

## VITA

**Name:** DOUGLAS L. NELSON

**Business Address:** Department of Psychology  
University of South Florida  
Tampa, Florida 33620  
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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  
Experimental Design and Statistics

**Research Interests:** Human Memory

### Grants:

U.S.F. Release Time Award (1968-1969)

National Institute of Mental Health Research Grant (1969-1971)

National Institute of Mental Health Research Grant (1971-1973)

National Science Foundation Equipment Grant (1969) with H.D. Kimmel and M.C. Dertke.

National Science Foundation Equipment Grant (1972)

National Institute of Mental Health Grant (1973-1976)

National Institute of Mental Health Grant (1976-1979)

National Institute of Mental Health Grant (1979-1982)

National Institute of Mental Health Grant (1982-1985)

National Institute of Mental Health Grant (1985-1989)

National Institute of Mental Health Grant (1989-1994)

Co-PI, National Institute of Aging (1989-1994)  
 National Institute of Mental Health Grant (1996-2001)  
 National Institute of Mental Health Grant (2001-2006)  
 Co-PI, National Institute of Aging (1996-2001)  
 Co-PI, National Institute of Aging (2001-2006)  
 Partner Investigator, Australian Research Council (2003-05)

### **Professional Employment and Experience:**

Undergraduate Research Assistant for W.F. Battig: 1960-1962  
 Graduate Research Assistant for W.J. Brogden: 1962-1966  
 Instructor, University of Wisconsin: 1966-1967  
 Assistant Professor of Psychology, University of South Florida: 1967-1971  
 Associate Professor of Psychology, University of South Florida: 1971-1974  
 Professor of Psychology, University of South Florida: Fall, 1974  
 Director, Experimental Psychology: 1973 to 1981; 1986 to 1994  
 Acting Chairman, Department of Psychology, 1981-1982  
 Distinguished Research Professor, University of South Florida, Spring, 1994  
 Emeritus Professor, University of South Florida, June, 2007

### **Professional Associations:**

Member, Psychonomic Society  
 Fellow, American Psychological Association (Division 3)  
 Member, Sigma XI  
 Fellow, American Psychological Society (dropped membership)

### **Honors and Awards and Service on National Committees:**

University of South Florida Sigma XI Research Award, 1982  
 Program Chair and Committee Member for Division 3, American Psychological Association (1982-1985)

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

President, Sigma XI, 1986, USF Chapter

Theodore and Venette Askounes-Ashford Distinguished Scholar Award, 1985

Member, Steering Committee on the Division Leadership Conference of the American Psychological Association (1985)

Member, Committee to Select Editor of Journal of Experimental Psychology: Learning, Memory and Cognition (1984)

Member, APA Committee to Select Distinguished Scientist Award for Young Investigators (1987)

Representative to APA's National Conference on Education (June, 1987)

Panelist for National Institute of Mental Health workshop, Linking Basic Science Research to Mental Health Concerns, July, 1988

Member, APA Board of Convention Affairs 1989-1992

Elected as Member-At-Large of Executive Committee for Division 3 of the American Psychological Association (1991-94)

Series Editor Advisor for Counterpoints: Cognition, Memory and Language (Oxford University Press and Simon & Shuster)

Committee of Visitors for National Science Foundation

Professorial Excellence Program (PEP) Award, University of South Florida

President-Elect Division 3 Experimental Psychology 1999-2000

President Division 3 Experimental Psychology 2000-01

Panel member for Department of Education's Cognition and Student Learning Grants Program, 2002-03

Consulting (MASTHEAD) Editor for:

Journal of Experimental Psychology: Human Learning and Memory (1979-80)

Journal of Experimental Psychology: Learning, Memory and Cognition (1982-89)

American Journal of Psychology (1979-89)

Memory and Cognition (1989- 2002)

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-associate acquisition under constant and varied orders of presentation. *Journal of Verbal Learning and Verbal Behavior, 6*, 78-83.

Nelson, D.L. (1968). Paired-associate acquisition as a function of association value, degree, and location of similarity. *Journal of Experimental Psychology, 77*, 364-369.

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 Psychology*, *79*, 342-346.

Nelson, D.L. (1969). Information theory and stimulus encoding in free and serial recall: Ordinal position of formal similarity. *Journal of Experimental Psychology*, *80*, 537-541.

Nelson, D.L., & Garland, R.M. (1969). Amount and locus of stimulus-response overlap in paired-associate acquisition. *Journal of Experimental Psychology*, *82*, 297-300.

Nelson, D.L., Rowe, F.A., Engel, J.E., Wheeler, J., & Garland, R. (1969). Backward relative to forward recall as a function of stimulus meaningfulness and similarity. *Journal of Experimental Psychology*, *83*, 323-328.

Nelson, D.L., Bercov, S., & Leslie, L. (1970). Ordinal positions of letters within words as concepts: Effect of assigning identical responses to words sharing letters in various ordinal positions. *Psychonomic Science*, *18*, 201-202.

Nelson, D.L., & Nelson, L.D. (1970). Rated acoustic (articulatory) similarity for word pairs varying in number and ordinal position of common letters. *Psychonomic Science*, *19*, 81-82.

Nelson, D.L., Garland, R.M., & Crank, D. (1970). Free recall as a function of meaningfulness, formal similarity, form and amount of internal structure, and locus of contingency. *Journal of Verbal Learning and Verbal Behavior*, *9*, 417-424.

Nelson, D.L., Peebles, J., & Pancotta, F. (1970). Phonetic similarity as opposed to informational structure as a determinant of word encoding. *Journal of Experimental Psychology*, *86*, 117-119.

Nelson, D.L., Wheeler, J., & Bercov, S. (1970). Variations in item availability and distinctiveness and the role of temporal constancy cues in serial anticipation. *Journal of Experimental Psychology*, *86*, 463-464.

Nelson, D.L., Wheeler, J., & Engel, J. (1970). Stimulus meaningfulness and similarity, recall direction and rate of recall test. *Psychonomic Science*, *20*, 346-347.

Nelson, D.L., Fosselman, J., & Peebles, J. (1971). Words as phonological sequences. *Journal of Experimental Psychology*, *87*, 361-366.

Nelson, D.L., Brooks, D.H., & Fosselman, J. (1972). Words as sets of features: Decoding phonological cues. *Journal of Experimental Psychology*, *92*, 305-312.

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. *Journal of Experimental Psychology*, *101*, 242-245.

Nelson, D.L., & Brooks, D.H. (1974). Retroactive inhibition of rhyme categories in free recall: Inaccessibility and unavailability of information. *Journal of Experimental Psychology*, *102*, 277-283.

Nelson, D.L., & Brooks, D.H. (1974). Relative effectiveness of rhymes and synonyms as retrieval cues. *Journal of Experimental Psychology*, *102*, 503-507.

Nelson, D.L., Borden, R.C., & Brooks, D.H. (1974). Effects of formal similarity: Phonetic, graphic or both? *Journal of Experimental Psychology*, *103*, 91-96.

Nelson, D.L., Wheeler, J.W., Borden, R.C., & Brooks, D.H. (1974). Levels of processing and cuing: Sensory vs. meaning features. *Journal of Experimental Psychology*, *103*, 971-977.

Nelson, D.L., Borden, R.C., & Wheeler, J.W. (1975). Sensory features and the reduction of imaginal interference. *Memory & Cognition*, *3*, 239-242.

Nelson, D.L., Brooks, D.H., & Wheeler, J.W. (1975). Sensory and meaning features in stimulus recognition and associative retrieval. *Journal of Experimental Psychology: Human Learning and Memory*, *1*, 711-719.

Nelson, D.L., & Reed, V.S. (1976). On the nature of pictorial encoding: A level of processing analysis. *Journal of Experimental Psychology: Human Learning and Memory* 2, 49-57.

Nelson, D.L., Wheeler, J.W., & Brooks, D.H. (1976). Imagery and the elimination of sensory interference. *Journal of Experimental Psychology: Human Learning and Memory*, 2, 95-102.

Nelson, D.L., Reed, V.S., & Walling, J.R. (1976). Pictorial superiority effect. *Journal of Experimental Psychology: Human Learning and Memory*, 2, 523-528.

Edmunson, E.D., & Nelson, D.L. (1976). Anxiety, imagery and sensory interference. *Bulletin of the Psychonomic Society*, 8, 319-322.

Nelson, D.L., Reed, V.S., & McEvoy, C.L. (1977). Encoding strategy and sensory and semantic interference. *Memory & Cognition*, 5, 462-467.

Nelson, D.L., Reed, V.S., & McEvoy, C.L. (1977). Learning to order pictures and words: A model of sensory and semantic encoding. *Journal of Experimental Psychology: Human Learning and Memory*, 3, 485-497.

Nelson, D.L., & Borden, R.C. (1977). Encoding and retrieval effects of dual sensory semantic cues. *Memory & Cognition*, 5, 457-461.

Nelson, D.L., Walling, J.R., & McEvoy, C.L. (1979). Doubts about depth. *Journal of Experimental Psychology: Human Learning and Memory*, 5, 24-44.

Nelson, D.L., & McEvoy, C.L. (1979). Encoding context and set size. *Journal of Experimental Psychology: Human Learning and Memory*, 5, 292-314.

Scott, J.C., & Nelson, D.L. (1979). Anxiety and encoding strategy. *Bulletin of the Psychonomic Society*, 13, 297-299.

Nelson, D.L., & McEvoy, C.L. (1979). Effects of retention interval and modality on sensory and semantic trace information. *Memory & Cognition*, 7, 257-262.

Nelson, D.L., McEvoy, C.L., Walling, J.R., and Wheeler, J.W. (1980). The University of South Florida Homograph Norms. *Behavior Research Methods and Instrumentation*, 12, 16-37.

Nelson, D.L. and Friedrich, M. (1980). Encoding and cuing sounds and senses. *Journal of Experimental Psychology: Human Learning and Memory*, 6, 717-731.

Nelson, D.L., McEvoy, C.L., & Friedrich, M. (1982). Extralist cuing and retrieval inhibition. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 8, 89-105.

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 processes in perceptual recognition and cued recall: The influence of category size. *Memory and Cognition*, *12*, 498-506.

Nelson, D.L., Canas, J., Casanueva, D., & Castano, D (1985). Prior knowledge and recognition. *American Journal of Psychology*, *98*, 379-397.

Nelson, D.L., & Bajo, M.T. (1985). Prior knowledge and cued recall: Category size and dominance. *American Journal of Psychology*, *98*, 503-517.

Canas, J.J., & Nelson, D.L. (1986). Recognition and environmental context: The effect of testing by phone. *Bulletin of the Psychonomic Society*, *6*, 407-409.

Nelson, D.L. Canas, J.J., Bajo, M.T., & Keelean, P.D. (1987). Comparing word fragment completion and cued recall with letter cues. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *13*, 542-552.

Nelson, D.L., Bajo, M.T., & Canas, J.J. (1987). Prior knowledge and memory: The episodic encoding of implicitly activated associates and rhymes. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *13*, 54-63.



Nelson, D.L., Canas, J.J., & Bajo, M.T. (1987). The effects of natural category size on memory for episodic encodings. *Memory and Cognition*, *15*, 133-140.

Nelson, D.L., McEvoy, C.L., & Bajo, M.T. (1988). Lexical and semantic search in cued recall, fragment completion, perceptual identification and recognition. *American Journal of Psychology*, *101*, 465-480.

Nelson, D.L., Keelean, P., & Negrao, M. (1989). Word-fragment cuing: The lexical search hypothesis. *Journal of Experimental Psychology: Learning, Memory & Cognition*, *15*, 388-397.

Nelson, D.L., Bajo, M.T., McEvoy, C.L., & Schreiber, T. (1989). Prior knowledge: The effects of natural category size on memory for implicitly encoded concepts. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *15*, 957-967.

Nelson, D.L., McEvoy, C.L., & Schreiber, T. (1990). Encoding context and retrieval conditions as determinants of the effects of natural category size. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *16*, 31-41.

McEvoy, C.L., & Nelson, D.L. (1990). Retrieval and the roles of retrieval cues, domains of encoding and automaticity. *Memory and Cognition*, *18*, 15-22.

Nelson, D.L., LaLomia, M., & Canas, J.J. (1991). Dissociative effects in different prime domains. *Memory and Cognition*, *19*, 44-62.

Nelson, D.L., & Schreiber, T.A. (1992). Word concreteness and word structure as independent determinants of recall. *Journal of Memory and Language*, *31*, 237-260.

Nelson, D.L., Schreiber, T.A., & McEvoy, C.L. (1992). Processing implicit and explicit representations. *Psychological Review*, *99*, 322-348.

Nelson, D.L., Gee, N.R., & Schreiber, T.A. (1992). Sentence encoding and implicitly activated memories. *Memory & Cognition*, *20*, 643-654.

Nelson, D.L., Schreiber, T.A., & Holley, P.E. (1992). The retrieval of controlled and automatic aspects of meaning on direct and indirect tests. *Memory & Cognition*, *20*, 671-684.

McEvoy, C.L., Nelson, D.L., Holley, P.E., & Stelnicki, G.S. (1992). Implicit processing in the cued recall of young and old adults. *Psychology and Aging*, *7*, 401-408.

Nelson, D.L., McEvoy, C.L., Janczura, G.A., & Xu, J. (1993). Implicit memory and inhibition. *Journal of Memory and Language*, *32*, 667-691.

- 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.
- Gee, N. R., Nelson, D. L., & Krawczyk, D. (1999). Is the concreteness effect a result of underlying network interconnectivity? *Journal of Memory and Language*, *40*, 479-497.
- McEvoy, C. L., Nelson, D. L., & Komatsu, T. (1999). What's the connection between true and false memories: The differential roles of interitem associations in recall and recognition. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *25*, 1177-1194.

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.

Nelson, D. L., McEvoy, C. L., & Schreiber, T. A. (2004). The University of South Florida word association, rhyme and word fragment norms. *Behavior Research methods, Instruments, & Computers*, *36*, 408-420.

Nelson, D. L., Dyrdal, G. M., & Goodman, L.B. (2005). What is pre-existing strength? Predicting free association probabilities, similarity ratings, and cued recall probabilities. *Psychonomic Bulletin & Review*, *12*, 711-719.

Fisher, S. L., & Nelson, D. L. (2006). Recursive reminding: Effects of repetition, printed frequency, connectivity, and set size on recognition and judgments of frequency. *Memory & Cognition*, *34*, 295-303.

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*.

### Website Databases:

Nelson, D. L., McEvoy, C. L., & Schreiber, T. A. (1999). The University of South Florida Word Association, Rhyme and Fragment Norms. <http://luna.cas.usf.edu/~nelson/>

Nelson, D. L. (2000). The University of South Florida Database on Cued Recall. <http://luna.cas.usf.edu/~nelson/>

Nelson, D. L. (2000). The University of South Florida Database on Recognition. <http://luna.cas.usf.edu/~nelson/>

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-based repository of descriptive and behavioral measures for 40,481 English words and nonwords*. <http://elexicon.wustl.edu>.

### **Book Chapters:**

Nelson, D.L. (1972). Words as sets of features: The role of phonological cues. In R. Thompson and J. Boss (Eds.) *Topics in Learning and Performance*, New York: Academic Press.

Nelson, D.L. (1979). Remembering pictures and words: Appearance, significance, and name. In L. Cermak and F.I.M. Craik (Eds.) *Levels of Processing and Human Memory*, New Jersey: L. Erlbaum & Associates.

Nelson, D.L. (1981). Many are called but few are chosen: The influence of context on the effects of category size. In G. Bower (Ed.). *The Psychology of Learning and Motivation: Advances in Research and Theory*. (Vol. 15). New York, New York: Academic Press.

Nelson, D.L. (1988). How what we know interferes with what we remember. In M. Gruneberg, P. Morris & R. Sykes (Eds.) *Second International Conference on Personal Aspects of Memory*(Vol. 1). London: Wiley.

Nelson, D.L. (1989). Implicitly activated knowledge and memory. In C. Izawa (Ed.) *Current Issues in Cognitive Processing: The Floweree Symposium on Cognition*. New York: Erlbaum.

Nelson, D.L. (1994). Implicit Memory. In Morris, P.E., & Gruneberg, M. (Eds.) *Theoretical Aspects of Memory*. London, England: ROUTLEDGE.

Nelson, D.L. (1993). The Roles of Cognition, Emotion, and Social Interaction in Educational Practice. In Penner, L.A., Bathe, G.M., Knoff, H.M., & Nelson, D. (Eds.) *Contributions of Psychology to Mathematics and Science Education*. Washington, D.C.: American Psychological Association, pp. 51-60

Nelson, D.L., McKinney, V.M., & Bennett, D.J. (1999). Conscious and automatic uses of memory in cued recall and recognition. In B.H. Challis & B.M. Velichkovsky (Eds.) *Stratification in Cognition and Consciousness* Amsterdam. John Benjamins Publishing.

Nelson, D. L., & McEvoy, C. L. (2005). Implicitly activated memories: The missing links of remembering. In C. Izawa & N. Ohta (Eds.) *Learning and Memory: Advances in Theory and Applications* (pp. 177-198). New Jersey: Erlbaum Associates, Inc.

Steyvers, M., Shiffrin, R. M., & Nelson, D. L. (2005). Semantic spaces based on free association that predict memory performance. In A. Healy (Ed.), *Experimental Cognitive*

*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-dependent recall." Symposium on cue-dependent forgetting.

Psychonomic Society (1978): "Encoding context and set size."

"Encoding Strategy and Set Size." McEvoy and Nelson. Southeastern Psychological Association. New Orleans, 1979.

"Spreading Activation and the Sense of Sounds." Midwestern Psychological Association. St. Louis, 1980 (Invited Address).

Organized and Chaired the 11th Annual Meeting of the Southeastern Workers in Memory (SWIM) at the Southeastern Psychological Association Meetings, Washington, 1980.

"Priming and Cuing Sounds and Senses." Friedrich and Nelson. Southeastern Psychological Association. Washington, 1980.

"The Rhyme Riddle." Invited Address First Annual Conference on Learning and Memory. University of Colorado, June, 1980.

"Retrieving sensory information in recognition." Colloquium presented at the University of Colorado, 1981.

"Recognition and the retrieval of sensory information." Psychonomic Society (1981).

"On remembering pictures." Sigma XI invited address, December, 1982, University of South Florida.

"On remembering pictures." Texas A&M University, Invited colloquium, February, 1983.

"Memory for familiar stimuli: The influence of prior knowledge." Invited address Duke University, March, 1983.

"Memory for familiar stimuli: The influence of prior knowledge." Invited colloquium at the University of North Carolina, Greensboro, March, 1983.

"Memory for familiar stimuli." Invited New Fellow address delivered at the American Psychological Association, August, 1983.

"Prior knowledge and memory for familiar stimuli." Invited colloquium at the University of Maryland, October, 1983.

"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 Department of Psychology (December, 1988).

"Memory for Implicitly Activated Information." Florida Cognitive Conference (March, 1989).

"No Word is an Island: Every word is an island." Colloquium presented to the University of Queensland Psychology Department (July, 1989).

"Memory and The Role of Implicit Activation." Colloquium presented to Cognitive Group (Dessert) at the University of South Florida (October, 1989).

"Implicit and Explicit Memory." Colloquium presented to University of North Carolina (Greensboro) in May, 1991.

"Effects of Implicit Memory on Explicit Recall." Invited speaker at the International Conference on Memory held in Lancaster, England (July, 1991).

"Implicit memory: Effects of Associative Set Size, Connectivity, and Associative Intersections." Psychonomic Society, November, 1991.

"The mental lexicon: Effects of number, interconnectivity, and intersection in memory." Universität des Saarlands, Germany, Invited trip, June, 1993.

"Implicit memory in another form." Psychonomic Society, November, 1993.

"Effects of implicit memory on explicit recall." Invited colloquium for North Dakota State University, February 1994.

"What makes a retrieval cue effective?" Invited talk at the Third International Conference on Practical Aspects of Memory, Washington, DC, June, 1994.



"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.

"The ties that bind: Predicting recognition and cued recall." Invited talk Annual Armadillo Conference, October, 1999.

"What is this thing called frequency." Invited talk Rocky Mountain Psychological Association, April, 2000.

"The warm, dark matter of mind." Presidential address (Division 3). American Psychological Association, August, 2001

"Spooky activation at a distance." Annual Summer Interdisciplinary Conference. Squamish, Canada, August 2002.

"Implicitly activated memories. The missing links of remembering." Invited talk to the 4<sup>th</sup> Tsukuba International Conference on Memory, Japan, January, 2003.

"Implicitly activated memories. The missing links of remembering." Invited colloquium to Institute for Prevention Research, Department of Preventative Medicine, University of Southern California, July, 2003.

"The missing links of remembering." A lecture series at the University of Granada, Spain, May, 2004.

"Entangled associative structures and context." Invited talk to the American Association of Artificial Intelligence's Quantum Interaction Symposium, Stanford University, March, 2007.

Revised 11/ 18 /07