CLASS NOTES, DEMONSTRATIONS VERY IMPORTANT: Know the notes very well! Especially the Experiments covered in great detail.

Chapter 5: Lexical, Semantic memory
Semantic vs. Episodic, what is the difference? What is the evidence?
Demonstrations in class: Remember them very well
Hierarchical network models and other models discussed in the lectures. What are some assumptions and how to test them. Typicality, frequency issues? How to test these models? What is the sentence verification task? What is Reaction time in the context of network models? That is, how do you interpret reaction or response time?
Spreading activation model (authors associated with models, for both models)
Schemas (to come up again); Errors and distortions. Who is Bartlett? What are schemas? Are schemas good? Are schemas always useful?
Concepts and categories/levels of categorization/family resemblance
Prototype theory/Exemplar theory/Feature comparison theory (defining vs. characteristic features)
Organization of semantic memory in the brain: Give it a good reading… The language part can be skipped. But give the music part a good reading.

Chapter 6: Visual Memory
Recognition vs. recall in visual memory
What is visual memory
Representation and imagery: How to measure imagery? What are the main techniques to study imagery.
Know the experiments covered in class and in the book
Analog vs. propositional views, which one is supported?
Lecture on ambiguous words and support for which view?
Neuroimaging evidence for imagery: Again, book and notes
Cognitive maps (read this part and understand it), photographic memory and Mnemonics
What are the major issues in Memory for faces? I lectured on some major issues related to the neuroscience of face memory. The other parts dealing with eye-witness, give it a good reading. Read the part about mnemonics and know about bizarre imagery.

Chapters 7: Autobiographical Memory
Conway's Theory of autobiographical memory and the different levels of the theory (Lifetime periods, Working Self, coherence, correspondence, etc. Know it very well.
Childhood amnesia and the different theories that we talked about why childhood amnesia occurs
Flashbulb memories: What are the explanations, and whether we need a new mechanism. How accurate are these theories?
Influence of language and memory development.
“The magic shrinking machine experiment).
How to study autobiographical memory? Diaries, the cue-word technique
What kind of results do we get when we study autobiographical memory? The Reminiscence Bump?
How do you explain it? (the different views to explain this effect).
Observer vs. Field memories.
Music and autobiographical memory, the Neuroscience of autobiographical memory (Give them a good
CLASS NOTES, DEMONSTRATIONS VERY IMPORTANT: Know the notes very well! Visit the book's webpage and take the practice quizzes.

Chapters 8: False memory
Findings and how to measure and the different theories that we covered to explain the misinformation effect, and the creation of false memories. How to create false memories (DRM method, and Loftus' paradigm).

Source monitoring, methods of studying false memories (DRM, false memory induction procedures, imagination inflation), and theories to explain false memories.

Recovered memories and issues related to this issue.
Suppression, active suppression, repression and the studies reviewed in your book.
Hypnosis and its effects on memory
Eye-witness testimony (misinformation effect) and the different theories that we talk about, and the general findings that were covered. What theories explain these findings (e.g., trace-impairment hypothesis vs. coexistence hypothesis). Know the specific studies that were discussed in class. Read the book to further understand the issues covered in class.

The cognitive interview.