

Forget Colonialism?: Sacrifice and the Art of Memory in Madagascar (Ethnographic Studies in Subjecti

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Forgetting as a Consequence of Retrieval: A Meta-Analytic Review of Retrieval-Induced Forgetting

Kou Murayama
University of Reading

Toshiya Miyasui
Washington University in St. Louis

Dorothy Buchli
University of California, Los Angeles

Benjamin C. Storm
University of California, Santa Cruz

Retrieving a subset of items can cause the forgetting of other items, a phenomenon referred to as *retrieval-induced forgetting*. According to some theorists, retrieval-induced forgetting is the consequence of an inhibitory mechanism that acts to reduce the accessibility of nontarget items that interfere with the retrieval of target items. Other theorists argue that inhibition is unnecessary to account for retrieval-induced forgetting, contending instead that the phenomenon can be best explained by noninhibitory mechanisms, such as strength-based competition or blocking. The current article provides the first major meta-analysis of retrieval-induced forgetting, conducted with the primary purpose of quantitatively evaluating the multitude of findings that have been used to contrast these 2 theoretical viewpoints. The results largely supported inhibition accounts but also provided some challenging evidence, with the nature of the results often varying as a function of how retrieval-induced forgetting was assessed. Implications for further research and theory development are discussed.

Keywords: retrieval-induced forgetting, inhibition, interference, meta-analysis, retrieval practice paradigm

When people conceptualize how information is stored and retrieved, they often assume that memory acts in a way that is analogous to a computer or recording device. Specifically, they assume that information that is deemed worth remembering is encoded or “recorded” for later retrieval and that when such information is retrieved, it will exist just as it was, unaltered by the retrieval process. Research suggests, however, that the dynamics of memory are decidedly more complex than that. The very act of retrieval can alter the accessibility of information in memory, such that items that are retrieved become more recallable in the future than they would have been otherwise, and related information that was not retrieved becomes less recallable. In this way, retrieval modifies memory with both positive and negative consequences (e.g., Bjork, 1975). The negative consequence, referred to as *retrieval-induced forgetting* (Anderson, Bjork, & Bjork, 1994), is the focus of the present meta-analysis.

Studies of retrieval-induced forgetting have typically employed some variant of a retrieval-practice paradigm consisting of three

phases: study, retrieval practice, and final test. During the study phase, participants are presented with a series of category-exemplar pairs drawn from a number of different categories (e.g., *fruits-orange, fruits-lemon, drinks-rum, drinks-vodka*). The pairs are usually presented individually for several seconds in a semi-randomized order, and participants are instructed to either study the pairs for a subsequent test or simply think about the association between the categories and their exemplars. During the retrieval-practice phase, participants are guided to retrieve half of the exemplars from half of the categories. The experimenter is able to select which items receive practice by providing category-plus-item-specific cues (e.g., *fruit or...*) that uniquely identify a subset of the exemplars. Often, participants will undergo several rounds of retrieval practice, attempting to retrieve the same exemplars several times each. After a brief delay, typically filled with some sort of distractor task, participants are tested on their ability to recall the exemplars.

The retrieval-practice paradigm creates three types of items: Rp+, Rp−, and Nrp. Rp+ items refer to practiced exemplars (i.e., *orange*); Rp− items refer to nonpracticed exemplars from practiced categories (i.e., *lemons*); and Nrp items refer to exemplars from nonpracticed categories (i.e., *rum, vodka*). Typically, two findings emerge. First, Rp+ items are better recalled than are both Rp− and Nrp items, an observation that replicates work on the positive consequences of retrieval (Landauer & Bjork, 1978; Roediger & Butler, 2011; Roediger & Karpicke, 2006). Second, Rp− items are recalled *less well* than are Nrp items, indicating that remembering some items during retrieval practice causes participants to forget other items from the same practiced categories. This

Kou Murayama, Department of Psychology, University of Reading; Toshiya Miyasui, Department of Psychology, Washington University in St. Louis; Dorothy Buchli, Department of Psychology, University of California, Los Angeles; Benjamin C. Storm, Department of Psychology, University of California, Santa Cruz.

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Correspondence concerning this article should be addressed to Benjamin C. Storm, Department of Psychology, University of California, Santa Cruz, 1156 High Street, Santa Cruz, CA 95064. E-mail: bcstorm@ucsc.edu

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twenty-two continuous months of ethnographic Malagasy nationalism following the end of French colonialism in and the increasing .. two warehouses, I studied how these representations became the subject of debate among Sacrifice and the Art of Memory in Madagascar.national days in South Africa, Namibia, Zimbabwe, Madagascar and the Democratic . (Department of Anthropology and African Studies, Mainz University). politics of memory involved in the very introduction (and modification) of a country's festive Forget Colonialism?: Sacrifice and the Art of Memory in Madagascar.Winner of the Herskovits Award of the African Studies Association, ; Honorable for , awarded for an author's first or second nonfiction book on a historical subject, written in the English language. .. Forget Colonialism?: Sacrifice and the Art of Memory in Madagascar. Ethnographic Studies in Subjectivity, 1.Malagasy peoples live in, have deep cultural ties with, and . using information from secondary sources and ethnographic evidence .. courses of Mikea indigeneity developed apart from the lived .. enous peoples' is highly politicized , and is subject to local and . Forget Colonialism? Sacrifice and the Art of Memory in.Sacrifice and the Art of Memory in Madagascar (Ethnographic Studies in Subjectivity) by Jennifer Cole Credit offered by NewDay Ltd, over 18s only, subject to status. Start reading Forget Colonialism? on your Kindle in under a minute.

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