

Psychology 139J: Forgetting  
University of California, Santa Cruz  
Summer 2016

Class Meetings: July 25<sup>th</sup> – August 26<sup>th</sup>, 2016

Times: Mondays and Wednesdays, 9:00am - 12:30pm  
Location: Social Sciences 2, Room 171

Professor: Benjamin C. Storm, Ph.D.

Office Hours: Mondays and Tuesdays 12:30-1:30; and by apt.  
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Basic Information:

In this seminar we will explore mechanisms of forgetting, neurobiological-based memory impairment, and the essential role of forgetting in the adaptive functioning of human memory. Evaluations will be based on attendance/participation, quizzes, presentations, and written assignments. Enrollment is restricted to senior psychology and cognitive science majors who have successfully completed Psych 100.

Although not formal prerequisites, the course is designed to build on the successful completion of previous coursework related to memory and cognition (Psych 20a, Psych 129). Each class will involve active discussion and a critical examination of theories, phenomena, and issues related to human memory.

The course is highly work-intensive. Students should expect to work up to 30 hours per week during the 5-week session. First, attendance is mandatory. Second, there will be several reading assignments for each class period. Third, there will be six in-class quizzes. Fourth, in addition to the assigned readings, students will need to find and read numerous articles related to their paper topics. Fifth, students will write two formal papers, each of which will require considerable time to be drafted, revised, and completed. Sixth, students will make two presentations to the class.

Assigned readings will be made available on eCommons. Your written assignments must be prepared in APA style.

Assignments and Sources of Evaluation:

Attendance/Participation (10%). Students are expected to attend class every day, show up on time, and actively participate in discussion. Points will be deducted if you are absent, arrive late, or leave early. Note that you may be asked to share your work with others for peer review and feedback. This exercise provides a valuable learning

opportunity (but please talk to the professor during office hours if it is something with which you would be uncomfortable).

**Quizzes (30%).** There will be six quizzes, each consisting of 12 multiple-choice questions administered during the first 20 minutes of class. Each quiz will focus on the material covered for that day's readings (7/27, 8/1, 8/3, 8/10, 8/15, 8/17). Your five highest scores will count towards your final grade (your lowest score will be dropped). If you miss a quiz then you will receive a zero and that zero will count as your lowest score. Students are allowed to bring a note-filled sheet of paper (8x11, front and back) to help them with each quiz.

**Topic Presentation (5%).** Each student will give a brief presentation at the end of one of the class meetings (~10 minutes; weeks 2-4). Presentations are meant to be fun and creative, connecting the topic of the day to a new idea/area of research/personal story/etc. For example, students can present an empirical article, propose a research idea, prompt debate, share a relevant story, or rant against something said in one of the readings.

**Preliminary Paper (15%).** Students will write a focused review (4-5 pages) on one of the five topics (to be assigned week 1). To receive credit, you will need to bring a printed version of your paper to class by 9am on Monday, August 8<sup>th</sup>. Late papers will not be accepted for credit, so be sure to turn in whatever you have completed. Specific information about the preliminary paper assignment will be provided in class on Wednesday, July 27<sup>th</sup>.

**Final Paper (35%).** Students will build upon their preliminary paper in their final paper (8-9 pages), which is due by email at 9am on Friday, August 26<sup>th</sup>. Late papers will be accepted, but one letter grade will be deducted for every day it is late (papers late by 10 minutes will be considered one day late). Specific information about the final paper assignment will be provided in class on Monday, August 15<sup>th</sup>. In short, it will involve a substantial revision of your topic review and the development/exploration of a new idea related to your topic.

**Final Presentation (5%).** Each student will present a draft of their final paper in the form of an oral presentation with powerpoint (~15 minutes; week 5).

#### Additional Information:

Students with Disabilities: Any student who thinks they may need accommodation based on the impact of a disability should contact me privately to submit their Accommodation Authorization and discuss specific needs, preferably within the first two weeks of the quarter. Please contact the Disability Resource Center at 831-459-2089 in room 146 Hahn Student Services or by e-mail at [drc@ucsc.edu](mailto:drc@ucsc.edu) to coordinate the accommodations.

Distribution of Lecture Notes: Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not they were the person taking the notes. The unauthorized sale of lecture notes (and

handouts, readers or other course materials) is a violation of campus policies, state law, and may also constitute copyright infringement subject to legal action.

Academic Integrity: Scholarship and academic integrity are core values that should guide our conduct and decisions as members of the UCSC community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Students who plagiarize or cheat on any assignment may be subject to various disciplinary actions including a failing grade on an assignment, failure of the entire course, and possible expulsion from the University. Be sure to follow appropriate citation practices and be sure to familiarize yourself with the University's Rules of Conduct.

Schedule of topics and papers:

Week 1: Introduction to the Class and to Research on Memory and Forgetting

Dudukovic, N., & Kuhl, B. (NOBA). Forgetting and amnesia.

McDermott, K. N., & Roediger, H. L. (NOBA). Memory (encoding, storage, retrieval).

Schacter, D. L. (1999). The seven sins of memory: Insights from psychology and cognitive neuroscience. *American Psychologist*, 54, 182-203.

Schacter, D. L. (2013). Memory: Sins and virtues. *Annals of the New York Academy of Sciences*, 1303, 56-60.

\*July 27 – Introduction (quiz)

Weeks 2-4: Topic Lectures/Presentations/Discussions (readings will be posted July 28<sup>th</sup>)

August 1 – Topic 1 (quiz)

August 3 – Topic 2 (quiz)

August 8 – Memory, Movies, and More!

\*Preliminary papers must be printed and brought to class by 9am

August 10 – Topic 3 (quiz)

August 15 – Topic 4 (quiz)

August 17 – Topic 5 (quiz)

Week 5: Final Paper Presentations

\*Final papers must be emailed to the professor by 9am on August 26