Psychology 129: Human Learning and Memory  
University of California, Santa Cruz  
Summer 2020

Lecture: June 22 – July 24, 2020

Times: Tuesdays and Thursdays, 9:00 am - 12:30 pm  
Psychoogy 129 Zoom Lecture Room  
Meeting ID: 955-997-96236 (Password: 129129)  
All lectures will be recorded and posted on Canvas

Professor: Benjamin C. Storm, Ph.D.

Office Hours: Mondays, 12:00 pm - 1:30 pm  
Meeting ID: 988-4232-8342 (Password: 877518)  
Email: storm@ucsc.edu

Teaching Assistant: Elise Duffau

Section A
Office Hours: Tuesdays, 2:00 pm - 3:30 pm  
Meeting ID: 914-3172-8201 (Password: 715178)  
Email: eduffau@ucsc.edu

Teaching Assistant: Vanessa Oviedo

Section B
Office Hours: Wednesdays, 11:30 am – 1:00 pm  
Meeting ID: 916-5524-4383 (Password: 177680)  
Email: voviedo@ucsc.edu

Basic Information:

The course provides an introduction to core topics in human learning and memory. We will use a lecture format, but I encourage active questioning and discussion to the extent possible in a large class using Zoom. To do well in the course, you will need to attend/view every lecture and keep up with the readings.

Lectures will take place on zoom during the regularly scheduled time blocks of Tuesdays and Thursdays 9-12:30 pm. They will be recorded and made available on canvas via YuJa. You are welcome to attend the live lectures and or watch the videos later. Students will not be penalized, or lose the opportunity for points, by not attending the live lectures. In this way, I hope to offer the advantages of a synchronous format, while also allowing anyone to take the class asynchronously.

The exams will need to be completed on the dates specified, but you will be able to complete them at any time during the day as long as they are completed and submitted by 11:59 pm.
You do not need to purchase a textbook. Instead, we will use a combination of articles, chapters, and free online modules. All reading assignments will be available on canvas.

Please visit us (online)!!! The professor and teaching assistants are happy to meet with you to answer any questions you might have about the course, learning and memory, or anything else. Feel free to drop in during our virtual office hours or set up an appointment to meet at another time.

You are welcome to visit either of the TAs during their office hours. To balance the workload and grading, however, all students will be assigned to either Section A (Elise Duffau) or Section B (Vanessa Oviedo). Your assigned TA will be the one grading your assignments, and will therefore be the one who will be able to give you feedback on those assignments.

Evaluation:

Midterm (25 points): The midterm will consist of 62 multiple-choice questions and be administered online via canvas on Tuesday, July 7. You may take the exam at any point during the day (it will be available from 12:01 am through 11:59 pm), and you will be allowed to use all of the course materials, but you must take the exam alone and without help from others. You will be allowed up to two attempts to take the exam, with only your highest score counting towards your final grade.

Final Exam (40 points): The final exam will consist of 100 multiple-choice questions and be administered online via canvas on Thursday, July 23. You may take the exam at any point during the day (it will be available from 12:01 am until 11:59 pm), and you will be allowed to use all of the course materials, but you must take the exam alone and without help from others. You will be allowed up to two attempts to take the exam, with only your highest score counting towards your final grade. The final exam will be cumulative, but the questions will focus primarily on the material covered since the midterm.

Make-up exams will be given only when necessary, and no early exams will be given. If you know you will miss an exam, or if you do miss it, email Professor Storm as soon as possible to let him know.

Writing Assignments: The four writing assignments described below will be due on Canvas before 11:59 pm on June 26 (Critical Reflection), July 3 (Annotated Bibliography), July 10 (Memory and the Movies), and July 17 (Topic Paper). Late assignments will be accepted for credit up until a week after the due date, but 20% will be deducted from the final score.

Critical Reflection (5 points). When writing a critical reflection, the goal is to identify, question, and assess our assumptions. For this assignment, I would like you to write a brief essay reflecting upon your own study habits and what you have assumed, rightly or wrongly, are the most effective ways of studying. A sample of the types of questions you might address: Going into the class, what did you believe were the most effective ways of studying? What did you believe were the least effective ways of studying? Why did you think this? Where and from whom did you learn how to study effectively? How do you
know what you learned is correct? Have you learned anything so far in this class that led you to re-think your assumptions? Why or why not? Are you skeptical of anything that you have learned in this class? Explain. End the paper by discussing what you learned in the process of engaging in this reflection, and how it might impact the ways in which you study in the future. The paper should be 2 pages (double spaced, 12 point, times new roman font, no title page necessary).

Annotated Bibliography (5 points). For this assignment, you will need to find 10 articles related to a specific question or topic of interest (the articles must be either peer-reviewed journal articles or research-oriented edited book chapters; please do not include references to textbooks, lecture slides, or unpublished online material). You can choose any topic related to memory, whether it is covered in the class or not. For each article, provide an APA style reference, and write a brief paragraph summarizing the article using the format shown below. Ideally, you will use the annotated bibliography to help you prepare for the topic paper. Doing so is not required, however, and you are welcome to write your topic paper on a different topic.


“Two experiments investigated the photo-taking-impairment effect. The researchers found that participants were less likely to remember the details of a painting after taking a picture of it than after merely observing it. This effect was observed regardless of whether the photos were saved or deleted, suggesting that the photo-taking-impairment effect was unlikely to be the consequence of cognitive offloading. Instead, it might have been the consequence of attentional disengagement.”

Memory and the Movies (5 points). This assignment will involve writing a brief paper on how memory is represented in a movie, show, novel, video game, or any other form of art or entertainment. What did it get right? What did it get wrong? How might it be useful for highlighting the nature of memory to students in Psych 129? Be sure to connect your discussion to the ideas and concepts discussed in class and in the readings. You are encouraged to be creative in selecting the target for this assignment and in writing the paper. The connection to memory can be direct, or very subtle. The paper should be 2 pages (double spaced, 12 point, times new roman font, no title page necessary).

Topic Paper (20 points): The goal of the topic paper (5 pages, double spaced, 12 point, times new roman font, no title page necessary) is to choose a specific topic related to memory and to write a targeted literature review on it using the organization provided below. You are welcome to choose a topic that was covered in class or one that was not, but either way, it should be focused and address a specific question or idea relevant to the study of memory. You are expected to go beyond what was discussed in lecture (by reviewing empirical articles that were not discussed in class). You will not get full credit by simply summarizing what was already discussed in lecture.
1) Introduce the topic and describe some of the basic findings/theories. What is your topic and why should we care about it? Give the reader some general context and then narrow things down to your specific focus. The paper should focus on a particular idea, finding, question, or issue. You might focus on a specific hypothesis, for example, or a specific implication or application of an area of work related to learning and memory.

2) Review several empirical journal articles related to your topic. What did the studies do? What did they find? Be sure to provide enough methodological detail to allow the results of the studies to be interpreted. Discuss strengths and weaknesses of the studies. Would you interpret the findings differently? Why?

3) Synthesize the results and discuss potential theoretical and or real-world implications, either for you or for society at large. Connect the research to what has been discussed in class and with your own passions and interests. You may also propose directions for future research or even propose a new study.

4) APA style reference page (not included in page count)

Grading Scale:

98-100% = A+  88-89.9% = B+  78-79.9% = C+  62-67.9% = D
92-97.9% = A  82-87.9% = B  70-77.9% = C  60-61.9% = D-
90-91.9% = A-  80-81.9% = B-  68-69.9% = D+  0-59.9% = F

Assignments/Exams/Due Dates:
June 26 (Critical Reflection)
July 3 (Annotated Bibliography)
July 7 (Midterm)
July 10 (Memory and the Movies)
July 17 (Topic Paper)
July 23 (Final Exam)
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>June 23</td>
<td>Introduction to the Class and Human Memory</td>
<td>Baddeley (2015); McDermott &amp; Roediger (NOBA); Putnam et al (2016)</td>
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<td></td>
<td>June 25</td>
<td>Basic Processes in Remembering and Forgetting</td>
<td>Roediger (2008); Roediger &amp; Guynn (1996); Storm (2018)</td>
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<td>2</td>
<td>June 30</td>
<td>Learning; WMC and Executive Control</td>
<td>Agarwal &amp; Roediger (2018); Bjork &amp; Bjork (2011); Broadway et al (2010)</td>
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<td>July 2</td>
<td>Amnesia and Episodic Memory</td>
<td>Dudukovic &amp; Kuhl (NOBA); Hirst &amp; Phelps (2016); Schacter et al. (2007); Squire (2009)</td>
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<td>3</td>
<td>July 7</td>
<td>Midterm</td>
<td></td>
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<td></td>
<td>July 9</td>
<td>Constructive Processes in Memory</td>
<td>Laney &amp; Loftus (NOBA); Newman &amp; Lindsay (2009); Schacter (1999)</td>
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<td>4</td>
<td>July 14</td>
<td>Autobiographical Memory, HSAM, and Aging</td>
<td>Conway &amp; Loveday (2015); LePort et al (2016); Mather &amp; Carstensen (2005)</td>
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<td></td>
<td>July 16</td>
<td>Implicit Memory, Metacognition, and Thought Suppression</td>
<td>Anderson &amp; Levy (2009); Bjork et al. (2013); Wegner (1994)</td>
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<td>5</td>
<td>July 21</td>
<td>Sleep, Creativity, and Memory in the Digital Age</td>
<td>Ditta &amp; Storm (2018); Storm &amp; Soares (2020); Walker (2008)</td>
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<td></td>
<td>July 23</td>
<td>Final Exam</td>
<td></td>
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Research Participation. The Psychology Department provides an opportunity for students in this course to gain extra credit by participating in psychology research projects (surveys or experiments) for **two hours**, or by completing an alternative assignment (see below).

Follow these easy steps to sign-up for research projects:

1) Go to the Sona website at [https://ucsc.sona-systems.com](https://ucsc.sona-systems.com)
2) If you are enrolled in the class at the start of the quarter, then an account should already be created for you. To log in for the first time, click “Forgot Password?” to retrieve the pre-set password. For those who added the class late, or for some reason the system won’t let you log in, you may need to click “Request Account.” Only request a new account if the “Forgot Password” link isn’t working.
3) **Always enter your UCSC email address.** You will receive your password via email.
4) Log in and follow the instructions to complete the Prescreening Questionnaire. Your responses on this questionnaire will determine your eligibility for different studies.

**IMPORTANT:** You can earn research credits points by either participating in studies (in-lab experiments or online surveys) or writing papers (the alternative assignment). Studies are posted throughout the quarter. Plan ahead and complete them as soon as possible. Check online often for new studies. If you know you cannot make it, and if the time until the study is more than 24 hours, you can cancel on Sona. If you fail to show up for a study, or fail to cancel in time, you will be marked as having an “unexcused no-show.” If you accumulate three unexcused no-shows you will be prevented from signing up for more experiments. All participation must be completed by 5pm on the Friday of the last week of instruction (**Friday, July 24**).

**What if you can’t find studies?** Although some studies may be available right at the start of the quarter, there may not be enough for everyone. Please be patient, researchers will post new studies throughout the quarter. There is usually a big spike in hours during the last couple weeks. If you are concerned about the availability of hours, please don’t email your instructors or TAs, instead email the pool administrator so that they can try to address the issue directly ([ucscresearchpool@gmail.com](mailto:ucscresearchpool@gmail.com)). This is also the best email to use if other issues arise during the quarter. If you participated in a study but didn’t receive credit after two days, please start by emailing the researchers directly. If the researchers don’t respond then send an email to the pool administrator. Rest assured, however, that all pending timeslots will be given credit at the end of the quarter before a report is sent to your professor.

**Alternative assignment:** If you prefer to not participate in research projects (or if you are under the age of 18) you may substitute up to two papers, each critically evaluating a psychology research article. If you are doing the alternative written assignments, they must be submitted via canvas by the last day of instruction. If you have any questions or concerns please contact the research pool administrator at [ucscresearchpool@gmail.com](mailto:ucscresearchpool@gmail.com). Please note that plagiarized papers will result in a No Pass.

Each paper should be 1-2 pages (double spaced, 12-point, times new roman) and critically evaluate a psychology research article (addressing the questions shown below). You will need to find articles published in 2019 or 2020 in one of the following journals: (a) *Psychological Science*; (b) *Memory*; (c) *Memory and Cognition*.

1) What were the basic questions or hypotheses under investigation?
2) How did the researchers test their hypotheses?
3) What did the researchers find and how were these findings interpreted?
Important Summer Session Remote 2020 Deadlines:

Session 1:
Drop: Monday, June 29
Request for “W”: Friday, July 10

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, here is the summer academic calendar: [https://summer.ucsc.edu/studentlife/index.html](https://summer.ucsc.edu/studentlife/index.html)

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

**DRC Remote Accommodations:**

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

**Academic Dishonesty**

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](https://summer.ucsc.edu/studentlife/index.html) at the Division of Undergraduate Education.

**Distribution of Course Materials (Lecture Notes, Slides, Videos, Quizzes, etc.)**

Students may be disciplined for selling, preparing, or distributing course lecture materials for any commercial purpose, whether or not they were the person taking the notes. The unauthorized sale of lecture notes and handouts, readers, quiz questions, or other course materials, is a violation of campus policies, state law, and may also constitute copyright infringement subject to legal action.
Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our online reporting link.

For more information please visit the Title IX Operations under Covid-19 page.

Basic Needs, Counseling, and Psychological Services

Any student experiencing difficulty affording or accessing nutritious food, or who does not have a safe, stable place to live, is urged to contact Slug Support at 831-459-4446 or deanofstudents@ucsc.edu. A comprehensive listing of food and housing resources on campus and in Santa Cruz is available at basicneeds.ucsc.edu.

If you are feeling highly stressed, anxious, or depressed, please avail yourself to help from Counseling and Psychological Services (CAPS) at the Student Health Center (831-459-2628). The CAPS web page also provides information about seeing a therapist and lists various crisis numbers: http://caps.ucsc.edu.