Exam #4 Study Guide

Chapter 7 Memory

I. Memory-Structural categorizations
   A. By length of time
      i. Sensory Store
      ii. Short-Term Memory (working memory)
      iii. Long-Term Memory
   B. By type of information
      i. Episodic
      ii. Semantic systems
      iii. Procedural
   C. Stage of processing
      i. Encoding
      ii. Storage
      iii. Retrieval
      iv. Atkinson-Shiffrin Model
   D. Short term memory (STM)
      i. Function
      ii. Capacity
      iii. Duration
      iv. Active rehearsal
         a. Repetition
         b. Chunking
      v. Interference
      vi. Interaction of STM and LTM
         a. Primacy & recency effect/serial position effect
   E. Long term memory (LTM)
      i. Sensory store (iconic, echoic)
      ii. Interference
         a. Retroactive interference
         b. Proactive interference
      iii. By type of info
         a. Episodic
            1. Disrupted in amnesias from many causes (Head Injuries, Hypoxia, Dementing Illness)
            b. Semantic
            c. Procedural
            d. Explicit vs. implicit
               2. Dissociation in amnesia
               3. Paired associate learning task
      iv. Stage of processing
         a. Encoding→storage→retrieval
         b. Encoding
1. Contextual cues
2. Mood/state dependent memory
c. Storage
   1. ECT disrupts
   2. Memories can change after storage
   3. Loftus experiment
v. H.M.: Amnesia and Preserved Memory
   1. Bilateral medial-temporal lobe resection
   2. Dense Anterograde Amnesia (episodic)
   3. Procedural learning as therapy for amnesic patients
   4. The method of vanishing cues
F. Storage is vulnerable
   i. Misleading information can distort memories (ex: Loftus experiment)
   ii. Misleading information can cause false memories
      a. Lost in the mall study
      b. Vivid & persistent false memories created
G. Memory as Constructive
   i. Encode the “gist”
   ii. Filter info & “fill in” missing
   iii. Misinformation effect
   iv. Source amnesia
H. How Can We Ever Tell if a Memory is True?
I. Why do we forget?
   i. Decay
      ii. Motivated Forgetting (self-serving bias)
J. Childhood amnesia
K. Event-related Brain Potentials (ERPs) cannot distinguish true from false memories.

Chapter 7 Key Terms (From Textbook)

Autobiographical memory
Chunking
Cue
Decay
Declarative memory
Encoding
Encoding specificity
Episodic memory
Explicit memory
Flashbulb memory
Forgetting
Implicit memory
Information processing
Interference
Levels of processing
Long-term memory (LTM)
Long-term potentiation (LTP)
Memory
Mnemonics
Motivated forgetting
Nondeclarative memory
Priming
Procedural memory
Reconstruction
Rehearsal
Retrieval
Schema
Semantic memory
Sensory memory
Short-term memory (STM)
Spreading activation model
Storage
Working memory

Chapter 8 Mental Abilities

I. Intelligence
   A. Nature of intelligence-what is it?
   B. Types of tests
      i. Ability (aptitude)
      ii. Achievement
   C. Measurement
      i. Variability and variance
      ii. Correlation
      iii. Reliability
      iv. Validity
   D. Galton
   E. Binet & IQ
      i. Mental age
      ii. Chronological age
      iii. Intelligence quotient
      iv. Deviation Quotients
   F. Intellectual disability
      i. Genes & environment
   G. Tests
      i. Typical Tests; e.g., Wechsler Adult Intelligence Scale (WAIS)
      ii. Non Verbal; Raven’s Progressive
H. Factorial approaches
   i. Spearman: "General intelligence" or "g"
   ii. Thurstone: several primary abilities
   iii. Guilford 128 independent abilities
   iv. Gardner: the Big 8
   v. Sternberg: the Big 3
      a. Analytical
      b. Creative
      c. Practical

I. Genetic & Environmental influences on intelligence
   i. Genetic design
      a. Family
      b. Twin
      c. Adoption
      d. Given current environmental conditions, \( H2 = 0.70 - 0.85 \).
      e. Even if highly heritable, not immutable
         1. Pku
         2. Injury

J. Environmental influences
   ii. Sex differences
   iii. Race differences

K. Environmental disadvantage
   i. Biased tests
      a. B.I.T.C.H.

L. What does race difference finding mean?
   i. Arthur Jensen, Charles Murray, Richard Herrnstein –
      confuse genetic basis with environmental disadvantage

Chapter 8 Key Terms (From Textbook)

Affect heuristic,
Algorithm,
Aphasia,
Availability heuristic,
Bilingual,
Cognition,
Concept,
Crystallized intelligence,
Exemplar,
Fluid intelligence,
Functional fixedness,
General intelligence \((g)\),
Giftedness,
Heuristic,
Chapter 11 Social Psychology

I. What is Social Psychology?

II. Social Influence
   A. Bystander Intervention & Diffusion of responsibility
      i. Kitty Genovese
      ii. Research on bystander apathy
      iii. Bystander Effect
      iv. “Helping Models” and information
      v. “Cost” of Intervention
   B. Obedience and Roles
      i. How would people respond to outright command?
      ii. Stanley Milgram Study on Social Influence
      iii. Zimbardo’s study on roles and how it affects attitudes
      iv. Deindividuation
   C. Conformity and Groupthink
      i. Baron’s (1996) study
      ii. Groupthink: emphasis on group unanimity at the expense of critical thinking and sound decision making.

III. Social Cognition/ Social Information Processing
   A. Biased Data collection
      i. Vivid
      ii. Scripts
   B. Self-confirmatory hypothesis testing
   C. Self-fulfilling prophecy and stereotypes
   D. Social inference
      i. Fundamental Attribution Error

IV. Social Relations
   A. Stereotypes
   B. Prejudice
C. Discrimination

Chapter 11 Key Terms (From textbook)

Aggression
Altruism
Attitude
Attribution
Bystander intervention
Cognitive dissonance
Compliance
Conformity
Correspondence bias
Deindividuation
Discrimination
Dispositional attribution
Door-in-the-face
Elaboration Likelihood Model (ELM)
Foot-in-the-door
Group polarization
Groupthink
Just-world belief
Mere exposure effect
Obedience
Persuasion
Prejudice
Situational attribution
Social facilitation
Social loafing
Social norms
Stereotype