

Psychology D50S: Applied Issues in Memory
Spring term, 2001
Tuesday, 9-11, Room R3230

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In this course we will consider selected issues in “applied” or “everyday” memory. The first half of the course, Part I, will be taught by Professor Smith. The second half, Part II, will be taught by Professor Naveh-Benjamin. The assigned readings for each topic are presented below.

Evaluation will be based on two components:

1. Classroom assignments (40 points):

Part I (20 points)

At the beginning of each class (Jan. 16, 23, 30, & Feb. 6) you will be asked a question pertaining to that day’s reading assignment, and will be asked to write a short (approximately 15 minute) answer. Each answer will be graded out of 5. For those who miss a quiz, there will be an additional reading assignment and a make-up quiz will be given following the first term test on February 13.

Part II (20 points)

The students will write a short paper (up to 5 pages). In this paper the students will choose one phenomenon from everyday life which deals with memory and suggest an hypothesis which explains this phenomenon. In order to evaluate the hypothesis the students will propose a study, taking into consideration issues related to ecological validity of the method and generalizability of the results. The paper is due on April 10th.

2. Two term tests (60 points).

The first test will be on February 13 (class prior to Reading Week) and the second during exam period (April 16-May 2). Each test will be worth 30 points. Tests will consist of multiple choice, essay, and short answer questions.

Part I: Professor Smith

- January 9 **How do we measure memory? An overview**
- January 16 **Memory errors**
Schacter, D.L., (1999). The seven sins of memory: Insights from psychology and cognitive neuroscience. *American Psychologist*, **54**, 182-203.
- January 23 **Anxiety and memory**
MacLeod, C. (1996). Anxiety and cognitive processes. In I.G. Sarason & G. R. Gregory (Eds). *Cognitive interference: Theories, methods & findings*, pp. 47-76. Lawrence Erlbaum Assoc., Mahwah, NJ.
- January 30 **Source monitoring**
Johnson, M.K., Hashtroudi, S., & Lindsay, D.S. (1993). Source monitoring, *Psychological Bulletin*, **114**, 3-28.
- February 6 **Repressed memory for sexual abuse**
Lindsay, D.S., & Read, J.D. (1994). Psychotherapy and memories of childhood sexual abuse: A cognitive perspective. *Applied Cognitive Psychology*, **8**, 281-338.
- February 13 **First term test** (grades returned following Reading Week)
- February 20 **Reading Week**

Part II: Professor Naveh-Benjamin

- February 27 **Ecological validity and generalizability**
1. Neisser, U. (1978). Memory: What are the important questions? In M.M. Gruneberg, P.E. Morris, & R.N. Sykes (Eds.), *Practical aspects of memory*, pp. 3-24. London: Academic Press,
2. Banaji, M.R. and Crowder, R.G. (1989). The bankruptcy of everyday memory. *American Psychologist*, **44**, 1185-1193.
- March 6 **Memory for common objects**
Nickerson, R.S. & Adams, M.J. (1979). Long-term memory for a common object. *Cognitive Psychology*, **11**, 287-307.

- March 13 **Memory for semantic and episodic information**
Roediger, H.L., III & Crowder, R.G. (1976). A serial position effect in recall of United States presidents. *Bulletin of the Psychonomic Society*, 8, 275-278.
- March 20 **Long-term maintenance of school knowledge**
1. Bahrick, H.P. (1984). Semantic content in permastore: 50 years of memory for Spanish learned in school. *Journal of Experimental Psychology: General*, 113, 1-29.
2. Bahrick, H.P., and Hall, L.K. (1991). Lifetime maintenance of high school mathematics content. *Journal of Experimental Psychology: General*, 120, 20-33.
- March 27 **Memory for information presented in the media**
1. Bekerian, D.A., & Baddeley, A.D. (1980). Saturation advertising and the repetition effect. *Journal of Verbal Learning and Verbal Behavior*, 19, 17-25.
2. Wagenaar, W.A. (1978). Recalling messages broadcast to the general public. In Gruneberg, M.M., Morris, P.E., & Sykes, R.M. (Eds.), *Practical aspects of memory*, pp. 128-136. London: Academic Press.
- April 3 **Memory and aging**
Naveh-Benjamin, M. (2000). Adult-age differences in memory performance: Tests of an associative deficit hypothesis. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 26, 1170-1187.
- April 10 Paper due.
- Second term test: Final exam period (April 16 – May 2)**