

ROBERT L. GREENE
Curriculum Vitae

Department of Psychology
Case Western Reserve University
Cleveland, OH 44106
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Education

Ph.D., Yale University, 1984
B.A., summa cum laude, University of Pennsylvania, 1979

Employment

Case Western Reserve University
Assistant Professor of Psychology, 1984-1988
Associate Professor of Psychology, 1988-1995
Professor of Psychology, 1995-present
Department Chair, 2000-2003, 2005-2010
Associate Chair, 1995-2000

Courses Taught

<u>Undergraduate</u>	<u>Graduate</u>
General Psychology	Learning Theory
Cognitive Psychology	History & Systems
Psychology of Learning	Psychology of Reading
Research Methods & Design	Multivariate Data Analysis
Introduction Cognitive Science	Research Design & Analysis
Experimental Laboratory	Cognition and Information-Processing
First Seminar: Life of the Mind	Teaching of Psychology

Professional Activities

Editor:
Journal of Experimental Psychology: Learning, Memory, and Cognition, 2012-present

Associate Editor:
Archives of Scientific Psychology, 2012-present
Journal of Memory and Language, 2003-2012
Memory & Cognition, 1997-2004

Editorial board appointments:
Journal of Experimental Psychology: Learning, Memory, and Cognition, 1987-2005
Journal of Memory and Language, 2001-2003
Intelligence, 1992-1999
Memory & Cognition, 1991-1996, 2005-present
PsycCRITIQUES-Contemporary Psychology: APA Review of Books, 2011-present
Psychological Bulletin, 1993-1996

Member of the American Psychological Association, Psychonomic Society and
Midwestern Psychological Association.

PUBLICATIONS

Greene, R. L. (1984). Incidental learning of event frequency. *Memory & Cognition*, 12, 90-95.

Greene, R. L., & Crowder, R. G. (1984). Effects of semantic similarity on long-term recency. *American Journal of Psychology*, 97, 441-449.

Greene, R. L., & Crowder, R. G. (1984). Modality and suffix effects in the absence of auditory stimulation. *Journal of Verbal Learning and Verbal Behavior*, 23, 371-382.

Greene, R. L. (1985). Constraints on the long-term modality effect. *Journal of Memory and Language*, 24, 526-541.

Greene, R. L. (1986). A common basis for recency effects in immediate and delayed recall. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 12, 413-418.

Greene, R. L. (1986). Effects of intentionality and strategy on memory for frequency. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 12, 489-495.

Greene, R. L. (1986). Sources of recency effects in free recall. *Psychological Bulletin*, 99, 221-228.

Greene, R. L. (1986). Word stems as cues in recall and completion tasks. *Quarterly Journal of Experimental Psychology*, 38A, 663-673. Reprinted in P. T. Smith & R. A. Boakes (Eds.), *Human and animal memory*. Hillsdale, NJ: Erlbaum.

Greene, R. L., & Crowder, R. G. (1986). Recency effects in delayed recall of mouthed stimuli. *Memory & Cognition*, 14, 355-360.

Greene, R. L., & Samuel, A. G. (1986). Recency and suffix effects in serial recall of musical stimuli. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 12, 517-524.

Crowder, R. G., & Greene, R. L. (1987). The context of remembering. In D. S. Gorfein & R. R. Hoffman (Eds.), *Memory and learning: The Ebbinghaus centennial conference* (pp. 191-199). Hillsdale, NJ: Lawrence Erlbaum Associates

Crowder, R. G., & Greene, R. L. (1987). On the remembrance of times past: The irregular list technique. *Journal of Experimental Psychology: General*, 116, 265-278.

Greene, R. L. (1987). Effects of maintenance rehearsal on human memory. *Psychological Bulletin*, 102, 403-413.

Greene, R. L. (1987). Stimulus suffixes and visual presentation. *Memory & Cognition*, 15, 497-503.

Greene, R. L. (1988). Generation effects in frequency judgment. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 14, 298-304.

Greene, R. L. (1988). Learning by reading about doing? [Review of "Experimental Psychology" (2nd ed.) by A. Myers.] *Contemporary Psychology*, 33, 525-526.

Greene, R. L. (1988). Stimulus suffix effects in recognition memory. *Memory & Cognition*, 16, 206-209.

Greene, R. L., & Crowder, R. G. (1988). Memory for serial position: Effects of spacing, vocalization, and stimulus suffixes. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 14, 740-748.

Greene, R. L., Elliott, C. L., & Smith, M. D. (1988). When do interleaved suffixes improve recall? *Journal of Memory and Language*, 27, 560-571.

Greene, R. L. (1989). Immediate serial recall of mixed-modality lists. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 15, 266-274.

- Greene, R. L. (1989). Negative practice effects on frequency discrimination. *American Journal of Psychology*, *102*, 225-232.
- Greene, R. L. (1989). On the relationship between categorical frequency estimation and cued recall. *Memory & Cognition*, *17*, 235-239.
- Greene, R. L. (1989). Spacing effects in memory: Evidence for a two-process account. *Journal of Experimental Psychology: Learning, Memory, and Cognition* *15*, 371-377.
- Greene, R. L. (1990). Memory for pair frequency. *Journal of Experimental Psychology: Learning, Memory, & Cognition* *16*, 110-116.
- Greene, R. L. (1990). Networking cognitive psychology. [Review of "Human memory and cognition" by M. H. Ashcraft.] *Contemporary Psychology*, *35*, 446-448.
- Greene, R. L. (1990). Spacing effects on implicit memory tests. *Journal of Experimental Psychology: Learning, Memory & Cognition*, *16*, 1004-1016.
- Greene, R. L. (1991). Serial recall of two-voice lists: Implications for theories of auditory recency and suffix effects. *Memory & Cognition*, *19*, 72-78.
- Greene, R. L. (1991). The Ranschburg effect: The role of guessing strategies. *Memory & Cognition*, *19*, 313-317.
- Elliott, C. L., & Greene, R. L. (1992). Clinical depression and implicit memory. *Journal of Abnormal Psychology*, *101*, 572-574.
- Greene, R. L. (1992). *Human memory: Paradigms and paradoxes*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Greene, R. L. (1992). Repetition and learning. In L. Squire (Ed.), *Encyclopedia of learning and memory*. New York: Macmillan.
- Greene, R. L. (1992). Unitary and modular approaches to human memory. In D. K. Detterman (Ed.), *Current topics in human intelligence II: Is mind modular or unitary?* Norwood, NJ: Ablex.
- Kahana, M. J., & Greene, R. L. (1993). The effects of spacing on memory for homogeneous lists. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *19*, 159-162.
- Thapar, A., & Greene, R. L. (1993). Evidence against a short-term storage account of long-term recency effects. *Memory & Cognition*, *21*, 329-337.
- Greene, R. L., & Lasek, R. (1994). Category-order effects on memory span. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *20*, 1391-1395.
- Greene, R. L., & Thapar, A. (1994). Mirror effect in frequency discrimination. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *20*, 946-952.
- Thapar, A., & Greene, R. L. (1994). Effects of levels of processing on explicit and implicit memory tasks. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *20*, 671-679.
- Greene, R. L. (1995). A British perspective on memory. [Review of "Memory" by A. Parkin.] *Contemporary Psychology*, *40*, 145-146.
- Greene, R. L. (1995). Why do we need a computational theory of laboratory tasks? [Commentary.] *The Behavioral and Brain Sciences* *17*, 668-669.
- Greene, R. L., & Stillwell, A. M. (1995). Effects of encoding variability and spacing on frequency discrimination. *Journal of Memory and Language*, *34*, 468-476.
- Thapar, A., & Greene, R. L. (1995). A strategic account of the cue- depreciation effect. *Canadian Journal of Experimental Psychology*, *49*, 513-519.

- Greene, R. L. (1996). The importance of experimental design: The example of the Brown-Peterson task. *Canadian Journal of Experimental Psychology*, *50*, 240-242.
- Greene, R. L. (1996). Mirror effect in order and associative information: The role of response strategies. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *22*, 687-695.
- Greene, R. L., & Pearlman, I. (1996). The effects of vocalization on situational frequency estimation. *Memory*, *4*, 453-460.
- Westerman, D. L., & Greene, R. L. (1996). On the generality of the revelation effect. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *22*, 1147-1153.
- Tussing, A., & Greene, R. L. (1997). False recognition of associates: How robust is the effect? *Psychonomic Bulletin & Review*, *4*, 572-576
- Westerman, D. L., & Greene, R. L. (1997). The effects of visual masking on recognition memory: Similarities to the generation effect. *Journal of Memory and Language*, *37*, 584-596.
- Greene, R. L., Thapar, A., & Westerman, D. L. (1998). The effects of generation on memory for order. *Journal of Memory and Language*, *38*, 255-264.
- Westerman, D. L., & Greene, R. L. (1998). The revelation that the revelation effect is not due to revelation. *Journal of Experimental Psychology: Learning Memory, and Cognition*, *24*, 377-386.
- Greene, R. L. (1999). Applied memory research: How far from bankruptcy? [Review of "Autobiographical memory: Theoretical and applied perspectives and Eyewitness memory: Theoretical and applied perspectives"]. *Contemporary Psychology*, *44*, 29-31.
- Greene, R. L. (1999). Role of familiarity in recognition. *Psychonomic Bulletin & Review*, *6*, 309-312.
- Tussing, A. A., & Greene, R. L. (1999). Differential effects of repetition on true and false recognition. *Journal of Memory and Language*, *40*, 520-533.
- Tussing, A. A., & Greene, R. L. (1999). Effects of stimulus similarity on frequency judgments of presented and nonpresented words. *American Journal of Psychology*, *112*, 259-275.
- Westerman, D. L., & Greene, R. L. (1999). The effects of familiarity on general knowledge estimation. *Memory*, *7*, 197-208.
- Cleary, A. M., & Greene, R. L. (2000). Recognition without identification. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *26*, 1063-1069.
- Crowder, R. G., & Greene, R. L. (2000). Serial learning: Cognition and behavior. In F. I. M. Craik & E. Tulving (Eds.), *Handbook of memory* (pp. 125-135). Oxford, England: Oxford University Press.
- Greene, R. L. (2000). Don't try to forget this one. [Review of "Intentional Forgetting" by J. M. Golding & C. M. MacLeod (Eds.)]. *Contemporary Psychology*, *45*, 67-69.
- Cleary, A. M., Curran, T., & Greene, R. L. (2001). Memory for detail in item versus associative recognition. *Memory & Cognition*, *29*, 413-423.
- Cleary, A. M., & Greene, R. L. (2001). Memory for unidentified stimuli: Evidence for letter information in familiarity processes. *Memory & Cognition*, *29*, 540-545.
- Greene, R. L. (2001). Repetition effects in immediate memory in the absence of repetition. In H. L. Roediger, J. S. Nairne, I. Neath, & A. Surprenant (Eds.), *The nature of remembering: Essays in honor of Robert G. Crowder* (pp. 267-281). Washington,

DC: APA.

Greene, R. L., & Tussing, A. A. (2001). Similarity and associative recognition. *Journal of Memory and Language, 45*, 573-584.

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Cleary, A. M., & Greene, R. L. (2002). Paradoxical effects of presentation modality on false memory. *Memory, 10*, 55-61.

Greene, R. L. (2003). Distributed practice effects. In J. H. Byrne (Ed.), *Encyclopedia of learning and memory* (pp. 115-118). New York: Macmillan.

Greene, R. L. (2003). Repetition and learning. In J. H. Byrne (Ed.), *Encyclopedia of learning and memory* (pp. 578-580). New York: Macmillan.

Cleary, A. M., & Greene, R. L. (2004). True and false memory in the absence of perceptual identification. *Memory, 12*, 231-236.

Greene, R. L. (2004). Episodic memory: A good idea taken too far. [Review of "Episodic memory: New directions in research" by A. Baddeley, M. Conway, & J. Aggleton (Eds.)]. *Contemporary Psychology, 49*, 324-326.

Greene, R. L. (2004). Recognition memory for pseudowords. *Journal of Memory and Language, 50*, 259-267.

Greene, R. L., & Klein, A. A. (2004). Does recognition of single words predict recognition of two? *American Journal of Psychology, 117*, 215-227.

Greene, R. L. (2005). Ten chapters in search of a theme. [Review of "Human Learning and Memory" by C. Izawa & N. Ohta (Eds.)]. *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*.

Cleary, A. M., & Greene, R. L. (2005). Recognition without perceptual identification: A measure of familiarity? *Quarterly Journal of Experimental Psychology, 58A*, 1143-1152.

Greene, R. L. (2006). Redefining the field of memory. [Review of "The Science of False Memory" by C. J. Brainerd & V. F. Reyna]. *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*.

Glanc, G. A., & Greene, R. L. (2007). Orthographic neighborhood size effects in recognition memory. *Memory & Cognition, 35*, 365-371.

Greene, R. L. (2007). Foxes, hedgehogs, and mirror effects: The role of general principles in memory research. In J. Nairne (Ed.), *The foundations of remembering: Essays in honor of Henry L. Roediger III* (pp. 53-66). Psychology Press.

Greene, R. L. (2007). A look at the new look in learning research. [Review of "Learning and Behavior: A Contemporary Synthesis" by Mark E. Bouton.] *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*.

Greene, R. L. (2007). The truth about false memory. [Review of "Associative illusions of memory: False memory in DRM and related tasks" by D. A. Gallo]. *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*.

Greene, R. L. (2008). Back to the future: Another look at prospective memory. [Review of "Prospective memory: Cognitive, neuroscience, developmental, and applied perspectives" by M. Kliegel, M. A. McDaniel, & G. O. Einstein".] *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*.

Greene, R. L. (2008). Repetition and spacing effects. In J. Byrne (Ed.), *Learning and Memory: A Comprehensive Reference*.

Glanc, G., & Greene, R. L. (2009). Orthographic neighborhood size and recognition.

American Journal of Psychology, 122, 53-62.

Greene, R. L. (2009). On stone-age brains and modern life. [Review of "The overflowing brain: Information overload and the limits of working memory" by Torkel Klingberg.] *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*.

Greene, R. L. (2011). Fitting working memory into a narrow space. [Review of "Spatial working memory" edited by Andre Vandierendonck & Arnaud Szmalec.] *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*.

Glanc, G., & Greene, R. L. (2012). Orthographic distinctiveness and memory for order. *Memory*, 20, 865-871.

Greene, R. L. (2012). Distinctiveness and memory. (Review of "Extraordinary Memories for Exceptional Events" by S. Schmidt.) *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*. (Invited book review).

Greene, R. L. (2013). Handbook as autopsy. (Review of "The Oxford handbook of cognitive psychology" by D. Reisberg.) *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*. (Invited book review).

Greene, R. L. (2014). Remembering the answers to questions psychologists forgot to ask. (Review of "Life-span maintenance of knowledge" by H. P. Bahrick, L. K. Hall, & M. K. Baker.) *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*. (Invited book review).

Jackson, A., & Greene, R. L. (2014.) Impression formation of tests: Retrospective judgments are higher when easier questions come first. *Memory & Cognition*, 42, 1325-1332.

Greene, R. L. (2015). Cognitive psychology and the road not taken (yet). [Review of "Cognition, Intelligence, and Achievement: A Tribute to J. P. Das" (edited by Timothy C. Papadopoulos, Rauno K. Parrila, and John R. Kirby)]. *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*. Invited book review.

Greene, R. L. (2015). Learning what we always knew about memory. [Review of "Remembering: Attributions, Processes, and Control in Human Memory, Essays in Honor of Larry Jacoby" (edited by D. S. Lindsay, C. M. Kelley, A. P. Yonelinas, and H. L. Roediger III)]. *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*. Invited book review.

Greene, R. L. (in press). The role of stimulus structure in human memory. *Psychology of Learning and Motivation*.

UNIVERSITY & DEPARTMENT SERVICE

Chair of Psychology, 2000-2003, 2005-2010 (Acting Chair, Spring, 1997)

Associate Chair of Psychology, 1995-2000

Chair, CAS Strategic Planning Taskforce on Graduate Programs, 2013-14

Faculty Senate Committee on Undergraduate Education (CAS representative), 2010-2011

Member, Provost's Special Committee on External Mediation, 2009-2011

Member, Provost's Special Committee on Academic Advising, 2009-2010

Faculty Representative, Search Committee, Undergraduate Studies, 2010

University Faculty Personnel Committee, 2007-09 (Chair, 2008-09)

University Grievance Panels, 2008-09

Chair, Special Promotion Committee, CAS, 2008-09

Arts & Sciences Committee on Educational Programs, 2005-08 (Chair, 2007-08), 2015-

present

UUF Curriculum Committee, 2007-08

CAS Strategic Planning Taskforce on Interdepartmental Programs, 2007-08

Special Committee on Tenure & Rank, CAS, 2007

Faculty Search Committee, Cognitive Science, 2005-06, 2006-07

Faculty Search Committee, Communication Sciences Chair, 2005-06

Faculty Search Committees, Psychology: Social (Chair) 1986-87; Behavior Genetics
1987-88; Clinical 1996-97; Clinical (Chair) 1997-98; Clinical (Chair) 1999-2000

President's Advisory Committee on Promotion & Tenure (Engineering), 2004-2005

Presidential Research and Scholarship Initiative Review Committee, 2004-2005

Special Committee on Tenure and Rank, CAS, 2004-2005

Faculty Senate, Sabbatical-replacement member, 1997-1998

Arts & Sciences Graduate Committee, 1996-1997, 1999-2002 (Chair)

College Scholars Committee, Chair, 1994-1995

W. P. Jones Fund Committee, Member, 1989-1991, 1993

University Statistics Committee, Member, 1988-1989