
PSYCHOLOGY OF LEARNING & MEMORY in Spring 2021 (PY3065)

Course Code	PY3065	Professor(s)	Maria Medved
Prerequisites	None	Office Number	PL-102
Class Schedule	M: 15:20-16:40 in PL-3 R: 10:35-11:55 in PL-3	Office Hours	Mondays & Thursdays 16:45 to 17:15, or by appointment
Credits	4	Email	mmedved@aup.edu
Semester	Spring 2021	Office Tel. Ext.	829

Course Description

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 autobiographical memory, childhood amnesia, false memories and eyewitness testimony, 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 REMOVE THIS SECTION IF THE COURSE DOES NOT FULFILL ANY GLACC REQUIREMENT]

GLACC

The Global Liberal Arts Core Curriculum (GLACC) degree requirements include the following categories of courses:

- Integrative Inquiry (coded CCI)
- Experiential learning (coded CCX)
- Research, Interpretation, and Writing (coded CCE)
- Digital Literacy and Communication (coded CCD)
- Disciplinary Research Methods and Writing (coded CCR)
- Quantitative Reasoning (coded CCM)
- Experimental Reasoning Course with Lab (coded CCS)
- Expression Française (coded FR)
- AUP Capstone (coded CCC)

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

COURSE SCHEDULE:

(Exact dates and topics may vary according to class needs and interests)

January

Week I – 18th – 22nd

TOPIC: Introduction and Overview

Week II – 25th – 29th

TOPIC: Memory Systems and Types I

READING:

Wagoner, B. (2012). Learning and memory. In R. Harré and F. Moghaddam (Eds.), *Psychology for the third millennium: Integrating cultural and neuroscience perspectives*. Sage Publications; Thousand Oaks, CA. (available via AUP library as ebook)

January 24th – last day to drop/add courses online

February

Week III – 1st – 5th

TOPIC: Memory Systems and Types II

READING:

Tulving, E. (2007) Are there really 267 kinds of memory? In. J. Nairne (Ed.), *The foundations of remembering* (pp. 39-52). NY, NY: Psychology Press.

Week IV –8th – 12th

TOPIC: Learning

Olsen, M. & Ramirez, J. (2020). What is Learning (Chapter 1). *An Introduction to Theories of Learning* (10th ed). NY, NY: Routledge.

February 8th – 10th, Mini break 1, (no classes)

Week V – 15th – 19th

TOPIC: Memory in Childhood

READING:

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

Schwartz, B. (2018). Autobiographical Memory (Chapter 7 – only section on childhood amnesia). *Memory: Foundations and Applications*. London, UK: Sage.

Week VI – 22nd – 26th

TOPIC: Memory in Older Adults I

READING:

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

February 24th – 28th, Mini break 2, (no classes)

March

Week VII – 1st – 5th

TOPIC: False, Forgotten and Vivid Memories

READING:

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

Week VIII – 8th –12th

TOPIC: Memory and the Body

Fuchs, T. The phenomenology of body memory. In S. Kochs, T. Fuchs, M. Summa & C. Müller (Eds.), *Body, memory and movement* (pp. 9-22). Benjamins Publishing.

Week IX – 15th – 19th

TOPIC: Memory Disorders I

READING:

Schwartz, B. (2018). Memory Disorders (Chapter 10 -- section on psychogenic amnesia). *Memory: Foundations and Applications*. London, UK: Sage.

Week X – 22nd – 26th

TOPIC: Memory and the Brain

READING:

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

Week XI–29th – 2nd

TOPIC: Memory Disorders II

READING:

Schwartz, B. (2018). Memory Disorders (Chapter 10 -- section on frontal syndrome and alzheimers disease). *Memory: Foundations and Applications*. London, UK: Sage.

April 2nd, last day to withdraw from a course.

Last day to choose the CR/NC grading option.

April

Week XII – 5th – 9th

TOPIC: Memory Disorders III

READING:

Schwartz, B. (2018). Memory Disorders (Chapter 10 -- only section on anterograde and retrograde amnesia). *Memory: Foundations and Applications*. London, UK: Sage.

April 5th, Easter Monday (no classes)

Week XIII – 12th – 16th

TOPIC: Memory Disorders IV (Film: Memento)

READING:

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

Week XIV – 19th – 23rd

TOPIC: Memory and Culture

READING:

Ross, M. & Wang, Q. (2010). Why we remember and what we remember: Culture and autobiographical memory, *Perspectives on Psychological Science*, 5, 401-409.

Week XV – 26th – 30th

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

April 28th, Last day of classes

May 3rd -- Final Exam @ 15:00 (final paper due)

Textbooks

This course doesn't have any textbook.

Attendance Policy

AUP 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.

Covid-19 temporary amendments:

Students studying at The American University of Paris are still expected to attend ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example, when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

Medved Policy for Attendance: For students who are attending the course remotely in a time zone with a major time difference are expected to attend at least 1 class per week. **It is necessary to consult with me to make such an arrangement**, otherwise your participation mark will be affected. For students who attend a class asynchronously due to a significant time difference, a small response paper covering the filmed in-class teaching and materials will be required to fulfil participation requirements.

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 also 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*.

ENGLISH LANGUAGE PROFICIENCY STATEMENT:

As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

Grading Policy

GRADING:

Presentation	20%
Flipped Classroom Projects	25%
Final Paper	35%
Participation	20%

Participation

Of course, students are expected to attend classes. We will meet for a limited number of sessions and the class time is my opportunity to help you think about the subject matter. **Missing more than six classes** or more will result in a withdrawal of all participation marks, regardless of your performance in the other classes or assignments. Part of the participation

mark is being able to discuss the readings in class (in other words, having actually read the assigned chapters/articles). In sum, students should be prepared to make relevant and thoughtful contributions to class discussions and activities.

For students who are attending the course remotely in a time zone with a major time difference are expected to attend at least 1 class per week synchronously **It is necessary to consult with me to make such an arrangement**, otherwise your participation mark will be affected. For students who attend a class asynchronously due to a significant time difference, a small response paper covering the filmed in-class teaching and materials will be required to fulfil participation requirements.

Students attending remotely are expected to participate with their video on for the duration of the class. Failure to do so will negatively impact the participation mark; in other words, attending by audio is insufficient.

Presentation

Students will be asked to “champion” a reading. You will be asked to summarize the main points of the reading and guide the discussion. You might want to prepare some questions to ask the class. Remember that the class will not have read your article/chapter so you need to be very clear. No notes should be used during your presentation and I recommend using slides. Presentations should be about 15 minutes (not including the discussion).

Flipped Classroom Projects

This involves working in a small group addressing a topical question in the area of memory and learning. I will provide the problem/question. We will discuss these activities in more detail in class.

Paper

The paper will involve conducting a critical analysis on some aspect of memory or learning. The paper should be about 10 pages in length (not less than 9, not more than 12), double spaced, 12 font. The paper should use APA referencing. A digital copy of the paper should be sent to

me at the beginning of the exam period. Late papers will be docked 2% (out of the 35%) per late day (whether 5 minutes or 23 hours late). Please consult with me about the topic you wish to explore before writing!

Other
