

Quiz #4

Name: _____

1. Describe two explicit effects or trends that we went over in class or in the papers that you read that are consistent with the idea that memory is a constructive process. What does it mean for memory to be constructive, and what are two effects/trends that point to its constructive nature? [2 pt; LTM processes/Autobiographical Memory]

2. Which of the following about proposed explanations for the reminiscence bump is NOT accurate? [1 pt; Autobiographical Memory]

- A. The self-image hypothesis suggests that the reminiscence bump occurs because assuming our identities will lead to enhanced memory.
- B. The cognitive hypothesis suggests that the reminiscence bump occurs because encoding is enhanced during periods of rapid change that are followed by stability.
- C. The narrative rehearsal hypothesis suggests that the reminiscence bump occurs because the repeated viewing or rehearsal of events through media such as television promotes greater recall.
- D. The cultural life script hypothesis suggests that the reminiscence bump occurs because our life stories are easier to remember when they fit with cultural expectations.

3. What is one difference between the behavior of those who have highly superior and severely deficient autobiographical memory? [1 pt; Autobiographical Memory]

4. Which of the following statements about proposed approaches to categorizing items is NOT accurate? [1 pt; Categorization/Knowledge]

- A. High-prototypicality items are responded to more quickly than low-prototypicality items, most likely due to priming.
- B. Determining an item's category membership can allow you to make inferences about that item's other characteristics without having to observe those characteristics yourself.
- C. The definitional approach is not likely to be used, because it is too strict to map onto the real world.
- D. Exemplar categorization probably tends to occur for categories with many members, whereas prototype categorization probably occurs for categories with fewer members.

5. Pick a category of objects. Describe one difference between how a semantic category network approach and a connectionist model approach would represent the stored knowledge [1 pt; Categorization / Knowledge].

6. Describe what expected utility theory predicts and two explicit effects or trends that we went over in class or that were in the papers you read that are inconsistent with people acting in line with an expected utility theory. [2 pt; Decision-making]

7. Check **all** the statements that are **true** about the findings of Pearson et al. (2018) (crimes), Rubin et al. (2019) (scenes), Stanley et al. (2017) (counterfactuals), and Pryor et al. (2019) (norms) [2 pt; readings]

- A. Pearson et al. (2018) suggests that innocent until proven guilty is not entirely accurate because of the cognitive biases that we hold about crimes of different severity.
- B. Pryor et al. (2019) suggests that people follow arbitrary norms because they use the percentage of people who are similarly-minded as an anchor to guide their hypothetical decisions on reporting / not reporting a robber.
- C. Stanley et al. (2017) suggests that counterfactual simulations of negative autobiographical memories had no effect on their emotional intensity.
- D. Rubin et al. (2019) suggests that all the qualities we typically associate with autobiographical memory, such as reliving, vividness, and belief, are due, in large part, to our ability to imagine the spatial layout of the scene being recalled.