Advanced Human Memory
PSYC 426/526
Fall 2012

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Office hours: Th 2-3:30 or by appointment

This course will focus on the fundamental principles and issues involved in the study of human memory, primarily from a cognitive perspective but also drawing on findings from cognitive and clinical neuroscience. We will examine different kinds of memory, the basis for their differentiation, how they interact both at the cognitive/behavioral level and at the level of brain systems, and how they are affected by normal aging and brain damage. The structure of the course is based on a book that I am currently writing, Fundamentals of Memory, which is targeted at an audience much like you, i.e., beginning graduate students or advanced undergrads, who already have some background in the area. The book is meant to cover the fundamentals and to be supplemented with current readings that highlight new discoveries and empirical findings, additional theoretical perspectives, and ongoing debates and discussion that will prove interesting and thought-provoking. The readings (in the first two classes) are from the book.

The class will be structured primarily as a seminar, although during the first half of each class, I will present the fundamentals of the topic for the week. This section will be based on (but not limited to) the material in the basic and selected readings assigned for that day. Questions and discussion are both required and encouraged during this first section (see requirements below). The second half of each class will be devoted to presentation and discussion of recent individual papers in the topic area, which will be presented and discussed by class members (see presentation requirement below). For those of you who find that you do not have sufficient background in the memory area and want a more introductory overview, you may consult the Baddeley et al., 2009 text listed below.

READINGS
Basic and Selected Readings: All readings are required and will be posted on D2L at http://d2l.arizona.edu.

Course requirements
1a. Each week, in addition to the basic readings listed in the syllabus, individual students will present a research paper in class that focuses on the memory issue being addressed that week. Undergraduates will select a paper from a group of papers that I choose. Graduate students will prepare an annotated bibliography of 4-5 recent papers (2010 or later) and submit it to me at least one week (preferably sooner) in advance of the class. I will select a paper from that list for you to present. Each student will make one presentation. Presentations are intended to be about 15-20 minutes and should highlight the following:
   a) The key issues or questions being addressed, a brief rationale for the study
   b) The hypothesis (or hypotheses) or theories being tested
   c) The main features of the methodology
   d) The results and conclusions
1b. Following each presentation, additional time (about 10-15 minutes) will be available for discussion. The discussion will be led by another student, i.e., the discussant, who will be assigned to critique the paper (not the presenter) that was presented and lead a discussion. The discussant should do one or more of the following:
   a) Comment on the perceived importance of the paper
   b) Note any meaningful methodological problems
   c) Address any controversial issues
   d) Suggest how the paper relates to other things we’ve been talking about in class
   e) Introduce questions that may be raised by the paper but not answered
   f) Engage in discussion with other students in the class who may raise questions

   Student presentations and discussions will start on September 4.
   Presenter = 20%; Discussant = 10%

2. Students in the class, who are not acting as presenter or discussant for that week, should be prepared to ask questions or raise additional issues for discussion both with respect to the basic readings and the selected papers. Participation will be monitored. It is not enough just to show up to class. You need to contribute. Ask a question. Share an idea.
   Participation = 5%

3. Book Review. A total of 10 points will be earned for writing book reviews of the first 2 chapters of the Fundamentals Book. Imagine that you have been asked by the publisher to review the chapters of this book before it is published. Include both positives and negatives, e.g., what did you particularly like, what was difficult to understand, what was missing, etc. It is particularly important that you identify ideas, explanations, definitions, or even individual words that were not clear or that interrupted the flow of your reading. Review of Chapter 1 is due on August 28 and review of Chapter 2 is due on September 11.
   Book reviews = 5% each x 2 = 10%.

4. Comment Papers. Each week, students will write a short comment on one or more of the readings. The comment may identify an unusual or particularly compelling finding, note a relation between two or more papers, suggest possible alternative theoretical explanations of the findings, raise a question or note a problem raised by the reading, present a critical evaluation of any aspect of the paper, relate the issues in the paper to real-world problems, etc. Comments can be directed at either the basic readings or the selected or to-be-presented papers for that particular class and should be posted to the D2L drop box no later than 9 p.m. (preferably earlier) on the day before class. The comment should be about 1 page long. You may write a total of 5 comment papers, not more than one per class, and you cannot comment on papers on the topic for which you serve as presenter or discussant. (There are a total of 9 opportunities to write comment papers). Comments will be given a grade of 0-3 depending on the thoughtfulness of the comment. Comments will start on Sept. 18.
   Comment papers = 3% each x 5 = 15%.

5. Take-Home Examination. A take-home examination will be made available on D2L following class on November 13 and will be due in the D2L drop box by 12:30 p.m. on Nov. 20. This examination will be in the form of essay questions. Questions will require an integration of knowledge from across the course. You will answer 2 questions and there will be a choice.
   Take-home Exam = 40%
Aug. 21 **Background: Cognitive Models and Methods**

- **Basic Readings:**

Aug. 28 **Background: Neurobiological Models and Methods**

- **Basic Readings:**

- **Selected Readings:**

**Book Review of Chapter 1 Due**

Sept. 4 **Working Memory**

- **Basic Readings:**

- **Selected Readings:**

Sept. 11 **Executive Function**

- **Basic Readings:**

- **Selected Readings:**

**Book Review of Chapter 2 Due**

Sept. 18 **Episodic and Semantic Memory**

- **Basic Readings:**
Selected Readings:

Sept. 25 Consolidation and Reconsolidation
Basic Readings:

Selected Readings:

Oct. 2 Encoding and Retrieval Processes
Basic Readings:

Selected Readings:

Oct. 9 Implicit Memory
Basic Readings:

Selected Readings:
Oct. 16  Organic Memory Disorders  
Basic Readings:  
Selected Readings:

Oct. 23  Source/Context Memory  
Basic Readings:  
Selected Readings:  

Oct. 30  Recollection and Familiarity/Remembering and Knowing  
Basic Readings:  
Selected Readings:  

Nov. 6  False Memory/Memory Distortion  
Basic Readings:  
Selected Readings:  
Nov. 13  Autobiographical Memory
Basic Readings:
Selected Readings:

Take-Home Exam Assigned

Nov. 20  Take-Home Exam Due by 12:30 p.m. – No class

Nov. 27  Emotion and Memory
Basic Readings:
Selected Readings:

Dec. 4  Psychogenic Amnesia and Traumatic Memories
Basic Readings:
Selected Readings: