PSYC 107/NSCI 143: Human Memory
Summer 2019
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Office Hours: by appointment
Class Time: 9-11:15AM M/W/F  
Classroom: TBA

COURSE INFORMATION
In this course we study how the human mind remembers, and why it forgets, from a cognitive neuroscience perspective. Topics include our ability to remember specific details of experienced events, how we construct our general knowledge about the world, and how we maintain thoughts in the face of distraction.

This syllabus provides you with a ready reference point throughout the summer session. Please read it in full and look here first when seeking information about the course. This document includes course policies, all major assignments and deadlines, and the reading schedule for the weeks ahead.

REQUIRED TEXTS AND MATERIALS

Textbook
An online copy is available through the Yale Library (https://orbexpress.library.yale.edu/vwebv/holdingsInfo?bibId=8904560).
Hard copies can be purchased online ($38.10-$47.50).

Articles
Other readings will be made available on our course’s Canvas site.

COURSE POLICIES

The classroom
In addition to using class time to lecturing about human memory, we will use our class meetings as opportunities for you to work through questions and problems together with your classmates. Such a class structure requires that you come to class ready to participate. Because much of our classroom time will be devoted to working actively and collaboratively, the quality of your involvement will directly influence how much learning is able to happen—both for you as an individual and
for the class as a whole. If the requirement of frequent classroom participation seems burdensome for reasons related to your temperament, please reach out.

Finally, although I do not enforce a no-device policy, I’ll suggest that the presence of laptops and phones hinders more than it can help in the classroom. Our course offers the increasingly rare opportunity to be physically present for – and mindfully engaged in – a vibrant intellectual exchange on a regular basis. Though there will be sessions in which you’ll want to have your laptop at hand for our classroom, in general, I ask that your devices (especially phones!) remain stowed away and silenced for the duration of our class. And when you are using laptops, I request you put them on “Do Not Disturb” mode and turn them offline.

E-mail
In an effort to make the most of our class time, I will be using email to schedule meetings, respond to common questions, and distribute updates about the course and assignments. I ask that you check your email every day. Likewise, if any questions or concerns arise outside of class, the best way to reach me is via email. If you haven’t heard from me within 24 hours, please send a follow-up email to make sure the first was received.

Office Hours
I’m also happy to meet with you to discuss the readings, assignments, any issues pertaining to this course, or memory/neuroscience research more broadly. Just drop by my office hours. Alternatively, e-mail me with a list of times when you would be available to meet in the next weeks and I will respond with a time that works for me.

Ongoing & Anonymous Feedback
I maintain an anonymous feedback form through Google Forms, where you can report on your day-to-day experience with the course as often as you’d like. I take feedback from my students very seriously, and I constantly tweak our course materials and activities in light of what I’m seeing in the classroom. One of the best ways for me to calibrate those observations is to hear from you directly, so feel free to note what’s working and what could be better here: https://goo.gl/forms/TjzJJE6jKh2nAjZ2

Final Grades
Your final grade will be based on the following:

30%  Exam #1
30%  Exam #2
30%  Weekly writing assignments
10%  Course citizenship (e.g., class participation)

Midterm and final exams
Anything covered in lectures and in the readings is fair game for the midterm and final exams. Note that some of the material on the exams will only be covered in lectures (not in the readings), and some only in the reading and not in the lectures.

Weekly writing assignment
Every week, you will complete a short writing assignment on a topic related to that week’s material. The purpose of these essays is to get you to think more deeply about the concepts that are covered in lectures, and to prepare for class discussion. Essays should not be longer than 1 page.

All writing assignments must be uploaded to Canvas in .doc format by Tuesday, 11:59pm, unless otherwise noted.

Assignments uploaded after Tuesday 11:59pm but before Wednesday 9am will get a 25% lateness penalty (i.e., your score will be multiplied by .75). Assignments uploaded after Wednesday 9am will get a 50% lateness penalty. Improperly formatting will result in an additional 10% penalty.

Extensions and Late Assignments
All deadlines in this course are firm. In the event of an emergency, please ask your residential college Dean to contact me by email. Except with dean’s excuses, I give no individual extensions. If for some reason you are unable to complete an assignment on time, there will be a late penalty as follows: 1 day late, 25% penalty; 2 days late, 50% late penalty. See above for how this applies to the weekly assignments.

Plagiarism
The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Plagiarism is the use of someone else’s work, words, or ideas as if they were your own. Here are three reasons not to do it:

• By far the deepest consequence to plagiarizing is the detriment to your intellectual and moral development: you won’t learn anything, and your ethics will be corrupted.
• Giving credit where it’s due but adding your own reflection will get you higher grades than putting your name on someone else’s work. In an academic context, it counts more to show your ideas in conversation than to try to present them as *sui generis*.

• Finally, Yale punishes academic dishonesty severely. The most common penalty is suspension from the university, but students caught plagiarizing are also subject to lowered or failing grades as well as the possibility of expulsion. Please be sure to review [Yale’s Academic Integrity Policy](#).

You can find a fuller discussion of using sources and avoiding plagiarism on the [Writing Center Website](#).

Bottom line: if an idea that you wish to include in your essay comes from another source (i.e., you did not come up with it on your own), just cite that source. If in doubt, you should err on the side of caution and cite the source. Also, you should always feel free to consult with Professor Córdova when you are unsure how to (or whether to) give credit to a particular source.

**Collaboration policy**

Discussing the weekly essay with other students in the class is allowed (encouraged, even). However, it is essential that you write up your weekly essay on your own. If the assignment calls for you to generate examples or otherwise demands creativity on your part (e.g., it asks you to come up with examples from your own experience for some phenomenon), the examples that you include in your essay should be examples that you came up with on your own. If you do discuss the essay topic with other students, you should list (at the start of your answer) the names of all of the students with which you discussed the question. This process of listing names protects you from ethics problems, in the following sense: If students X and Y state outright that they worked together on a question, and I think that their answers are too similar, I do not consider this an ethics violation; rather, I will just tell X and Y that they should try harder to come up with different responses (and maybe deduct a few points). However, if X and Y hand in very similar, idiosyncratic answers, and they do not list each other as having worked together, this constitutes an ethics violation because they are representing their work to be entirely their own, when in fact it is not.
Tentative class schedule

Please note that the readings below are subject to change. I will post the official reading list corresponding to each lecture on Canvas the week before the lecture.

**Week 1:**

**Mon July 1**
- Reading Assignment:
  - Eichenbaum & Cohen, Chap. 1
- In-class: *Introduction/overview; Primer on the brain*

**Wed July 3**
- Reading Assignment:
  - Eichenbaum & Cohen, Chaps. 2, 4
- In-class: *Multiple memory systems; The medial temporal lobes*

**Fri July 5**
- Reading Assignment:
  - Eichenbaum & Cohen, Chap. 5, 6
- In-class: *The medial temporal lobes, continued*

**Week 2:**

**Mon July 8**
- Reading Assignment:
  - Eichenbaum & Cohen, Chap. 14
  - Buchsbaum and D’Esposito (2008)
- In-class: *Short term memory and working memory*

**Wed July 10**
- Reading Assignment:
  - Cohen and O’Reilly (1996)
- In-class: *Short term memory and working memory*

**Fri July 12**
- Reading Assignment: N/A
- In-class: *EXAM #1; Semantic memory*
**Week 3:**

*Mon July 15*
- Reading Assignment:
  - Haxby et al. (2001)
- In-class: **Semantic memory**

*Wed July 17*
- Reading Assignment:
  - Eichenbaum & Cohen, Chaps. 9-10
  - Walker et al. (2003)
  - Hupbach et al. (2007)
- In-class: **Consolidation and reconsolidation**

*Fri July 19*
- Reading Assignment:
  - Karpicke and Roediger (2008)
  - Polyn et al. (2005)
- In-class: **Retrieval-induced forgetting and competition-dependent learning**

**Week 4:**

*Mon July 22*
- Reading Assignment:
  - Eichenbaum, Yonelinas, & Ranganath (2007)
- In-class: **Recognition memory and familiarity**

*Wed July 24*
- Reading Assignment:
  - Eichenbaum & Cohen, Chap. 11
- In-class: **Nondeclarative memory**

*Fri July 26*
- Reading Assignment:
  - Diekelmann and Born (2010)
  - Walker and Stickgold (2006)
- In-class: **Sleep and memory**
Week 5:

Mon July 29
- Reading Assignment:
  - Eichenbaum & Cohen, Chap. 12
  - Grady & Craik (2000)
- In-class: Emotional memory; Memory in infants and older adults

Wed July 31
- Reading Assignment:
  - Schacter, Addis, and Buckner (2007)
  - Cohen and O’Reilly (1996)
- In-class: Prospective memory

Fri Aug 2
- In-class: Exam #2