

Adam Lewis Putnam
Curriculum Vitae

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EDUCATION

- 2015 **Ph. D. in Psychology**, Washington University in St. Louis
Advisor: Henry L. Roediger, III
- 2011 **A. M. in Psychology**, Washington University in St. Louis
- 2007 **B. A. in Psychology**, Earlham College
Departmental and College Honors

PROFESSIONAL APPOINTMENTS

- 2023-Present **Associate Professor** with tenure, Furman University, Department of Psychology
- 2018-2023 **Assistant Professor**, Furman University, Department of Psychology
- 2015-2018 **Visiting Assistant Professor**, Carleton College, Department of Psychology
- 2007-2009 **Assistant to the President**, Earlham College
Supervisor: President Douglas C. Bennett

FELLOWSHIPS AND HONORS

- 2016 Association for Psychological Science (APS) Rising Star Award
- 2016 Open Science Framework Pre-Registration Challenge Award Winner
- 2015 Graduate Research Scholarship, American Psychological Foundation
- 2014-2015 Dean's Dissertation Fellowship, Washington University in St. Louis
- 2011-2014 National Science Foundation Graduate Research Fellowship

RESEARCH GRANTS

- 2023 *Testing the Knowledge-Belief-Commitment Framework for How to Train the Self-Regulated Use of Core Learning Strategies to 7th Graders* Institute for Education Sciences. \$1.6 million. Role: co-PI (Mark McDaniel, Gil Einstein, and Andrew Butler, co-PIs) *Grant not funded*
- 2021-2024 *Collective Temporal Thought*. McDonnell Foundation Collective Memory Network. \$25,000 Role: co-PI (Karl Szpunar, Piotr Szpunar, Meymune Topcu, and Jeremy Yamashiro, co-PIs)

PUBLICATIONS (student co-authors marked with *)

Putnam, A. L., Yamashiro, J. K., Tekin, E., & Roediger, H. L., (2024). Collective overclaiming is related to collective narcissism and numeracy. *Memory & Cognition*, *54*, 840-851.

*Deng, W., *Rosenblatt, A. K., Talhelm, T., & **Putnam, A. L.** (2023). People from the US and China think about their personal and collective future differently. *Memory & Cognition*, *51*, 87-100.

*Rinella, H. L., & **Putnam, A. L.** (2022). The study strategies of small liberal arts college students before and after COVID-19. *PLOS One*, *17*(12): e0278666

Roediger, H. L., **Putnam, A. L.**, & Yamashiro (2022). National and state narcissism as reflected in overclaiming of responsibility. *National Memory in a Time of Populism*. R. Roediger & J.V. Wertsch, eds. (pp. 209-235). Oxford University Press.

Putnam, A. L., *Deng, W., & DeSoto, K. A. (2022). Confidence ratings are better predictors of future performance than delayed judgments of learning. *Memory*, *30*(5), 537-553.

Putnam, A. L., *Drake, S. M., *Wang, S. Y., & DeSoto, K. A. (2021) Collective memory for American leaders: Measuring recognition for the names and faces of the US presidents. *PLOS One*, *16*(7), Article e0255209.

*Ross, M. Q., *Sterling-Maisel, O. A., *Tracy, O., & **Putnam, A. L.** (2020). Overclaiming responsibility in fictitious countries: Unpacking the role of availability in support theory predictions of overclaiming. *Memory & Cognition*, *48*(8), 1346-1358.

Putnam, A. L., *Ross, M. Q., *Soter, L. K., Roediger, H. L., (2018). Collective narcissism: Americans exaggerate the role of their home state in appraising U.S. history. *Psychological Science*, *29*(9), 1414-1422.

Zaromb, F. M., Liu, J. H., Páez, D., Hanke, K., **Putnam, A. L.**, Roediger, H. L. (2018). We made history: Citizens of 35 countries overestimate their nation's role in world history. *Journal of Applied Research in Memory & Cognition*, *7*(4), 521-528.

Putnam, A. L., & Roediger, H. L. (2018). Education and memory: Seven ways the science of memory can improve classroom learning. In J. T. Wixted (Ed.), *The Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience*. New York: Wiley.

Tauber, S. K., Witherby, A. E., Dunlosky, J., Rawson, K. A., **Putnam, A. L.**, & Roediger, H. L. (2018). Does covert retrieval benefit learning of key term definitions? *Journal of Applied Research in Memory and Cognition*, 7(1), 106-115.

Putnam, A. L., & Phelps, R. J. (2017). The citation effect: In-text citations moderately increase belief in trivia claims. *Acta Psychologica*, 179, 114-123.

Putnam, A. L., Sungkhasettee, V., & Roediger, H. L. (2017). When misinformation improves memory: The effects of recollecting change. *Psychological Science*, 28(1), 36-46.

Putnam, A. L., Sungkhasettee, V., & Roediger, H. L. (2016). Optimizing learning in college: Tips from cognitive psychology. *Perspectives on Psychological Science*, 11(5), 652-660.

Putnam, A. L., Nestojko, J. F., & Roediger, H. L. (2016). Improving student learning: Two strategies to make it stick. In J. C. Horvath, J. Lodge, & J. A. C. Hattie (Eds.), *From the laboratory to the classroom: Translating the science of learning for teachers* (pp. 94-121). Routledge.

Putnam, A. L. (2015). Mnemonics in education: Current research and applications. *Translational Issues in Psychological Science*, 1(2), 130-139.

Putnam, A. L., Wahlheim, C. N., & Jacoby, L. L. (2014). Memory for flip-flopping: Detection and recollection of political contradictions. *Memory and Cognition*, 42(7), 1198-1210.

Putnam, A. L., Ozubko, J. D., MacLeod, C. M., & Roediger, H. L. (2014). The production effect in paired associate learning. *Memory and Cognition*, 42(3), 409-420.

Putnam, A. L., & Roediger, H. L. (2013). Does response mode affect amount recalled or the magnitude of the testing effect? *Memory and Cognition*, 41(1), 36-48.

Roediger, H. L., **Putnam, A. L.**, & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Advances in theory and research* (pp. 1-36). Elsevier.

Peshkam, A., Mensink, M. C., **Putnam, A. L.**, & Rapp, D. N. (2011). Warning readers to avoid irrelevant information: When being vague might be valuable. *Contemporary Educational Psychology*, 36(3), 219-231.

Manuscripts in Preparation or Under Review

Page, E. R., & **Putnam, A. L.** (under review). Temporal stability of collective future thinking. *Manuscript under review at Journal of Applied Research in Memory and Cognition.*

Putnam, A. L. (under review). Cognitive biases may exaggerate the perceived negative consequences of exposure: Commentary on Toward a Theory of Exposure. *Manuscript under review at Journal of Performance Magic.*

Talhelm, T. et al. (under review). A study of 100 cultures find collectivism isn't what people think it is. *Manuscript under review at Nature Human Behavior.*

Putnam, A. L., & Kelley, S. (in prep). Explicit trajectories in personal and public life. *Manuscript in preparation.*

TEACHING INTERESTS

Introduction to Psychology • Research Methods • Statistics • Cognitive Psychology • Memory • Applying Cognitive Psychology to Education • Collective Memory

RESEARCH INTERESTS

Long Term Memory • Collective Memory • Applying Cognitive Psychology to Education • Metacognition • False Memory • Recursive Reminders

INVITED TALKS

Putnam, A. L., Deng, W., Rosenblatt, L., and Talhelm, T. (2023, August) *People from the US and China think about their personal and collective future differently.* Symposium presentation at Society for Applied Research in Memory and Cognition, Nagoya, Japan.

Putnam, A. L. (2022, March). *Collective Memory: How Groups of People Remember the Past and Imagine the Future.* Junior Keynote for the Southeastern Workers in Memory, Southeastern Psychology Association Annual Conference, Hilton Head, SC.

Putnam, A. L. (2019, April). *Collective Narcissism, Egocentric Biases in Remembering U.S. and World History,* Kathy Milar Retirement Research Symposium, Earlham College.

Putnam, A. L. (2017, September). *Collective Narcissism: Egocentric Biases in Remembering U.S. and World History,* Carleton College Faculty Retreat.

Putnam, A. L. (2016, December). *The Benefits of Recollecting Change: Memory in Politics and Eye-Witness Identification,* University of Minnesota, Text Group Brown Bag.

Putnam, A. L. (2016, October). *Covert Retrieval and Reminders: Applying Memory Research to Education and Politics*, University of Minnesota, Department of Educational Psychology.

Putnam, A. L. (2016, September) *How do People Learn? Using Cognitive Psychology to Improve Education*, Learning and Teaching Center Brownbag Series, Carleton College

CONFERENCE POSTERS & PRESENTATIONS (* indicates student co-authors)

Putnam, A. L., Harris, J. M., *Page, E. R., *Hicks, E., & *Smith, L. (2024, November) *Probabilistic amazement: Actual and perceived odds of magic tricks*. Presentation at the Science of Magic Association meeting, Las Vegas, NV.

Note: Awarded best talk of the conference.

*Page, E. R., & **Putnam, A. L.**, (2024, May) *Temporal stability of collective future thinking*. Poster presented at the Annual Meeting of the Association for Psychological Science, San Francisco, CA.

Putnam, A. L. & *Page, E. (2024, March). *How does news media predict collective future thinking?* Presentation at *NC Cognition*, Greensboro, NC.

Putnam, A. L., *Deng, W., & Talhelm, T. (2021, November) *Chinese and American Subjects Think About the Collective Past and Future Differently*. Poster presented at the Annual Meeting of the Psychonomic Society, Virtual Conference.

*Gary, S. R., *Deng, W., *Greenfield, N., & **Putnam, A. L.** (2021, May). *The Mandela Effect: Four ways to measure collective false memories*. Poster presented at the Association for Psychological Science Annual Meeting, Virtual Conference.

Putnam, A. L., *Drake, M., *Wang, Y., & DeSoto, K. A. (2020, November) *Recognizing pictures of the US Presidents*. Poster presented at the Annual Meeting of the Psychonomic Society, Austin, TX (virtual presentation).

Putnam, A. L., *Rosenblatt, A. K., Talhelm, T. (2020, May) *People in China think differently about the collective future from Americans*. Symposium session at the APS Annual Convention, Chicago, IL. (Conference canceled due to Covid-19).

*Culbreth, J. L. & **Putnam, A. L.** (2019, November). *Speaking of memory: The effect of production on the DRM illusion*. Poster presented at Annual Meeting of the Psychonomic Society, Montreal, QC.

*Rosenblatt, A. K., Talhelm, T., & **Putnam, A. L.** (2019, November). *A cross cultural comparison of collective future thought*. Poster presented at the inaugural Culture and

Cognition preconference at the Annual Meeting of the Psychonomic Society, Montreal, QC.

- Putnam, A. L.,** *Ross, M. Q., *Sterling-Maisel, O. (2018, November). *Over-claiming responsibility in fictitious countries: The effects of country size and context on estimates of historical contributions*. Poster presented at the Annual Meeting of the Psychonomic Society, New Orleans, LA.
- Putnam, A. L.,** *Ross, M. Q., *Soter, L. K., & Roediger, H. L. (2017, November). *Egocentric biases in the remembering of United States history*. Poster presented at the Annual Meeting of the Psychonomic Society, Vancouver, BC.
- Putnam, A. L.,** DeSoto, K. A., *Dehkes, P. J., & *Gilmore, G. E. (2016, November). *Are retrospective confidence ratings better predictors of future performance than judgments of learning?* Poster presented at the Annual Meeting of the Psychonomic Society, Boston, MA.
- Putnam, A. L.** & Roediger, H. L. (2014, November). *Recollecting Change Reduces False Memory*. Poster presented at the Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Putnam, A. L.** (2014, May). *Recollecting Political Flip-Flopping*. Paper presented at the Show Me Mental Life Conference, St. Louis, Missouri.
- Putnam, A. L.,** & Roediger, H. L. (2013, May). *The Production Effect in Paired Associate Learning*. Poster presented at the APS annual conference, Washington DC.
- Putnam, A. L.,** & Roediger, H. L. (2012, May). *Mode of Responding and Amount Recalled Across Multiple Tests*. Poster presented at the APS annual conference, Chicago, IL.
- Putnam, A. L.** (2012, May). *The Production Effect in Cued Recall*. Paper presented at the Show Me Mental Life Conference, Columbia, Missouri.
- Putnam, A. L.,** & Roediger, H. L. (2011, November). *Response Modality is Irrelevant in Determining the Strength of the Testing Effect*. Poster presented at the Annual Meeting of the Psychonomic Society, Seattle, WA.
- Putnam, A. L.,** & Roediger, H. L. (2011, May). *Explicit Retrievals Generate the Strongest Testing Effects*. Poster presented at the APS annual conference, Washington, D.C.
- Putnam, A. L.** (2010, June). *Modality of Response and the Testing Effect*. Paper presented at the Show Me Mental Life Conference, St. Louis, Missouri.

Rapp, D. N., Peshkam, A., Mensink, M., & **Putnam, A.** (2008, March). *Can pre-reading instructions reduce the allure of seductive details?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Peshkam, A., **Putnam, A.**, Mensink, M., & Rapp, D. N. (2007, May). *The effects of prereading instructions on readers' encoding of irrelevant text.* Paper presented at the 79th annual meeting of the Midwestern Psychological Association, Chicago, IL.

TEACHING EXPERIENCE

Furman University

Introduction to Psychology

Memory and Cognition

Research Methods

Statistics

Memory and Metacognition of Learning Capstone Seminar

Carleton College

Principles of Psychology

Memory Processes

Laboratory in Memory Processes

Seminar: Applying Cognitive Psychology to Education

Capstone Experience in Cognitive/Developmental Psychology

Senior Integrative Exercise

Independent Research in Memory

Washington University in St. Louis

Seminar: Critical Thinking in Introduction to Psychology (Fall, 2014)

Memory Processes (Summer, 2013)

RESEARCH ADVISING & MENTORSHIP

Undergraduate Senior Honor's Thesis Advised (Furman University)

Page, E. R. (2025) *Framing of collective future thinking: The potential impact of prompting valence on biases.*

Deng, W. (2022) *Priming of Self-Construal and Thinking Style on How People Think About Their Personal and Collective Future.*

Culbreth, J. L. (2020) *Did you say that? Hybrid DRM lists in preschool children.*

Rosbenblatt, A. K. (2020) *You are where you work: A dissociation of collective and personal future thought in the workplace.*

Undergraduate Senior Research Projects Supervised (Carleton College)

Carillo, B. (2018) *Putting the fake in fake news: The relationship between trust-relevant social priming and judgments of truth.*

Cudhea-Pierce, E. & Hedayati, M. (2018) *Are transfer effects in the cards? Mnemonic training on speed Cards and its effects on other cognitive tasks.* With Distinction.

Turköl, A. (2018). *Remembering ads: Recall types and advertisement effectiveness.*

Dehkes, P. (2017) *Familiarity and confidence inflation: Do you really know it?*

Phelps, R. (2017) *Choking under pressure in sport and the ameliorating effects of education.*

Teruya, M. (2017). *I told you not to listen! Do warnings decrease the effect of social contagion on false memory formation?*

Swaray, E. (2016). *Influence of an odor's emotional salience when acting as a retrieval cue for episodic memory.*

LoVerso, N. (2016). *Effects of social anxiety on visual perspectives in memory and episodic future thought.*

Summer Research Fellows Advised

Elija Hicks, 2024 (Cover Award Winner)

Lilli Smith, 2024

Emma Page, 2023, 2024

Sarah Kelley, 2022 (Cover Award Winner)

Hailey Rinella, 2021

Will Deng, 2020, 2021 (Cover Award Winner, Brewer Award Winner)

Sam Gary, 2020, 2022

Olivia Tracey, 2020

Nicole Greenfield, 2020

Lexi Rosenblatt, 2019 (Cover Award Winner)

Sarah Madison Drake, 2019

Riley Phelps, 2016

PROFESSIONAL MEMBERSHIPS

Association for Psychological Science

The Psychonomic Society

Psi Chi

Science of Magic Association

PROFESSIONAL ACTIVITIES

Grant Panels & External Reviews

National Science Foundation (2021, 2022)

Leverhulme Trust (2024)

Social Sciences and Humanities Research Council of Canada (2020)

Ad Hoc Reviewer

Acta Psychologica • *American Journal of Psychology* • *Applied Cognitive Psychology* • *British Journal of Social Psychology* • *Canadian Journal of Experimental Psychology* • *Cognition* • *Cognitive Research: Principles and Implications* • *Collabra* • *Discourse Processes* • *Educational Psychology Review* • *Group Processes and Intergroup Relations* • *Human Memory* • *Journal of Applied Research in Memory and Cognition* • *Journal of Educational Psychology* • *Journal of Experimental Education* • *Journal of Experimental Psychology: Applied* • *Journal of Memory and Language* • *Journal of Performance Magic* • *Journal of Research in Personality* • *Learning and Individual Differences* • *Memory & Cognition* • *Plos One* • *Psychological Research* • *Psychological Science* • *Quarterly Journal of Experimental Psychology* • *Scholarship of Teaching and Learning in Psychology* • *Trends in Cognitive Sciences* • *Visual Cognition*

SERVICE AND OUTREACH

Professional Organizations

2022 –2024 APS Science Teaching Fund Steering Committee Chair
2022-2023 President – Southeastern Workers in Memory Association
2019 – 2022 APS Science Teaching Fund Steering Committee Member
2018 Panelist, *Encouraging Future Scientists: Supporting Undergraduates at Psychonomics*, Special Event at the Annual Meeting of the Psychonomic Society, New Orleans, LA

Furman University

2024 – Present Research and Professional Growth Committee Member
2020-2023 Curricular Initiatives Committee Member
2019 Furman Lunch and Learn (September): How do people learn?
2018 Furman Lunch and Learn (September): Enhancing Learning and Instruction

Furman University Psychology Department

2020-2022 Psychology Department Year 3 & 4 Pathways Advisor
2019 Psych Department Seminar (September): R Alternatives
2018-2019 Furman Psychology Department Journal Club Adviser
2018-2020 Furman Psychology Department Technology Liaison.

Carleton College

2016-2017 Carleton Psychology Department Journal Club Adviser
2016 Summer Research Brownbag Coordinator, Carleton College

COMMUNITY PRESENTATIONS

2024 Osher Lifelong Learning Institute, *The Psychology of Aging*
2020 Clemson Science on Tap, *Collective Narcissism in America*

MEDIA

Wan, W. (2018, July 3). America is a nation of narcissists, according to two new studies. *The Washington Post*. Retrieved from www.washingtonpost.com