
PSYCHOLOGY OF LEARNING & MEMORY in Fall 2019 (PY3065)

Course Code	PY3065	Professor(s)	Maria Medved
Prerequisites	None	Office Number	PL201
Class Schedule	MR: 12:10-13:30 in PL-4	Office Hours	Monday and Thursday 4:45 to 5:15 or by appointment
Credits	4	Email	mmedved@aup.edu
Semester	Fall 2019	Office Tel. Ext.	829

Course Description

It is hard to imagine an aspect of psychology more vital than memory. Without memory, most other aspects of our being in the world would be impossible. This course examines fundamental theories and research in the study of human memory and explores their real life applications, such as such as autobiographical memory, childhood amnesia, false memories and eyewitness testimony, advertising, cultural differences, neuropsychological correlates of memory and memory disorders, and the repressed/recovered memory controversy.

Course Learning Outcomes

Students will be able to explain major theories and concepts as related to memory and learning
apply these theories and concepts to everyday settings
understand developmental and cultural differences in memory
identify memory problems and disorders

General Education

[PLEASE EDIT OR REMOVE THE FOLLOWING TEXT AS APPLICABLE]

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

Week I – September 2-6

TOPIC: Introduction

Week II - September 9-13

TOPIC: Memory Systems and Types I: Autobiographical Memory

READING

Schwartz, B. (2018). Autobiographical Memory (Chapter 7). *Memory: Foundations and Applications*. London, UK: Sage.

Week III - September 16-20

TOPIC: Memory Systems and Types II: Semantic and Episodic Memory_

READING

Schwartz, B. (2018). Semantic Memory (Chapter 5, pp. 127-131; 138-143). *Memory: Foundations and Applications*. London, UK: Sage.

Schwartz, B. (2018). Episodic Memory (Chapter 4). *Memory: Foundations and Applications*. London, UK: Sage.

Week IV - September 23-27

TOPIC: Memory and the Brain

READING

Schwartz, B. (2018). Memory and the Brain (Chapter 2). *Memory: Foundations and Applications*. London, UK: Sage.

Week V September 30-4

TOPIC: Memory and Culture

Boyer, P. (2009). What are memories for? Functions of recall in cognition and culture. In *Memory in Mind and Culture* (eds. P. Boyer and J. Wertsch). Cambridge, UK: Cambridge Press.

Week VI – October 7 – 11th

TOPIC: Flipped Classroom Activity

Week VII – October 14-18

TOPIC: Memory Disorders I (Film: Memento)

READING:

Schwartz, B. (2018). Memory Disorders (Chapter 5; section on amnesia). *Memory: Foundations and Applications*. London, UK: Sage.

Week VIII – October 21- 25

TOPIC: Memory Disorders II

READING:

Schwartz, B. (2018). Memory Disorders (Chapter 5). *Memory: Foundations and Applications*. London, UK: Sage.

Week IX – October 28

TOPIC: Memory in Childhood

READING:

Schwartz, B. (2018). Memory in Childhood (Chapter 11). *Memory: Foundations and Applications*. London, UK: Sage.

October 30th – November 3rd, fall break (no classes)

Week X – November 4-8

TOPIC: Museums as Memory and Memories as Museums – Visit to the Louvre (or other Gallery)*

Note: date and time of class will be changed.

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Week XI - November 15

TOPIC: Memory in Older Adults

READING:

Schwartz, B. (2018). Memory in Older Adults (Chapter 12). *Memory: Foundations and Applications*. London, UK: Sage.

November 11th – 12th, Armistice Break (no classes)

Week XII – November 18-22

TOPIC: False, Forgotten and Vivid Memories

READING:

Schwartz, B. (2018). False memory (Chapter 8). *Memory: Foundations and Applications*. London, UK: Sage.

Week XIV – December 2-6

TOPIC: Wrap Up and Integration: How we remember, how we forget

Textbooks

Title	Author	Publisher	ISBN	Required
Memory	Schwartz, Bennett	Sage	9781506326535	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own

attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Presentation	20%
Quiz (4 x 5%)	20%
Flipped Classroom Project	10%
Final Paper	35%
Participation	15%

Other
