

Psychology 376  
Topics in Exp'tal/Cognitive Psychology: Forget It!  
Spring 2007

<b>Instructor:</b> Dr. Sarah Johnson	<b>When:</b> WF 8:50-10:00am
<b>Phone:</b> 610-625-7013	<b>Where:</b> 301 PPHAC
<b>Office:</b> 224 PPHAC	<b>Website:</b> <a href="http://blackboard.moravian.edu/">http://blackboard.moravian.edu/</a>
<b>Office Hours:</b> T 1-2pm; W 1-3pm, F 10-12pm	<b>Email:</b> <a href="mailto:skjohnson@moravian.edu">skjohnson@moravian.edu</a>

**Course Objectives:** This seminar will focus on memory and, more specifically, on the process(es) of forgetting. We will read about and discuss research examining the way (or ways) that memory works and how it can go awry in certain circumstances. We will discuss our everyday understanding of forgetting and the ways that it does and does not match up with what research has shown us about this process.

**Readings:** *Memory and Forgetting* by Henderson. Additional readings will be journal articles, provided in class or available via the blackboard website (see reading list at end of syllabus).

**Specific Course Objectives:**

1. Discuss important theories and findings about memory—including knowing some of the important researchers in these areas.
2. Discuss how research in memory and related areas of cognitive psychology is relevant to everyday life and an understanding of oneself and others.
3. Research an area of psychology, spec. within the topic of memory, using electronic databases such as PsycInfo and PubMed.
4. INTEGRATE/SYNTHESIZE research—Take several pieces of research and tie them together into a larger-picture understanding of cognitive functioning.
5. Communicate to others the gist of a piece of research and how it fits into the larger picture. Be responsible for leading research-oriented discussions.

**Course Evaluation:**

**Class Participation:** You will be given a grade each week based on your participation in class discussions and on questions/comments/reactions you have prepared in response to the readings. You should type up these comments to hand to me at the end of each class. Each student can have up to 2 excused absences, which must be discussed with me before the absence, if at all possible, or else as soon after the absence as is physically possible, and must be documented except in extenuating circumstances. **For each unexcused absence or absence beyond the 2 excused ones, your class participation grade will be reduced by 1 letter (e.g., B+ → C+).** Showing up late to class will result in a reduction in your class participation grade by 1 letter for that week.

Class participation will be graded each week based on the scale below:

- A:** Questions/comments are thorough, insightful, and thought-provoking, and go beyond simple methodological issues, **AND** participates in discussion, either by bringing up own points or by responding to other's points, but without overly dominating the discussion.
- B:** Consistently attentive and engaged but does not generally contribute, answering questions only when directly asked. Demonstrates preparation with regard to the material and provides relevant, but possibly somewhat superficial (e.g., methodologically focused) questions/comments.
- C:** Prepares to some extent but does not add anything to discussion, or contributes to discussion but shows evidence of poor preparation. Questions/comments are extremely superficial, are answered within the reading itself, and/or show poor understanding of the reading.
- D:** Shows up but doesn't participate or show evidence of having prepared. Disengaged from class. No questions/comments.
- F:** Unexcused absence

**Exam:** There will be one exam during the semester, given on week 5 and covering the information in the Henderson chapters and corresponding readings & lectures. This exam reflects basic level information about memory, providing a foundation on which we can build as we further explore the topic of forgetting. Exam format will include multiple choice, definitions/short-answer, and short essay. A study guide with important terms and sample questions will be posted on Blackboard as the exam approaches.

**Discussion papers:** You will be responsible for turning in THREE short reaction papers (~3 pages). These papers will synthesize some of the research from a particular section. These assignments should be typed (double-spaced) and proofread for clarity, spelling, grammar, punctuation, etc. For each student I will grade **ONE** additional short paper, which you can use to replace a paper with a grade lower than a B.

**Presentations:** You will be responsible for two presentations during the semester, a brief presentation and a major presentation. The brief presentation will involve leading the class in developing an understanding of a memory process from Henderson. As part of this presentation, you will be asked to conduct a brief and informal experiment exploring this memory process outside of class and to present your findings to the class. For the major presentation, you will read additional research on an assigned topic and present that research to the class. You will lead the class discussion for that topic, i.e., providing main themes and some important questions of your own devising, helping the class to analyze these themes in order to develop a stronger understanding of that topic, providing ties across topics, possibly organizing in-class activities to help illustrate the concepts, etc.

**Annotated bibliography:** You will find 6 articles related to the topic from your long presentation and write a bibliography of those articles. The paper will include a brief summary of each article (~1 page each) and a final synthesis (~2 pages) of how the articles work together to contribute to our understanding of the process of forgetting within the larger picture of memory. This bibliography can include up to 2 articles assigned by me but additional articles must be found by you. This paper is expected to be a precursor to your literature review paper.

**Literature Review:** You will write a paper (~10-12 pages) that builds on the research you have compiled for the annotated bibliography and includes additional sources (10+ articles). The review paper should go substantially further than the annotated bibliography in terms of laying out an understanding of the research related to a certain sub-topic or viewpoint regarding forgetting. Further information will be given regarding theoretical focus, as well as the expectations for and grading of the various papers as the semester progresses.

**Late Policy:** Late papers will be accepted for up to three days after the due date and, unless otherwise noted, will result in a reduction of *1 letter grade for every calendar day late* beginning *sharply* at **5pm** on the day the assignment is due. After the three-day period, the paper will not be accepted and a grade of 0 will be applied. Exceptions to this policy will only be made under truly extenuating circumstances (determined by me on a case-by-case basis), and **NO** exceptions will be made for technical difficulties. In addition, I will only accept work turned in by email if you have arranged with me to do so for that particular assignment.

**Overall grades- Breakdown:**

Exam	10%
Class participation/weekly questions	15%
Short papers (3 @ 10% each)	30%
Presentations (5% smaller; 10% larger)	15%
Annotated bibliography	10%
<u>Literature review</u>	<u>20%</u>
Total	100%

**Plagiarism and cheating:**

Any work that you turn in for this class must be entirely your own work. Any sources used must be properly documented, and I will ask you not to use any direct quotes in assignments or papers. For more information on plagiarism and cheating, refer to the Student Handbook and the following website regarding academic responsibility at Moravian College: <http://www.moravian.edu/studentLife/handbook/academic2.htm>. As this site clearly explains, the consequences for cheating or plagiarism can range from failing the assignment to receiving an F for the final course grade to expulsion, depending on the severity of the case and prior history of offenses. Although I am not generally opposed to your discussing assignments with fellow students from the class, all of the work you submit to me must be entirely your own, and in some cases I may ask you not to collaborate with fellow students.

I will spend class time discussing ways to avoid plagiarizing, but apart from this it is your responsibility to come see me if you have any questions about your use of sources or when/in what way it is okay to collaborate with other students in the class.

**Disabilities:** The Americans with Disabilities Act (ADA) provides for some accommodations to be made for students with certain disabilities. If you have such a disability and are willing to disclose it, you may take advantage of such accommodations. In order to do so, you are required to meet with Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities). Accommodations cannot be offered until I have received authorization from one of these centers based on documentation of your disability. You should also consider taking advantage of the Learning Services Office if you are having difficulty academically in this (or any other) class. The office is located at 1307 Main St. (phone: 610-861-1510).

**Class Schedule** (This schedule is tentative. I reserve the right to make announced changes.):

<b>Week:</b>	<b>Class topic/activities:</b>	<b>Readings/Assignments:</b>
<b>1</b>		
Jan 17 W	Introduction and course overview	
Jan 19 F	What is memory?	HEND Chs. 1-2
<b>2</b>		
Jan 24 W	The Multi-store model	HEND Ch. 3; Introduce 5 memory system view
Jan 26 F	Short-term/Working memory	HEND Ch. 4 (62-65); Baddeley (2000)
<b>3</b>		
Jan 31 W	WM cont'd	
Feb 2 F	Long-term memory	HEND Ch. 2 (20-21); Squire (2004); Discuss 5 system view
<b>4</b>		
Feb 7 W	Episodic memory	Tulving (2002); <i>Discussion paper 1</i>
Feb 9 F	Memory processes presentations	HEND Ch. 4
<b>5</b>		
Feb 14 W	Memory processes presentations	
Feb 16 F	<b>EXAM</b>	
<b>6</b>		
Feb 21 W	Forgetting	HEND Ch. 5; Schacter (1999)
Feb 23 F	Forgetting rates	Goshen-Gottstein (2001); Schmolck (2000)
<b>7</b>		
Feb 28 W	Interference (I)	Numan (2000); Wixted (2004); <b>Annotated Bib draft due</b> (4 sources)
Mar 2 F	I – STUDENT CHOICE	
<b>8</b>		
Mar 5-9	<b>NO CLASSES – SPRING BREAK</b>	

<b>Week:</b>	<b>Class topic/activities:</b>	<b>Readings/Assignments</b>
<b>9</b>		
Mar 14 W	Amnesia (II)	HEND Ch. 6 (93-94); Corkin (1984); Vargha-Khadem (1997); <b>Discussion paper 2</b>
Mar 16 F	II – STUDENT CHOICE	
<b>10</b>		
Mar 21 W	Goal-Directed Forgetting (II)	Bjork (1998; pp. 103-119); Oien (2003)
Mar 23 F	III – STUDENT CHOICE	
<b>11</b>		
Mar 28 W	<b>Summary day</b>	<b>Final annotated bib due (6 sources)</b>
Mar 30 F	Retrieval-Induced Forgetting (IV)	Johnson (2004); Dunn (2003); <b>Disc'n paper 3</b>
<b>12</b>		
Apr 4 W	IV – STUDENT CHOICE	
Apr 6 F	<b>NO CLASS – EASTER RECESS</b>	
<b>13</b>		
Apr 11 W	False Memory (V)	Roediger (1995); Leichtman (1995)
Apr 13 F	V – STUDENT CHOICE	<b>Lit Review Outline due</b>
<b>14</b>		
Apr 18 W	Memory Suppression (VI)	Wegner (1987); Anderson (2004)
Apr 20 F	VI – STUDENT CHOICE	
<b>15</b>		
Apr 25 W	The Recovered-Memory Debate	HEND Ch. 6 (90-93); Freyd (1994); Laney & Loftus (2005); <b>Discussion paper 4</b>
Apr 27 F	Final summary day/Course wrap-up	<b>Final Literature Review due (10+ articles)</b>

### **Reading List:**

#### ***Introduction to Memory***

Baddeley, A. (2000). Short-term and working memory. In E. Tulving & F. I. M. Craik (Eds.), *The Oxford Handbook of Memory* (pp. 77-92). New York, NY: Oxford University Press.

Squire, L. R. (2004). Memory systems of the brain: A brief history and current perspective. *Neurobiology of Learning and Memory*, 82, 171-177.

Tulving, E. (2002). Episodic memory: From mind to brain. *Annual Review of Psychology*, 53, 1-25.

#### ***Introduction to Forgetting:***

Goshen-Gottstein, Y., & Kempinsky, H. (2001). Probing memory with conceptual cues at multiple retention intervals: A comparison of forgetting rates on implicit and explicit tests. *Psychonomic Bulletin & Review*, 8, 139-146.

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

Schmolck, H., Buffalo, E. A., & Squire, L. R. (2000). Memory distortions develop over time: Recollections of the O. J. Simpson trial verdict after 15 and 32 months. *Psychological Science*, *11*, 39-45.

***Student Section I – Interference:***

Numan, B., Sweet, J. J., & Ranganath, C. (2000). Use of the California Verbal Learning Test to detect proactive interference in the traumatically brain injured. *Journal of Clinical Psychology*, *56*, 553-562.

Wixted, J. T. (2005). A theory about why we forget what we once knew. *Current Directions in Psychological Science*, *14*, 6-9.

***Student Section II – Amnesia:***

Corkin, S. (1984). Lasting consequences of bilateral medial temporal lobectomy: Clinical course and experimental findings in H. M. *Seminars in Neurology*, *4*, 249-259.

Vargha-Khadem, F., Gadian, D. G., Watkins, K. E., Connelly, A., Van Paesschen, W., & Mishkin, M. (1997). Differential effect of early hippocampal pathology on episodic and semantic memory. *Science*, *277*, 376-380.

***Student Section III – Goal-Directed Forgetting:***

Bjork, E. L., Bjork, R. A., & Anderson, M. C. (1998). Varieties of goal-directed forgetting. In J. M. Golding & C. M. McLeod (Eds.), *Intentional Forgetting: Interdisciplinary Approaches* (pp. 103-137). Mahwah, NJ: Lawrence Erlbaum Associates.

Oien, K. M., & Goernert, P. N. (2003). The role of intentional forgetting in employee selection. *The Journal of General Psychology*, *130*, 97-110.

***Student Section IV – Retrieval-Induced Forgetting:***

Dunn, E. W., & Spellman, B. A. (2003). Forgetting by remembering: Stereotype inhibition through rehearsal of alternative aspects of identity. *Journal of Experimental Social Psychology*, *39*, 420-433.

Johnson, S. K., & Anderson, M. C. (2004). The role of inhibitory control in forgetting semantic knowledge. *Psychological Science*, *15*, 448-453.

***Student Section V – False Memory***

Leichtman, M. D., & Ceci, S. J. (1995). The effects of stereotypes and suggestions on preschoolers' reports. *Developmental Psychology, 31*, 568-578.

Roediger, H. L. III, & McDermott, K. B. (1995). Creating false memories: Remembering words not presented in lists. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 21*(4), 803-814.

***Student Section VI – Memory Suppression:***

Anderson, M. C., Ochsner, K. N., Kuhl, B., Cooper, J., Robertson, E., Gabrieli, S. W., Glover, G. H., & Gabrieli, J. D. E. (2004). Neural systems underlying the suppression of unwanted memories. *Science, 303*, 232-235.

Wegner, D. M., Schneider, D. J., Carter, S. R. III, & White, T. L. (1987). Paradoxical effects of thought suppression. *Journal of Personality and Social Psychology, 53*(1), 5-13.

***Memory Suppression & the Recovered-Memory Debate:***

Freyd, J. J. (1994). Betrayal trauma: Traumatic amnesia as an adaptive response to child abuse. *Ethics & Behavior, 4*(4), 307-329.

Laney, C., & Loftus, E. F. (2005). Traumatic memories are not necessarily accurate memories. *Canadian Journal of Psychiatry, 50* (13), 823-828.