

Psychology 139J: Forgetting
University of California, Santa Cruz
Summer 2018

Class Meetings: June 25th – July 27th, 2018

Times: Mondays and Wednesdays, 9:00am - 12:30pm

Location: Social Sciences 2, Room 171

Professor: Benjamin C. Storm, Ph.D.

Office Hours: Mondays 12:30-2:00, and by apt.

Office Location: SS2, Room 345

Email: storm@ucsc.edu

Phone: (831) 459-3544

Important Dates

Thursday, June 28th: Deadline to add the course

Monday, July 2nd: Deadline to drop the course (tuition refund)

Friday, July 6th: Deadline to change grade option

Friday, July 13th: Deadline to withdraw from the course (no refund)

Basic Information:

In this seminar we will explore the mechanisms of forgetting and the essential role of forgetting in the adaptive functioning of human memory. Evaluations will be based on attendance/participation, quizzes, presentations, and writing 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 class presentations.

Assigned readings are available on Canvas. 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. Up to two points will be deducted if you are absent, arrive late, or leave early (without a valid excuse). Please email the professor before the start of class if you know you are going to be late or unable to attend. Remember that missing one class session is the equivalent of missing one week during the regular academic year. You may be asked to share your work with others for peer review and feedback. Such exercises provide valuable learning opportunities, but please talk to the professor during office hours if this is something with which you would be uncomfortable.

Quizzes (25%). There will be six quizzes, each consisting of 10 multiple-choice questions administered during the first 20 minutes of class. Each quiz will focus on the material covered in that day's readings (6/27, 7/2, 7/9, 7/11, 7/16, 7/18). Your five highest scores will count towards your final grade (your lowest score will be dropped). If you miss a quiz (regardless of whether your absence is excused) you will receive a zero on that quiz and that zero will count as your lowest score. Students are allowed to use their hand-written notes while taking the quizzes, but they are not allowed to use their computers, phones, or photo-copies of the actual articles.

Topic Presentation (5%). Each student will give a brief presentation at the end of one of the class meetings (10-15 minutes). Presentations are meant to be fun and creative, connecting the topic of the day to a new idea/area of research/personal story/etc. As examples, students can present an empirical article, propose a research idea, moderate a debate, share a relevant story, or rant against something said in one of the readings.

Preliminary Paper (20%). Students will write a focused review (7-8 pages) on an issue directly related to one of the topics covered in the course. To receive credit, you will need to bring a printed version of your paper to class by 9am on Monday, July 9th. Late papers will not be accepted for credit, so be sure to turn in whatever you have completed. Specific information about the preliminary paper will be discussed in class and is available on Canvas.

Final Paper (35%). Students will build upon their preliminary paper in their final paper (10-11 pages), which is due by email at 9am on Thursday, July 26th. Late papers will be accepted, but one letter grade will be deducted for every day your paper is late (papers late by 10 minutes will be considered one day late). Specific information about the final paper assignment will be discussed in class and is available on Canvas. In short, it will involve a substantial revision of your preliminary paper and the development/exploration of a new idea related to your topic.

Final Presentation (5%). Each student will present their final paper in the form of an oral presentation with powerpoint (5-10 minutes).

Schedule of topics and papers:

June 25-27: Introduction to Research on Remembering and Forgetting

Dudukovic, N., & Kuhl, B. (NOBA). Forgetting and amnesia. <http://noba.to/m38qbftg>

McDermott, K. N., & Roediger, H. L. (NOBA). Memory (encoding, storage, retrieval). <http://noba.to/bdc4uger>

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

-Optional-

Roediger, H. L. (2008). Relativity of remembering: Why the laws of memory vanished. *Annual Review of Psychology*, 59, 225-254.

Storm, B. C. (2018). Measures of Forgetting. To appear in H. Otani & B. L. Schwartz (Eds.), *Handbook of Research Methods in Human Memory*.

July 2 – Memory and Metamemory Considerations in the Science of Learning

Bjork, R. A., Dunlosky, J., & Kornell, N. (2013). Self-regulated learning: Beliefs, techniques, and illusions. *Annual Review of Psychology*, 64, 417-444.

Overoye, A. L., & Storm, B. C. (2015). Harnessing the power of uncertainty to enhance learning. *Translational Issues in Psychological Science*, 1, 140-148.

-Optional-

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9, 105-119.

Roediger, H. L., Putnam, A., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. *Psychology of Learning and Motivation* (Vol. 55), 1-36.

July 4 – Holiday

July 9 – The Constructive Nature of Human Memory

Loftus, E. F. (2005). Planting misinformation in the human mind: A 30-year investigation of the malleability of memory. *Learning & Memory*, 12, 361-366.

Shaw, J., & Porter, S. (2015). Constructing rich false memories of committing crime. *Psychological Science*, 26, 291-301.

-Optional-

Newman, E. J., & Lindsay, D. S. (2009). False Memories: What the hell are they for? *Applied Cognitive Psychology*, 23, 1105-1121.

Schacter, D. L., Addis, D. R., & Buckner, R. L. (2007). Remembering the past to imagine the future: The prospective brain. *Nature Reviews: Neuroscience*, 8, 657-661.

July 11 – Voluntary Suppression of Thoughts and Memories

Anderson, M. C., & Levy, B. J. (2009). Suppressing unwanted thoughts. *Current Directions in Psychological Science*, 18, 189-194.

Wegner, D. M. (1994). Ironic processes of mental control. *Psychological Review*, 101, 34-52.

-Optional-

Anderson, M. C., & Huddleston, E. (2011). Towards a cognitive and neurobiological model of motivated forgetting. In R. F. Belli (Ed.) *True and false recovered memories: Toward a reconciliation of the debate*, Nebraska Symposium on Motivation, Vol. 58 (pp. 53-120). Springer, New York, NY.

Wegner, D. M., Wenzlaff, R. M., & Kozak, M. (2004). Dream rebound: The return of suppressed thoughts in dreams. *Psychological Science*, 15, 232-236.

July 16 – Reconsolidation and Clinical Applications

Hardt, O., Einarsson, E. O., & Nader, K. (2010). A bridge over troubled water: Reconsolidation as a link between cognitive and neuroscientific memory research traditions. *Annual Review of Psychology*, 61, 141-167.

Soeter, M., & Kindt, M. (2015). An abrupt transformation of phobic behavior after a post-retrieval amnesic agent. *Biological Psychiatry*, 78, 880-886.

-Optional-

Dudai, Y., Karni, A., & Born, J. (2015). The consolidation and transformation of memory. *Neuron*, 88, 20-32.

Lane, R. D., Ryan, L., Nadel, L., & Greenberg, L. (2015). Memory reconsolidation, emotional arousal, and the process of change in psychotherapy: New insights from brain science. *Behavioral and Brain Sciences*, 38.

July 18 – Human Memory in the Age of the Internet

Loh, K. K., & Kanai, R. (2015). How has the Internet reshaped human cognition? *The Neuroscientist*, 22, 506-520.

Sparrow, B., & Chatman, L. (2013). Social cognition in the Internet age: Same as it ever was? *Psychological Inquiry: An International Journal for the Advancement of Psychological Theory*, 24, 273-292.

-Optional-

Sparrow, B., Liu, J., & Wegner, D. M. (2011). Google effects on memory: Cognitive consequences of having information at our fingertips. *Science*, 333, 776-778.

Ward, A. F. (2013). Supernormal: How the Internet is changing our memories and our minds. *Psychological Inquiry: An International Journal for the Advancement of Psychological Theory*, 24, 341-348.

July 23 – Final Paper Drafts Due, Writing Workshop, Monday Morning Movie Madness

July 25 – Final Presentations

Additional Information:

DRC Accommodations: UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first week of the session. At that time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Academic Integrity: Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC. In the event a student is found in violation of the UCSC Academic Integrity policy, they may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of their college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

Title IX: Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911. Faculty and Teaching Assistants are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

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.