

Current Topics in Developmental Psychology PSYD20S

Memory Development Across the Lifespan

Instructor: Dr. Betty Glisky, Visiting Associate Professor, University of Arizona.
Textbook: Kail, R. (1990). *The development of memory in children*. New York: Freeman.
Readings: Selected readings assigned each week.

Although the general topic of this seminar is "Memory Development Across the Lifespan", we will be focusing on the two extremes of the lifespan--childhood and old age. We will examine a number of different types or aspects of memory and look at how they are affected both by early development and by aging. We will also consider theories of cognitive development and cognitive aging, and will study some disorders of memory that are related to development and aging.

Each week we will read at least one chapter or paper on development and one on aging and divide the class time between the two. (Three exceptions: Sections on *Infant Memory*, *Eyewitness Testimony* and *Infantile Amnesia* will consider children only.) Students will be assigned to summarize the papers and present the summaries to the class. Presentation time will be 20-30 minutes per student --no longer--and will be followed by discussion. The student presenting the paper will also formulate an essay test question that could be answered on the basis of the information presented to the class.

Evaluation: Your grade will be based on the following four tests of your performance:

- a) Term test - 20%
- b) Paper - 35%
- c) Final exam - 35%
- d) Class presentation and participation - 10%

Term test and final exam will consist of essay questions, some of which will have been suggested by students giving class presentations and others that I will construct based on class discussion and assigned readings. There will be a choice of questions to answer.

Paper may be on any topic of the student's choosing that is related to the class. The paper should be about 10-20 double-spaced pages, written in APA style, and should report and critically evaluate the literature on a particular topic. Try to place empirical findings into a theoretical framework or evaluate a theory in light of empirical data. You might want to use the general overview chapters that we discuss in class as starting points for your paper--they will direct you to at least some of the primary sources--but you should read and review the original articles.

Memory Development Across the Lifespan
Topics and General Readings
Spring 1996

Date	Topic	Readings
Jan. 18	Explicit Memory Development Aging	Kail, pp. 6-41 Craik & Jennings (1992), pp. 66-75, 81-93
Jan. 25	Working Memory Development Aging	Gathercole & Baddeley (1993), pp. 25-39 Baddeley (1986), pp. 243-253 Craik & Jennings (1992), pp. 56-65
Feb. 1	Metamemory Development Aging	Kail, pp. 42-74; Chi (1978), pp. 87-95 Hertzog & Dixon (1995), pp. 227-251
Feb. 8	Implicit Memory Development Aging	Naito & Komatsu (1999), pp. 231-260 Howard (1991), pp. 1-22 Craik & Jennings (1992), pp. 94-96
Feb. 15	<i>Term Test</i>	
Feb. 22	<i>Reading Week</i>	
Feb. 29	Semantic Memory Development Aging	Kail, pp. 75-98; Chi (1978), pp. 73-87 Light (1992), 111-165
Mar. 7	Infant Memory	[Kail, pp. 99-118 - Rovee-Collier & Bhatt (1993), pp. 1-45 Meltzoff (1995), pp. 497-515
Mar. 14	Theories of Memory Development Theories of Aging and Memory	Kail, pp. 128-155 Nelson (1995), pp. 723-738 Light (1991), pp. 333-376 Moscovitch & Winocur (1992), pp. 321-359
Mar. 21	Eyewitness Testimony	[Kail, pp. 179-199 Ceci et al. (1990), pp. 285-300 Rovee-Collier et al. (1993), pp. 267-279 Schacter et al. (In press), 1-35

- Mar. 28** Source Memory
 Development
 Aging
- Ceci et al. (1994), pp. 388-407
 Rybash & Colilla (1994), pp. 67-73
 Craik et al. (1990), pp. 148-151
 Glisky et al. (1995), pp. 229-235
 Spencer & Raz (1995), pp. 1-24
- Apr. 4** Infantile Amnesia
- Kail, pp. 118-126
 Ceci & Hembrooke (1993), pp. 117-136
 Nelson (1993), 7-14
- Apr. 11** Disorders of Memory
 Down Syndrome
 Alzheimer's Disease
- Kail, pp. 156-179
 Nadel (in press), pp. 1-32
 Gabrieli (1991), pp. 149-166
 Nebes (1992), pp. 383-423

Readings for PSYD20S
Spring 1996

Required Text: Kail, R. (1990). *The development of memory in children*. New York: Freeman.
Recommended Text: Craik, F. I. M., & Salthouse, T. A. (Eds.) (1992). *The handbook of aging and cognition*. Hillsdale NJ: Erlbaum.

Readings

- Craik, F. I. M., & Jennings, J. M. (1992). Human memory. In F. I. M. Craik & T. A. Salthouse (Eds.), *The handbook of aging and cognition* (pp. 51-110). Hillsdale, NJ: Erlbaum.
- Gathercole, S. E., & Baddeley, A. D. (1993). *Working memory and language*. Hillsdale, NJ: Erlbaum.
- Baddeley, A. D. (1986). *Working memory*. Oxford: Clarendon Press.
- Chi, M. T. H. (1978). Knowledge structures and memory development. In R. S. Siegler (Ed.), *Children's thinking: What develops?* Hillsdale, NJ: Erlbaum.
- Hertzog, C., & Dixon, R. A. (1995). Metacognitive development in adulthood and old age. In J. Metcalfe & A. P. Shimamura (Eds.), *Metacognition* (pp. 227-251). Cambridge MA: MIT Press.
- Naito, M., & Komatsu, S. (1993). Processes involved in childhood development of implicit memory. In P. Graf & M. E. J. Masson (Eds.), *Implicit memory: New directions in cognition, development, and neuropsychology* (pp. 231-260). Hillsdale, NJ: Erlbaum.
- Howard, D. V. (1991). Implicit memory: An expanding picture of cognitive aging. *Annual Review of Gerontology and Geriatrics, 11*, 1-22.
- Light, L. L. (1992). The organization of memory in old age. In F. I. M. Craik & T. A. Salthouse (Eds.), *The handbook of aging and cognition* (pp. 111-165). Hillsdale, NJ: Erlbaum.
- Rovee-Collier, C., & Bhatt, R. S. (1993). Evidence of long-term memory in infancy. *Annals of Child Development, 9*, 1-45.
- Meltzoff, A. N. (1995). What infant memory tells us about infantile amnesia: Long-term recall and deferred imitation. *Journal of Experimental Child Psychology, 59*, 497-515.
- Nelson, C. A. (1995). The ontogeny of human memory: A cognitive neuroscience perspective. *Developmental Psychology, 31*, 723-738.
- Light, L. L. (1991). Memory and aging: Four hypotheses in search of data. *Annual Review of Psychology, 42*, 333-376.

- Moscovitch, M. & Winocur, G. (1992). The neuropsychology of memory and aging. In F. I. M. Craik & T. A. Salthouse (Eds.), *The handbook of aging and cognition* (pp. 315-372). Hillsdale, NJ: Erlbaum.
- Ceci, S. J., Toglia, M. P., & Ross, D. F. (1990). The suggestibility of preschoolers' recollections: Historical perspectives on current problems. In R. Fivush & J. A. Hudson (Eds.), *Knowing and remembering in young children* (pp. 285-300). Cambridge: Cambridge University Press.
- Rovee-Collier, C., Borza, M. A., Adler, S. A., & Boller, K. (1993). Infants' eyewitness testimony: Effects of postevent information on a prior memory representation. *Memory & Cognition*, 21, 267-279.
- Schacter, D. L., Kagan, J., & Leichtman, M. D. (In press). True and false memories in children and adults: A cognitive neuroscience perspective. *Psychology, Public Policy, and Law*.
- Ceci, S. J., Huffman, M. L. C., Smith, E., & Loftus, E. F. (1994). Repeatedly thinking about a non-event: Source misattributions among preschoolers. *Consciousness and Cognition*, 3, 388-407.
- Rybash, J. M., & Colilla, J. L. (1994). Source memory deficits and frontal lobe functioning in children. *Developmental Neuropsychology*, 10, 67-73.
- Craik, F. I. M., Morris, L. W., Morris, R. G., & Loewen, E. R. (1990). Relations between source amnesia and frontal lobe functioning in older adults. *Psychology and Aging*, 5, 148-151.
- Glisky, E. L., Polster, M. R., & Routhieaux, B. C. (1995). Double dissociation between item and source memory. *Neuropsychology*, 9, 229-235.
- Spencer, W. D., & Raz, N. (1995). Differential effects of aging on memory for content and context: A meta-analysis. *Psychology and Aging*.
- Ceci, S. J., & Hembrooke, H. (1993). The contextual nature of earliest memories. In J. M. Puckett & H. W. Reese (Eds.), *Mechanisms of everyday cognition* (pp. 117-136). Hillsdale, NJ: Erlbaum.
- Nelson, K. (1993). The psychological and social origins of autobiographical memory. *Psychological Science*, 4, 7-14.
- Nadel, L. (In press). Learning, memory and neural function in Down syndrome.
- Gabrieli, J. D. E. (1991). Differential effects of aging and age-related neurological diseases on memory subsystems of the brain. In S. Corkin, J. Grafman & F. Boller (Eds.), *Handbook of neuropsychology* (Vol. 5, pp. 149-166). Amsterdam: Elsevier.
- Nebes, R. D. (1992). Cognitive dysfunction in Alzheimer's disease. In F. I. M. Craik & T. A. Salthouse (Eds.), *The handbook of aging and cognition* (pp. 373-446). Hillsdale, NJ: Erlbaum.