Exam Questions  
**Psych 130, Fall 2010, Chuck Huff**

This is a take-home, open-source exam. That means you can ask for help from anyone, work together with anyone, consult any sources, etc. as you prepare for the exam. It also means that you must write the answer yourself and note any help you received. Finally, it means I can have high standards for good answers.

Below is the superset of things that I might include on the exam. They are taken from both the labs and the lecture. On Friday Oct. 29 in class, I will announce the subset of items that will be on the exam. It will likely be 5 items, with some choice of how you construct the 5.

Each answer should be between 125 and 175 words in length, citations and restating the question not included. Use APA style citations and include a References section after the last answer. On a cover page please give your name, a listing of any sources you used not included in the references, and identify/thank any individuals you consulted or collaborated with (librarians, students, study group, parents, etc. No need to include me).

Answers should be typed and turned in by Midnight on Monday Nov. 1. Please either turn in a typed paper copy to my mailbox on 3rd floor RNS or email it to me in an attachment. If you email it, email a PDF document, so differences in computer to not make your formatting weird.

1. Make an argument that the Psych 130 course represents either a centripetal or centrifugal tendency in our Psychology curriculum.
2. Give an example of how range restriction can make correlations smaller than they might be given natural variation.
3. What virtues should be exercised or vices avoided when making empirical or theoretical claims in a paper or talk?
4. Why is it important for both scientists and laypeople to avoid naïve realism?
5. In what way is writing an APA style paper an exercise in telling a story and not just a presentation of “the facts”?
6. If personality is influenced by basic biological individual differences, what does this say about whether personality can change?
7. Why is variability information just as important as information about mean differences? How is this related to the t-test?
8. Is Bronfenbrenner’s *Ecological Model* a good theory?
9. What does good inter-rater reliability in coding get you? How is it different from validity?
10. Describe at least two confounding variables in the eye blink lab.
11. What intellectual virtues and vices are cited by those on different sides of the argument in the worm running case study?
12. Explain one *inus conditions* in the worm running case study and how it contributed to the argument.
13. Identify at least 3 threats to validity (a’la Campbell) in the Spitzer (2003) study *Can Some Gay Men and Lesbians Change Their Sexual Orientation?*