The College of Saint Rose - Department of Psychology,  
Spring 2003

Forgetting & Amnesia - PSY 350 (3 Credit Hours)  
Thursday 6:00-8:30 PM

Dr. R.W. Flint, Jr., Assistant Professor of Psychology

Office/Hours:
Albertus Hall Room 413 - Monday, Wednesday, & Friday 10:10-10:45 AM, 
Tuesday & Thursday 8:30-9:30, and by appointment.
Phone - 518-458-5379
Email - flintr@mail.strose.edu
Web Page - [http://academic.strose.edu/academic/flintr/](http://academic.strose.edu/academic/flintr/)
Emergency Weather Information Number - 458-5377 (or check 
www.strose.edu). Classes will be held and students will be expected to 
attend class unless The College of Saint Rose officially cancels classes.

Required Text/Materials:
Flint, R.W., Jr. (Ed.) (2002). Forget It? Sources, Theories, & Mechanisms of 
Alterations in Mnemonic Function. North Chelmsford, MA: Courier Custom 
Publishing, Inc.

Course Purpose:

General Purpose - A detailed coverage of the literature on forgetting and 
amnesia. Discussions will include context dependent forgetting, eye 
witnes testimony, infantile amnesia, transient global amnesia, and 
retrograde and anterograde amnesia associated with traumatic brain 
injury and neurological diseases (from The College of Saint Rose Catalog 
of Undergraduate Studies, 1999-2001)

Specific Course Objectives - These objectives involve establishing a firm 
understanding of the . . .

1. Relationships between neuroanatomy and memory.
2. Influence of environmental context on memory retrieval.
3. Influence of changes in internal contextual states on memory.
4. Accuracy of eyewitness testimonies.
5. Importance of intentional forgetting.
6. Impact aging has on cognitive processing.
10. Influence of hormones, specifically reproductive hormones, on cognitive performance.
11. Memory enhancing effects of glucose.
12. Emotional memory enhancement effect.

Course Mechanics:

Attendance Policy for Lectures - Class attendance at lectures is strongly recommended. Students will be held responsible for all material covered in class and for any announcements made during class regardless of whether or not they attend. Under no circumstances will Dr. Flint provide copies of his lecture notes. It is strongly recommended that students get to know their classmates so that, in the event a class is missed, students may easily acquire a copy of the lecture material without delay. Students are strongly encouraged to seek out Dr. Flint to discuss the course material and ask questions regarding the course material, especially if class is missed.

Students are asked to turn off all cellular phones and pagers or set them to an inaudible setting unless specific prior arrangements are made with Dr. Flint.

Time Commitment - It is required that students read the assigned material PRIOR to coming to class and students are expected to spend a MINIMUM of 3 hours studying outside of class for every 1 hour of class time. This means that students should spend at least 9 hours per week working on the material for this course outside of classroom contact time. This time should include reading the assigned portions of the textbook, reading the journal articles, and preparing presentations and questions.

Lectures - Lectures are not designed to cover everything in a textbook and no textbook is comprehensive. Therefore, the majority of the lectures will be comprised of selected topics from the book. Not all of the material covered in the text will be dealt with in class and some of the material covered in class will not be found in the textbook. Students are strongly encouraged to ask questions during class and will be held responsible for knowing ALL assigned readings, lecture information, and discussions of articles in class.
**Article Presentations** - Students will be required to review, summarize, present, and lead discussion of 4 journal articles. These articles may be found:

- In on-line full-text journal subscriptions available through The College of Saint Rose Neil Hellman Library homepage.
- On reserve at the circulation desk in The College of Saint Rose Neil Hellman Library.
- In The College of Saint Rose Neil Hellman's Holdings.

Articles on reserve in the library may be obtained from the circulation desk under PSY 350. Students should ask for the number of the reference listed on the reading list (e.g. #3 or #10). Students should consult the attached reading list for the location of each article. All students are responsible for obtaining their own copy of each article. The details of what should be included in each article presentation are outlined on a separate page of the syllabus. Each presentation must follow the exact format outlined in the instructions and will be worth a total of 20 points. Presenters are responsible for making enough copies of their article review for all members of the class and should be prepared to provide a 10-15 minute summary of their article and to lead discussion and respond to questions from the class.

As the class is on a tight schedule, there will not be any opportunity to make-up missed presentations. Students who miss a scheduled article presentation and have an adequate written excuse should submit a copy of their excuse to Dr. Flint with their article review within 2 days of returning to school. Students should also provide a copy of their article review for each classmate.

**Article Questions/Critiques** - At the beginning of each class students will be required to submit a list of at least 2 questions pertaining to each article on the days that articles are presented, excluding the articles that the student actually presents. Questions must be typed, with the student's name and the date in the upper right corner. In addition, the article number should be listed with each question. The questions/critiques must reflect insightful critical thinking of the article itself and may integrate other readings for the course. Questions/critiques that do not reflect insightful critical thinking will not be accepted. Each question will be worth a total of 2 points. Students will be expected to raise their questions/critiques when appropriate during discussion of each article (thus students may wish to print a copy of their questions to have in hand during class).

**Final Exam** - There will be a single, take-home, open notes, and open book exam distributed in class on Thursday May 1st. The exam will be
comprised of 5 essay questions requiring students to discuss, critically evaluate, and integrate the readings from the course. The final exam will be due by 10:00 AM on Thursday May 6th. Students must turn in their exam directly to Dr. Flint. If Dr. Flint is not available, the exam should be placed in an envelope and given to one of the secretaries in the School of Mathematics and Sciences main office (SC 255) with instructions for the secretary to put the time and date of receipt on the envelope before placing it in Dr. Flint's mailbox.

Academic Accommodations - If you are a student with a documented disability, who may need special academic accommodations for any reason, please see Dr. Flint immediately to make appropriate arrangements.

Plagiarism and Academic Integrity - Grades are not competitive and thus, students are encouraged to discuss the material and study together outside of class. In other words, there are not a limited number of A's to be earned, everyone has the potential and opportunity to earn an A in this course. However, all assignments (exams & article reviews) are expected to be a reflection of the individual student's work. Students caught plagiarizing, cheating, or violating The College of Saint Rose policy on Plagiarism and Academic Integrity in any way will receive a zero for the course and disciplinary action may be taken. If you have any questions or are unsure about these rules and regulations you should see Dr. Flint immediately. A copy of The College of Saint Rose Policy on Plagiarism and Academic Integrity is included in this syllabus.

Grading Policy - Grades will be calculated based on the total number of points earned by each student during the semester (total possible = 250 pts). The number of points earned will be divided by the total possible points and multiplied by 100 to yield the final percentage for the course. Students interested in taking this course on a Pass/Fail basis must earn enough points for a C (minimum of 173) in order to be given a Passing grade. Grades will be assigned using the grading scale listed below:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA Points*</th>
<th>Raw Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95%-100%</td>
<td>4.0</td>
<td>236-250</td>
</tr>
<tr>
<td>A -</td>
<td>90%-94%</td>
<td>3.7</td>
<td>223-235</td>
</tr>
<tr>
<td>B +</td>
<td>87%-89%</td>
<td>3.3</td>
<td>216-222</td>
</tr>
<tr>
<td>B</td>
<td>83%-86%</td>
<td>3.0</td>
<td>206-215</td>
</tr>
<tr>
<td>B -</td>
<td>80%-82%</td>
<td>2.7</td>
<td>198-205</td>
</tr>
<tr>
<td>C +</td>
<td>75%-79%</td>
<td>2.3</td>
<td>186-197</td>
</tr>
<tr>
<td>C</td>
<td>70%-74%</td>
<td>2.0</td>
<td>173-185</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
<td>1.0</td>
<td>148-172</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59%</td>
<td>0.0</td>
<td>&lt; 147</td>
</tr>
</tbody>
</table>

*GPA points are assigned by The College of Saint Rose.

**Assignment Summary** - The table below summarizes the graded assignments for this course and lists their point value:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Presentations</td>
<td>80</td>
</tr>
<tr>
<td>Article Questions</td>
<td>70</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
</tr>
</tbody>
</table>
Instructions for Article Presentations

Your job is to write a summary of each article according to the guidelines outlined below. It is impossible to specify a page length for this type of assignment, since research projects vary on multiple dimensions, but you should try to limit yourself to 2 single spaced pages. Article reviews must be typed, stapled (or double-sided to conserve paper), and should include the student's name in the upper right corner of the first page. Each student is responsible for making enough copies of her/his article summaries for every member of the class. Please do NOT paperclip, fold corners, or put papers in special folders or envelopes. Each review should be broken down into sections as outlined below and should address all of these issues when appropriate. Article summaries should involve paraphrasing the material found in the article. Under NO circumstances should information be quoted or copied word-for-word. This assignment need not be a formal paper; in other words, students may use a number/outline format to address each part of their review as it is outlined below in the Review Components. Students may also opt to list particular items or use abbreviated statements. Students will be required to present a summary of their article (10-15 min) and subsequently lead discussion of the article, responding to questions from the class. It is expected that students will have read the articles they are presenting enough times to be thoroughly familiar with them and able to respond to questions intelligently.

Example:
1. Reference:
2. Introduction:
   A. Prior research by Cahill and McGaugh (1995) has indicated that . . . . .
   B. The first hypothesis was that emotionally arousing stimuli would be . . .
   C. The authors were interested in testing the theory that glucose . . .

Review Components

2. Introduction:
   A. Brief summary of the critical research that preceded and prompted the current research project(s).
   B. Clear statement of the researcher(s) hypothesis(es). If there is no clear statement of the hypothesis(es) describe the general purpose of the study(ies).
C. What is the research designed to do? ... test a theory, resolve a conflict in prior research, address an applied problem, etc.

3. Methods:
   A. Subject. Identify the subject sample and population. Are there any unusual characteristics of the subjects?
   B. Independent Variable(s). Indicate what the independent variable(s) are and how they are operationalized.
   C. Dependent Variable(s). Indicate what the dependent variable(s) are and how they are operationalized.
   D. Design. What was the experimental design that was employed in this study?
   E. Procedure. Summarize the procedure utilized in this study. You may be required to do additional research if you do not completely understand the procedure. Sometimes articles reference other studies using the same procedures so that they do not have to repeat all the details. You may have to go find these other articles.

4. Results: What statistical tests were utilized in this research (e.g. ANOVAs, Pearson's Correlation, t-Test, Tukey's Test, Chi Square, Mann-Whitney U Test, Regression Analysis, etc.)? You may have to consult Dr. Flint or another faculty member for assistance if you have not previously taken a statistics course or if advanced statistical procedures were utilized.

5. Discussion: Summarize the author(s) interpretation of the data, include major findings and whether or not the data supported the hypothesis(es).

6. Draw connections between the study and biopsychological issues discussed in your textbook, other articles, and class.
The College of Saint Rose, Albany, New York
Policy on Plagiarism and Academic Integrity

Definition:

Students at The College of Saint Rose are expected to be honest in every aspect of their academic work. All work presented as a student’s own must be the product of his or her own efforts. Students working in groups are each individually responsible for the academic integrity of the group project. Plagiarism, cheating, academic misconduct, or any other submission of another’s work as one’s own is unacceptable.

Plagiarism includes but is not limited to:

- Purchasing, copying, downloading, printing, or paraphrasing another’s book, article, paper, speech, exam, portfolio, creative work, argument or any other work and presenting it as one’s own, either in whole or in part.
- Incorporating portions of another’s work without proper acknowledgement and documentation.

Academic misconduct includes but it not limited to:

- Providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations.
- Attempting to influence one’s academic evaluation for reasons other than academic achievement or merit.
- Presenting as one’s own the ideas or words of another for academic evaluation without proper acknowledgement and documentation.
- Doing unauthorized academic work for which another person will receive credit or be evaluated.
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructor(s) involved.

Also, one is not allowed to cooperate or be an accessory to another’s academic misconduct. Thus, a student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. A student who knowingly permits another student to copy from his or her own paper, examinations, or projects should be held as accountable as the student who submits the copied material.

The work of others, regardless of origin, must be properly and accurately cited in an accepted style, and research data must be obtained and
reported in an ethical and accurate manner. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work when used. Students are advised to always indicate another writer's exact words and ideas with appropriate references. Whenever in doubt, cite the source.

Procedure:

Student work failing to meet the standards of academic integrity will not be given a passing grade. It is the responsibility of the course instructor to identify and act upon breaches of academic integrity according to his or her best judgement. However, a failing course grade for academic dishonesty will not be recorded by the Registrar until the student has been informed of the charge and the evidence upon which it is based, and the student has been given an opportunity to present his or her defense to the instructor. The instructor may withhold the course grade if the case is not resolved before final grades are due at the Office of the Registrar.

If a student is given a failing course grade for an abuse of academic integrity, as determined by the instructor, the student may appeal the grade by following the steps outlined in the College's grievance procedure.

When a failing grade due to a violation of academic integrity is recorded, the instructor will send written notification to the school dean(s), the student's advisor, and the Registrar. The notification will identify both the student and the course, and it will describe the offense. A student who violates said standards of academic integrity on more than one occasion may receive sanctions up to, and including dismissal from the college.
<table>
<thead>
<tr>
<th>Date</th>
<th>Classroom Topic</th>
<th>Reading &amp; Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday January 16th</td>
<td>Course Introduction; Lecture on Memory and Neuroanatomy</td>
<td>Read Chapter 1 and Articles 1-3</td>
</tr>
<tr>
<td>Thursday January 23rd</td>
<td>Article Presentations 1-3; Lecture on Context Dependent Memory</td>
<td>Read Chapter 2 and Articles 4-6; Questions for Articles 1-3 Due</td>
</tr>
<tr>
<td>Thursday January 30th</td>
<td>Article Presentations 4-6; Lecture on State Dependent Memory</td>
<td>Read Chapter 3 and Articles 7-9; Questions for Articles 4-6 Due</td>
</tr>
<tr>
<td>Thursday February 6th</td>
<td>Article Presentations 7-9; Lecture on Eye Witness Testimony</td>
<td>Read Chapter 4 and Articles 10-12; Questions for Articles 7-9 Due</td>
</tr>
<tr>
<td>Thursday February 13th</td>
<td>Article Presentations 10-12; Lecture on Intentional Forgetting</td>
<td>Read Chapter 5 and Articles 13-15; Questions for Articles 10-12 Due</td>
</tr>
<tr>
<td>Thursday February 20th</td>
<td>Article Presentations 13-15; Lecture on Aging</td>
<td>Read Chapter 6 and Articles 16-18; Questions for Articles 13-15 Due</td>
</tr>
<tr>
<td>Thursday February 27th</td>
<td>Article Presentations 16-18; Lecture on Alzheimer's Disease</td>
<td>Read Chapter 7 and Articles 19-21; Questions for Articles 16-18 Due</td>
</tr>
<tr>
<td>Thursday March 6th</td>
<td>Article Presentations 19-21; Lecture on Wemicke-Korsakoff Syndrome</td>
<td>Read Chapter 8 and Articles 22-24; Questions for Articles 19-21 Due</td>
</tr>
<tr>
<td>Thursday March 13th</td>
<td>SPRING BREAK</td>
<td>No Classes</td>
</tr>
<tr>
<td>Thursday March 20th</td>
<td>Article Presentations 22-24; Lecture on Traumatic Brain Injury</td>
<td>Read Chapter 9 and Articles 25-27; Questions for Articles 22-24 Due</td>
</tr>
<tr>
<td>Thursday March 27th</td>
<td>Article Presentations 25-27; Lecture on Hormones and Memory</td>
<td>Read Chapter 10 and Articles 28-30; Questions for Articles 25-27 Due</td>
</tr>
<tr>
<td>Thursday April 3rd</td>
<td>Article Presentations 28-30; Lecture on Glucose and Memory</td>
<td>Read Chapter 11 and Articles 31-33; Questions for Articles 28-30 Due</td>
</tr>
<tr>
<td>Thursday April 10th</td>
<td>Article Presentations 31-33; Lecture on Emotional Memory</td>
<td>Read Chapter 12 and Articles 34-36; Questions for Articles 31-33 Due</td>
</tr>
<tr>
<td>Thursday April 17th</td>
<td>Guest Lecture - Dr. Christine Wagner</td>
<td></td>
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<tr>
<td>Thursday April 24th</td>
<td>Article Presentations 34-36; Lecture on Amnesia &amp; the Hippocampus</td>
<td>Read Chapter 13 and Articles 37-39; Questions for Articles 34-36 Due</td>
</tr>
<tr>
<td>Thursday May 1st</td>
<td>Article Presentations 37-39</td>
<td>Distribute Final Exam</td>
</tr>
<tr>
<td>Wednesday May 7th</td>
<td>Final Exam Due by 10:00 AM</td>
<td>Final Exam Due by 10:00 AM</td>
</tr>
</tbody>
</table>
Chapter 1:


Chapter 2:


Chapter 3:


Chapter 4:


Chapter 5:


Chapter 6:


Chapter 7:


Chapter 8:


Chapter 9:


Chapter 10:


Chapter 11:


Chapter 12:


Chapter 13:


Verification of Receipt/Understanding of Course Syllabus

I ______________________________ (PRINT YOUR NAME CLEARLY) have received a copy of the Forgetting & Amnesia (PSY 350) syllabus for Spring 2003. I have read the syllabus and I understand all of the course policies and requirements. In addition, I have received a copy of The College of Saint Rose’s Policy on Plagiarism and Academic Integrity as part of this syllabus and have read and understand this policy. I understand that violation of this policy will result in a zero for the course and possible disciplinary action.

_________________________  ______________________
Signature                   Date