FOR 2012 THERE IS A 2012 BOOK– AND FEWER ARTICLES

Format: The course meets 13 times. On each meeting, except the first and the last, you will be asked to give to each class member a copy of a paper based on the readings for that week. The length of the paper is one page single spaced maximum. These 11 papers will be my main way of insuring that people come prepared and ready for that week; any intelligent response will be appropriate. After ~ week 7, there are two options. If people have topics of interest, the readings and topics will be chosen by the class. If not, I will provide readings. My goal is that by around week 7 you have a topic that interests you enough to research enthusiastically. In addition to these 11 papers, there will be one term paper. There may be a few very short projects. I have no such short projects planned, but occasionally they arise in the course of discussions. The term paper can be a team effort or it can be for this course and another. It can include some of your short papers. I want the term paper to give you a chance to explore something of interest to you in depth and with my feedback and that of the class during the project, not just after you have handed in the paper. I am happy to have the paper be part of another project, a required paper for your progress to a degree, or a paper that might be published. That is, it is fine if you do something that you can use for another purpose. The course will be run as a seminar with occasional formal presentations.

Purpose: I want to introduce you to research in the cognitive psychology of autobiographical memory. Rather than treating it as a narrow, specific, non-traditional topic in memory research, we will view it as a very broad topic that will allow and require us to integrate social, personality, clinical, neural, and traditional laboratory memory research. It also requires a mix of theory and methods that stretches most people. By the end of the course, I hope that you will have gained considerable knowledge about autobiographical memory and human memory in general that you can apply to other topics of your choosing. I have structured the course to try to make you read, think, and write.

Note: The readings for the first 7 weeks of the course are substantial. After that, you will be expected to be reading for your term paper and doing a little assigned reading for background on the other projects.

Week 1: Introduction, Pillemer as a warm up exercise.
Week 2: Defining autobiographical memory: Brewer, 1996; Squire, et al. 1993
Week 3: Two theoretical views: Conway & Pleydell-Pearce, 2000; Rubin, 2006
Week 4: fMRI approaches.
Week 5: The distribution of autobiographical memories over the lifespan.
Week 6: The false memories and repressed memories debates
Week 7: An application to clinical psychology: PTSD
Week 8-12: topics to be negotiated: of interest to class as a whole or individuals in the class.
Week 13: Term paper reports. No readings. Last week of official graduate classes. No classes after Thanksgiving.
Week 1:

Week 2

Week 3

Week 4

Week 5
Week 6

Week 7

Week 8
Lindsay (2007) Autobiographical Memory, Eyewitness Reports, and Public Policy Canadian Psychology, 48(2), 57-66

Week 9 onward
Assigned by students presenting.