



University of Waterloo
Department of Psychology
Waterloo, ON N2L 3G1

Psychology 398—Research in Memory Spring, 2007

Instructor: Evan F. Risko **E-mail:** efrisko@watarts.uwaterloo.ca
Office: PAS 4211 **Office Hours:** 12:30-2:30, Thurs (or by appointment)
Class Location: PAS 3026 **Time:** 10:30-12:20, Tues. & Thurs.

General Goals

The goal of the course is to introduce students to the theoretical and practical aspects of memory research. The course will follow a “learning by doing” philosophy where students are encouraged to engage the material in a “hands on” fashion. Lectures will focus on popular topics in memory research with emphasis on the research process. Class activities are designed to allow students first hand experience with the topics discussed in lectures.

Course Content/Readings

We will sample research from a number of different areas. The first part of the course will focus on traditional issues in memory research while the latter half will focus on “everyday” memory. Readings for the course will consist of primary source material (i.e., journal articles). On average there will be approximately 20 pages of required reading a week. You may be tested on material from required readings that is not discussed in class. Reading primary source material is typically much more challenging than textbooks so you should be prepared to read papers more than once. All readings are available on UW-ACE. There is no textbook for this course.

Requirements and Grading Scheme

Class Participation (20%) The course includes class activities designed to expose students to the practical aspects of memory research. You are expected to participate in these activities. Also, I encourage you to participate in class by asking questions or sharing your opinions. A large part of your class participation mark (10%) will involve taking part in an off-campus class activity where students will be placed in the Community Alzheimer Program at the Sunnyside Home for 10 hours. There is additional information about the Community Alzheimer Program on UW-ACE. The remaining part of your grade (10%) will come from your participating in class activities and class discussions (e.g., July 12th we will have a class discussion about the recovered memory debate).

Writing Component (30%) You will be required to complete 4 one-page research proposals (each worth ¼ of the total mark). Writing short research proposals is a fundamental part of any researcher's day to day life. Research proposals will follow the guidelines set out by the Natural Science and Engineering Research Council. There are additional instructions on writing research proposals and an example on UW-ACE.

Oral Component (20%) The oral component of the course will consist of the presentation of a research paper in the form of a poster. Poster presentations constitute an important avenue for the communication of research. Students will present their posters in one of three poster sessions on the last three days of the course. There are additional instructions on the format of posters and some examples on UW-ACE.

Testing (30%) There will be two tests (JUNE 7th and JULY 17th) each worth 15%. Tests will consist of short answer and multiple choice questions. You will be tested on in class material and required readings.

Computer Stuff

Course materials will be available on UW-ACE. If there is a discrepancy between the hard copy outline and the outline posted on UW-ACE, the outline on UW-ACE will be deemed the official version. All work to be handed in will be submitted through UW-ACE.

Note for students with disabilities:

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Message from the Faculty of Arts Council

All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (p. 1:10, and on the web at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

In addition, I would like to direct your attention to the following link to the Arts Faculty Web page, "How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors" (<http://watarts.uwaterloo.ca/~sager/plagiarism.html>)

Schedule and Required Readings

Week 1 May 1st and 3rd Syllabus & Introduction to Alzheimer's

McEvoy, A. (2007). Dying in Pieces. *American Journal of Alzheimer's Disease & Other Dementias*, 22, 11-13.

Week 2 May 8th and 10th The Modal Model

Glanzer, M., & Cunitz, A. R. (1966). Two storage mechanisms in free recall. *Journal of Verbal Learning and Verbal Behavior*, 5, 351-360.

Week 3 May 15th and 17th Working Memory

RESEARCH PROPOSAL #1 DUE MAY 15th

Baddeley, A. (1996). The fractionation of working memory. *Proceedings of the National Academy of Sciences*, 93, 13468-13472.

Baddeley, A. D., Thomson, N., & Buchanan, M. (1975). Word length and the structure of short-term memory. *Journal of Verbal Learning and Verbal Behavior*, 14, 575-589.

Week 4 May 22nd and 24th Memory Systems

Tulving, E. (1989). Remembering and knowing the past. *American Psychologist*, 77, 361-367.

Tulving, E., Schacter, D. L., McLachlan, D. R., Moscovitch, M. (1988). Priming of semantic autobiographical knowledge: A case study of retrograde amnesia. *Brain & Cognition*, 8, 3-20.

Week 5 May 29th and 31st Forgetting

RESEARCH PROPOSAL #2 DUE MAY 29th

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

Parker E. S., Birnbaum I. M., Weingartner H., Hartley J. T., Stillman R. C., & Wyatt R. J. (1980). Retrograde enhancement of human memory with alcohol. *Psychopharmacology* 69, 219 - 222

Week 6 June 5th and 7th Test Review and TEST ONE

TEST REVIEW JUNE 5th

TEST 1 JUNE 7th

Week 7 June 12th and 14th Everyday Memory Research – Autobiographical Memory

Neisser, U. (1978). Memory: what are the important questions? In M.M. Gruneberg, P.E. Morris & R.N. Sykes (eds), *Practical Aspects of Memory*. London: Academic Press.

Parker, E. S., Cahill, L., & McGaugh, J. L. (2006). A case of unusual autobiographical remembering. *Neurocase*, 12, 35-49.

Week 8 June 19th Flashbulb Memories

RESEARCH PROPOSAL #3 DUE JUNE 19th

NO CLASS JUNE 21st

Brown, R. & Kulik, J. (1977). Flashbulb memories. *Cognition*, 5, 73-99.

Talarico, J. M., & Rubin, D. C. (2003). Confidence, not consistency, characterizes flashbulb memories. *Psychological Science*, 14, 455-461.

Week 9 June 26th and 28th Guest Lectures

POSTER ARTICLES DUE JUNE 28th**Kathleen Hourihan from the University of Waterloo June 26th****Tiffany Wurdell from the Alzheimer's Society June 28th**

Roediger, H. L., & Marsh, E. J. (2005). The Positive and Negative Consequences of Multiple-Choice Testing. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 31, 1155-1159.

Week 10 July 3rd and 5th Remembering Common Objects and People's Names

RESEARCH PROPOSAL #4 DUE JULY 3rd

Nickerson, R. S., & Adams, M. J. (1979). Long-term memory for a common object. *Cognitive Psychology*, 11, 287-307.

Cohen, G. (1990). Why is it difficult to put names to faces? *British Journal of Psychology*, 81, 287-297.

Week 11 July 10th and 12th Memory and the Law & Recovered Memory Discussion

Loftus, E. F. (1975). Leading questions and the eyewitness report. *Cognitive Psychology*, 7, 560-572.

Loftus, E. F., & Pickrell, J. E. (1995). The formation of false memories. *Psychiatric Annals*, 25, 720-725.

Discussion Articles

Fredrickson, R. (1992). *Repressed memories: A journey to recovery from sexual abuse*. Selected Chapters. New York: Fireside/Parkside.

Loftus, E. (1995). Remembering Dangerously: Recovered Memory. *Skeptical Inquirer*, 19.

Williams, L. M., (1994). Recall of childhood trauma: A prospective study of women's memories of child sexual abuse. *Journal of Clinical and Consulting Psychology*, 62, 1167-1176.

Loftus, E. F., Garry, M., & Feldman, J. (1994). Forgetting sexual trauma: What does it mean when 38% forget? *Journal of Clinical and Consulting Psychology*, 62, 1177-1181.

Williams, L. M., (1994). What does it mean to forget child sexual abuse? A reply to Loftus, Garry, and Feldman (1994). *Journal of Clinical and Consulting Psychology*, 62, 1182-1185.

Week 12 July 17th and 19th Poster Presentation Meetings & TEST 2

POSTER DUE JULY 17th**TEST 2 JULY 17th****POSTER SESSION 1 JULY 19th**

Week 13 July 24th and 26th POSTER SESSIONS

POSTER SESSION 2 JULY 24th**POSTER SESSION 3 JULY 26th**