

SYLLABUS

PSYC 4085

Section E03

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 2019
Distance
Credits: 4

Instructor: David Salisbury Brown Mitchell, Ph.D.

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Lecture Postings: Tuesdays and Thursdays

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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. (1997). *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. Some of these CM's are noted in the course schedule below. I will add others to CourseDen as we go throughout the course and notify you when I do so.

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 otherwise stated, all assignments are **due on CourseDen by**

11:59pm on their due date listed in the Proposed Course Calendar below. Also, **late assignments** will be accepted, but will lose **points past the due date. Reflections lose 5 points per day, and RSS's lose 1 point per day past the due date.**

- **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 least 500 words** in length, these Reflections are to each focus on how **either a chapter from the text or one of the "Q" questions that you can find within some of the lecture slides** relates to at least one of the following sources: **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).
 - **If you use a "Q" question, simply refer to the prompts** (i.e., the "Q" questions that you can find within some of the lecture slides and any questions that I ask during my posted videos) that I post to help guide your writing and our discussions.
- **Reflection Summary Sets (RSSs) (10% of grade; 10 at 10 points each; 100 points total):** The Reflection Summary Sets (RSS's) are brief (i.e., at least 4 full sentences) type-written assignments that we will complete throughout the course in a Communal Learning Group (CLG). **They are short summaries of some of the important points from your Reflections.** CLG's 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 CLG's are spaces where you will be able to do some of the following: 1) provide your perspectives on the material with each other and consider each others' thoughts, 2) provide honest and respectful feedback about what your classmates are sharing, and 3) even give support and encouragement to each other. 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 what you wrote for a previous Reflection.** 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 **two days after** the **RSp's** are due in a given week.
 - **Note: If you didn't write a Reflection for that week, you can still write an RSp on either a "Q" question or on material of interest from the text.**
 - **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**;

- o 2) **typing out the name** of the RSp or RSr that you are responding to (e.g., “RSp #1, RSr #3, etc.);
- o 3) **typing or copying and pasting** your post/response in the entry window; then
- o 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 an 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.). You will each have at least 4 minutes for your presentations. Other students in your group will provide me with quantitative and qualitative feedback on content, clarity, and overall presentation style via a rubric that I will share with all of you. I will average these to generate a presentation score.
 - o **Presentation 1 (Midterm Presentation):** You will pick at least one of the following on which to present: 1) a discussion of the significance of at least one topic/concept or theory from the perspective of each of the 3 S’s, 2) a discussion of the personal significance of a topic.
 - o **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/Impact Manuscript (20% of grade; 200 points):** 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 and theory that we have covered 1); 2) how the topic/concept (e.g., intelligence) and theory relates to at least one of the 3 S’s (spirituality, science and technology, or society); 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 2000 words in length**.

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. 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					
		A	1000-900 points	B	899-800 points
C	799-700 points	D	699-600 points	F	599 points and below

Assignment Contribution Towards Grade	
Assignments	Points Toward Grade
Reflections (Weeks 2 through 13)	500
Reflection Summary Sets (Weeks 3 through 14)	100
Presentations (Week 8 and Week 17)	200
Remembrance Paper (Week 17)	200
Total Course Points	1000

Course Schedule

Week #	Date	Due Dates for Readings and Assignments	Material Covered
1	1/5/19	Syllabus	
2	1/8/19		Syllabus Overview; Memory Defined...?
	1/10/19	Chapter 1	Foundational/Psychological Principles: Culture & the 3 S's; Psychological Theories & Approaches
3	1/15/19	Chapter 2	Psychological Sub-Disciplines, Theories & Approaches
	1/17/19	Reflection #1	Methodology & Memory
4	1/22/19	Chapter 3; CM RSp #1;	Self & Memory: Types of Memory; Early Life Memory
	1/24/19	CM	Education & Memory: Academics & Improvement

		Reflection #2; RSr #1; Reflection #3;	
5	1/29/19	RSp #2; RSp #3	Text & Memory: Academic Texts
	1/31/19	RSr #2; Reflection #4; RSr #3	Text & Memory: Non-academic Texts
6	2/5/19	Chapter 6 RSp #4	Art & Memory: Visual & Musical Arts
	2/7/19	Reflection #5; RSr #4	Art & Memory: Performance and Performing Arts
7	2/12/19	RSp #5	Image & Memory: Symbolic Representation in History and Archetypes
	2/14/19	Chapter 8 Reflection #6; RSr #5	Image & Memory: Symbolic Representation in History and Archetypes
8	2/19/19	RSp #6	Image & Memory: Psychodynamics, Mental Imagery, & Dreams
	2/21/19	Midterm Presentations; RSr #6	Distortions & Memory: Everyday Forgetting
9	2/26/19	Chapter 4	Distortions & Memory: Emotion, Stress, and Personal Trauma
	2/28/19	Chapter 9 Reflection #7	Distortions & Memory: False Memories, Eyewitness Memory, and Memory Screens
10	3/5/19	Chapter 5 RSp #7	Distortions & Memory: Amnesias and Alzheimer's Disease
	3/7/19	Reflection #8; RSr #7	Regeneration & Memory: Genetics, Cellular Memory, & Transgenerational Trauma
11	3/12/19	Chapter 7 RSp #8	Collectives & Memory: Distributed Cognition, Slave Narratives, Genocides and Revisionist History
	3/14/19	CM Reflection #9; RSr #8	Collectives & Memory: Previous Personalities and Reincarnation
12	3/19/19	Spring Break	N/A
	3/21/19	Spring Break	N/A
13	3/26/19	RSp #9	Collectives & Memory (Micro): Moments and Mementos
	3/28/19	Reflection #10; RSr #9	Collectives & Memory (Macro): Monuments & Memorials
14	4/2/19	RSp #10	Space, Place & Memory: Ecopsychology, Preservation, and Prospective Memory
	4/4/19		Animals & Memory: Comparative Psychology

		RSr #10	
15	4/9/19	Chapter 10	Aging & Memory: Personal Narratives, Reminiscence Bump, Eriksonian Theory; Rituals and Rites for Dying
	4/11/19	SPARC	N/A Student Psychology Annual Research Conference (SPARC)
16	4/16/19	CM	Technology & Memory: Memes and Mimicry
	4/18/19		Technology & Memory: Mind Uploading, Science Fiction, and the Future
17	4/23/19		Contemplation & Memory: Mindfulness & Morality
	4/25/19	Final Presentations	Closing Thoughts: Memory Defined...?
18	4/30/19	N/A (Reading Day)	
	5/2/19	Remembrance Paper	