

Fontbonne University Course Syllabus  
**Memory and the Human Experience**  
PSY 293 — Spring 2019 — 3 credit hours

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**Class time and location:**

Mon & Wed 3:30 – 4:45pm

**Room: Library 10**

Important Dates:

Jan 18: Last day to add/drop course, change from credit to audit

March 15: Last day to withdraw from course, change between credit and pass/fail

**Professor:** Dr. Jason Finley

*email:* [jfinley@fontbonne.edu](mailto:jfinley@fontbonne.edu)

*phone:* (314)-719-3610

*office:* East Building 310A

*office hours:* Mon, Tues, Wed 2-3pm

Also by appointment (just email me and we'll schedule a time to meet)

**Websites:**

**Schoology:** [fontbonne.schoology.com](http://fontbonne.schoology.com)

Powerpoints, assignments, handouts, etc. will be posted on here.

**Prerequisites:** none

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**Required course text:**

Readings will be posted on course website.

**Course Description: (special topics)**

What is memory? How does it work (or not work)? What role does it play in our lives? This course will cover what is known about the workings of human memory from psychological science and explore the centrality of memory to all aspects of human existence, using approaches from the humanities. Students will develop an understanding of the imperfect reconstructive nature of memory retrieval. From there, they will explore the implications for autobiographical memory (how we remember our life experiences, forming a personal narrative and sense of self), how lives are affected by memory impairments (e.g., amnesia, Alzheimer's), aspects of traumatic memory, the accuracy of eyewitness memory in court cases, and the controversy over repressed/recovered memories. Students will examine the portrayal of memory in popular media (film and literature) and the implications of our cultural understandings and misconceptions of memory. We will also explore collective memory, which is shared across a culture and reified by material constructions such as museums.

This class was made possible by a Connections grant from the National

Endowment for the Humanities. There are three other courses linked to this course: (1) Genocide, Migration, and Transgenerational Memory: The Case of Bosnia (Spring 2019), (2) Collective Memory, Migration, and Identity in American Culture (coming in Fall 2019), and (3) Memory and Public History (coming in Fall 2019). Also watch out for dedicated semester events in Fall 2019 (topic: memory).

**Goals and Objectives:**

The learning activities, assignments, and exams in this course assess your mastery of these learning outcomes:

- Understand key findings and theories about how human memory works.
- Think about the role that memory plays in our lives, from a variety of perspectives.
- See how the sciences and the humanities complement each other.
- Appreciate the challenges and rewards of gathering memory data in naturalistic contexts.

Note that my job is to *help* you learn, not *force* you to learn. Learning requires time and effort. I am here to help you, but you need to also take responsibility for your own learning.

**Course Format:**

Lecture with interactive discussion, activities, and occasional videos. There will be guest speakers. There will be several hands-on projects. There will be a variety of readings to do.

**Overview of what you need to do for this course:**

- Attend class and participate.
- Do the assigned readings, and respond to the associated questions on the course website.
- Do the three projects.
- Ask me for help when you don't understand something.

**Classroom Etiquette/Logistics:**

- Please be mentally present. I will strive to not be boring.
- Please do your part to *minimize distraction*. Silence your cell phone, no texting. Computers are okay for note-taking and other course-related activities, *not* for YouTube, Facebook, etc.
- **Put your phone away and keep it away.**  
**DO NOT USE YOUR PHONE DURING CLASS.**
- No antimatter in class; trust me on this.

- **Ask questions!** Seriously! Speak up whenever you have questions, don't understand something, have answers, have ideas, etc. Asking questions is a sign of WISDOM, and it's also a great way to learn.

**Evaluation:**

Your grade in this course will be based on:

Attendance/Participation	4%
Reading responses	36%
Projects Clicker Project: 20% Movie Project: 20% Wearable Camera Project: 20%	60%
Total:	100%

Final letter grades will be based on the following scale:

92.5	≤	A	≤	100
89.5	≤	A-	<	92.5
87.5	≤	B+	<	89.5
82.5	≤	B	<	87.5
79.5	≤	B-	<	82.5
77.5	≤	C+	<	79.5
72.5	≤	C	<	77.5
69.5	≤	C-	<	72.5
59.5	≤	D	<	69.5
0	≤	F	<	59.5

**Attendance/Participation (4%):**

In order to learn, you’ve got to show up to class, and participate in any activities we do that day. If you miss a class, it’s your responsibility to get notes from another student, and come to my office hours if you need help understanding anything you missed. Attendance will be taken at every class. Here’s how attendance figures into your grade: Every class you attend (not counting exam days) will earn you 0.16% toward your final grade, up to a maximum of 4%. There are 27 class days, and you have to attend 25 to get the full 4%. Oh, also you have to be awake and participate in activities or it doesn’t count!

**Reading responses (36%):**

There will be a variety of readings assigned throughout the course. Each reading will be accompanied by a few questions for you to thoughtfully answer. These will be due before class on the days designated in the schedule (see end of this syllabus). Half credit will be given for late submissions. Each reading response will be worth  $1/N$  of 36%, where N is the number of readings. For example, if there ends up being 12 readings, then each response will be worth 3% of your grade. Come to class ready to discuss the readings. It will be helpful to bring a digital or paper copy to class.

**Projects (60%):**

There will be 3 class projects, each worth 20% of your grade. These will be individual projects (not group projects). Details for each project will be posted on the course website. Half credit will be given for late submissions.

- Clicker Project: you will use a mechanical counter to record the number of involuntary memories you experience in a day.
- Movie Project: you will choose a movie from a list (all available in the Fontbonne Library) and write about how memory is portrayed and explored in the movie.
- Wearable Camera Project: you will visit the Missouri History Museum equipped with a wearable camera, test your memory the next day, and use the pictures/video from the camera to assess your responses.

**Extra Credit Research Participation: up to 4%**

You can earn extra credit by participating in the research studies being run by the Senior Research Seminar students in the Psychology Lab (325 East). There are 8 studies, and you will earn .5% for each that you participate in. They will be run throughout February and the first half of March. The hours the lab will be open will be posted outside the lab door. You will be able to go in during those hours, and won't need to sign up for an appointment.

If you are under 18 years old, talk to me before participating in any research studies. If you do not wish to participate in research studies, you may alternatively earn credit by writing critiques of published research papers; this must be done by the time the psychology lab closes for the semester. Talk to me for details.

**Kinkel Center for Academic Resources:**

offers free tutoring and writing help to all students!

<http://www.fontbonne.edu/academics/academic-resources/>

### **Accommodation of Students with Disabilities**

Fontbonne University offers accommodations to students with documented physical, visual, hearing, learning, or psychiatric disabilities. Any Fontbonne student is eligible for special services or accommodations if: 1. The student self-identifies that he or she has a disability and needs accommodation. 2. The student provides appropriate and verifiable documentation of the disability. 3. The student provides notification in a timely fashion. For academic accommodations, contact the Academic and Disabilities Resources Coordinator at (314) 719-3627.

### **Nondiscrimination**

Fontbonne University does not discriminate on the basis of race, color, religion, age, sex, gender identity, sexual orientation, national origin, disability, genetic information, or any other characteristic protected by applicable law. If you have concerns that you or someone else has been discriminated against, it is your right to bring those concerns to the attention of the University's Title IX coordinator, Associate Vice President for Student Affairs, Medaille Hall 85-99, (314) 889-1416 or Vice President and Chief Financial Officer, Ryan Hall 210, (314) 719- 8017. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Chair. Additional information on Fontbonne's policy of nondiscrimination is available in the catalog, in *The Griffin Scratch Student Handbook*, and in Policy Manual II, Section 2.1.2.

### **Basic Wellness Needs**

Your physical, mental and emotional health is important and can affect your performance in this class. Fontbonne University provides many services to help students, including counseling, health services, food and housing assistance, and emergency funds. If a service is not available on our campus, you may benefit from a referral to a provider in the greater community. If you are facing such challenges and believe it may affect your performance in this course, I encourage you to seek assistance in the Student Affairs office on the first floor of Medaille Hall, adjacent to the AMC lobby, or you can call that office at (314) 889-1411. If you are comfortable doing so, you also may contact me. I will offer any assistance that I can and help you connect with the appropriate resource.

### **Academic Integrity/Honesty**

Seriously, DON'T CHEAT. I take academic honesty very seriously, and you should too. The Fontbonne University Catalog has a section on "Academic Integrity/Honesty" that you should read. I'll excerpt from it here.

"According to its mission, Fontbonne University is committed to graduating students who are prepared to think critically, to act ethically, and to assume responsibility as

citizens and leaders. Fontbonne University expects the highest standards of integrity from its students.

A violation of academic integrity includes, but is not limited to, any act of cheating, plagiarism, fabrication, dissimulation, and any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies will apply.

- Cheating is a purposeful deception in the preparation and/or submission of papers and assignments and the taking of exams, tests, or quizzes.
- Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.
- Fabrication is the deliberate falsification or invention of any information or citation in any academic exercise, such as making up a source, giving an incorrect citation, misquoting a source.
- Dissimulation is the disguising or altering of one's own actions with the intent to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested)."

Here are some tips to avoid plagiarism:

- DON'T COPY/PASTE unless you put quotes around the copied text and cite the source of the text.
- If you've paraphrased text from somewhere, cite the source.
- If you're using ideas from somewhere, cite the source.
- If you're ever unsure, just check with me.

Engaging in any of the above academic dishonesty will result in the student receiving a score of zero on the exam/assignment/quiz and being reported to the Office of Academic Affairs. More than one offense will result in an automatic F grade.

**Subject-to-Change Clause:**

This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the student's responsibility to keep informed of such changes.

**Schedule:**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading: do before class</b>	<b>Projects</b>
1	Mon, Jan 14	What is memory?		
1	Wed, Jan 16	Psychology perspective	Roediger & Wertsch (2008)	
2	Mon, Jan 21	MLK NO CLASS		
2	Wed, Jan 23	Psychology perspective	Neisser vs. Banaji & Crowder	
3	Mon, Jan 28	Metaphors of Memory	Roediger (1980)	
3	Wed, Jan 30	Lost Memory		
4	Mon, Feb 4	Lost Memory	MacFarquhar (2018)	
4	Wed, Feb 6	Too Much Memory		
5	Mon, Feb 11	Too Much Memory	Berntsen (2009), chapter 1	Begin Clicker Project
5	Wed, Feb 13	Metamemory		
6	Mon, Feb 18	Human information storage	Dawkins excerpt on MEMES + Khazan (2018)	
6	Wed, Feb 20	Literature	Borges: Funes the Memorious + Roberts (2016)	
7	Mon, Feb 25	Literature	Proust excerpts + Smith (2016)	Clicker Project due before class
7	Wed, Feb 27	Film		Begin Movie Project
8	Mon, Mar 4	SPRING BREAK NO CLASS		
8	Wed, Mar 6	SPRING BREAK NO CLASS		

Week	Date	Topic	Reading: do before class	Projects
9	Mon Mar 11	Film & Other Art	Landsberg (1995)	
9	Wed Mar 13	Ethics	McCrone (2003)	
10	Mon Mar 18	Autobiographical Memory & Identity	Hyman & Faries (1992)	
10	Wed Mar 20	Memory Across the Lifespan	Listen: This American Life Episode 504	
11	Mon Mar 25	Trauma & Memory	Meeter (2016)	
11	Wed Mar 27	Collective Memory	Werstch & Roediger (2008)	
12	Mon Apr 1	GUEST: Dr. Corinne Wohlford: collective memory in American history		Movie Project due before class
12	Wed Apr 3	GUEST: Dr. Ben Moore: reliability of oral history	Le Goff (1986) and Kundera (1978)	
13	Mon Apr 8	GUEST: Librarian Julie Portman: Library & Information Science	Digital Preservation Coalition (2002)	Begin Wearable Camera Project
13	Wed Apr 10	External Memory	Excerpt 1 from Finley, Naaz, & Goh (2018)	
14	Mon Apr 15	Ancient Memory	Excerpt 2 from Finley, Naaz, & Goh (2018)	
14	Wed Apr 17	Panel discussion day: memory from multiple disciplinary views	Dyens (2001)	
15	Mon Apr 22	EASTER MONDAY NO CLASS		
15	Wed Apr 24	Future Memory	Groes (2016)	
	Mon Apr 29 3:30-5:20pm	Discuss wearable camera project results, and catch up on anything else		Wearable Camera Project due by class