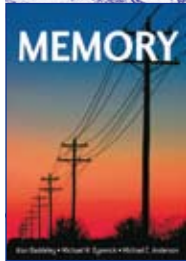
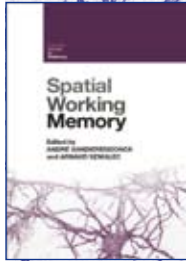


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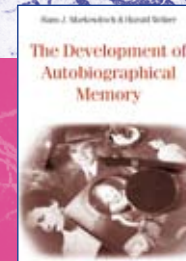
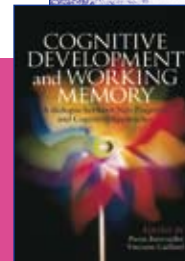
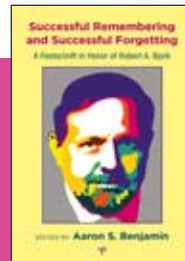
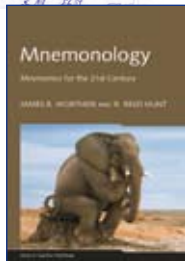


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Memory

2010 – 2011



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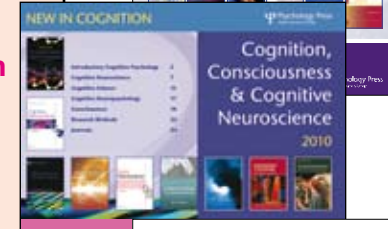
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Memory

Alan Baddeley, York University, UK; Michael W. Eysenck, Royal Holloway, University of London, UK; Michael C. Anderson, MRC Cognition and Brain Sciences Unit, University of Cambridge, UK

“This book represents an exciting new text on human memory. The authors weave basic research from behavioral studies of memory with the latest in neuroscientific thinking. The writing is accessible and should make it a popular text with students and professors alike. I strongly recommend it.” - Henry L. Roediger, III, Washington University in St. Louis, USA

People are intrigued by memory, and by its sometimes spectacular failure in (for example) people with amnesia. However, students of memory sometimes fail to retain this fascination. The reason is clear: in order to study memory we must carry out carefully-designed experiments, which can seem boring even when they are exciting science. Fortunately, we now know enough about memory to relate laboratory studies to the world beyond. In other words, our scientific knowledge of memory and how it works can help us to explain those aspects of memory that most people find of greatest interest.

This book presents a thorough, accessible and appealing overview of the field, written with students in mind, by some of the world’s leading researchers. It starts with a brief overview and explanation of the scientific approach to memory before going on to discuss the basic characteristics of the various memory systems and how they work. Summaries of short-term and working memory are followed by chapters on learning, the role of organization in memory, the ways in which our knowledge of the world is stored, retrieval, and on intentional and motivated forgetting.

The latter half of the book involves the broader application of our basic understanding of memory, with chapters on autobiographical memory, amnesia, and on memory in childhood and aging. After chapters discussing eyewitness testimony and prospective memory, a final chapter addresses an issue of great importance to students – how to improve your memory.

Each chapter of the book is written by one of the three authors, an approach which takes full advantage of their individual expertise, style and personality. This enhances students’ enjoyment of the book, allowing them to share the authors’ own fascination with human memory.

Memory is accompanied by online supplementary resources for students and instructors which are available free of charge to departments that adopt the textbook.

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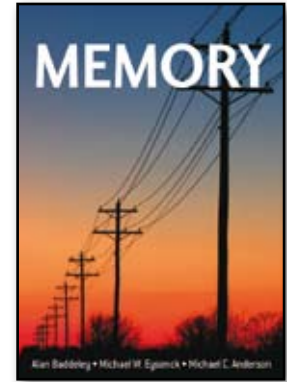
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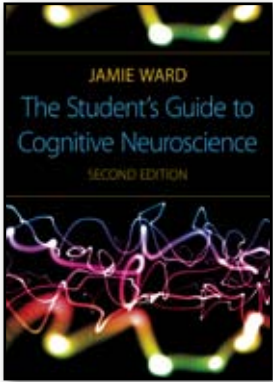
February 2009: 7½x10: 464pp

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The Student's Guide to Cognitive Neuroscience

2nd Edition

Jamie Ward
University of Sussex, UK

"This book is the best introductory textbook I know. I teach with it myself and I recommend it to colleagues in other fields who want to understand the basic questions, methods and findings of cognitive neuroscience." - **Martha J. Farah, Director, Center for Neuroscience & Society, University of Pennsylvania, USA**

Reflecting recent changes in the way cognition and the brain are studied, this thoroughly updated second edition is a comprehensive and student-friendly guide to cognitive neuroscience. Jamie Ward provides an easy-to-follow introduction to neural structure and function. The book also presents all the key methods and procedures of cognitive neuroscience to help students understand how they can be used to shed light on the neural basis of cognition.

The book presents an up-to-date overview of the latest theories and findings in all the key topics in cognitive neuroscience, including vision, attention, memory, speech and language, numeracy, executive function, and social and emotional behavior. This edition also contains two completely new chapters on developmental cognitive neuroscience and hearing. Throughout, case studies, newspaper reports and everyday examples are used to help students understand the more challenging ideas that underpin the subject. The book also encourages critical thinking by engaging students in the key debates surrounding the topics.

In addition each chapter includes:

- Summaries of key terms and points
- Example essay questions
- Recommended further reading
- Feature boxes exploring interesting and popular questions and their implications for the subject.

Written in an engaging style by a leading researcher in the field, and now in full color with numerous illustrative materials, this book is invaluable as a core text for undergraduate modules in cognitive neuroscience. It can also be used as a key text on courses in cognition, cognitive neuropsychology, or brain and behavior. Those embarking on research will find it an invaluable starting point and reference.

The Student's Guide to Cognitive Neuroscience, 2nd Edition is accompanied by a set of online resources available free of charge to adopters of the textbook. The resources include a chapter-by-chapter illustrated slideshow lecture course, and separate multiple-choice question testbanks for instructors and student practice.

January 2010: 7½x10: 464pp
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Cognitive Psychology

A Student's Handbook

6th Edition

Michael W. Eysenck, Royal Holloway, University of London, UK
Mark T. Keane, University College Dublin, Ireland

"I have recommended Eysenck and Keane from the very first version, and will continue to do so with this exciting new edition. The text is among the very best for the breadth and depth of material, and is written in a clear, approachable style that students value in an area that they often find to be one of the more difficult parts of psychology. This new edition brings the area right up to date and covers all the key ideas and findings since the previous edition." - Trevor Harley, Dean and Chair of Cognitive Psychology, University of Dundee, UK

Previous editions have established this as *the* cognitive psychology textbook of choice, both for its academic rigour and its accessibility. This sixth edition continues this tradition. It has been substantially updated and revised to reflect new developments in the field (especially within cognitive neuroscience).

Traditional approaches are combined with the cutting-edge cognitive neuroscience approach to create a comprehensive, coherent and totally up-to-date overview of all the main fields in cognitive psychology. The major topics covered include perception, attention, memory, concepts, language, problem solving, and reasoning, as well as some applied topics such as everyday memory.

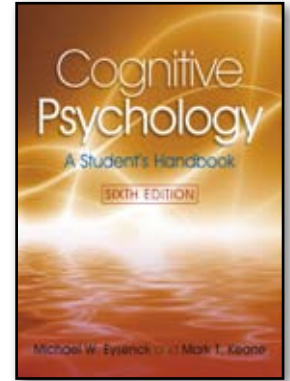
This edition is accompanied by a rich array of supplementary materials, which will be made available to qualifying adopters completely free of charge. The online multimedia materials include:

- A PowerPoint lecture course and multiple-choice question testbank
- A unique Student Learning Program: an interactive revision program incorporating a range of multimedia resources, including interactive exercises and demonstrations, and active reference links to journal articles.

New to this edition:

- Full colour throughout
- Increased emphasis on cognitive neuroscience
- A new chapter on cognition and emotion
- A whole chapter on consciousness
- Increased coverage of applied topics such as recovered memories, medical expertise, informal reasoning, and emotion regulation incorporated throughout the textbook
- More focus on individual differences in areas including long-term memory, expertise, reasoning, and emotion regulation.

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Current Issues in Memory

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Series Editor: Robert H. Logie, University of Edinburgh, UK

Current Issues in Memory is a series of edited books that reflect the state of art in areas of current and emerging interest in the psychological study of memory. Each of the volumes in the series is tightly focused on a particular topic and is designed to be a concise collection containing chapters contributed by international experts.

The editors of individual volumes are leading figures in their areas and provide an introductory overview. Example topics include: binding in working memory, prospective memory, autobiographical memory, visual memory, implicit memory, amnesia, retrieval, and memory development.

Titles in the Series

Vandierendonck & Szmalec: *Spatial Working Memory* (2011)

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Spatial Working Memory

André Vandierendonck & Arnaud Szmalec (Eds.)
Ghent University, Belgium

Current Issues in Memory Series

Spatial context is an important feature of our daily life. The ability to remember the characteristics of the surrounding space and the locations where we can find things of interest is vital for our functioning in society.

The study of visual and spatial working memory has taken big steps forward in the last decades. However, several important questions are still awaiting answers, such as which kind of cognitive and neural architecture is needed to explain the observations, and whether and how spatial working memory interacts with other memories and with other cognitive abilities such as language. This timely compilation addresses these questions and explores the key issues surrounding the debates. With contributions from leading figures in the field from around the world, this book is the first to address the topic of spatial working memory from a range of theoretical and methodological perspectives.

Spatial Working Memory offers a comprehensive review of the state of knowledge regarding the ability to remember objects and locations in space and how these memories affect our cognitive abilities. As such, it will serve as an indispensable tool for students and researchers interested in how our cognitive system represents spatial information.

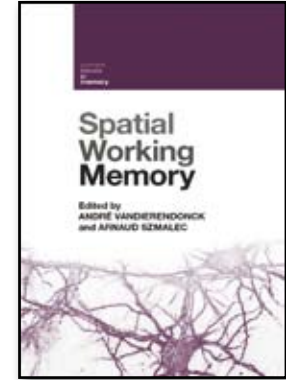
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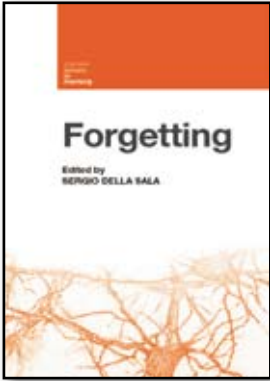
A. Vandierendonck, A. Szmalec, Spatial Working Memory. R.H. Logie, Visuo-spatial Working Memory in Real and Virtual Worlds. H. Zimmer, H.R. Liesefeld, Spatial Information in Visual Working Memory. F. Pamentier, Exploring the Determinants of Memory for Spatial Sequences. B. Postal, How Does Spatial Working Memory Work? C. Cornoldi, I. Mammarella, The Organisation of Visuo-spatial Working Memory: Evidence from the Study of Developmental Disorders. C. Hamilton, The Nature of Visuo-spatial Representation within Working Memory. L. Pieroni, C. Rossi-Arnaud, A. Baddeley, What Can Symmetry Tell Us about Working Memory? V. Gyselinck, C. Meneghetti, The Role of Working Memory in Understanding Verbal Descriptions: A Window into the Interaction between Verbal and Spatial Processing.

July 2011: 6x9: 216pp

Hb: 978-1-84872-033-6: \$62.95

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New!

Forgetting

Sergio Della Sala (Ed.)
University of Edinburgh, UK

Current Issues in Memory Series

“For many years, the study of forgetting has been a relatively neglected area of memory. Explanatory concepts such as decay, interference and consolidation still had a place in our textbooks, but little progress seemed to have been made in tackling them. As this collection of chapters richly demonstrates, this has now begun to change. New approaches using behavioural, neuropsychological and

neurobiological methods are turning what previously appeared as tired old controversies into exciting new growth points. The controversies remain, but as this broad-based collection of contributions from the leading theorists in the area illustrates, new data are at last moving them forward. I think this collection ... will be important in forging a new and more comprehensive approach to our understanding of forgetting.” - Alan Baddeley, Professor of Psychology, University of York, UK

Memory and forgetting are inextricably intertwined. In order to understand how memory works we need to understand how and why we forget. The topic of forgetting is therefore hugely important, despite the fact that it has often been neglected in comparison with other features of memory.

This volume addresses various aspects of forgetting, drawing from several disciplines, including experimental and cognitive psychology, cognitive and clinical neuropsychology, behavioural neuroscience, neuroimaging, clinical neurology, and computational modeling.

This book is the first to address the issue of forgetting from an interdisciplinary point of view, but with a particular emphasis on psychology. The book is scientific and yet accessible in tone, and as such is suitable for advanced undergraduate and postgraduate students of psychology and related subjects, such as science and neuroscience.

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H.L. Roediger, III, Y. Weinstein, P.K. Agarwal, Forgetting: Preliminary Consideration. H.J. Markowitsch, M. Brand, Forgetting: An Historical Perspective. R. Cubelli, A New Taxonomy of Memory and Forgetting. G.D.A. Brown, S. Lewandowsky, Forgetting in Memory Models: Arguments Against Trace Decay and Consolidation Failure. J.M.J. Murre, Connectionist Models of Forgetting. F. Valtorta, F. Benfenati, Synaptic Plasticity and the Neurobiology of Memory and Forgetting. B.J. Levy, B.A. Kubl, A.D. Wagner, The Functional Neuroimaging of Forgetting. P. Peigneux, R. Schmitz, C. Urbain, Sleep and Forgetting. M. Dewar, N. Cowan, S. Della Sala, Forgetting due to Retroactive Interference in Amnesia: Findings and Implications. C. Butler, N. Muhlert, A. Zeman, Accelerated Long-term Forgetting. M. Brand, H.J. Markowitsch, Aspects of Forgetting in Psychogenic Amnesia. C.B. Harris, J. Sutton, A.J. Barnier, Autobiographical Forgetting, Social Forgetting and Situated Forgetting: Forgetting in Context. J.T. Wixted, The Role of Retroactive Interference and Consolidation in Everyday Forgetting.

May 2010: 6x9: 352pp

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Current Issues in Applied Memory Research

Graham M. Davies, University of Leicester, UK

Daniel B. Wright, Florida International University, USA (Eds.)

Current Issues in Memory Series

“This book presents samples of high quality ongoing research on issues of practical importance. What makes it particularly valuable is the way it illustrates the effectiveness of combining multiple methodologies and breaks down the outmoded dichotomy between basic and applied research.” - Gillian Cohen, Formerly Professor of Psychology, The Open University, UK

“An excellent review of applied memory research which illustrates the depth to which academic psychology has penetrated the real-world application of science. The chapter on learning in educational settings should be a revelation to students and I am wholeheartedly recommending it to my students.” - Malcolm James Cook, University of Abertay, Dundee, UK

Research on applied memory is one of the most active, interesting and vibrant areas in experimental psychology today. This book provides descriptions of cutting-edge research and applies them to three key areas of contemporary investigation: education, the law and neuroscience.

These accounts of recent research on applied memory have been written by leading experts in the field from both Europe and America, with the non-specialist in mind. They will interest students who wish to extend their reading beyond core material in cognitive psychology, graduates on more specialised courses in education, forensics and neuropsychology, and all those who wish to enrich their knowledge of the contemporary frontiers of applied memory research.

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Davies, Wright, Introduction.

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Macleod, Saunders, Chalmers, Retrieval-induced Forgetting: The Unintended Consequences of Unintended Forgetting.

Levin, Thurman, Keipert, More Than Just a Memory: The Nature and Validity of Working Memory in Educational Settings. **Part 2.**

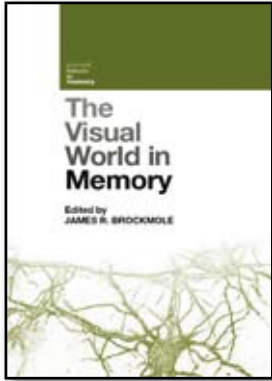
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The Visual World in Memory

James R. Brockmole (Ed.)
University of Edinburgh, UK

Current Issues in Memory Series

“The Visual World in Memory *will be of interest to scientific cognitive psychology researchers for its ingenious methodologies and to researchers who want an overview of reasonably current work.*” - William A. Adams, in *PsycCRITIQUES*

“The Visual World in Memory *offers both cognitive scientists and the interested lay-person an enjoyable stroll through the latest thinking on how we perceive the visual*

world. Brockmole has gathered some of the world’s leading experts as tour guides. They provide a highly integrated and comprehensive update of current theory in visual cognition, including topics as wide-ranging as face recognition, scene analysis, and eyewitness memories.” - Michael Tarr, Brown University, USA

The book examines how well we remember what we see. Research in human memory for visual material varies tremendously across the time scales, stimuli, and scenarios of interest. Because of these distinct pursuits, research in the field of ‘visual memory’ is in practice rather compartmentalized and as such is disseminated across a range of literatures. *The Visual World in Memory* pulls together this disparate field with a series of chapters, each written by a leading expert, that concisely present the state-of-the-science in all the areas of research. The result is a single source of information that bridges the divides that separate the field as a whole.

Each chapter reviews and analyzes current theories and controversies. The rigorous discussion and analysis included in each chapter will appeal to established researchers and vision scientists whilst the breadth of the book will make it an ideal companion for students learning about memory.

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J.R. Brockmole, Introduction. R.H. Logie, M. van der Meulen, Fragmenting and Integrating Visuo-Spatial Working Memory. Y.V. Jiang, T. Makovski, W. Mok Shim, Visual Memory for Features, Conjunctions, Objects, and Locations. V. Bruce, Remembering Faces. A. Hollingworth, Memory for Real-world Scenes. M.M. Hayhoe, Visual Memory in Motor Planning and Action. A.L. Shelton, N. Yamamoto, Visual Memory, Spatial Representation, and Navigation. D. Davis, E.F. Loftus, Expectancies, Emotion, and Memory Reports for Visual Events. G. Ganis, W. L. Thompson, S.M. Kosslyn, Visual Mental Imagery: More than ‘Seeing with the Mind’s Eye’.

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Essays in Cognitive Psychology

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Essays in Cognitive Psychology is designed to meet the need for rapid publication of brief volumes in cognitive psychology. Primary topics include memory, perception, movement and action, attention, mental representation, language and problem solving. Furthermore, the series seeks to define cognitive psychology in its broadest sense, encompassing all topics either informed by, or informing, the study of mental processes. As such, it covers a wide range of subjects including computational approaches to cognition, cognitive neuroscience, social cognition, and cognitive development, as well as areas more traditionally defined as cognitive psychology.

Each volume in the series makes a conceptual contribution to the topic by reviewing and synthesizing the existing research literature, by advancing theory in the area, or by some combination of these missions. The principal aim is that authors provide an overview of their own highly successful research program in an area. Volumes also include an assessment of current knowledge and identification of possible future trends in research. Each book is a self-contained unit supplying the advanced reader with a well-structured review of the work described and evaluated.



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Tip-of-the-Tongue State

Alan S. Brown

Southern Methodist University, Dallas, Texas, USA

Essays in Cognitive Psychology Series

This book brings together the body of empirical findings and theoretical interpretations of the tip-of-the-tongue (TOT) experience – when a well-known or familiar word cannot immediately be recalled. Although research has been published on TOTs for over a century, the experience retains its fascination for both cognitive and linguistic researchers.

After a review of various research procedures used to study TOTs, the book offers a summary of attempts to manipulate this rare cognitive experience through cue and prime procedures. Various aspects of the inaccessible target word are frequently available – such as first letter and syllable number – even in the absence of actual retrieval, and the book explores the implications of these bits of target-word information for mechanisms for word storage and retrieval. It also examines: what characteristics of a word make it potentially more vulnerable to a TOT; why words related to the target word (called ‘interlopers’) often come to mind; the recovery process, when the momentarily-inaccessible word is recovered shortly after the TOT is first experienced; and efforts to evaluate individual differences in the likelihood to experience TOTs.

Contents

1. Historical Background. 2. Defining the TOT State. 3. Eliciting and Measuring TOTs. 4. Manipulating TOT Probability. 5. Partial Target Word Information. 6. Dimensions of TOT Target Words. 7. Interlopers. 8. Resolving TOTs. 9. Etiology. 10. Individual Differences. 11. Summary.

February 2011: 6x9: 208pp

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New!

Mnemonology

Mnemonics for the 21st Century

James Worthen, Southeastern Louisiana University, USA

R. Reed Hunt, University of Texas at San Antonio, USA

Essays in Cognitive Psychology Series

"This is an interesting, readable and a useful book. It fills a niche that other memory books do not cover or cover superficially." - Barbara Wilson, Medical Research Council, Cognition & Brain Sciences Unit, UK

"I enjoyed reading Mnemonology: Mnemonics for the 21st Century. Worthen and Hunt do a masterful job of placing mnemonic strategies within the broader context of memory processes. I recommend this authoritative and highly readable book to students, teachers, and researchers who are interested in memory." - Russell N. Carney, Missouri State University, USA

"I found this book to be a highly readable and balanced account of the history of mnemonics and memory research. The authors offer a compelling and integrative synthesis of mnemonics and memory research – an approach that I hope will be adopted by other memory researchers, educators, and cognitive psychologists." - Alvin Wang, University of Central Florida, USA

This book bridges the gap between basic memory research and mnemonic applications through a careful analysis of the processes that underlie effective memory aids. The book traces the history of mnemonics, examines popular techniques, and discusses the current relevance of mnemonics to both psychological researchers and those seeking to improve their memory. Using a unique approach (termed 'mnemonology'), the authors seek not necessarily to promote specific mnemonic techniques, but to provide information which will allow one to improve memory by creating one's own mnemonics.

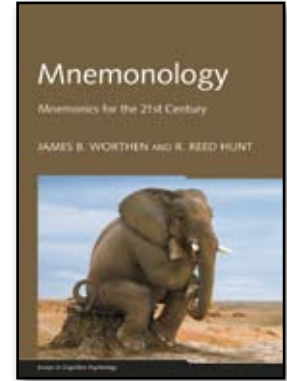
Contents

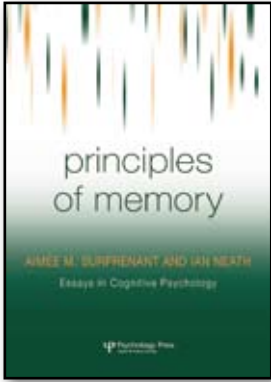
1. Is There a Place for Mnemonics in Modern Psychology?
2. General Considerations in Selecting Mnemonics.
3. Basic Cognitive and Mnemonic Processes.
4. Formal Mnemonic Systems.
5. Organizational Mnemonics.
6. Experts and Professional Mnemonists.
7. Mnemonics Returns to Education.
8. Mnemonics in Rehabilitation of Impaired Memory and Associated Disabilities.
9. So, is There a Place for Mnemonics in Contemporary Psychology?

July 2010: 6x9: 174pp

Hb: 978-1-84169-894-6: \$44.95

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Principles of Memory

Aimée M. Surprenant & Ian Neath
Memorial University, Newfoundland, Canada

Essays in Cognitive Psychology Series

“Principles of Memory *should be on every memory researcher’s reading list.*” - David S. Kreiner in **PsycCRITIQUES**

“*The book is scholarly and original. The authors take us on an entertaining journey through many fields of memory research in their search for general principles of memory, making many interesting observations along the way. I will certainly recommend this monograph to both colleagues and students.*” - Gordon D.A. Brown, University of Western Australia

In over a century of scientific research on human memory, and nearly fifty years after the so-called cognitive revolution, we have nothing that really constitutes a widely accepted and frequently cited law of memory, and perhaps only one generally accepted principle. The purpose of this monograph is to begin to rectify this situation by proposing seven principles of human memory that apply to all memory. These principles are qualitative statements of empirical regularities that can serve as intermediary explanations and which follow from viewing memory as a function. They apply to all types of information, to all memory systems, and to all time scales. The principles highlight important gaps in our knowledge, challenge existing organizational views of memory, and suggest important new lines of research.

This volume is intended for people in the field of memory, from advanced undergraduates to seasoned researchers, although it also will be of interest to those who would like a comprehensive overview of the fundamental regularities in cognitive functioning.

Contents

1. Introduction. 2. Systems or Process? 3. *Principle 1*: The Cue Driven Principle. 4. *Principle 2*: The Encoding-Retrieval Principle. 5. *Principle 3*: The Cue Overload Principle. 6. *Principle 4*: The Reconstruction Principle. 7. *Principle 5*: The Impurity Principle. 8. *Principle 6*: The Relative Distinctiveness Principle. 9. *Principle 7*: The Specificity Principle. 10. Evaluation, Limitations, and Implications.

June 2009: 6x9: 188pp

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Emotional Memory Across the Adult Lifespan

Elizabeth A. Kensinger
Boston College, USA

Essays in Cognitive Psychology Series

“Emotional memory is a fundamentally important topic that is generating a great deal of exciting research. Elizabeth Kensinger has made important contributions to this rapidly growing literature, and in her scholarly yet highly readable book, she provides a comprehensive synthesis of the key findings and ideas at the forefront of the field. Emotional Memory Across the Adult Lifespan is an indispensable guide for anyone interested in the psychology or cognitive neuroscience of memory and emotion.” - Daniel L. Schacter, William R. Kenan, Jr. Professor of Psychology, Harvard University, USA, and author of *The Seven Sins of Memory*

Though many factors can influence the likelihood that we remember a past experience, one critical determinant is whether the experience caused us to have an emotional response. Emotional experiences are more likely to be remembered than nonemotional ones, and over the past couple of decades there has been an increased interest in understanding how emotion conveys this memory benefit.

This book begins with a broad overview of emotion, memory, and the neural underpinnings of each. It then examines how emotion influences young adults' abilities to store information temporarily, or over the long term. It moves on to describe how each of these influences of emotion are affected by the aging process and by age-related disease, providing the reader with a lifespan perspective of emotional memory.

Within each of the domains covered, the book integrates research from cognitive psychology, cognitive neuroscience, and neuropsychological perspectives, examining both the behavioral and thought processes that lead to emotion's effects on memory and also the underlying brain processes that guide those influences of emotion.

This book will be of interest to researchers and graduate students in memory, emotion, and aging, working in the fields of cognitive psychology, cognitive or affective neuroscience, and developmental or lifespan psychology.

Contents

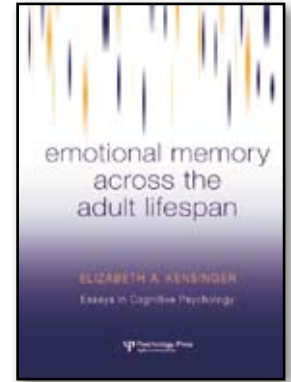
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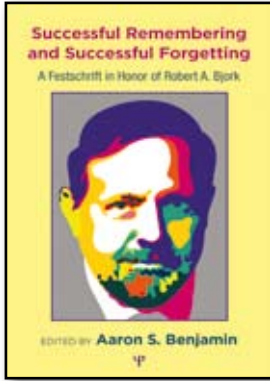
Emotion, Memory, and Their Interactions. 2. The Neurobiology of Emotion and Memory. 3. Methods for Investigating Emotion–Memory Interactions. **Part 2. Emotional Memory in Young Adults.** 4. Emotion's Modulation of Implicit Memory. 5. Emotion's Influence on Working Memory. 6. Emotion and Long-term Memory Enhancements. 7. Aspects of Memory Enhanced by Emotion. 8. Emotion-induced Memory Trade-offs. 9. Influences of Valence and Arousal on Emotional Memory. 10. Individual Differences in Young Adults' Emotional Memories. **Part 3. Emotional Memory in Older Adults.** 11. Cognitive and Neural Changes with Advancing Age. 12. Emotional Processing in Old Age. 13. Aging and Emotional Working Memory. 14. When Aging Influences Effects of Emotion on Long-term Memory. 15. Age-related Positivity Biases. 16. Emotional Memory in Alzheimer's Disease. 17. Summary and Conclusions.

January 2009: 6x9: 192pp

Hb: 978-1-84169-483-2: \$49.95

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New!

Successful Remembering and Successful Forgetting

A Festschrift in Honor of Robert A. Bjork

Aaron S. Benjamin (Ed.)

University of Illinois at Urbana-Champaign, USA

The chapters in this volume are testament to the many ways in which Robert Bjork's ideas have shaped the course of research on human memory over four decades. It showcases the theoretical advances and recent findings by researchers whose work and careers have been influenced by Bjork.

This book explores how forgetting is an adaptive response to the demands of a retrieval system fraught with competition; explores the role of metacognition; discusses how remembering may be enhanced; and reviews its application to real-world settings. It will appeal to researchers and graduate students of learning and memory.

Contents

Part 1. On the Relationship between Remembering and Forgetting. R.A. Bjork, On the Symbiosis of Remembering, Forgetting, and Learning. H.L. Roediger, J.D. Karpicke, Intricacies of Spaced Retrieval: A Resolution. T.K. Landauer, Distributed Learning and the Size of Memory: A Fifty Year Spacing Odyssey. A.S. Benjamin, B.H. Ross, The Causes and Consequences of Reminding. **Part 2. Forgetting, Inhibition, and Competition in Memory.** B.C. Storm, Retrieval-induced Forgetting and the Resolution of Competition. M.C. Anderson, B.J. Levy, On the Relationship between Interference and Inhibition in Cognition. M.D. Macleod, J.C. Hulbert, Sleep, Retrieval Inhibition, and the Resolving Power of Human Memory. S.M. Smith, Blocking Out Blocks: Adaptive Forgetting of Fixation in Memory, Problem Solving, and Creative Ideation. **Part 3. Desirable Difficulties in Education and Training.** M.A. McDaniel, A.C. Butler, A Contextual Framework for Understanding when Difficulties are Desirable. C.O. Fritz, Testing, Generation, and Spacing Applied to Education – Past, Present, and

Future. Whitten, Learning from and for Tests. M.C. Linn, Can Desirable Difficulties Overcome Deceptive Clarity in Scientific Visualizations? J. Metcalfe, Desirable Difficulties and Studying in the Region of Proximal Learning. A.F. Healy, J.A. Kole, E.L. Wobldmann, C.J. Buck-Gengler, L.E. Bourne, Jr., Data Entry: A Window to Principles of Training. **Part 4. Metacognition.** A. Koriat, A. Pansky, M. Goldsmith, An Output-bound Perspective on False Memories: The Case of the Deese-Roediger-McDermott Paradigm. H.P. Bahrick, M.K. Baker, L.K. Hall, L. Abrams, How Should We Define and Differentiate Metacognitions? E.L. Bjork, B.C. Storm, P.A. DeWinstanley, Learning From the Consequences of Retrieval: Another Test Effect. N. Kornell, Failing to Predict Changes in Memory: A Stability Bias Yields Long-term Overconfidence. B.A. Spellman, E.R. Tenney, M.J. Scalia, Relying on Other People's Metamemory. **Part 5. The Psychology and Neuroscience of Remembering.** T.D. Wickens, Multidimensional Models for Item Recognition and Source Identification. T.A. Smith, D.R. Kimball, Pursuing a General Model of Recall and Recognition. J.M. Oates, L.M. Reder, Memory for Pictures: Sometimes a Picture is Not Worth a Single Word. B. Stangl, E. Hirshman, J. Verbalis, Administration of Dehydroepiandrosterone (DHEA) Increases Serum Levels of Androgens and Estrogens but Does Not Enhance Recognition Memory in Post-menopausal Women. A. Richardson-Klavehn, On the Fruitful Relationship between Functional Neuroimaging and Cognitive Theories of Human Learning and Memory. D.L. Schacter, B. Gaesser, D.R. Addis, Age-related Changes in the Episodic Simulation of Past and Future Events.

November 2010: 6x9: 592pp

Hb: 978-1-84872-891-2: \$80.00

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New!

Cognitive Development and Working Memory

A Dialogue between Neo-Piagetian Theories and Cognitive Approaches

Pierre Barrouillet, Université de Genève, Switzerland

Vinciane Gaillard, Cognitive Science Research Unit, Université Libre de Bruxelles, Belgium (Eds.)

"This book brings together a selected group of leading researchers, to discuss a currently hot topic. The authors represent different theoretical approaches and research groups, and each chapter contributes in its unique way, using theoretical modelling, experimental and individual-difference studies, to a debate that has become highly relevant in the scientific community. The book is excellent." - Sergio Morra, Unit of Psychology, University of Genoa, Italy

The intellectual development of human beings from birth to adulthood is a fascinating phenomenon. Understanding the constraints that limit children's intelligence, as well as discovering methods to improve it, has always been a challenging undertaking for developmental psychologists. This book presents a unique attempt to address these issues by establishing a dialogue between neo-Piagetian theorists and researchers specialized in typical and atypical working memory development.

The book integrates recent advances in studies of working memory development with theories proposed by the most prominent neo-Piagetian researchers who have emphasized the role of cognitive resources and working memory capacity in the development of thinking and reasoning.

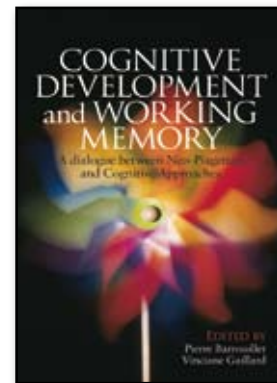
The integrated and up-to-date chapters are written by specialists in working memory, attention, and cognitive development.

Contents

P. Barrouillet, V. Gaillard, Introduction: From Neo-Piagetian Theories to Working Memory Development Studies. **Part 1. Neo-Piagetian Theories to Working Memory Development**

Studies. J. Pascual-Leone, J. Johnson, A Developmental Theory of Mental Attention: Its Application to Measurement and Task Analysis. G. Andrews, G.S. Halford, Recent Advances in Relational Complexity Theory and its Application to Cognitive Development. A. Demetriou, A. Mouyi, Processing Efficiency, Representational Capacity, and Reasoning: Modelling Their Dynamic Interactions. A. De Ribaupierre, D. Fagot, T. Leclercq, Working Memory Capacity and its Role in Cognitive Development: Are Age Differences Driven by the Same Processes Across the Lifespan? **Part 2. Underlying Processes of Working Memory Development.** N. Cowan, C.C. Morey, A.M. AuBuchon, C.E. Zwillig, A.L. Gilchrist, J. Scott Saults, New Insights into an Old Problem: Distinguishing Storage from Processing in the Development of Working Memory. V. Camos, P. Barrouillet, Factors of Working Memory Development: The Time-based Resource-sharing Approach. C. Jarrold, H. Tam, Rehearsal and the Development of Working Memory. **Part 3. Working Memory in Typical and Atypical Development.** H.L. Swanson, The Influence of Working Memory Growth on Reading and Math Performance in Children with Math and/or Reading Disabilities. T. Packiam Alloway, L. Archibald, Working Memory in Development: Links with Learning between Typical and Atypical Populations.

Edited by
Pierre Barrouillet
Vinciane Gaillard

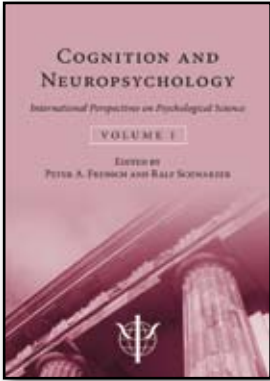


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New!

Cognition and Neuropsychology

International Perspectives on Psychological Science, Volume 1

Peter A. Frensch, Humboldt University of Berlin, Germany
 Ralf Schwarzer, Free University of Berlin, Germany
 (Eds.)

International Perspectives on Psychological Science, Volumes 1 and 2 present the main contributions from the 29th International Congress of Psychology, held in Berlin in 2008, and are written by international leaders

in psychology from around the world. The authors present a variety of approaches and perspectives that reflect cutting-edge advances in psychological science.

Cognition and Neuropsychology is dedicated to summarizing and characterizing the current scientific research in three substantive content areas, (i) Perception, Attention, and Action, (ii) Social Cognition, and (iii) Learning, Memory and Development. While some of the contributions focus on relatively narrow areas of research, others adopt a much broader stance, trying to understand and explain many different facets of behaviour across widely differing situations. Some contributions even try to bridge the fundamental gap between behaviour and genetics. The final part contains two chapters that discuss fundamental general issues in psychology, such as the fate of mentalism and the significance of phenomenal analyses. All chapters offer fascinating insights into current theorizing on the mind, and are written by some of the best-known scholars of our time.

This book will be an invaluable resource for researchers, professionals, teachers and students in the field of psychology.

Contents

Part 1. Perception, Attention and Action. *M. Posner, M. Rothbart*, Origins of Executive Attention. *A.N. Meltzoff*, Bridging between Action Representation and Theory of Mind. *A. Vandierendonck*, The Role of Executive Control in Task Switching. *K. Friston*, Perception: A Free-energy Formulation. *W.M. Pauli, H.E. Atallah, R.C. O'Reilly*, Integrating What and How/Where with Instrumental and Pavlovian Learning: A Biologically-based Computational Model. *R. Mausfeld*, Intrinsic Multiperspectivity: On the Architectural Foundations of Distinctive Mental Capacity. **Part 2. Social Cognition.** *K.C. Klauer*, Formal Models of Implicit Measures of Attitudes. *F. Ostrosky-Solis*, New Perspectives on Moral Emotions: A Neurobiological Perspective. *A.A.J. Marley*, The Best-Worst Method for the Study of Preferences: Theory and Application. **Part 3. Learning, Memory and Development.** *B.M. D'Onofrio, A.L. Singh*, Behavior Genetics: Quasi-experimental Studies of Environmental Processes. *E.L. Grigorenko*, Typical and Atypical Development: A Commentary on the Role of Genes. *I. Lundberg*, Early Language Development as Related to the Acquisition of Reading. *J.B. Overmier*, The Laws of Learning are Always in Effect. *L.M. Reder, L.W. Victoria*, How Midazolam Can Help Us Understand Human Memory: Three Illustrations. **Part 4. Fundamental General Issues.** *J. Perner*, Who Took the Cog out of Cognitive Science? Mentalism in an Era of Anticognitivism. *K. Tsuji*, Significance of Phenomenal Analyses in the Reductive Situation: Reciprocal Role of the Studies of Potentiality and Reality.

June 2010: 6x9: 304pp

Hb: 978-1-84872-022-0: \$125.00

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The Development of Autobiographical Memory

Hans J. Markowitsch, University of Bielefeld, Germany

Harald Welzer, Center for Interdisciplinary Memory Research, Essen, Germany

"This brilliant new integrative account of human memory comprehensively traces the emergence of autobiographical memory in ontogeny via brain development and its essential social-cultural milieu of human communication and language. In the authors' view autobiographical memory is critical to cognition, identity, self, and community. Their formative ontogeny approach provides new findings and unique insights on human memory over the lifespan that will be of interest to experts and newcomers to the area alike." - Katherine Nelson, Distinguished Professor of Psychology Emerita, City University of New York, USA

"This fascinating book performs an important purpose: it places classical theories of human autobiographical memory in the wider, and more realistic, context of evolution, development and enculturation, and treats the role of enculturation in more detail than any previous text. It should attract a wide audience of professionals in various disciplines concerned with the distinctively human aspects of memory, from neurobiology to the social sciences and humanities." - Merlin Donald, Queen's University, Ontario, Canada

Autobiographical memory constitutes an essential part of our personality, giving us the ability to distinguish ourselves as an individual with a past, present and future. This book reveals how the development of a conscious self, an integrated personality and an autobiographical memory are all intertwined, highlighting the parallel development of the brain, memory and personality.

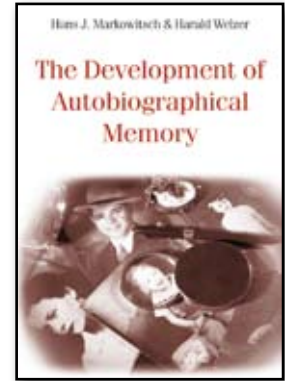
Focusing strongly on developmental aspects of memory and integrating evolutionary and anthropological perspectives, areas of discussion include:

- Why non-human animals lack autobiographical memory
- Development of the speech areas in the brain
- Prenatal and transnatal development of memory
- Autobiographical memory in young children.

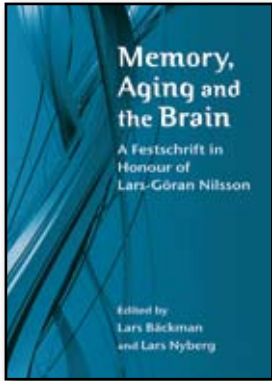
This book offers a unique approach through combining both neuroscientific and social scientific viewpoints.

Contents

Part 1. An Interdisciplinary View of Memory. 1. A New Approach to Viewing Memory. 2. Zones of Convergence between Different Sciences. 3. Why Other Animals Lack Autobiographical Memory. **Part 2. Development of Autobiographical Memory and the Brain.** 4. Interdependent Development of Memory and Other Cognitive and Emotional Functions. **Part 3. Autobiographical Memory: A Lifelong Developmental Task.** 5. Development of Learning and Memory: The Prenatal Period and the First Months of Life. 6. The First Quantum Leap in Memory Development: The Nine Months' Revolution. 7. The Second Quantum Leap in Memory Development: Language. 8. Exploring Autobiographical Memory in Young Children. 9. Autobiographical Memory: A Continuity in Transformation. 10. The Age at Which Memory Occurs: Results of an Interdisciplinary Research Project on Remembering and Memory. 11. A Formative Theory of Memory Development. Memory at Advanced Ages. 12. Autobiographical Memory: A Biocultural Relay between the Individual and the Environment.



October 2009: 6x9: 288pp
 Hb: 978-1-84872-020-6: \$75.00
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Memory, Aging and the Brain

A Festschrift in Honour of Lars-Göran Nilsson

Lars Bäckman, Aging Research Centre, Karolinska Institute, Stockholm, Sweden
Lars Nyberg, Integrative Medical Biology, Umeå University, Sweden (Eds.)

Psychology Press Festschrift Series

"This text has assembled some of the most accomplished scientists in the neurosciences and the result is a thorough, well written, authoritative text on memory in the aging

brain. The chapters are a pleasure to read and will undoubtedly prove to be a valuable contribution to science." - Robert J. Spencer, Psychology Service, Ann Arbor VA Healthcare System & Linas A. Bieliauskas, Department of Psychiatry, University of Michigan, USA

This book brings together some of the best known experts in their fields to offer a cross-disciplinary summary of current research on human memory. More than this however, the book pays tribute to the work of Lars-Göran Nilsson and his many contributions to the psychology of human memory.

The book is divided into three subsections (on general issues in human memory, memory and aging, and memory and the brain) which represent the three cornerstones in Lars-Göran's scientific career, and comprise contributions from senior collaborators, colleagues and former students.

Areas of discussion include:

- Long-term and working memory: how do they interact?
- An epidemiological approach to cognitive health in aging

- The cognitive neuroscience of signed language.

Covering a broad range of topics, *Memory, Aging and the Brain* will be of great interest to all those involved in the study and research of human memory.

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Part 1. Introduction. *Bäckman, Nyberg*, Introduction. **Part 2. Memory.** *Baddeley*, Long-term and Working Memory: How Do They Interact? *Roediger, III, Zaromb*, Memory for Actions: How Different? *Magnussen, Greenlee, Baumann, Endestad*, Visual Perceptual Memory. *Mäntylä*, Remembering in Time: Cognitive Control of Time Keeping. *Tulving*, How Do Brains Detect Novelty? **Part 3. Aging.** *Craik, Bialystok*, Bilingualism and Aging: Costs and Benefits. *Herlitz, Lovén, Thilers, Rehnman*, Sex Differences in Episodic Memory: The Where but Not the Why. *Dixon*, An Epidemiological Approach to Cognitive Health in Aging. *Lövdén*, Decline-induced Plastic Changes of Brain and Behavior in Aging. *Bäckman, Nyberg*, Dopamine, Cognition, and Human Aging: New Evidence and Ideas. **Part 4. The Brain.** *Öhman*, Post-traumatic Fear Memories: Analyzing a Case-study of a Sexual Assault. *Brand, Markowitsch*, Environmental Influences on Autobiographical Memory: The Mnestic Block Syndrome. *Rönnberg, Rudner, Foo*, The Cognitive Neuroscience of Signed Language: Applications to a Working Memory System for Sign and Speech. *Näätänen, Kreegipuu*, The Mismatch Negativity (MMN) as an Index of Different Forms of Memory in Audition. *Lind, Nyberg*, Imaging Genomics: Brain Alterations Associated with the APOE Genotype.

August 2009: 6x9: 368pp

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Flashbulb Memories

New Issues and New Perspectives

Olivier Luminet, University of Louvain, Belgium
Antonietta Curci, University of Bari, Italy (Eds.)

“The book should serve as an importance resource for future FBM researchers as it provides a foundation for previous concerns while exploring recent issues using new data.”
- Lauren Shapiro, North Dakota State University, USA

This book considers the many developments in the study of flashbulb memories (FBMs) that have occurred over the last decade, including new models of FBM formation, advances in statistical methods and neuroscience, and two key public events, the death of Princess Diana and the September 11th attacks in the US, which can help test FBM. The book examines the status of FBMs as ‘special’ or ‘ordinary’ memory formations, and the expert contributors represent a balance between those that favour each approach. It also investigates controversial topics of research, such as:

- Are emotional, cognitive, or social factors highly relevant for the formation of FBMs?
- How can sociological, historical, and cultural issues help us to understand the process of FBMs?
- What are the differences between FBMs, memories for traumatic experiences, and highly vivid personal memories?
- How can we provide a valid and reliable measure for FBMs?

This book gathers together specialists in the field in order to make significant progress in this area of research which has remained divisive for the past thirty years. It will provide essential reading for researchers as well as clinicians dealing with those who have strong FBMs after personal traumatic events.

Contents

Luminet, Curci, Introduction.

Part 1. Methods, Statistics, and Modelling Issues. *Curci*, Measurement Issues in the Study of Flashbulb Memory. *Wright*, Flashbulb Memory Methods. *Luminet*, Models for the Formation of Flashbulb Memories. **Part 2. Consistency and Accuracy.** *Talarico, Rubin*, Flashbulb Memories Result from Ordinary Memory Processes and Extraordinary Event Characteristics. *Julian, Bohannon, III, Aue*, Measures of Flashbulb

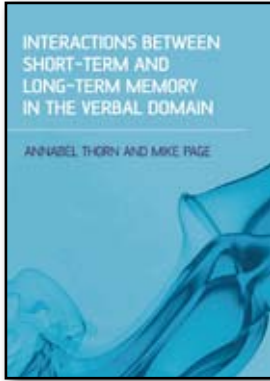
Memory: Are Elaborate Memories Consistently Accurate? **Part 3. Individual Factors: Clinical and Development Issues.** *Pillemer*, ‘Hearing the News’ versus ‘Being There’: Comparing Flashbulb Memories and Recall of First-hand Experiences. *Budson, Gold*, Flashbulb, Personal, and Event Memories in Clinical Populations. *Fivush, Bohanek, Marin, McDermott Sales*, Emotional Memory and Memory for Emotions. **Part 4. Social Factors: Identity, Culture, and Collective Memory.** *Berntsen*, Flashbulb Memory and Social Identity. *Hirst, Meksin*, A Social-interactional Approach to the Retention of Collective Memories of Flashbulb Events. *Páez, Bellelli, Rimé*, Flashbulb Memories, Culture, and Collective Memories: Psychosocial Processes Related to Rituals, Emotions, and Memories. *Wang, Aydin*, Cultural Issues in Flashbulb Memory. *Curci, Luminet*, General Conclusions.

2008: 6x9: 312pp

Hb: 978-1-84169-672-0: \$69.95

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Interactions Between Short-Term and Long-Term Memory in the Verbal Domain

Annabel Thorn, University of Bristol, UK
Mike Page, University of Hertfordshire, UK (Eds.)

“This highly stimulating book offers views from some of the best scientists in the field of verbal short-term memory – a topic with an impressive long-term pedigree which remains the focus of contemporary debate. The prose and academic content are readily accessible to advanced undergraduate and postgraduate students, while the new theoretical advances would interest active researchers.” - **Robert H. Logie**, Professor of Human Cognitive Neuroscience, University of Edinburgh, UK

The relationship between short-term and long-term memory systems is an issue of central concern to memory theorists. The association between temporary memory mechanisms and established knowledge bases is now regarded as critical to the development of theoretical and computational accounts of verbal short-term memory functioning. However, to date there is no single publication that provides dedicated and full coverage of current understanding of the association between short-term and long-term memory systems.

This is the first volume to comprehensively address this key issue. Focusing specifically on memory for verbal information, it comprises chapters covering current theoretical approaches, together with the very latest experimental work, from leading researchers in the field. Chapters draw on both cognitive and neuropsychological research and reflect both conceptual and computational approaches to theorising. The contributing authors represent current research perspectives from both sides of the Atlantic.

By addressing this important topic head-on, this book represents an invaluable resource for academics and students alike.

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Handbook of Metamemory and Memory

John Dunlosky, Kent State University, Ohio, USA
Robert A. Bjork, UCLA, USA (Eds.)

"This volume represents a magnificent collection of chapters on metamemory, or one's knowledge of one's own memory processes. The authors write about some situations in which people are fairly accurate in their knowledge, as well as other cases in which intuitions are remarkably erroneous. The authors represent a stellar collection of researchers in this area, which makes the book a fitting tribute to the late Tom Nelson who pioneered the study of metamemory. The volume should be of interest to all researchers studying human memory and would make a great source for a graduate or upper-level undergraduate seminar." - Henry L. Roediger, III, James S. McDonnell Distinguished University Professor, Washington University in St. Louis

This handbook examines the interplay between metamemory and memory. Each contributor discusses cutting-edge theory and research that, in some way, showcases the symbiotic relationship between metamemory and memory. Together, these chapters support a central thesis, which is that a complete understanding of either metamemory or memory is not possible without understanding their mutual influence.

The inspiration for this volume was the life and research of Thomas O. Nelson, whose pioneering and influential research in the fields of metamemory and memory consistently highlighted their integrated nature.

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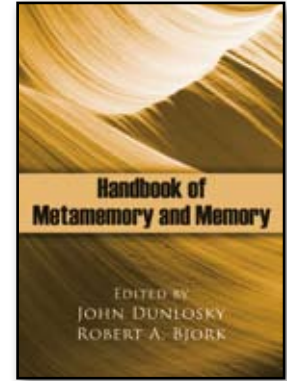
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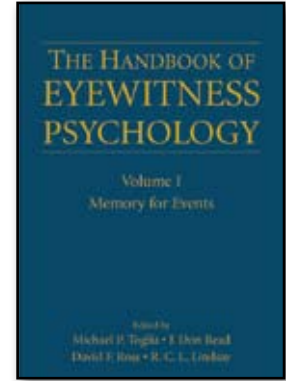
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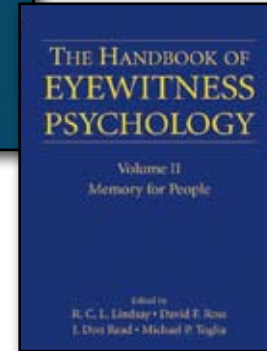
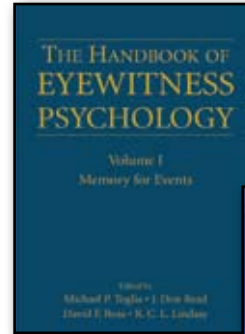
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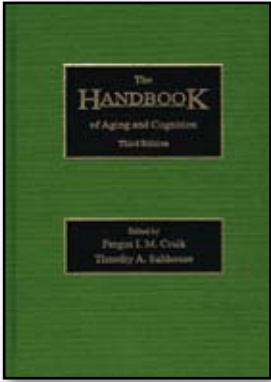
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Nelson Cowan, University of Missouri, USA (Eds.)

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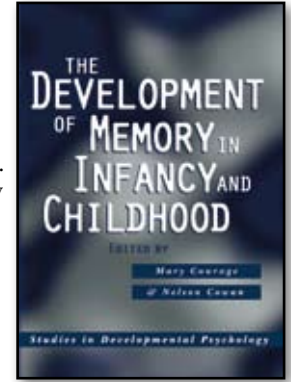
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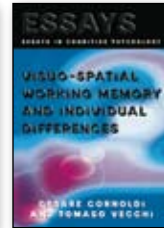
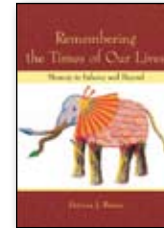
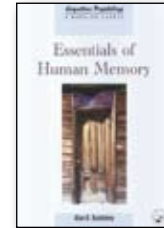
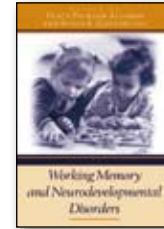
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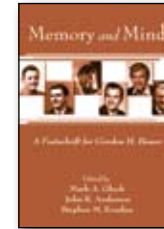
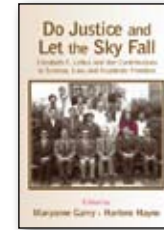
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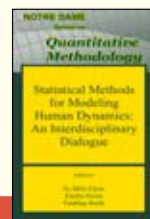
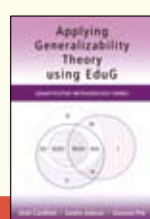
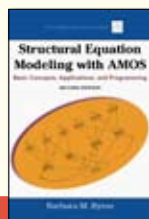
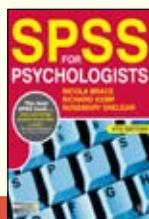
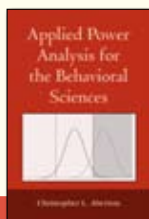
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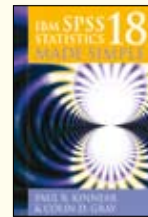
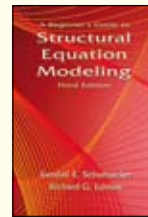
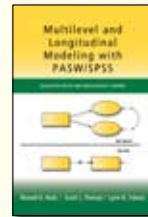
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by Nate Kornell, Lisa K. Son (vol. 17:5, 493-501)

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by Nash Unsworth (vol. 17:4, 386-396)

Special Issues

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Guest Editors: Catherine Loveday and Martin A. Conway

This Special Issue focuses on the use of SenseCam or similar technology. SenseCam is a body-worn camera that takes fish lens colour photographs in response to sensory changes. A typical two-hour event produces 200 to 300 photographs which can later be viewed in a few minutes, producing a SenseCam 'movie'. The effects on memory can be startlingly detailed recall of 'forgotten' memories, called Proustian moments. In general SenseCam powerfully boosts remembering for apparently forgotten everyday events over retention intervals of weeks, months, and years. It thus, provides a means to investigate memory for naturally occurring experiences across a wide range of people and it also allows a new degree of control over our ability to check the accuracy of what can be recalled of everyday experience.

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Guest Editors: Monisha Pasupathi and Kate C. McLean

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Volume 18:2 (2010) 978-1-84872-725-0 \$44.95

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Guest Editors: Amanda Barnier and John Sutton

This special issue is devoted to discussions and investigations of social memory phenomena. Drawing together leading theorists and researchers from cognitive, developmental, clinical, and cross-cultural psychology it proposes sophisticated, novel and testable ways to conceptualise collective memory.

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Guest Editors: Tim Dalgleish and Chris Brewin

This special issue focuses on two themes. The first is the nature of autobiographical remembering of the personal past, the second theme concerns varieties of difficulties in remembering emotional experiences from complete amnesia to lack of specificity of autobiographical recall.

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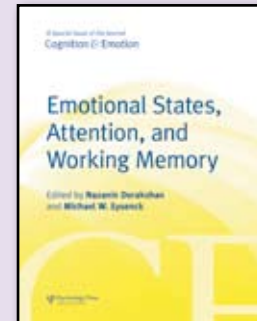


Emotional States, Attention, and Working Memory

Guest Editors: Nazanin Derakshan and Michael Eysenck

This special issue is concerned with the effects of three emotional states (positive affect; anxiety; and depression) on performance. More specifically, the contributors focus on the potential mediating effects of attention and of executive processes of working memory. The evidence discussed suggests that anxiety and depression both impair the executive functions of shifting and inhibition, in part due to task-irrelevant processing (e.g., rumination; worry). In contrast, positive affect seems to enhance the shifting function and does not impair the inhibition function. The complicating role of motivational intensity is also discussed, as are implications for future research.

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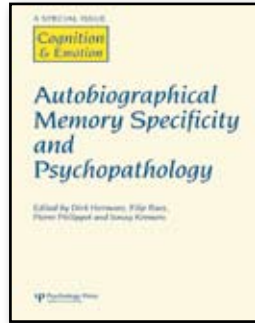


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Guest Editors: Dirk Hermans, Filip Raes, Pierre Phillipott and Ismay Kremers

This special issue further advances this field which lies at the heart of the cognition-emotion interface. The papers address key issues relating to the underlying mechanisms and aetiology of over-general autobiographical memory, providing a state-of-the-art and pushing the field forward.

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Guest Editors: Soledad Ballesteros, Lars Goran-Nilsson and Patrick Lemaire

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