

## VITA

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**Education:** B.A. University of Virginia, 1962, Psychology  
M.A. University of Wisconsin, 1965 (Madison), Psychology  
Ph.D. University of Wisconsin, 1967 (Madison), Psychology

**Teaching Interests:** Cognitive Psychology



Secretary-Treasurer for Experimental Psychology (Division 3) of the American Psychological Association (1984-87)

President, Sigma XI, 1986, USF Chapter

Journal of Memory and Language (1990-92) (1997-2005)  
 Psychonomic Bulletin & Review (1999-2006)

Associate Editor:

Journal of Memory and Language (1993-96)  
 Editor for Special Issue of JML concerning Memory Illusions (1996)

Grant Reviewer For:

National Science Foundation  
 Air-Force Office of Scientific Research  
 National Sciences and Engineering Research Council of Canada  
 Australian Research Council

**Publications:**

**Articles:**

Battig, W.F., & Nelson, D.L. (1962). Effect of kind of material and previous experience on paired-associate learning under repetition and non-repetition conditions. *Canadian Journal of Psychology, 16*, 106-111.

Battig, W.F., Brown, S.C., & Nelson, D.L. (1963). Constant vs. varied serial order in paired-associate learning. *Psychological Reports, Monograph Supplement 6-v12*.

Bewley, W. L., Nelson, D.L., & Brogden, W.J. (1968). Single, alternate, and successive practice in the acquisition on two and three serial lists. *Journal of Experimental Psychology, 76*, 376-386.

Bewley, W.L., Nelson, D.L., & Brogden, W.J. (1969). Effect of cue alternation for ordinal position upon acquisition and serial position curve form. *Journal of Experimental Psychology, 79*, 445-451.

Nelson, D.L. (1967). The effect of prior response learning upon subsequent paired-

Nelson, D.L., Simpson, W.E., & Brogden, W.J. (1966). Simultaneous practice, number, and locus of identical items in acquisition of two serial lists. *Journal of Experimental Psychology*, 72, 714-721.

Nelson, D.L., & Rowe, F.A. (1969). Information theory and stimulus encoding paired-associate acquisition: Ordinal position of formal similarity. *Journal of Experimental*

Nelson, D.L. & Davis, M. (1972). Transfer and false recognitions based on phonetic identities of words. *Journal of Experimental Psychology*, *92*, 347-353.

Nelson, D.L., & Archer, C.S. (1972). The first letter mnemonic. *Journal of Educational Psychology*, *63*, 482-486.

Nelson, D.L., & Brooks, D.H. (1973). Independence of phonetic and imaginal features. *Journal of Experimental Psychology*, *97*, 1-17.

Nelson, D.L., & Borden, R.C. (1973). Interference produced by phonetic similarities: Stimulus recognition, associative retrieval, or both? *Journal of Experimental Psychology*, *97*, 167-169.

Nelson, D.L., & Brooks, D.H. (1973). Functional independence of pictures and their verbal memory codes. *Journal of Experimental Psychology*, *98*, 44-48.

Nelson, D.L., & Borden, R.C. (1973). Effect of "meaning" on the processing of the phonetic features of words. *Journal of Experimental Psychology*, *101*, 373-375.

Nelson, D.L. (1973). Word coding: The role of intrinsic and extrinsic features. *Bulletin of the Psychonomic Society*, *1*, 241-243.

Nelson, D.L., Brooks, D.H., & Borden, R.C. (1973). Sequential memory for pictures and the role of the verbal system.



Martin, M., Jones, G.V., Nelson, D.L., & Nelson, L. (1981). Heteronyms and polyphones: Categories of words with multiple phonemic representations. *Behavioral Research Methods & Instrumentation*, *3*, 299-307.

Nelson, D.L., McEvoy, C.L. & Casanueva, D.M. (1982). Category size and free recall. *American Journal of Psychology*, *95*, 235-249.

Wheeler, J.W., Jr., & Nelson, D.L. (1982). Developmental trends in the organization of individual words. *American Journal of Psychology*, *95*, 223-233.

McEvoy, C.L., & Nelson, D.L. (1982). Category name and instance norms for 106 categories of various sizes. *American Journal of Psychology*, *95*, 581-634.

Nelson, D.L., & McEvoy, C.L. (1984). Word fragments as retrieval cues: Letter generation or search through nonsemantic memory? *American Journal of Psychology*, *97*, 17-36.

Nelson, D.L., & Castano, D. (1984). Mental representations for pictures and words: Same or different? *American Journal of Psychology*, *97*, 1-15.

Nelson, D.L., Bajo, M.T., & Casanueva, D. (1985). Prior knowledge: The influence of natural category size as a function of intention and interval. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *11*, 94-105.

Nelson, D.L., McEvoy, C.L., & Bajo, M.T. (1984). Retrieval probabilities for words and pictures. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *10*, 1-15.

Castano, D., Nelson, D.L., & Bajo, M.T. (1984). The influence of prior knowledge on the organization of mental representations for words and pictures. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *10*, 1-15.





Nelson, D.L., Bennett, D.J., Gee, N.R., Schreiber, T.A., & McKinney, M. (1993). Implicit memory: Effects of network size and interconnectivity on cued recall. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *19*, 747-764.

McEvoy, C.L., Holley, P.E., & Nelson, D.L. (1995). Age effects in cued recall: Forces from implicit and explicit memory. *Psychology and Aging*, *10*, 314-324.

Hense, R.L., Penner, L.A., & Nelson, D.L. (1995). Implicit memory for age stereotypes. *Social Cognition*, *13*, 399-415.

Nelson, D.L., & Xu, J. (1995). Effects of implicit memory on explicit recall: Set size and word frequency effects. *Psychological Research*, *57*, 203-214 (special issue).

Nelson, D.L., Bennett, D.J., & Xu, Jie (1997). Recollective and automatic uses of memory. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *23*, 872-885.

Nelson, D.L., Bennett, D.J., & Leibert, T. (1997). One step is not enough: Making better use of association norms to predict cued recall. *Memory & Cognition*, *25*, 785-796.

Leibert, T.U., & Nelson, D.L. (1998). The roles of cue and target familiarity in making feeling of knowing judgments. *American Journal of Psychology*, *111*, 63-75.

Schreiber, T.A., & Nelson, D.L. (1998). The relation between feelings of knowing and the number of neighboring concepts linked to the test cue. *Memory & Cognition*, *26*, 869-883.

Nelson, D.L., McKinney, V.M., Gee, N.R., & Janczura, G.A. (1998). Interpreting the influence of implicitly activated memories on recall and recognition. *Psychological Review*, *105*, 299-324.

Janczura, G.A., & Nelson, D.L. (1999). Concept accessibility as a determinant of typicality judgments. *American Journal of Psychology*, *112*, 1-19.

McEvoy, C.L., Marschark, M., & Nelson, D.L. (1999). Comparing the mental lexicon of deaf and hearing individuals. *Journal of Educational Psychology*, *91*, 312-320.

Nelson, D.L., Schreiber, T.A., & Xu, J. (1999). Cue set size effects: Sampling activated associates or cross-target interference? *Memory & Cognition*, *27*, 465-477.

Nelson, D. L., & McEvoy, C. L. (2000). What is this thing called frequency? *Memory & Cognition*, *28*, 509-522.

Nelson, D. L., McEvoy, C. L., & Dennis, S. (2000). What is free association and what does it measure? *Memory & Cognition*, *28*, 887-899.

Nelson, D. L., & Zhang, N. (2000). The ties that bind what is known to the recall of what is new. *Psychonomic Bulletin & Review*, *7*, 604-617.

Nelson, D. L., Zhang, N., & McKinney, V. M. (2001). The ties that bind what is known to the recognition of what is new. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *27*, 1147-1159.

Nelson, D. L., & McEvoy, C. L. (2002). How can the same type of prior knowledge both help and hinder recall? *Journal of Memory and Language*, *46*, 652-663.

Nelson, D. L., & Goodman, L.B. (2002). Experiencing a Word Can Prime Its Accessibility and Its Associative Connections to Related Words. *Memory & Cognition*, *30*, 380-398.

Nelson, D. L., McKinney, V. M., & McEvoy, C. L. (2003). Are Implicitly Activated Associates Selectively Activated? *Psychonomic Bulletin & Review*, *10*, 118-124.

Nelson, D. L., McEvoy, C. L., & Pointer, L. (2003). Spreading activation or spooky action at a distance? *Journal of Experimental Psychology: Learning, Memory and Cognition*, *29*, 42-52.

Nelson, D. L., & Goodman, L.B. (2003). Disrupting attention: The need for retrieval cues in working memory theories. *Memory & Cognition*, *31*, 65-76.

Goodman, L. B., & Nelson, D. L. (2004). Strengthening the activation of unconsciously activated memories. *Memory & Cognition*, *32*, 804-818.

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Janczura, G., & Nelson, D. L. (2006). A hipótese da acessibilidade conceitual para a tipicidade e a produção lingüística" (The concept accessibility hypotheses for typicality and linguistic production). *Psicologia: Reflexão e Crítica*, 19, 491-497.

Nelson, D. L., Goodmon, L. B., & Ceo, D. (2007). How does delayed testing reduce effects of implicit memory: Context infusion or cuing with context? *Memory & Cognition*, 35, 1014-1043.

Nelson, D. L., Goodmon, L. B., & Akirmak, U. (2007). Implicitly activated memories are associated to general context cues. *Memory & Cognition*, 35, 1878-1891.

Nelson, D. L., Fisher, S., & Akirmak, U. (2007). How does implicitly activated and explicitly acquired knowledge contribute to the effectiveness of extralist cues? *Memory & Cognition*, 35, 1892-1904.

Nelson, D. L., & McEvoy, C. L. (2007). Entangled associative structures and context. In P. D. Bruza, W. Lawless, C. J. Rijsbergen, & D. Sofge (Eds.), *Proceedings of the AAAI Spring Symposium on Quantum Interaction*. Stanford University: AAAI press.

Bruza, P. D., Kitto, K., Nelson, D., & McEvoy, L. (2008). Entangling words and meaning. In Proceedings of the *Second Annual Quantum Interaction Symposium*. College Publications, 2008.

Bruza, P. D., Kitto, K., Nelson, D., & McEvoy, L. (In press). Extracting spooky-activation-at-distance from considerations of entanglement. In Proceeding of the *Third Annual Quantum Interaction Conference*.

Bruza, P. D., Kitto, K., Nelson, D., & McEvoy, L. (In press). Is there something quantum-like about the human mental lexicon? *Journal of Mathematical Psychology*.

Balota, D. A., Cortese, M. J., Hutchinson, K. A., Neely, J. H., Nelson, D. L., Simpson, G. B., & Treiman, R. (2002). *The English Lexicon Project: A web-*

*Psychology and its Applications* (pp. 237-249). Washington DC: American Psychological Association.

McEvoy, C. L., & Nelson, D. L. (2006). Measuring, manipulating, and modeling the unconscious influences of prior experience on memory for recent experiences. In R. W. Wiers & A. W. Stacy (Eds.), *Handbook of Implicit Cognition and Addiction*, Thousand Oaks, CA, Sage Publications.

### **Books:**

Penner, L.A., Batche, G.M., Knoff, H.M. & Nelson, D. (1993). *Contributions of Psychology to Mathematics and Science Education*. Washington, D.C. American Psychological Association.

### **Colloquia, Invited Addresses and Paper Presentations at Regional and National Meetings:**

Midwestern Psychological Association (1967): "Paired-associate learning as a function of association value, amount and location of similarity."

Psychonomic Society (1970): "Words as sets of features: Coding phonological cues."

Psychonomic Society (1972): "Independence of verbal and non-verbal codes?"

Rocky Mountain Psychological Association (1973): Participant in workshop in human learning-memory-cognition.

Cambridge University, England (1975): "Why are pictures easier to remember than words"

Psychonomic Society (1975): "On the nature of pictorial encoding: A level of processing analysis."

University of Colorado (1976): "On encoding pictures."

Southeastern Psychological Association (Invited address, 1977): "Remembering significance and appearance."

Southeastern Psychological Association (1977): "Word organization as a function of age and reading skills." Joseph W. Wheeler and Douglas L. Nelson.

University of Colorado (1977): "Sensory Cues."

Levels of Processing Conference, Rockport, Mass. (1977)

Southeastern Psychological Association (1978): "Meanings, rhymes, and sensory features."

American Psychological Association (1978): "Sufficiency of cue

"Breadth of prior knowledge and memory for familiar stimuli." Invited Colloquium, Florida International University, March, 1984.

"How Fragments are Completed." Psychonomic Society, November, 1985.

"Implicitly Activated Knowledge and Memory." The 1987 Floweree Symposium on Cognition, New Orleans, February 23-24.

"How what we know interferes with what we remember." Practical Aspects of Memory Conference, August, 1987, Swansea, Wales.

"Unconscious activation and memory for familiar concepts." Invited address to Eastern Psychological Association, April 22-24, 1988, Buffalo, New York.

"No Word is an Island." Colloquium presented to the University of Maryland



"Implicitly activated memories affect explicit recall." Invited colloquium, University of Kansas, September, 1994.

"The unconscious effects of unconsciously activated memories." Invited colloquium, National Technical Institute for the Deaf, Rochester, NY, September, 1994.

"Retrieval under conditions of uncertainty." Invited colloquium, Department of Psychology, University of North Carolina (Greensboro), March, 1996.

"Retrieval under conditions of uncertainty." Invited colloquium, Rice University, June, 1996.

"Retrieval under conditions of uncertainty." Invited colloquium, New Mexico State University, June, 1996.

"False Memories: Retrieval under conditions of uncertainty." Invited Address, American Psychological Association, August, 1996.

Revised 11/ 18 /07