

## SYLLABUS

### PSYC 4085

#### Section E01

Memory and the Self: Contextual Considerations  
a.k.a. Making Memory: Finding Meaning in Context  
a.k.a. Culture and Memory: Science, Society, and Spirituality  
Spring 2018  
Distance Learning, 3 Credits

**Instructor:** Dr. David S. B. Mitchell; Email: [davidm@westga.edu](mailto:davidm@westga.edu)

**Teaching Assistant:** Mr. William Spencer; Email: [wspence1@my.westga.edu](mailto:wspence1@my.westga.edu)

**Office:** Melson Hall, Room 219 (second floor)

**Course Lecture Postings:** Tuesdays and Thursdays

**Course Learning Management System:** CourseDen

HYPERLINK: <https://westga.view.usg.edu/>

## Communications

**Individual communications:** Mr. Spencer and I will use our UWG Gmail email addresses that are listed above to communicate with you individually. Neither of us will use the CourseDen email address to send emails or to receive emails. We will typically respond to emails **within 48 hours**.

**Normal correspondence (e.g., about course content, assignments, etc.):** For all typical questions and concerns, put *"PSYC 4085 Section E01"* in the subject heading and email Dr. Mitchell at [davidm@westga.edu](mailto:davidm@westga.edu).

**Urgent correspondence (e.g., about being late to or missing class due to family emergencies, transportation troubles, etc.):** For communications about , please put *"PSYC 4085 Section E01 Urgent"* in the subject heading and email both Dr. Mitchell at [davidm@westga.edu](mailto:davidm@westga.edu) and Mr. Spencer at [wspence1@my.westga.edu](mailto:wspence1@my.westga.edu). If you end up having a **reasonable excuse for not attending class or missing an assignment** such as a family emergency, medical or psychiatric emergency, travel emergency, etc., please let us know ASAP by sending an email. If you will not have access to email, you can have someone else email me in your place. We will excuse the absence if documentation (e.g., a picture of a doctor's note, a scanned copy of an invoice for car repairs, etc.) can be provided. In the case of "sensitive" emergencies (e.g., a medical procedure or visit, etc.) that you do not want to disclose the nature of, you can blot out or cover the part of the documentation that states the nature of the problem. We are mainly asking for documentation to determine the date and duration of the emergency/problem and that there is some way to verify that it took place. It is not to embarrass or make anyone feel uncomfortable.

**Mass/whole class communications:** If multiple students have similar questions about something or if there is something that I want to convey to everyone at once, I may send a mass email to all students through the CourseDen messaging system or post/make an Announcement. What that means is that I will use the following ways to communicate important information to everyone at once: 1) the CourseDen Announcements section on the course homepage; 2) the PowerPoint Announcements section at the beginning of a set of slides; 3) the email messaging system in CourseDen.

**Other communications:** For all other questions, concerns, etc., you can just put “PSYC 4085 Section E01” in the subject heading. If you need to inform us that you will be late to class

### Office Hours (By Appointment Only)

To schedule an appointment for either face-to-face or online office hours, email me at [davidm@westga.edu](mailto:davidm@westga.edu) at least 24 hours in advance and put “PSYC 4085 Section E01” in the subject heading.

- **Face-to-Face Office Hours:**
  - **Tuesdays and Thursdays from 2:30pm until 4:30pm** in Melson Hall Room 219
- **Online Office Hours:**
  - **Wednesdays from 10:00am until 12:00pm and from 1:00pm until 3:00pm;**
  - **Fridays from 10:00am until 12:00pm**

During online office hours you will be available to communicate relatively quickly (i.e., synchronously, as opposed to having to potentially wait for a response) with me by using one of the following methods: 1) Gmail email, 2) Google Hangouts, or 3) phone. If the office hours stated here do not work for your schedule, email me and we will see what else we can set up.

### Course Description and Objectives

This multifaceted construct called memory is arguably one of the most useful as well as enigmatic gifts that human beings possess. From day-to-day individual recollections to monuments visited by millions, memory influences and is shaped by the people who use and seek to understand it. This course will survey some of the ways in which we define and make meaning of memory interpsychologically through various contexts/lenses including: **1) science (i.e., neuropsychology, Eriksonian theory, cognitive psychology, etc.); 2) society (i.e., popular culture, art forms, literary works, etc.); and 3) spirituality (i.e., various spiritual, religious, and/or cultural traditions and mythological metaphors).** Memory and its various correlates are viewed herein as actively-created, pervasive, and

stable-yet-fluid

phenomena that are present across various facets of human functioning. Memory is at once both the fruits and seeds of human creation. Thus, the purpose of this course is to provide a venue through which we explore what memory is and provide you with a space to construct a meaningful personal narrative of what memory and its various manifestations mean to you through these different lenses.

### Text and Materials

**Required Text:** Schacter, D. L. (2008). *Searching for memory: The brain, the mind, and the past*. Basic Books.

**Complementary Material (CM):** To expand our learning experience, we will also utilize material from articles, videos, and other resources that adds to our class lectures and reading of the Schacter text. Unless I state otherwise, I will provide you with either links to or copies of that material by posting them on CourseDen in our Content section, which is also where I will post class lectures. These lectures will typically be in PowerPoint form.

### Important Information

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at HYPERLINK

<https://www.westga.edu/administration/vpaa/assets/docs/Common-Language-for-Course-Syllabi.pdf>

Additionally, I **reserve the right to make changes to this syllabus**. If I do make changes to it, I will notify you all.

### Assessments/Assignments

**Course Assessment/Assignments:** The following assessments and assignments for our course are listed along with the amount of weight that they carry (i.e., the percentage/amount of points that they are worth) as well as information about how to complete them. **Unless noted by an asterisk** on the Proposed Course Calendar below, **all assignments are due on CourseDen by 11:59pm** on their due date. **Assignments with an asterisk (\*) next to them are due by 9:59pm** due to the CourseDen Maintenance Schedule with is posted below our Course Calendar. Also, **late assignments** will be accepted, but will **lose 1-10 points per day** past the due date depending on the assignment.

- **Reflections (50% of grade: 10 of these at 50 points each; 500 points total):** These assignments will give you a chance to put your thoughts, queries, and perceptions of our course material into writing. At most 2 double-spaced pages in length (one page is suggested), these Reflections are to each focus on how a chapter from the Schacter (2008) text relates to at least one of the following sources: 1) one of the Complementary Material (CM) sources of your choosing; 2) an interest or event from your own personal, familial/relational, academic, or professional (i.e., career or job-related) life; and/or 3) an interest or event from the larger communal or societal milieu within which you live.
  - You are to provide the following in your Reflection: 1) a brief (i.e., about one-to-two paragraphs) **summary** of important/interesting elements the Schacter (2008) chapter in question; 2) a brief (i.e., about one-to-two paragraphs) **summary** of important/interesting parts of the CM and/or interest or event; and 3) how the Schacter text relates to 1 and 2 above. 10 Reflections (at 50 points each) in total will be due in the course of the semester.
- **Reflection Summary Sets (10% of grade; 10 at 10 points each; 100 points total):** The Reflection Summary Sets (RSS's) are type-written assignments that we will complete throughout the course in a Communal Learning Group (CLG), which will consist of **3-4 students total** and is a space for you to interact in a way that is more personal than doing so with the entire class. These assignments are opportunities for you to share with and respond to some of your classmates about either 1) an overview or summary of what you wrote in a Reflection; or 2) your thoughts about questions that appear in our course lectures that I post.
  - **RSS:** Each of our 10 RSS's will consist of two parts, which are as follows:
    - 1) one **RSp**: each **RSp** is a post in which you either type out a summary/overview of either . Each of these (i.e., RSp #1, RSp #2, etc.) must focus on a different topic that we have covered or Reflection that you have written; and
    - 2) one **RSr**: each **RSr** is a **response** of yours to one of your classmates who is in your **Communal Learning Group (CLG)**. The **RSr**'s are always due **three days after the RSp**'s are due in a given week to allow some time for you to read and respond to your

classmates in your CLG.

- **Due Dates:** Due dates for each RSp and RSr are listed in the Course Schedule below. RSp's are worth **5 points each** while RSr's are also worth **5 points each** for a total of **10 points for each RSS**. Each RSp and RSr is to be **at least 5 full sentences long** and contain proper grammar. Each of these will be written on CourseDen in a Communal Learning Group, or CLG.
- **Submitting RSS's:** You can access the CourseDen tool to post RSS's in one of two places: 1) under the **Discussions section of the Assessments menu**, or 2) under the **Communication** section in our course on CourseDen. The intention behind these activities is to promote student-student engagement, student-content engagement, as well as deeper understanding of the course material. Reflection Summary Sets are turned in by doing the following:
  - 1) clicking on **"Start a New Thread"** in your **CLG**;
  - 2) **typing out the name** of the RSp or RSr that you are responding to (e.g., "RSp #1, RSr #3, etc.);
  - 3) **typing or copying and pasting** your post/response in the entry window; then
  - 4) **submitting** your response.
    - \*Note: You will only have access to the CLG to which you have been assigned, so only members of your group can see what you post and vice versa.
    - \*\*Note: If you end up in a position where no one in your CLG has posted and it is the due date for a given RSr, feel free to simply post your own in response to one of the questions that I will be posting in our course lectures. Your post will be counted as a RSr.
- **Presentations (20% of grade: 2 of these at 100 points each; 200 points total):** You will be asked to create and share two presentations over the course of the semester. The presentations will be presented to a small group of other students in the class. Presentations can be made using any format or visual media of your choosing (e.g., video presentation, poster board, Prezi, powerpoint, PowToon, etc.). Presentations are to include the a one-page summary of the presentation to accompany the piece. You will each have 5 minutes for your individual presentation and at least 5 minutes for questions and answers after all in your group have presented. Other students in your group will provide me with quantitative and qualitative feedback on content, clarity, and overall presentation style via a rubric. I will average these to generate a presentation score.
  - **Presentation 1 (Midterm Presentation):** You will pick at least one of the following on which to present: 1) a discussion of the significance of a topic/concept or theory from the perspective of each of the 3 S's, 2) a discussion of the personal significance of a topic.
  - **Presentation 2 (Final Presentation):** This presentation will essentially be a summary of the Remembrance paper mentioned below, during which you will state the following: 1) at least one topic/concept or theory that we have covered and was not contained in your Presentation 1); 2) how it relates to at least one of the 3 S's; and 3) how it helps you construct a more meaningful narrative about yourself and/or the reality within which you live.
- **Remembrance Paper (20% of grade):** This assignment is your final and is an in-depth analysis of one concept and one theory covered in class. This manuscript should contain the following: 1) a detailed description of at least one topic/concept or theory that we have covered and was not contained in your Presentation 1); 2) how the topic/concept or theory relates to at least one of the 3 S's; 3) how the topic/concept or theory helps you construct a more meaningful narrative about yourself and/or the reality within which you live; and 4) at least five in-text citations that are also

contained in an APA-formatted references list. The paper must be in **APA (6th edition) format** with a title page, references page, and contain **at least 7-10 pages of text**.

### Academic Writing and Citation Tools

- University Writing Center (HYPERLINK: <https://www.westga.edu/writing>): You can make an appointment by: 1) stopping by their office at TLC 1201, 2) calling their office at [678-839-6513](tel:678-839-6513), or 3) emailing their office at [writing@westga.edu](mailto:writing@westga.edu). If you want writing support for your Case Study or anything else, make an appointment soon as spaces will fill up quickly. Also, please note that the center closes for summer 2017 on Thursday, July 13th.
- APA Format (HYPERLINK <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>): Visit the APA website for a free tutorial and other resources about the basics of writing a paper in APA format/style.
- Purdue OWL (HYPERLINK: <https://owl.english.purdue.edu/owl/section/2/10/>): Visit this easy-to-use website for the basics in APA format/style.
- Son of Citation Machine (HYPERLINK: <http://www.citationmachine.net/>): This is a free citation and reference builder for APA, MLA, Turabian, and Chicago writing and publishing styles.
- Zotero [zoh-TAIR-oh] (HYPERLINK: <https://www.zotero.org/>): This is a free, easy-to-use tool to help you collect, organize, cite, and share your research sources. It lives right where you do your work—in the web browser itself.
- BibMe (HYPERLINK: <http://www.bibme.org/>): This is a free, fully-automatic bibliography maker that auto-fills. It is easy to use to build a works cited page.

### Grading Scale

	<b>A</b>	1000-900 points	<b>B</b>	899-800 points
<b>C</b>		799-700 points	<b>D</b>	699-600 points
			<b>F</b>	599 points and below

### Assignment Contribution Towards Grade

Assignments	Points Toward Grade
Reflections (Weeks 2 through 15)	500
Reflection Summary Sets (Weeks 3 through 16)	100
Presentations (Week 7 and Week 16)	200
Remembrance Paper (Week 17)	200
<b>Total Course Points</b>	<b>1000</b>

### Proposed Course Calendar

Week #	Date	Due Dates for Readings and Assignments	Topics Covered
1	1/9/18	Syllabus	Introductions and Icebreakers; Syllabus Review; Memory Defined...?
	1/11/18	CM	Psychological Principles: Culture, The 3 S's; Psychological Theories/Approaches: Neuropsychology, Cognitive Psychology
	1/12/18	Extra Credit Syllabus Quiz	N/A
2	1/16/18	Schacter Chapter 1; CM	Psychological Theories/Approaches: Ecological and Vygotskian; Narrative Therapy and Psychoanalysis
	1/18/18	Schacter Chapter 2; CM; Reflection #1	Methodology/Memory: DRM, Interview, Word Lists, Genetics; Oral History
3	1/23/18	Schacter Chapter 3; CM; RSp #1	Self/Memory: Types of Memory; Early Life Memory
	1/25/18	CM; Reflection #2	Education/Memory: Memory Improvement and Memory in Academics
	1/26/18	RSr #1	N/A
4	1/30/18	CM; RSp #2	Text/Memory: Language and Written Literature
	2/1/18	CM; Reflection #3	Text/Memory: Spiritual and Religious Texts, Inscriptions
	2/2/18	RSr #2*	N/A
5	2/6/18	Schacter Chapter 6; CM; RSp #3	Art/Memory: Music and Visual Arts
	2/8/18	CM; Reflection #4	Art/Memory: Performance and Performing Arts
	2/9/18	RSr #3	N/A
6	2/13/18	CM; RSp #4	Image/Memory: Symbolic Representation in History and Archetypes
	2/15/18	CM; Reflection #5	Image/Memory: Symbolic Representation in History and Archetypes
	2/16/18	RSr #4*	N/A
7	2/20/18	CM; RSp #5	Image/Memory: Mental Imagery, Dreams, and Psychodynamics
	2/22/18	N/A; Presentation 1	Midterm Presentations
	2/23/17	RSr #5	N/A
8	2/27/18	Schacter Chapter 4; CM	Distortions/Memory: Forgetting, Emotion, Stress, and Personal Trauma
	3/1/18	Schacter Chapter 8; CM	Distortions/Memory: False Memories, Eyewitness Memory, and Memory Screens
9	3/6/18	Schacter Chapter 9	Distortions/Memory: Amnesias and Alzheimer's Disease
	3/8/18	CM; Reflection #6	Biology/Memory: Genetics, Cellular Memory, and Family Lineages
10	3/13/18	Schacter Chapter 7; CM; RSp #6	Collectives/Memory: Slave Narratives, Genocides, Revisionist History, and Transgenerational Trauma
	3/15/18	CM; Reflection #7	Collectives/Memory: Previous Personalities and Reincarnation
	3/16/18	RSr #6*	N/A
11	3/20/18	N/A	No Class Meeting: Spring Break 2018
	3/22/18	N/A	No Class Meeting: Spring Break 2018
12	3/27/18	CM; RSp #7	Collectives/Memory: Small Group Recollections
	3/29/18	CM; Reflection #8	Collectives/Memory: Large Group Recollections
	3/30/18	RSr #7	N/A
13	4/3/18	CM; RSp #8	Collectives/Memory: Large Group Recollections

	4/5/18	CM; Reflection #9	Scholars' Day 2018 Space&Place/Memory: Ecopsychology, Preservation, and Prospective Memory
	4/6/18	RSp #8*	N/A
14	4/10/18	Schacter Chapter 10; CM; RSp #9	Aging/Memory: Personal Narratives, Reminiscence Bump, Eriksonian Theory; Rituals and Rites for Dying
	4/12/18	N/A	No Class Meeting: SPARC 2018
15	4/17/18	CM	Tech/Memory: Attention, Memory Enhancement, and Technoprogessive Technology
	4/19/18	CM; Reflection #10	Tech/Memory: Transhumanist Technology, Science Fiction, and the Future
	4/20/18	RSp #9*	N/A
16	4/24/18	CM; RSp #10	Contemplation/Memory: Fear, Trust, and the Tree of Contemplative Practices
	4/26/18	Presentation 2	Final Presentations
	4/27/18	RSp #10	Closing Thoughts: Memory Defined...? N/A
17	5/1/18	N/A	Finals
	5/3/18	Remembrance	Finals

\*Note: Assignments with an asterisk placed next to them are due by 9:59pm.

#### CourseDen Maintenance Schedule for Spring 2018

Begins	Ends
Friday, Jan 5, 10:00pm	Saturday, Jan 6, 7:00am
Friday, Jan 19, 10:00pm	Saturday, Jan 20, 7:00am
Friday, Feb 2, 10:00pm	Saturday, Feb 3, 7:00am
Friday, Feb 16, 10:00pm	Saturday, Feb 17, 7:00am
Friday, Mar 2, 10:00pm	Saturday, Mar 3, 7:00am
Friday, Mar 16, 10:00pm	Saturday, Mar 17, 7:00am
Friday, Apr 6, 10:00pm	Saturday, Apr 7, 7:00am
Friday, Apr 20, 10:00pm	Saturday, Apr 21, 7:00am
Saturday, May 5, 12:01am	Saturday, May 5, 7:00am