**Reading Outline for Plotnik’s Introduction to Psychology, 4th Edition**

**Module 12 “Remembering & Forgetting”**

**Introduction**

**Recall –**

**Example:**

**Recognition –**

**Example:**

**Eyewitness Testimony**

**-**

**-**

**A. Organization of Memories**

**Trash Can Theory –**

**Network Theory –**

**-**

**-**

**Network Hierarchy**

**Nodes -**

**-**

**Network hierarchy -**

**-**

**Memory Organization: Hierarchy or Groups?**

* Depends on whether information to be recalled is factual or personal

***Factual information***

-

-

***Personal information***

-

-

***New models***

-

**B. Forgetting Curves**

***Unfamiliar and Uninteresting Information***

**-**

**-**

**-**

***Familiar and Interesting Information***

**-**

**-**

***Two Conclusions***

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**-**

**C. Reasons for Forgetting**

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**1. Law of disuse –**

**-**

**2. Repression –**

**-**

**-**

**3. Interference –**

**-**

**4. Inadequate retrieval cues –**

**-**

**5. Amnesia –**

**-**

**Interference**

***Proactive Interference***

**-**

**-**

***Retroactive Interference***

**-**

**-**

**Inadequate Retrieval Cues**

***Why Can’t I Remember Where I Hid It?***

**-**

**-**

**-**

***Why Can’t I Think of It?***

**-**

**-**

**-**

**State-Dependent Learning**

**-**

**-**

**D. Biological Bases of Memory**

**Location of Memories in the Brain**

**1. Cortex: Short-term Memory -**

**2. Cortex: Recalling Old Memories -**

**3. Amygdala: Emotional Associations -**

**4. Hippocampus: Long-Term Memory -**

**Mechanisms of Memory**

**-**

**-**

**-**

**Chemical and Structural Changes**

**-**

***Chemical Changes***

**-**

**-**

**-**

***Structural Changes***

**-**

**-**

**-**

**E. Mnemonics: Memorization Methods**

**-**

**-**

**Method of Loci**

**-**

**Step 1.**

**Step 2.**

**Step 3.**

**Peg Method**

**-**

**Step 1.**

**Step 2.**

**F. Cultural Diversity: Aborigines**

**Visual versus Verbal Retrieval Cues**

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**-**

**-**

**Hypothesis**

**Testing**

**Results**

**Conclusions**

**G. Research Focus: False Memories**

***Research Question: How Suggestible are Young Children*?**

**-**

**-**

**-**

**Study: Creating False Memories in Young Children**

**-**

**-**

**Subjects –**

**Procedure –**

**Results –**

**Conclusion –**

**H. Application: Eyewitness Testimony**

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**-**

**-**

**Why Did People Identify the Wrong Man?**

**-**

**-**

**Problems with Eyewitness Testimony**

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**-**

**-**

**Can Eyewitnesses Be Misled?**

***Did the car pass the barn?***

**-**

**-**

***Was there a stop sign?***

**-**

**-**

***Does false information alter memory?***

**-**

**-**

**What is Source Misattribution?**

**-**

**-**

**What is the Cognitive Interview?**

**-**

**-**

**-**