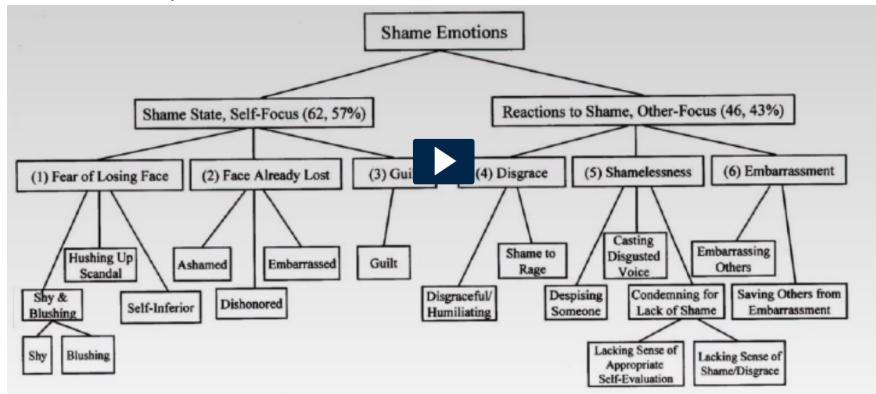
- Many emotion terms, but can be reduced to fundamental, primary emotions
- Labels are meaningful -- lexical hypothesis about traits
- different criteria -> different basic emotions
- Lexical approach
- Start with exhaustive list of possible emotions
- Participants sort emotions into categories
  - love joy surprise for positive
  - anger sadness fear for negative

- For cross-cultural study



Shame and sorrow love for Chinese only: talk more about shame in china

- Shame study

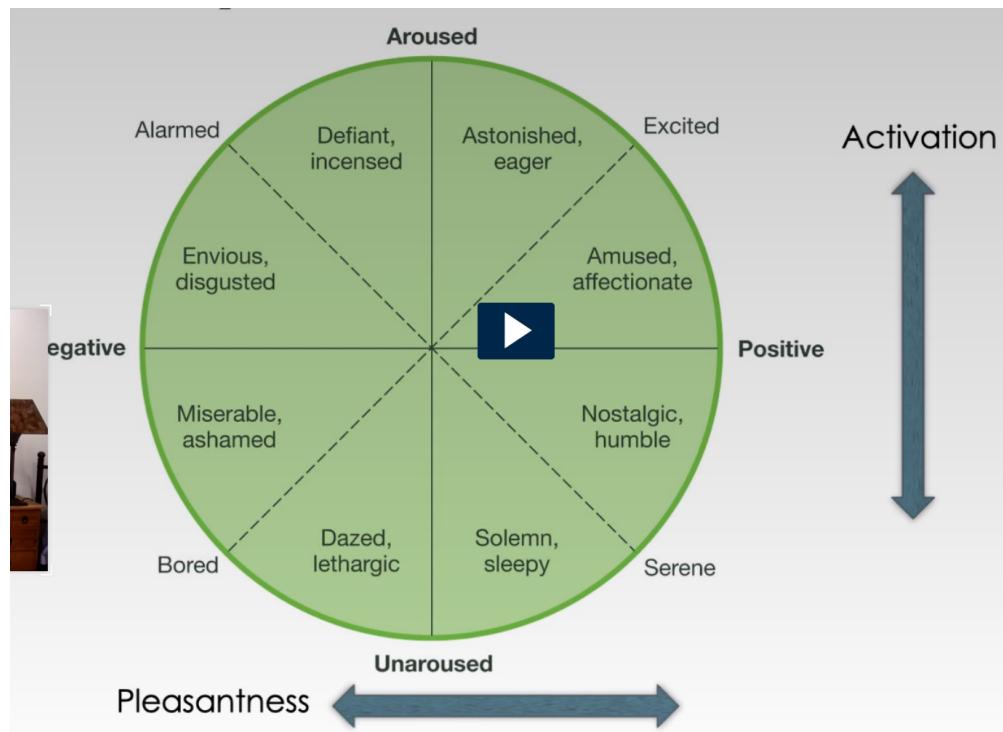


- Evolutionary/Universal Facial Expressions approach

- Darwin: expressions are evolved, adaptive
- Signal our emotional state to others
- Facilitate social interaction
- Ekman: 6 basic emotions
  - Joy, disgusts, fear, surprise, sad, (interest), anger

## 2. Dimensional approach

- Different emotions are combinations of different appraisal dimensions
  - Valence - positive / negative
  - Arousal - calm / exciting
- Focus on experience of emotions
- Labels are arbitrary
- Circumplex model of emotion



### Evidence for **basic emotions**:

- Cross-cultural similarities in expression, recognition, - etics
- but display-rule vary across cultures - emics

**Procedural knowledge:** cannot be learned or fully expressed through words, but only through action and experience.

Emotion is a set of mental and physical procedures

## Emotional Experience

The usual psychological account for emotional experience describes it as a series of stages.

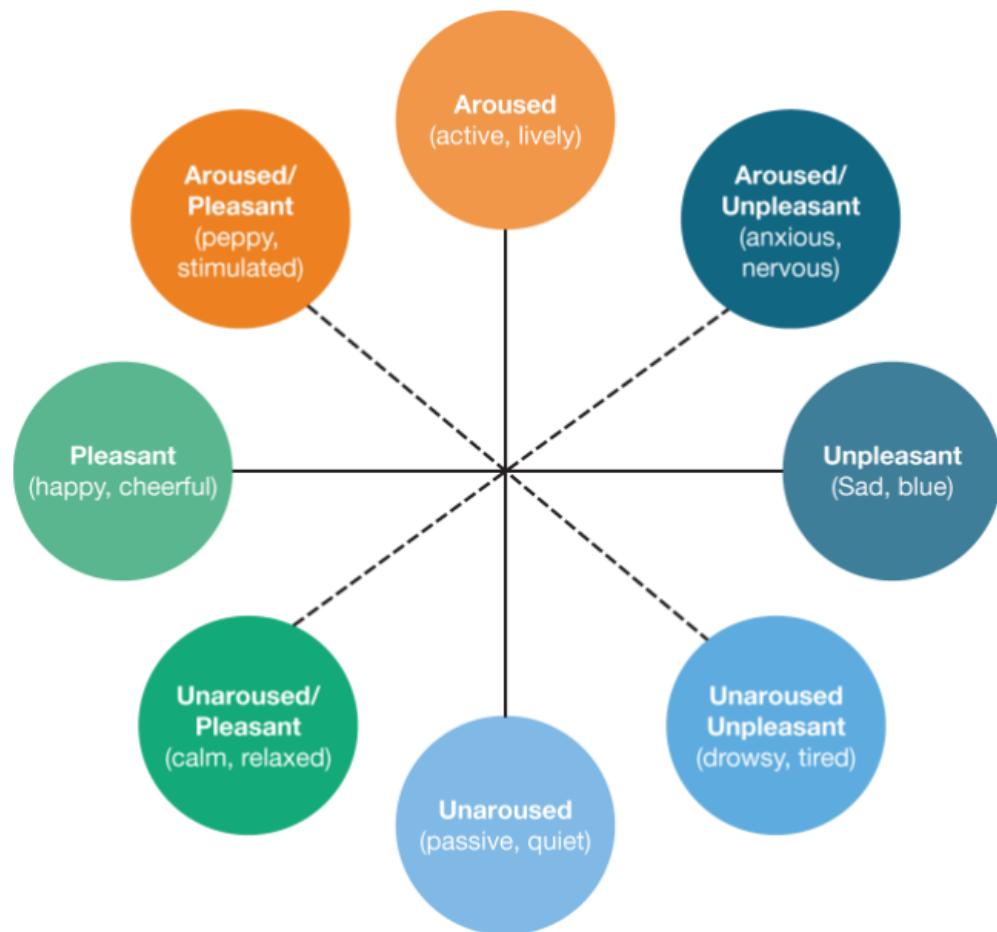
The physical and behavioral changes associated with emotion can begin before the individual understanding

Complication is that emotions can have at least three different sources:

1. Emotions can be triggered by immediate stimuli
2. Emotional experience can be classically conditioned to almost anything
3. Source of emotions is a person's own memories or thoughts

## Varieties of Emotions

1. Evolutionary theory suggests that some emotions may be universal because they are necessary for survival.
2. Categorize: try to find the essential words for emotions in a given language
  - a. big three
    - i. negative
    - ii. positive
    - iii. neutral
  - b. subcategories:
    - i. bad-awful include pain and sadness
    - ii. good-wonderful include happiness and joy



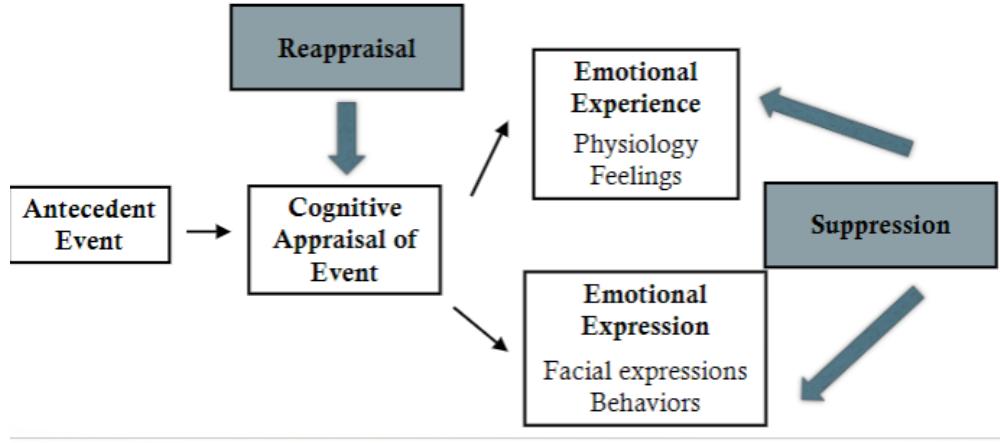
Emotion	Typical Stimulus	Typical Response	Adaptive Function
<b>Anger</b>	Threat, trespass	Threaten, attack	Protect territory, resources, or mates
<b>Guilt</b>	Harm to others that violates social code	Apologize, make amends	Obtain forgiveness from the offended party and reentry to the social group

<b>Anxiety</b>	Possibility of harm, Worry, flee danger	Anticipate danger, escape harm
<b>Sadness</b>	Loss	Sad facial expressions, crying Receive support from others, disengage from loss
<b>Hope</b>	Possibility of future gain	Continue effort, maintain commitment Persererance in the face of obstacles

## Individual Differences in Emotional Life

People differ in the emotions they experience, the emotions they *want* to experience, how strongly they experience emotions, how frequently their emotions change, and how well they understand and control their emotions.

- **Emotional experience, Intensity and change**
  - Affect intensity: people with high score experience both more intense joy and more powerful sadness -- overact
- **Emotional Intelligence**
  - includes accurately perceiving emotions in oneself and other, and controlling and regulating one's own emotions
  - Low end: alexithymic who have little emotional awareness that they are virtually unable to think about or talk about their own feelings
  - High emotional intelligence: better personal relationships and tend to be optimistic
  - Cognitive control: person use to rational thinking and control both how she feels and how she responds to the way she feels
  - People may vary in their ability because of differences in structures such as the prefrontal cortex.
- **Emotion Regulatory strategies**
  - Stable individual differences
  -



- Reappraisal
  - Framing emotional situation differently
  - decrease negative emotion
  - toward cognitive
- Suppression
  - Inhibiting display and/or experience of emotion
  - can be problematic for health
  - not really effective
  - come after cognitive

## Cognitive Theories of Personality: CAPS and BEATS

CAPS - Cognitive-affective personality system by Mischel

The most important aspects of many system of personality and cognition is their interaction.

CAPS: a stable system that mediates how the individual selects, construes, and processes social information and generates social behaviors.

Test on delay gratification:

- Mentally transform the object that presumably was being eagerly awaited
- if...then contingencies:
  - Learning history and cognitive processes combine in each individual to yield a repertoire of actions triggered by particular stimulus situations.
  - 条件反射型行为?

## BEATS by Carol Dweck

- Personality emerges from an individual's mental representations of the beliefs, emotions, and action tendencies that are relevant to his or her most important goals.
- 7 fundamental needs
  - Basic level: trust, control, and respect from others and from oneself
  - Combine to produce three "emergent" needs: predictability, acceptance, and competence
  - Finally emerge: self-coherence, feeling of meaning in life



## Chapter 15: The Self: What You Know About You

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William James: "the self" can have two different meanings: I and the me.

- **Me is a sort of object which can be observed and described**
  - The **epistemological self**
  - Collection of statements you could make about yourself ranging from one description to another
  - Doing the looking

- as object
- self-consciousness
- **I is the rather mysterious entity that does the observing and describing.**
  - The **ontological self**, *homunculus*
  - which experiences your life and makes your decisions
  - Being looked
  - as subject
  - thinker

### **Emergence of the self:**

- 18~24 months
  - **Linguistic Markers**
    - self-referencing
    - talk about significant past events
  - **Cognitive-Behavioral markers**
    - Imitation
    - Mirror self-recognition
- 2~3 years
  - **Emotional markers**
    - self-conscious emotions, shame pride embarrassment
    - empathy - feel other people feel
- 3~5 years
  - Beginning of the end of "**infantile amnesia**"
    - long-last memory but not short term
    - as long as you do not have the language ability to describe you don't have the long-term memory

Central aspect of the self: abilities and personalities

Richard Robins: self has four important jobs

1. Self-regulation: the ability to restrain impulses and maintain focus on long-term goals
2. Information-processing filter: guiding us to pay attention to and remember the information that really matters to us, as well as to keep it organized. Involving gathering accurate information about our traits and abilities, and a bit of distortion of self-knowledge in order to put on a better face for others and allow us to feel more positively about ourselves.
3. Help us relate to other people: understand others through the lens of our own experience

4. Identity: to remind us of where we fit in.

a. Self knowledge

- i. Declarative knowledge consist of facts and impressions that we consciously know and can describe.
  - i. Conscious knowledge, beliefs about the self
- ii. Procedural knowledge expressed through actions rather than words.
  - i. Patterns of social skills, styles of relating others that comprise the relational self, and the unconscious self-knowledge that resides in the implicit self.
  - ii. Patterns of behavior, unconscious self-knowledge

Components of the self:

- Self-concept: General beliefs, knowledge about the self
  - both procedural and declarative
  - Self-Schema: specific representations about the self
  - Self-Esteem: evaluations of self-worth
  - Self-Schema and Self-Esteem both contribute to Self-Efficacy: the beliefs about capabilities
- Identity: Part of the self that is shown to, shared with others

## Declarative Self

Facts that are consciously known/can be described

- traits
- roles
- physical attributes
- preferences

The declarative self comprises two kinds of knowledge or opinions you have about your own personality traits.

1. Your overall opinion about whether you are good or bad, worthy or unworthy, or somewhere in between -- self-esteem
2. More detailed and contains everything you know, or think you know, about your traits and abilities.

# Self-Esteem

- Evaluation of the self
- Sociometer theory
  - we are motivated to feel good about ourselves
  - Evolutionary roots

A large amount of research suggests that low self-esteem is correlated with outcomes such as dissatisfaction with life, hopelessness, and depression, as well as loneliness and delinquency.

Countries have lower self-esteem also have higher suicide rates, and a greater fear of death.

## Measurement:

- Declarative measure:
  - "on the whole, I am satisfied with myself"
  - Rosenberg Self-Esteem scale
  - Single-Item Self-Esteem Measure
  - Problem: bias to fake answer
- Procedural measures:
  - Name-letter test: preference of their names
  - IAT:
    - reaction time to emotional words
    - Reliability
      - test-retest: fairly low,  $r > .5$ , medium
      - internal consistency: high(response correlation of other response )
    - Validity
      - convergent validity: not strong
        - not correlated with other
      - Discriminant validity: familiar or not with knowledge
      - Predictive validity: evidence for predicting behavior fairly low

## Self-evaluation:

- Reference groups
  - People who are similar on some dimension and can be used to evaluate oneself

- Downward social comparison
  - Maintains or increase self-esteem via favorable comparison
- Upward social comparison
  - Could increase self-esteem via motivation to improve

### **Maintain self-esteem:**

- Self-enhancement:
  - tendency to describe oneself more favorably than may be warranted
- Self-serving bias:
  - tendency to make internal attributions for success, external attribution for failure 找借口

### **Positive illusions about the self:**

- Debate over positive illusions are healthy or not
- Healthy:
  - depressed people do not show self-serving biases
- Unhealthy:
  - narcissists show larger biases
- Berkeley student experiment:
  - Positive illusions may be problematic long-term
  - over评估自己的学生一开始挺好的但是后面自尊降低了

<b>Positive illusions</b>	<b>Self-enhancement</b>
Viewing oneself as "above average" compare to others	Viewing oneself more positively than others view you
Believing one is more likely to obtain positive outcomes than others	More objective criteria
Hard to assess "accuracy": general broad dimentions on different scales	Short-term benefits but long-term costs
Linked with greater well-being: self-esteem and outcome	Linked with poor evaluation by others - interpersonal outcomes, and narcissism

### **High and low Self-Esteem**

Mark Leary's sociometer theory:

- Desire to maintain high-esteem may have evolutionary roots.

- The drop in self-esteem may be a warning about possible rejection or even social ostracism.

Attempts to bolster self-esteem can backfire if they don't really believe in it.

it is not good for self-esteem to get too high:

- If a person fails to recognize the ways that other people dislike or have lost respect for her -- risk exploitation or social ostracism.
- Self-enhance
  - people who think they are better than the other people who know them think they are
  - over high self-esteem: problems in relationship with others, mental health and adjustments.

### **Self-esteem vs Narcissism:**

- Healthy self-esteem
  - Stable
  - Realistic, authentic
  - Grounded in achievement
  - Predicts positive outcomes
- Narcissism
  - High but unstable self-esteem
  - Unrealistic, defensive
  - Not grounded in actual accomplishments
  - Mostly negative outcomes

### **Gender differences in self-esteem**

On average, men have higher self-esteem than women for whites, Hispanics, and Asian Americans but not African Americans or immigrants to the U.S.

The self-esteem advantage for men is bigger in places where the values of equality and freedom are emphasized.

3 historical stage analysis of gender difference:

1. Traditional sex discrimination is widespread and accepted without question.
  - a. women and men live in separate social worlds and when assessing their own well-being compare themselves to other people in same gender.
  - b. would be expected to have similar level of self-esteem

2. Society modernizes and gender barriers begin to break down, and social movements toward gender equality begin to appear
  - a. women increasingly become aware of their disadvantaged position.
  - b. gender differences in self-esteem emerge and grow
3. Progress: people start to realize that their disadvantages are not personal but societal
  - a. blame system but not oneself
  - b. women's self-esteem can rise

## Self-Schema

Self-schema, includes all of one's ideas about the self, organized into a coherent system.

Self-schema can be identified using S data, B data or both.

Study of correlation between bringing "schematic" on a trait and reaction time

Our self-schema is only as accurate as our perceptions are about ourselves, which can be mistaken.

- Two implications
  - Methodological implication: phenomena studied by cognitively oriented personality psychologists and those studied by trait psychologists might not be as different as sometimes presumed.
  - One's self-view may have important consequences for how one processes information.
- Lost memory would not change one's self-view

## Self-Reference and Memory

Long-term memory:

- Rehearsal: repeat it
- Elaboration: think about it
  - The longer and more complex the processing that a piece of information receives, the more likely it is to get transferred into LTM.

Remember something:

- think about some specific way that it relates to one's self

- Self-reference effect: the enhancement of LTM that comes from thinking of how information relates to the self
  - Particular area of the frontal cortex of the brain might be specialized to process this kind of information

## Self-Efficacy

Self-efficacy: our opinions about our capabilities set the limits of what we will attempt.

It also shows the dangers in persuading people that they cannot do certain things.

## Possible Selves

Possible selves: the images we have or can construct of the other ways we might be. The possible self you envision of your future may affect your goals in life.

## Self-Discrepancy Theory

Self-discrepancy theory: you have two kinds of desired selves, and the difference between them and your actual self determines how you feel

- Ideal self: your view of what you could be at your best
  - The goal of the state where you finally attain all of the rewards you seek
  - fail to attain causes depressed
    - disappointment
- Ought self: your view of what you should be
  - Emphasizes avoiding punishments and other bad outcomes
  - fail to attain causes anxious
    - fear

## The Procedural Self

**The procedural self:** the unique aspects of what you do

- Made up the behaviors through which you express who you think you are, generally without knowing you are doing so.

**Procedural knowledge:** your knowledge of procedural self typically takes

- Consist ways of doing things, or procedures

## Relational Selves

**Relational self-schema:** based on past experiences that direct how we relate with each of the important people in our lives

Most of our patterns of relating to other people are deeply ingrained and difficult to change

- Common response is to try to oppose old patterns by relating to the family as differently as possible from how you did before.

Attachment theory: relational self-theory agree that many scripts for relating to others are set early in life.

## Implicit Selves

Implicit Association Test: measure of reaction time, participants are asked to push one or two buttons as quickly as possible, depending on which of four concepts is displayed to them.

- Good, bad, me, nor me
- For someone with high self-esteem, "good" and "me" are implicitly associated in cognitive unconscious

## Acquiring and Changing Procedural Knowledge

Procedural knowledge can be changed.

Difference between teaching declarative and procedural knowledge:

- Declarative knowledge
  - can be taught by reading or listening to lectures
  - requires a teacher who is good at what being taught
- Procedural knowledge
  - only through practice and feedback.
  - does not require a good teacher

## Other Selves

According to some theorists, you have not one declarative and procedural self, but many selves.

### Working self-concept: the continuously changing self

- An important influence on your working self-concept at a particular moment is the person you are with.
- You may have a different image of yourself with different people
- Claims that you are characterized by not one but many selves
- Problems
  - One's different selves might have competing goals
    - **Future self:**
      - People with greater future self-continuity (prone to see their present and future selves as the same person) do better in college since they have better self-control as they direct behavior to their long-term goals.
    - Unitary and coherent sense of self is traditionally viewed as a hallmark of mental health.
      - Congruence: acting in a way that is in accordance with one's personality traits
      - In contrast, not knowing who you are, or feeling that your identity is constantly in flux, can, at the extremes, be a symptom of mental illnesses such as borderline personality disorder
    - Criticized on philosophical grounds
      - i. a theory of personality cast in terms of multiple selves plunges one into deep philosophical waters: it seems to require one self that decides which self is appropriate for a given situation
      - ii. once one starts fractionating the self, where does one stop?

## Chapter 16: Relationships and Business

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Psychological difference between people are important for many outcomes in life.

Trait approach has the most to contribute to the understanding of relationship and business.

# **Relationship**

## **Traits that Promote Good Relationship**

People who score high in the Big Five traits of extraversion and agreeableness tend to have more and better relationships with other people.

Low level of negative emotionality, a high level of positive emotionality, and good self-control tend to predict the degree to which people have successful relationship regardless of whom the whom the relationship is with.

## **Traits that Prevent or Undermine Relationships**

"Deal-breakers": untrustworthy and anger issue.

### **Dispositional Contempt**

People earn a high score on this trait by agreeing to items on the Dispositional Contempt Scale such as "I often feel contempt for others" and "I often feel like others are wasting my time".

High scorer on this scale can come across as cold, arrogant, disagreeable, and even racist but also emotionally fragile and insecure. Report dissatisfaction with their partners and the feeling appeared to be mutual. Could be not naïve, readily fooled, or easily impressed.

Men score somewhat higher on this trait than women, older people score a bit lower than younger people.

### **Rejection Sensitivity**

When a person afflicted with this syndrome discusses a relationship problem with a romantic partner, the slightest expression of irritation or disinterest may lead him to conclude that he is being rejected, leading to an anxious or even panicked response.

Then, the partner then reject the person.

The person could be exceptionally caring and supportive on the beginning and hurtful and abusive depend on circumstances.

## Compatibility

In particular, a widespread assumption is that people who are more similar to each other will have better relationships. As long as both are normal people.

## Sexual Relationships

Two areas of personality psychology had paid attention to sexual behavior: psychoanalysis and evolutionary psychology.

### Does Personality Predict Attraction

#### Case Study:

- N = 350 single undergraduate students who participated in a speed-dating event
- Participants' personalities measured before this event
- Romantic interest and partner assessments measured after
- Result
  - Most consistent predictors of attraction
    - Judgments of potential partners' physical attractiveness
    - Feeling of "chemistry" for individual
  - For personality
    - Small positive effects for extraversion, warmth
    - Small negative effects for anxiety, neuroticism

### What predicts relationship satisfaction?

- Data from >11,000 couples (>40 studies)
- Examined both a person and their partner's judgements and personality
- Measured relationship satisfaction at various points throughout the relationship
- Result
  - What were most consistent relationship predictors
    - Perceived partner commitment
    - Appreciation
    - Sexual satisfaction
    - Perceived partner satisfaction
    - Conflict (-)
  - What were the most consistent individual difference predictors

- Life satisfaction
- Negative affect (-)
- Depression (-)
- Attachment anxiety (-)
- Attachment avoidance (-)
- Partner personality played very little role
- Demographic variables were not very influential
- Little role of similarity

## Mating Behavior

Evolutionary psychologists have paid special attention to differences in sexual behavior between men and women. They focus on

- Mate selection and attraction: what one looks for in the opposite sex
  - In a wide variety of cultures, men are more likely than women to place higher value on physical attractiveness, women are more likely to value economic security.
  - Heterosexual men are likely to desire mates several years younger than themselves, whereas women prefer mates who are somewhat older than themselves.
  - Men are more likely to describe themselves as financially secure than as physically attractive.
  - The evolutionary explanation: both men and women are seeking the greatest likelihood of having healthy offspring who will survive to reproduce. Women bear and nurse children so their youth and physical health are essential. In contrast, a man's biological contribution to reproduction is relatively minimal. So they need to have the capacity to provide resources conducive to her children until their own reproductive years.
  - These explanations hide some complications: thin women tend to be attractive than healthy women, one study found that when people are told someone is honest, they come to like them more and rate them as more physically attractive. And men's looks are more important to many women than the standard evolutionary explanation seems to allow.
  - Specifically, in some places women and men are more likely to have similar preferences.
- Mating strategies: how one handles heterosexual relationships
  - According to evolutionary account, men want more sexual partners than women do, and are less faithful to and picky about the women with whom they will mate.

- Men appear to be concluding that women are sexually interested in them while women are more selective about they mating partners.
- In reproductive sense, it may be a waste of men's time to stay with one women and one set of children. A woman is more likely to have viable offspring if she can convince the father to stay to support the family.
- People "attach" to their romantic partners in much the same way that parents and children
- It is adaptive to find prospective partners attractive if you still need one, but once you are in a relationship the attractiveness of others can end up threatening what you already have.
- Jealousy:
  - Sexual jealousy
  - Most members of each sex find their partner falling in love with someone else more threatening than their partner having intercourse with him or her. But the difference is much stronger among women than men.
  - Evolutionary view: a man's greatest worry is he might not be the biological father of the children he supports while for a woman is that her mate will develop an emotional bond with some other woman and so withdraw support.
  - "Sexy son hypothesis": a few women consistently follow an atypical reproductive strategy. Give up the stable one but take attractive one.
  - Some evidence support that women report more interest in having sex with someone other than their primary partner when the other man is more attractive and themselves near ovulation. Women in their fertile period also find creative men especially attractive.

## Sociosexuality

**Sociosexuality** is defined as the willingness to engage in sexual relations in the absence of serious relationship.

- People scoring high in sociosexuality have unrestricted sociosexuality and tend to value physical attractiveness in mates more.
- Those with lower scores have restricted sociosexuality and tend to value potential parenting abilities and personality qualities.

Men generally score higher than women in this trait. Both women and men who score high on sociosexuality are interested in physical attractiveness and social prestige of potential partners. Men and women who are score lower are more interested in partners' personal qualities and their potential to be good parents.

**"the Dark Triad":** narcissism, psychopathy, and Machiavellianism

Men higher in sociosexuality were more accurate in guess of who chosen themselves, and chosen more often.

For women, this trait is associated with their agreeableness.

women understand exactly what these high-sociosexuality men are up to. They know that someone who flashes wealth in a dating context is more likely to be interested in a short-term fling than a long-term relationship.

## **Sexual Orientation and Homosexuality**

For many people, sexual attraction is primarily to individuals of their own rather than the other sex, and many more people are attracted to at least some individuals of the same sex, at least some of the time.

Kinsey surveys: in early 1950s, the sexual behavior of about 5% of men was exclusively homosexual, and about 10% had at least one extended period of homosexual experience at some point in their lives. Slightly lower percentage of exclusively homosexual behavior among women -- 3%, larger number of women who had at least one same-sex sexual experience -- 13%

Kinsey's estimates might be low because the social taboos against revealing sexual preference.

Sigmund Freud's view on homosexuality were in one way ahead of his time since he viewed "why are some people attracted to members of their own sex". But in his time he viewed homosexuality as a mental disorder which is a common view throughout until at least early 1970s when American Psychiatric Association officially removed homosexuality from its list of mental disorders.

We still not know the origin why people is homosexuality. But we could treat it as normal case.

## **Love and Attachment**

**Attachment theory:** focuses on patterns of relationship with others that are consistently repeated with different partners throughout life.

**Psychodynamic roots:** Early bonds with parents influence personality development

**Evolutionary roots:** Adaptive for young animals to stay close to parents

## **Quality** of interaction is critical

### **John Bowlby:**

- Psychoanalyst dissatisfied with prior explanations of development (behaviorism)
- Observed destructive effects of maternal separation, orphaned children
- Background of evolutionary psychology
- the basis of love is attachment, and attachment begins in infancy, usually in relations with the mother. Attachment is a trait
  - In the risky environment in which the human species developed over thousands of years, humans evolved a strong fear of being alone in dark places. This fear motivated us to desire protection from someone, preferably someone with an interest in our survival and wellbeing.
  - Attachment: the desire for protection leads us to develop
  - a child generally has other caregivers as well, and all of those relationships are important.
  - Unfortunately, everything does not always go well. As a result of the child's interactions with the primary and other caregivers, and the degree to which his basic needs are met, he develops expectations about attachment relationships and what they should provide. These expectations are represented in the mind as vivid images of how others can be expected to react (*working models of others*), as well as how he expects himself to feel and behave (the child's *working model of the self*).
  - Child draws two lessons from her early experiences with adult caregivers:
    - i. A belief about whether the people to whom she becomes attached -- **attachment figures** will generally be reliable.
    - i. A belief about whether she is the kind of person to whom attachment figures are likely to respond in a helpful way: if a child does not receive the necessary amount of love and care, the child might conclude that he or she is not lovable or worth caring about.

**Strange situation:** in which a child is briefly separated from and then reunited with his mother

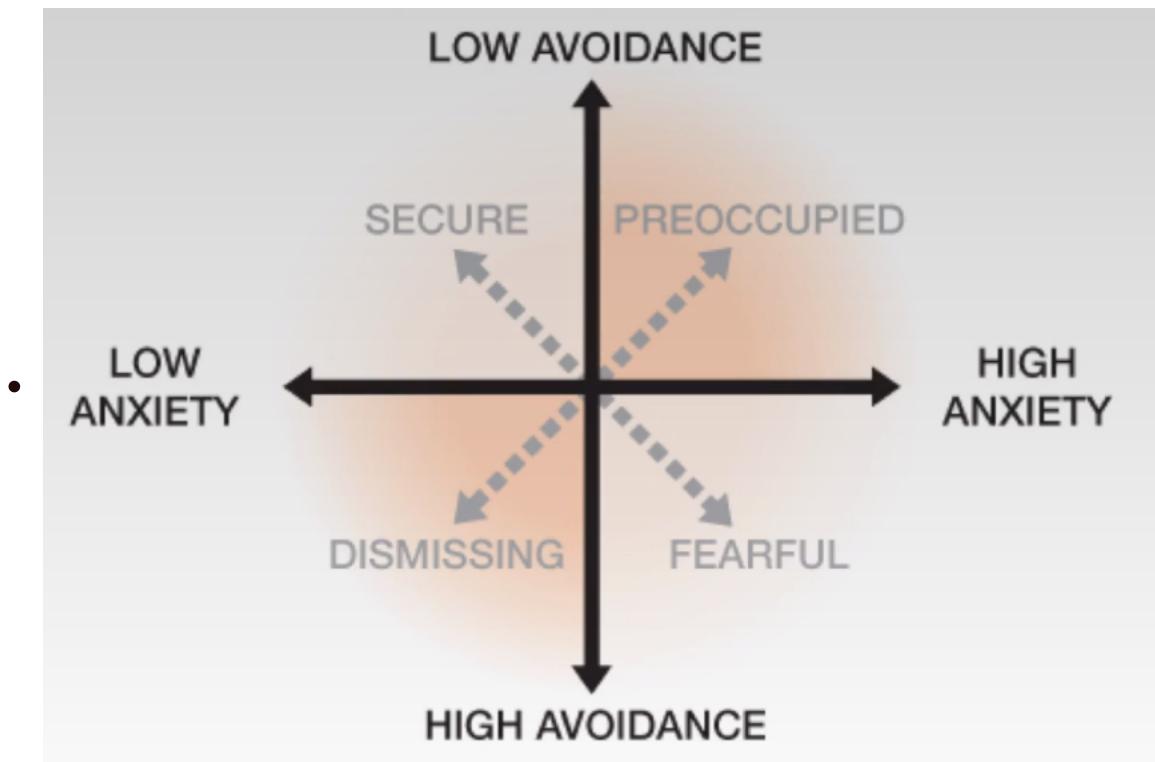
- Developed by **Mary Ainsworth**
  - Individual difference in attachment quality
  - Home observations in US and Ghana

- Laboratory assessment of infant-caregiver attachment dynamics - 12~18 months, brief separations and reunions
- Stages
  - a. Parents and baby enter playroom
  - b. Parents sits while baby plays
    - i. Parents as secure base
  - c. Stranger enters and talk to parent
    - i. Stranger anxiety
  - d. Parent leaves
    - i. Separation anxiety
  - e. Parents returns and offers comfort
    - i. Reunion behavior
  - f. Parent leaves
    - i. Separation anxiety
  - g. Stranger returns and offers comfort
    - i. Stranger anxiety
  - h. Parent returns and offers comfort
    - i. Reunion behavior
- three types
  - Anxious-ambivalent 10-15%
    - Come from home situations where their caregivers' behaviors are "inconsistent, hit-or-miss, or chaotic"
    - Children are vigilant about the mother's presence and grow very upset when she disappears for even a few minutes
    - Often victimized by other children and unsuccessfully attempt to cling to teachers in a way that only drives these people away
    - further hurt feelings, anger and insecurity
    - "I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me. I want to get very close to my partner, and this sometimes scares people away."
    - Anxious-ambivalent adults, in contrast, are obsessed with their romantic partners—they think about them all the time and have trouble allowing them to have their own lives. They suffer from extreme jealousy, report a high rate of relationship failures (not surprisingly), and sometimes exhibit a cycle of breaking up and getting back together with the same partner.
  - Avoidant 20-25%
    - Come from homes where they have been rebuffed repeatedly in their attempts to enjoy contact or reassurance

- Mothers tend to dislike hugs and other bodily contact
- They do not appear distressed, but their heart rate reveals tension and anxiety. When mom return they ignore her.
- Often appear hostile and defiant,
- Develop an angry self-reliance and a cold distant attitude toward other people
- "I am somewhat uncomfortable being close to others; I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often, love partners want me to be more intimate than I feel comfortable being."
- Avoidant individuals under stress withdraw from their romantic partners, and instead tend to cope by ignoring stress or denying it exists.
- Secure 65%
  - Manage to develop a confident faith in themselves and their caregivers.
  - Mom return: they greet her happily
  - They are easily soothed when upset, and they actively explore their environment
  - "I find it relatively easy to get close to others and am comfortable depending on them. I don't often worry about being abandoned or about someone getting too close to me. (Hazan & Shaver, 1987, p. 515)"
  - You will be relieved to learn that secure adults tend to enjoy long, stable romantic relationships characterized by deep trust and friendship. They have high self-esteem as well as high regard for others.
- Disorganized (identified later <10%)
  - No clear strategy for coping with separation
  - Odd, unusual behavior
  - Approach/avoidance conflict

There are also some researchers only accept 2d: anxiety and avoidance.

- High in anxiety characteristically worries that his emotionally significant other people will not be available at times of need, and deals with it by maintaining extreme vigilance, watching for signs of rejection almost to the point of paranoia.
- High in avoidance learned to distrust other people and so strives to maintain independence and emotional relationships are unimportant.
- High on both: tend to pay attention to any signs of emotion from another person, such as angry or happy facial expressions.



- we go to our attachment figures when we feel under threat, and if they are not physically present, we go to them in our minds.

- Attachment style is fairly stable
- But people tend to be less avoidance and anxious as they get older -- Maturity principle
- Positive relationship experiences, effective therapists can increase attachment security
- Like many personality traits, but perhaps more context-dependent

## Work and Business

Personality is relevant to the business world for three reasons:

1. Some people make better employees than others.
2. Some people make better bosses than others.
3. Some people fit better to some occupations than others.

## Occupational Success

Top eight involved: conscientiousness, integrity, trustworthiness, and similar qualities.

Integrity tests: measure a wide range of qualities including responsibility, long-term job commitment, consistency, moral reasoning, friendliness, work ethic, dependability, cheerfulness, energy level, and even-temperedness.

The qualities measure are partially described by Big Five: agreeableness and emotional stability. Most closely associated one is conscientiousness. It is also the one most associated with occupational success.

### 1. Conscientiousness

- a. Better **performance** on work-specific tasks
- b. More **engagement**, positive contribution to climate
- c. Less conflict, **counterproductive work behavior (CWB)**

### 2. Emotional stability

- a. linked with better task performance, lower CWB

### 3. Agreeableness

- a. Better predictor of workplace behavior when direct at others

## Conscientiousness and Job Performance

Job performance in industrial psychology is rated by supervisors. A test that can peer into future.

If an employer's prediction of future job performance, made without using these tests, are accurate about 50%, while using test increase to 70% -- correlation of .41

A more criterion of job performance: absenteeism. Overall correlation between integrity test scores and absenteeism to be equivalent to a correlation of .33

Conscientiousness showed consistent relations with all job performance criteria for all occupational groups.

- 1. Certain aspects of good performance are general across almost all jobs.
  - a. "Citizenship performance": the employee tries in various ways to promote the goals of the organization. Is predicted by traits as conscientiousness.
- 2. Conscientiousness is important not just for one's own occupational success, but also for their spouse.
  - a. Might because conscientious spouses keep things running smoothly at home
  - b. Or a conscientious spouse is a role model of sorts.

Personality assessment could help alleviate the effects of bias in testing: African Americans score lower than white Americans.

If more employers could be persuaded to use personality tests instead of, or in addition to, ability tests, racial imbalance in hiring could be addressed without affecting productivity.

## Personality and Economic Success

We sometimes refer to successful people as having "drive": the combination of industriousness, impulse-control, and orderliness that is an important foundation of conscientiousness.

"Grit", the attitude toward life that is advertised as leading to success. Pretty much like conscientiousness.

Several traits associated with career success can start to be detected as early as 8 years of age.

The traits associated with making more money are conscientiousness, extraversion and low agreeableness:

- Low agreeableness: people who are highly agreeable might be less successful at manipulating people in office and also less aggressive in wage bargaining.

## Personality and Economics

Traditionally economists interested in "human capital formation" focusing on cognitive abilities such as IQ.

More recently some economists have come to recognize that personality such as motivation, persistence, and self-control matter at least as much if not more.

## Leadership and Management

Case study: meta-analysis of 26 studies

- **Extraversion** most consistently associated with aspects of "transformational leadership"
  - **Inspirational motivation** (persuasive, visionary)
  - **Intellectual stimulation** (pushing innovation, challenging norms)
  - **Idealized influence** (high moral, ethical standard, fostering loyalty)
- Weaker association with Emotional stability

## Case study: meta-analysis of 54 studies on narcissisms and leadership qualities

- Narcissism **positively** associated with leadership emergence
  - **Extraversion** explained most of this effect
- Narcissists self-report being more **effective** leaders
- By observation: **moderate** levels of narcissism may be optimal for leadership effectiveness

The actions of a manager or leader affect the behavior and outcomes of many other people and even the company or organization itself.

Four of the Big Five traits are associated with better leadership:

1. Emotional stability, manager who are calm and not anxious or depressed made better leaders.  $r = .33$
2. Conscientiousness  $r = .29$
3. Extraversion  $r = .27$
4. Openness  $r = .21$

The dark triad of narcissism, Machiavellianism, and psychopathy is also important for understanding leadership styles. People high in the dark triad traits sometimes have an advantage in gaining power because of their ruthlessness and cunning, and these traits might even be good for helping them to achieve their organizations' goals in some circumstances.

- But they might be not pleasant to work for.
- A "selfish, impulsive, exploitative and toxic" leadership style

Same people who do risky borrowing in their corporate life tend to do the same thing in their personal life.

## Occupational Choice

The fit between a person's trait and the kind of occupation she pursues is also important.

If they can, most people will seek an occupation where they can do more than making a living.

John Holland: six types

- Realistic: being an engineer
- Investigative: scientist
- Artistic: artist, musician

- Social: teacher, therapist
- Enterprising: entrepreneur, business owner
- Conventional: accountant

# Chapter 17: Mental and Physical Health

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## Personality Disorders:

Lecture: Enduring patterns of **perceiving, relating to, and thinking** about the environment and oneself that **deviate markedly** from the expectations of an **individual's culture**

### Feature:

- Deviation from cultural norms -- **unusual**
- Severe **interpersonal** problems
  - Cause significant **functional impairment or subjective distress**
- **Stable** and long-enduring
  - Can be traced back to early adulthood
- **Lack** insight into disorder
  - Often seek treatment for other problems
- Symptoms are **ego-syntonic**
  - Feel like normal part of the self
  - vs. Ego-dystonic -- causing discomfort

In general, personality disorders are configurated of traits considered "socially undesirable".

It is difficult to specify the point beyond which normal variation in a personality trait becomes pathological. In fact, finding an exact point may well be impossible.

One survey estimates that about 15% of all adults Americans have at least one personality disorder.

# **DSM: The Diagnostic and Statistical Manual**

mania sans delire: madness without distortion of reality by Philippe Pinel. In early 1800s.

In 1952, the American Psychiatric Association: DSM including a list and description of what were seen as the major disorders of personality, along with others psychological afflictions.

## **Controversies over the DSM: How to define personality disorders.**

The version became massive. Until DSM-IV-TR by American Psychiatric Association in 2000.

Revision is hard because of political infighting.

### **How to define personality disorders.**

#### **1. Two sides**

- a. old guards of experienced clinicians who are comfortable with long-established standard list of disorders.
- b. academic researchers who insisted on a classification system based on empirical data rather than experience.

#### **2. Result:**

- a. new, improved DSM-5, by American Psychiatric Association in 2013.
- b. Traditional system still present while new system appears in a separate section near back of the book.

### **DSM-5:**

- Axis I
  - Major mental disorders
  - Developmental disorders
  - Typically ego-dystonic
- Axis II
  - Personality disorders

### **Purposes of DSM**

1. To make psychological diagnosis more objective.
  - a. In order to protect patient privacy, clinical psychologist cannot talk about them while conversation with other psychologist.

- b. Make things easier to understand.
  - c. Also apply for research if a scientist believes that she has developed a treatment or medication for a disorder, they need to identify who has disorder in the first place.
2. The DSM gives the psychiatrist something to write on the insurance billing form.
- a. Insurance providers will not reimburse for the treatment of something that is not specified.

## Concerns

There is little in the way of a clear definition of mental health in the *DSM*.

There is a tendency to pathologize morally repugnant and criminal behavior.

The labels in the *DSM* can be overused.

## Defining Personality Disorders

5 general characteristics of personality disorder:

1. **unusual**
2. **tend to cause problems**
3. affect social relations
4. stable over time
5. in some cases: the person who has a personality disorder may see it not as a disorder at all, but a basic part of who he or she is.

## Prevalence of Personality Disorders

- **Prevalence:** at any given time, how many diagnosable personality disorders.
  - .5% to 10% of general population for any given disorder
  - Higher in clinical, incarcerated samples

**Table 15.2 Rates of Personality Disorders in the Community and in Treatment Settings**

Disorder	Prevalence in the Community (%)	Prevalence in Treatment Settings (%)	Gender Ratio
Obsessive compulsive	1.9	8.7	Females > males
Narcissistic	1.0	2.3	Males > females
Schizotypal	0.6	0.6	Males > females
Avoidant	1.2	14.7	Females > males
Antisocial	3.8	3.6	Males > females
Borderline	2.7	9.3	Females > males

Source: Prevalence estimates for community settings are drawn from Trull, Jahng, Tomko, et al. (2010); Samuels et al. (2002). Prevalence estimates for treatment settings are drawn from Zimmerman et al. (2005). Diagnoses were made using DSM-IV-TR criteria.

## Unusually Extremes and Problematic

By Kurt Schneider(1923):

1. A person exhibits an **unusually extreme** degree of one or more attributes of personality.

Two points: unusually and extreme

Implications of cultural variation should also be account for understanding abnormal psychology.

Extreme styles of behavior may stem from denying/distortion of the reality

2. the associated extreme behavioral pattern causes major problems for the person or for others.

## Social, Stable, and Ego-Syntonic

3. Personality disorders are social: they manifest in interactions with other people.

- a. hard to exhibit symptomatic of a personality disorder.

4. Stable:

- a. They may first become visible in adolescence or even childhood and persist throughout life.

- i. Change occur generally the time scale is years.

- ii. Improvement associated with increases in psychological maturity

- b. Might contrasts with more serious psychiatric disorders

- i. Go through acute phases and stages of remission much like other medical conditions.

- c. Less extreme patterns of thought, feeling, and behavior turn out to be temporary(sometimes in adolescence, or combination of anxiety and hostility) are not personality disorders.
5. **Ego-syntonic:** people who have them do not think anything is wrong. Refers to thoughts, feelings, beliefs, or behaviors that one accepts as part of oneself and does not want to be cured of even if others find them difficult to deal with.
- a. Ego-dystonic: people who suffer from other kinds of mental disorder generally experience their symptoms of confusion, depression, or anxiety as ego-dystonic afflictions of which they would be cured. ?
    - i. They might consider their disorder-related traits as likable
  - b. Individuals with attributes of antisocial or narcissistic personality disorders might not consider themselves have a problem.

## The Major Personality Disorders

Traditional section of DSM-5 lists 10 major disorders that describe patterns of personality so extreme that they can cause serious problems. These are organized into three clusters:

- Cluster A: Mad
  - Characterized by odd or eccentric patterns of thinking
  - including **schizotypal, schizoid, and paranoid** personality disorders
- Cluster B: Bad
  - Characterized by impulsive and erratic patterns of behavior
  - including **histrionic, narcissistic, antisocial, and borderline** personality disorders
- Cluster C: Sad
  - Characterized by anxious and avoidant emotional styles
  - including **dependent, avoidant, and obsessive-compulsive** personality disorders.

Aaron Beck: view most of the disorders as characterized by

1. A fundamentally wrong idea that the person has somehow made the foundation of how he or she views the world.
2. A strategy or style of behavior for dealing with the world that results from this wrong idea.

Two of the personality disorders are explained a little differently

- Borderline personality disorder is characterized more by chaotic thinking than by any particular thought

- Schizotypal disorder is associated with peculiar thinking in general rather than any specific idea.

<b>Personality Disorder</b>	<b>Belief or Thought Pattern</b>	<b>Behavioral Strategy or Style</b>
Dependent	"I am helpless"	Attachment
Avoidant	"I may get hurt"	Avoidance
Paranoid	"People are dangerous"	Wariness
Narcissistic	"I am special"	Self-aggrandizement
Histrionic	"I need to impress"	Dramatics
Obsessive-compulsive	"I must not err"	Perfectionism
Antisocial	"Others are to be taken"	Attack
Schizoid	"I need plenty of space"	Isolation
Borderline	Confused thinking and chaotic emotions	Disorganized and unpredictable behavior
Schizotypal	Peculiar thoughts	Odd actions

In the researcher based section, four of the classic disorders have been deleted.

- Schizoid
- histrionic
- Dependent
- Paranoid

## Schizotypal Personality Disorder

- Idiosyncratic, experience odd thoughts, strange ideas, behave unconventionally
- When the pattern becomes extreme
- This disorder can approach schizophrenia: a serious psychotic condition characterized by major distortion of reality, jumbled thinking, and even hallucinations.
- Some psychologists believe that schizotypal personality should grouped with schizophrenia rather than list as personality disorders.
- According to DSM-5, this personality disorder has a prevalence ranging around the world from about 0.6 percent to 3.9 percent or 4.6 percent.
- Slightly more common in men, tend to be stable throughout the life.

- Lecture
  - **Anxiety** about social interactions
  - **Suspicious** of others
  - Superstitious, **odd** beliefs
  - Odd behavior and appearance
  - Highly **heritable**

## Narcissistic Personality Disorder

- Attractive at first
- Individuals with NPD believes she is a superior being. Not expect but needing the admiration of others so maneuver to evoke it.
- lack of empathy. Rude to service people. boastful about small accomplishments.
- In a sense that people aren't reating them in the way they deserve: make them angry and emotionally upset
- Hitler as a textbook case of NPD by Henry Murray
  - The sense of self-importance and lack of empathy, coupled with impressive political skills, seems to have made these individuals utterly ruthless and successful in their drive of power.
- NPD is infamous among clinical psychologists for being difficult. Others may wish them to change while they have little or no desire to do so.
- According to DSM-5, estimate of prevalence of this hisorder are all over the map. Range between 0 percent of the population and 6.2 percent.
- Lecture
  - Exaggerated sense of **self-importance**, superiority and entitlement
  - Constant need for **admiration**
  - **Exploitation** of others
  - Lack of **empathy**
  - Overly **sensitive** to criticism
  - **Unstable** self-views
  - Very difficult to treat

## Antisocial Personality Disorder

- Less honest than others, but deceit and manipulation become core aspects of an individual's way of dealing with the world.
- Dangerous pattern includes behavior such as vandalism, harassment, theft, and a wide variety of illegal activities such as burglary and drug dealing. Impulsive and engage in risky behaviors such as reckless driving, drug abse, and dangerous sexual practices.

- Antisocial Personality Disorder vs. psychopathy.
  - Psychopaths are emotionally cold, disregard social norms, and they are manipulative and often cunning. Most psychopath meet the criteria for antisocial personalist disorder.
  - Most antisocial personality disorder do not meet criteria for psychopaths. Antisocial and even criminal behavior have many sources; psychopathy is only one of them, in some people.
  - Facing antisocial psychopaths: "pay attention to your feelings" especially feeling like "At first I felt uncomfortable, but I couldn't quite figure out why"
- According to DSM-5, estimate of this prevalence range from 0.2 percent to 3.3 percent.
- By all accounts, antisocial personality is much more common in men than in women
- Lecture
  - Lack of **empathy**, guilt, remorse
  - **Callous**, irresponsible, impulsive, manipulative
  - Often childhood behavior problems (harming animals)
  - More common in **men**
  - Where does it come from
    - Genetic component
    - Family and parenting factors
      - Disruptive family life
      - Abuse; harsh and inconsistent discipline
      - Lack of monitoring
    - Emotional deficits
      - Difficulty learning from punishment
      - Lack of empathy

## Borderline Personality Disorder

- Some people are less consistent than others, and have thoughts, emotions, and behaviros that are flux and unpredictable even to them. When this pattern becomes extreme.
- Characterized by unstable and confused behavior, a poor sense of identity, and patterns of self-harm that range from self-defeating behaviors to self-mutilation to suicide.
- Considered very low on the dimension of judgability considered.
- Hallmark is emotional instability.

- Suicide attempts are common among people with BPD. Eventually 8 percent to 10 percent do kill themselves.
- Self-mutilation is common and may include compulsively "cutting" parts of the body including the hands, arms, and even genitals. Reasons vary from BPD people feel guilty to idea that they are emotionally disconnected that they must hurt themselves to know they are alive.
- They follow a cycle: intense rumination and negative affect
- A major and immediate challenge for a therapist working with BPD is to stop the cycle of self-harm.
  - One suggestion is to teach patients other means of distraction from their emotional state.
  - Other one is draw the patient's attention from physical pain and social disapproval that results from cutting, and discouraging communities of BPD patients from communicating with each other about how and when they harm themselves.
- Many people with BPD do not know who they are. Confused about their values, career goals and even sexual identity. They do not understand their own actions.
- The interpersonal relationships of people with BPD are confusing, chaotic, noisy, unpredictable and unstable: they are prone to **splitting**: tendency to view other people as either all good or all bad.
- The person with BPD is unable to handle the complex reality that people have a mix of good and bad characteristics, so she oversimplifies by jumping to one extreme evaluation or the other.
- The pattern of emotion and behavior of someone with borderline personality disorder is to have no pattern.
- New theories have been proposed about its origins
  - BPD arises when a genetic risk factor combines with an early family environment that fails to teach children how to understand and regulate their emotions.
  - Problem with endogenous opioid system: regulates the body's natural painkillers. BPD behaviors may attempts to stimulate this system and thereby feel better.
- Development in therapies:
  - Dialectical behavioral therapy: teaches skills for emotional self-control.
- DSM-5 estimates about 2 percent of the population has his disorder and about 75 percent of those diagnosed are women.
- Lecture
  - **Instability** of relationships, self-image, emotion
  - Fear of **abandonment**
  - **Impulsiveness**, self-destructiveness

- More common in **women**
- Highly **heritable**

## Avoidant Personality Disorder

- The fundamental problem experience by individuals with this disorder is that their fear of failure, criticism, or rejection may lead them to avoid normal activities of school, work, and interactions with others.
- They expect the absolute worst: criticism, contempt, and rejection.
- They really have deep cravings for affection and social acceptance, and they may spend much of their solitary time fantasizing about how much fun it would be to have friends or a lover.
- About 2.4 percent of population suffer from this disorder, and its prevalence appears to be about the same in women as in men.
- In some people, this disorder may begin as severe shyness in childhood and gradually improve as they grow into later adulthood.
- Lecture
  - **Inhibited** in social situations
  - Sensitive to **rejection** and **criticism**
  - Chronically **low self-esteem**
  - **Avoid** social situations and interactions
  - **Deep craving for affection, social acceptance**

## Obsessive-Compulsive Personality Disorder

- Extreme high conscientious.
- People with OCPD are bound by ritual and rules, can be severely judgmental of others, and are often miserly and stubborn/
- Anal character by Freud
- Lack a sense of proportion: which allow one to judge when rules fail to apply to a given situation or when a particular detail just doesn't matter very much.
- Stereotypical workaholics. It does seem that amount of time people spend working correlates only loosely with how much they accomplish.
- May be compulsively unable to throw anything away even things that have no possible use or sentimental value.
- A contradiction: as Freud believes, opposites in character and behavior were always equivalent at a deep level. Some people with OCPD are extremely clean while some of them are extremely massive.

- Some cases OCPD may be ego-syntonic since they might suffer from extreme anxiety if things do not go exactly their way.
- OCPD vs Obsessive-compulsive disorder(OCD)
  - OCD is characterized by compulsive behavior that can range from repetitive hand-washing to bizarre rituals of speech or action. People suffering from OCD often have fearful obsessions and need the rituals to quell them.
  - OCD is more treatable than OCPD since people with OCD generally are aware that their fears are unreasonable and would like to get rid of them while OCPD are more likely to believe that "their way is the right and best way"
- According to DSM-5, estimates of the prevalence of OCPD range from 2.1 percent to 7.9 percent.
- Some studies suggest that antidepressant drugs such as fluoxetine and other SSRIs can effectively treat OCPD. -- The nature of OCPD might be driven by anxiety, depression and general unhappiness.
- Lecture
  - Excessive control, perfectionism
  - Inflexible, judgmental, moralistic
  - Preoccupied with rules, details
    - Hoarding behavior
    - Extreme frugality
  - Lack of humor
  - Anti-anxiety medications can be helpful

## Organizing and Diagnosing Disorders with the DSM-5

New approaches

1. The list of discrete disorders is shorter by almost half
2. It tries to move beyond placing disorders into discrete categories, and instead recognize that psychological maladjustment is more a matter of degree than of kind.

## The Big Five

Trait	Definition	Facets
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<b>Negative Affectivity (vs. Emotional Stability)</b>	A tendency to feel negative emotions such as anxiety, depression, and suspicion	Emotional lability(changeability) Anxiousness Separation insecurity(fear at being apart from significant others) Submissiveness Hostility Perseveration(persistence at ineffective behavior) Depressivity(feeling down and miserable) Suspiciousness Restricted emotionality
<b>Detachment(vs. Extraversion)</b>	A tendency to withdraw from and to avoid emotional contacts with other people	Withdrawl Intimacy avoidance Anhedonia(inability to experience pleasure) Depressivity(feeling down and miserable) Restricted emotionality Suspiciousness
<b>Antagonism (vs. Agreeableness)</b>	Including deceitfulness, grandiosity, callousness, and manipulativeness	Manipulativeness Deceitfulness Grandiosity Attention seeking Callousness Hostility
<b>Disinhibition(vs. Conscientiousness)</b>	Characterized by careless and impulsive behavior	Irresponsibility Impulsivity Distractibility Risk taking Carelessness(vs. rigid perfectionism)
<b>Psychoticism(vs. Lucidity)</b>	A tendency to have bizarre thoughts or experience, and to exhibit eccentric behavior	Unusual belief and experiences Eccentricity Odd or unusual thought processes

The differences between normal and abnormal personality are not sharp or distinct, but lie along a continuum.

# Diagnosis

## Change to Diagnosis in DSM-5

- DSM-IV
  - Assess total number of PD criteria met
  - Person is/is not diagnosable with PD
- DSM-5 (below)
  - Change steps
  - Focus on maladaptive dimensional traits - bad five
  - Number of PDs from 10 to 6

A clinical psychologist or psychiatrist is advised to take following steps:

1. Assess whether or not the client's "personality functioning" is seriously impaired, and if so, rate the degree of dysfunction
  - a. Is personality functioning impaired? How much
2. Assess whether or not at least one of the six defined types of personality disorder is present.
  - a. Is there evidence for any PD?
3. Assess the degree to which the client is characterized by each of the give **maladaptive personality traits.** (bad five)
  - a. How is person characterized by 5 dimensional traits?

This assessment is intended to provide a specific description of the client's psychological difficulty and the degree to which he is experiencing problems, but avoid sorting him into a single diagnostic bin.

## Why change:

- Recognition that disorder is on **continuum** rather than categorical
- Large overlap in diagnoses (comorbidity)
  - While some are **rare**
  - And some disordered people are not clearly classifiable with **any** disorder

## DSM-5 Criteria

1. Impairments in **self** (identity) or **interpersonal** (empathy) functioning
2. One or more **pathological personality** trait domains or trait facets
3. **Stable** across time and situations
4. Not due to **developmental** stage or **sociocultural** environment

5. Not due to **substance abuse** or other medical condition

## Personality and Disorder

Issues concerning the pitfalls of describing so many behavior as pathological, the nature of mental health, the pros and cons of labeling in general, and the fine line between abnormal and normal personality.

### Pathologizing

Personality disorder describe bad ways to be.

"Pathological bias": such as extreme racism, homophobia, or other strong feelings about certain groups should be defined as a personality disorder.

- Counter: perpetrators of hate crimes could become candidates for treatment, and physicians would become arbiters on how to distinguish "ordinary prejudice" from pathological bias.
- 如果这也算做是疾病的话他们是否需要对自己的犯罪行为负责

If everything is a mental illness. Nothing is a mental illness.

### Mental Health

A group of experts agreed that ideally psychologically healthy person has high levels of openness to feelings, positive emotions, and straightforwardness. The ideal healthy person also have low levels of depression and anxiety. They are found to be psychologically well-adjusted, optimistic, and self-controlled. They are not aggressive, mean, or explorative, and they handled stress well.

### Labeling

Labels are always a little misleading, and sometimes they are seriously misleading. It is important to avoid simply describing people we don't like as having personality disorders.

Labels are sometimes useful: if you come across someone who exhibits one or more of the characteristics of a personality disorder, it might be wise to consider whether he or she might show some of the other symptoms as well.

The labels in the *DSM-5* and its subsequent editions will persist until and unless something better comes along.

## Normal and Abnormal

There is no sharp dividing line between psychopathology and normal variation.

One recent study found that judgments of several personality disorder-related trait made by friends and acquaintances converged nicely with self-reports of the Big Five traits related to the same disorders, as well as with behavior observed directly in the laboratory.

## Physical Health

Several aspects of personality have important relationships with illness, with healthy functioning, and with the ultimate health outcome.

### Connections between Personality and Health

It is hard to do research on the connection between personality and health since gathering good data is hard. Self-data is not reliable since people may not really know or admit how healthy or unhealthy they are.

Official data is a better choice such as medical records. But these are protected and hard to obtain. One nice thing is death certificates are treated as public records. And death is an ultimate measure of physical well-being.

One recent research combined a focus on longevity with personality reported by friends -- "Your friends know how long you will live". Between 1935 and 1938, they gathered friends' ratings of the personalities of 600 people who were then in their mid-twenties, check back to see who is still alive in 2013.

- The friends' ratings predicted longevity better than self-ratings did.
- Men rates their friends as more conscientious and open to experience tended to live longer, women who had been rated as emotionally stable and agreeable live longer.

Correlations between personality traits and self-reports of "feeling good" may reflect how personality affects mood rather than physical health.

Correlation between personality traits and biomarkers, biological indicators related to health outcomes, may not actually reveal connections between personality and health.

Researchers have also found intriguing connections between personality traits and specific disease, but these connections are difficult to explain.

Two pathways between personality and health:

1. Biological: A personality trait may predispose an individual to certain physical reactions that have short- or long- term health consequences.

神经质可能会导致反复的压力体验，这导致皮质类固醇频繁地释放到血液中，对心脏造成过度的磨损。

2. Behavioral: A personality trait may predispose an individual to certain behaviors that have health consequences.

一个认真的人可能不吸烟，小心驾驶，甚至在雷雨天气时小心呆在室内。2014) .  
所有这些行为都会让人更健康，活得更久。

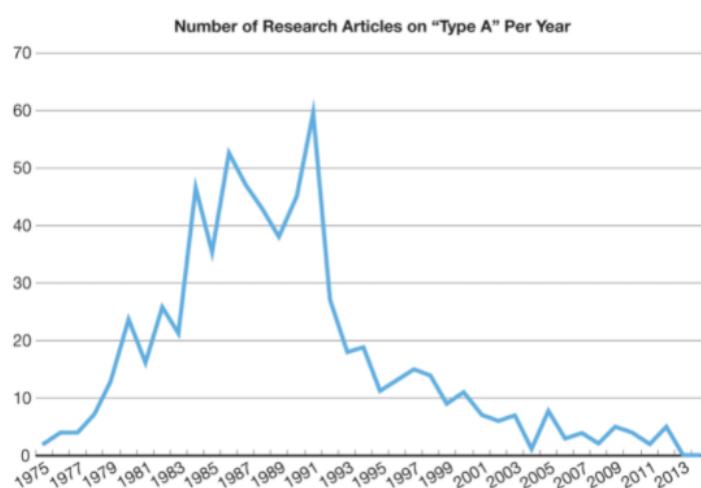
Health for three aspects of personality:

1. The type A personality
2. Emotionality
3. Conscientiousness

## Type A Personality

Meyer Friedman/Ray Roseman: blood and cardiovascular indications of risk for heart disease were correlated with a behavioral style of being obsessively ambitious to the point of being a "workaholic" -- This person become labeled the Type A Personality -- on a way to heart attack while others are Type B

It turned our the idea of Type A has little evidence



**Figure 17.3 The Rise and Fall of "Type A" Research** The chart shows the number of psychology journal articles that had "Type A" in the title and mentioned the word "heart" anywhere in the text. Research peaked in 1991, but by 2013 the number of published articles was 0. (There have been 1–3 articles per year since then, most of them critical of the concept).

**Source:** PsychInfo.

There probably was a small kernel of truth in the Type A portrait, but it had nothing to do with ambition or hard work. Instead, it seems to have involved hostility.

The theory has been popular since it is subsidized by the tobacco industry. 他们想让人觉得身体问题来源于吸烟者的个性而非烟草

## Emotionality

Negative emotions are connected to physical health may be the way they affect behavioral that lead to stress.

One large study found that people high on neuroticism emotionality were more likely to experience what the researchers called "dependent stress life events": These negative life events that occur at least in part because of the person's own behavior, such as divorce, unemployment, and financial problems. The occurrence of such events was more common in people high in neuroticism, as well as people who were impulsive and disagreeable.

Neuroticism sometimes can be helpful

- Their tendency to worry to their health and to seek medical help more quickly.
- This positive effect of neuroticism might be particularly important in men, because neuroticism appears to decrease mortality risk in old age for men, even as it increases risk for women (Friedman, Kern & Reynolds, 2010).

For good emotions such as optimism: People who expect good things to happen take active steps to make sure good things do happen. To the extent that positive emotions have an effect, it is probably that they motivate people to seek information and change their behaviors in beneficial ways. Other conclusions are harder to draw.

## Conscientiousness

The relationship between conscientiousness and health is clear:

High conscientious people don't just live longer, they also enjoy a whole range of positive outcomes that include quality as well as length of life.

1. High conscientious people may handle stress better, react less strongly and less negatively to difficult changes of daily life.
2. High conscientious people do things every day that make good health more likely.



想提升健康程度的话，干预可能会影响健康的行为而不是改变人格更可行一点。

## The Healthy Personality

From DSM-5: has a complex, fully elaborated, and well integrated psychological world that includes a mostly positive, volitional, and adaptive self-concept; a rich, broad, and appropriately regulated emotional life; and the capacity to behave as productive member of society with reciprocal and fulfilling interpersonal relationships.

On physical side, Howard Friedman and Margaret Kern:

1. Having the ability to do the things one wants to do
2. Feeling good
3. Having supportive social relationship and being able to support others
4. Being productive and getting things done
5. Having good memory capacity and being able to make good decisions
6. Staying alive

By Freud: the ability to love and to work

defense mechanisms (displacement vs projection), evolution and development, cross-cultural psychology, sociometer theory, emotions, psychoanalytic theory and contemporary psychological research, psychological disorders (Axis I vs Axis II), IAT, environment of evolutionary adaptiveness, heritability, gene-environment transactions, me vs I, twin studies, balancing selection

Short responses: psychoanalytic theory  
Personality and health - ( and the pathways related to these)