



COGS710

Advanced Topics in Memory

S1 Day 2015

Department of Cognitive Science

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	11
<u>Required and Recommended Reading</u>	14

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Convenor

Rochelle Cox

rochelle.cox@mq.edu.au

Contact via email

AHH 3.731

Amanda Barnier

amanda.barnier@mq.edu.au

Contact via email

AHH 3.801

Glenn Carruthers

glenn.carruthers@mq.edu.au

Contact via email

AHH 3.403

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit examines the nature of individual and social memory from an interdisciplinary perspective. This unit covers: the nature of memory (eg, its history, definition, characteristics, measurement, explanation, and neural basis); research in memory (eg, autobiographical memory, collective memory); views about the relationship between individual memory, individual memory in small groups, and collective memory; and a selection of theoretically important controversies about the ways in which humans (and animals) remember and forget.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Improve your ability to read a theoretical, review, clinical, or empirical paper and identify its strengths, weaknesses, and relevance
- Improve your ability to critically evaluate scientific claims, methods, and data
- Improve your ability to draw links between theory, laboratory research and clinical conditions
- Improve your ability to capture the essence of an article and to communicate your point of view on it in a clear and logical way
- Improve your ability to design an interesting, innovative study proposal that follows on from a published journal article
- Improve your knowledge of relevant theoretical approaches and research methods of the topics covered in this unit
- Improve your information technology skills (especially accessing appropriate online resources)
- Improve your problem-solving skills
- Improve your creativity (especially in designing a hypothetical study)
- Improve your ability to accurately describe relevant theories
- Improve your ability to critically evaluate theories
- Improve your ability to develop and present a coherent argument
- Improve your understanding of philosophical approaches to particular topics
- Improve your ability to suggest possible experiments to test a particular theory

Assessment Tasks

Name	Weighting	Due
Assignment 1	20%	TBA
Assignment 2	30%	Tuesday 2nd June
Assignment 3	50%	Tuesday 16th June

Assignment 1

Due: **TBA**

Weighting: **20%**

1. **Assignment 1 (20%):** 500 word (approx. 2 page) review of a published journal article on

topics covered in Weeks 2-4 such as clinical delusions, dissociative identity disorder, or hypnotic analogues of delusions. Potential journal articles can be selected from the Additional Reading List and will be decided in class in Week 1. You will also be asked to lead a group discussion on the article. You will be assessed on:

- Your ability to read a theoretical, review, clinical or empirical paper and identify its strengths, weaknesses and relevance; your ability to critically evaluate scientific claims, methods and data; and your ability to capture the essence of an article and to communicate your point of view on it in a clear and logical way

Due Date: On the day you discuss the article in Week 2, 3, or 4 (this will be decided in Week 1). Submit a hardcopy in class and email an electronic version to Rochelle Cox (Rochelle.cox@mq.edu.au). Assignment 1 will be double marked by Rochelle Cox and Amanda Barnier

On successful completion you will be able to:

- Improve your ability to read a theoretical, review, clinical, or empirical paper and identify its strengths, weaknesses, and relevance
- Improve your ability to critically evaluate scientific claims, methods, and data
- Improve your ability to draw links between theory, laboratory research and clinical conditions
- Improve your ability to capture the essence of an article and to communicate your point of view on it in a clear and logical way
- Improve your knowledge of relevant theoretical approaches and research methods of the topics covered in this unit
- Improve your ability to accurately describe relevant theories
- Improve your ability to critically evaluate theories
- Improve your ability to develop and present a coherent argument

Assignment 2

Due: **Tuesday 2nd June**

Weighting: **30%**

1. **Assignment 2 (30%):** Design a research poster of a hypothetical study that follows from or builds upon a published journal article on topics covered in Weeks 6-8.

Your poster should consist of an Introduction (describing background research, aims, hypotheses), Method, Results (make up some pretend results), Discussion (describing implications, limitations, future research suggestions, etc).

We will hold a poster session on Tuesday 2nd June 1pm-3pm, where you will describe your poster to the group. You will be assessed on:

- The significance and feasibility of your research proposal, your ability to design a concise, interesting research poster, your written communication skills, your critical analysis skills, your problem-solving skills

Due Date: Tuesday 2nd June (Poster presentation day). Also, submit an electronic version of your poster to Professor Amanda Barnier (Amanda.barnier@mq.edu.au). Assignment 2 will be double marked by Amanda Barnier and Glenn Carruthers

On successful completion you will be able to:

- Improve your ability to draw links between theory, laboratory research and clinical conditions
- Improve your ability to design an interesting, innovative study proposal that follows on from a published journal article
- Improve your knowledge of relevant theoretical approaches and research methods of the topics covered in this unit
- Improve your information technology skills (especially accessing appropriate online resources)
- Improve your problem-solving skills
- Improve your creativity (especially in designing a hypothetical study)
- Improve your ability to accurately describe relevant theories
- Improve your ability to critically evaluate theories
- Improve your ability to develop and present a coherent argument
- Improve your ability to suggest possible experiments to test a particular theory

Assignment 3

Due: **Tuesday 16th June**

Weighting: **50%**

1. **Assignment 3 (50%):** 2000-3000 word essay on any topic related to theories of the sense of embodiment. You will be assessed on:

- Your ability to accurately describe a theory and develop arguments for or against the theory, including but not limited to, possible experimental tests.

Due Date: Tuesday 16th June. Email an electronic version to Dr Glenn Carruthers (glenn.carruthers@mq.edu.au). Assignment 3 will be double marked by Glenn Carruthers and Rochelle Cox

On successful completion you will be able to:

- Improve your ability to read a theoretical, review, clinical, or empirical paper and identify its strengths, weaknesses, and relevance
- Improve your ability to critically evaluate scientific claims, methods, and data
- Improve your ability to draw links between theory, laboratory research and clinical conditions
- Improve your knowledge of relevant theoretical approaches and research methods of the topics covered in this unit
- Improve your information technology skills (especially accessing appropriate online resources)
- Improve your problem-solving skills
- Improve your creativity (especially in designing a hypothetical study)
- Improve your ability to accurately describe relevant theories
- Improve your ability to critically evaluate theories
- Improve your ability to develop and present a coherent argument
- Improve your understanding of philosophical approaches to particular topics
- Improve your ability to suggest possible experiments to test a particular theory

Delivery and Resources

This unit forms part of a four-unit core sequence covering a range of foundational and cutting-edge research topics in cognitive science, with an emphasis on active research programs at MQ. This team-taught unit is made up of a selection of 3 topic modules, led by experts specialising in these fields. Topics covered include the nature of individual and social memory from an interdisciplinary perspective, disorders of self and delusional beliefs, identity, and body representation. We discuss how cognitive scientists approach research questions and design experiments in these domains.

The aims of this unit are to:

1. Assist you in becoming familiar with important research, theories, methods, and recent findings in these areas;
2. Highlight interdisciplinary ways to approach and investigate these topics;
3. Assist you in developing the ability to critically evaluate scientific claims, methods and data

There will be 12 weekly seminars that run for 2 hours each.

Time: Tuesdays 1 - 3pm

Location: AHH, room 3.610

Credit: 3 credit points

Attendance Students must attend 80% of all seminars. If unable to attend a seminar, email Rochelle Cox (rochelle.cox@mq.edu.au) BEFORE the class

GENERAL LEARNING OUTCOMES

Knowledge outcomes: Increase understanding of:

1. The nature of hypnosis and research methods in hypnosis
2. The two-factor theory of delusions and the logic of using hypnosis to model delusions
3. Disruptions of self, delusions of misidentification, socially shared delusions
4. The nature of memory and the relevance of ecological validity
5. The role and mechanisms of remembering and forgetting, functions of memory, and the relationship between individual and social memory
6. Methods of natural philosophy
7. Theories of sense of embodiment (as an example, consciousness experience)

Specific skill outcomes: Improve and/or develop ability to:

1. Read an empirical paper and identify its strengths, weaknesses and relevance
2. Critically evaluate scientific claims, methods and data
3. Draw links between laboratory research and clinical conditions (within a scientist-practitioner approach)
4. Present research to an audience in a clear and engaging way
5. Design a concise and engaging scientific research poster that follows up/builds upon a published study.

Unit Schedule

TOPICS

Weeks 1 – 4: Introduction + Hypnosis and Delusions

Here we will cover the logic of using hypnosis to model delusions, disruptions of self (e.g., identity delusions, dissociative identity disorder, mirrored-self misidentification), and socially shared delusions.

Weeks 5 – 8: Autobiographical, Social and Collective Memory

Here we will discuss memory research from theoretical inspiration to methodological innovation to empirical implementation and to real world relevance. We will consider remembering and forgetting, what memories are for, and social scaffolding of memory especially as we age.

Weeks 9 – 12: Body Experience: Testing Theory in the Lab

Here we will consider how explanations of particular experiences (in this case, the experience of the body as oneself) derived from philosophical theory, can be tested in the lab. We will also see how theory can be refined and developed in light of new data.

Week 13: Poster Presentation Session

Week	Date	Topic
1	24 Feb	Introduction + Delusions and instrumental hypnosis Aim of course; Assignments; Introduction to hypnosis and delusions; Logic of using hypnosis instrumentally Read: Cox & Barnier (2010)
2	3 Mar	Disruptions of self Dissociative Identity Disorder; hypnotic identity delusions Read: Kihlstrom (2005); <i>Students review papers</i>
3	10 Mar	Mirrored-self misidentification Pathways to the delusion; Modelling the delusion with hypnosis; Applying and testing the two-factor theory Read: Barnier et al. (2008); <i>Students review papers</i>
4	17 Mar	Socially transmitted delusions Features of folie a deux; Modelling folie a deux with hypnosis; Links with socially shared false beliefs Read: Freeman, Cox, & Barnier (2013); <i>Students review papers</i>
5	24 Mar	Memory in the laboratory and ecological validity Nature and types of memory; aims of memory research and ecological validity; what counts as memory success Read: Barnier (2012) and Sutton (2010)

6	31 Mar	Autobiographical remembering and forgetting What we remember vs forget; motivated forgetting; forms of forgetting; modelling forgetting in the laboratory Read: Erdelyi (2006); <i>Students review papers</i>
	7 Apr	EASTER AND MID SESSION BREAK
	14 Apr	EASTER AND MID SESSION BREAK
7	21 Apr	What memories are for Four functions of memory; influence on remembering and forgetting; what we expect from memory Read: Harris, Rasmussen, & Berntsen (2014); <i>Students review papers</i>
8	28 Apr	Social scaffolding of memory From individual to social memory; distributed cognition; couples as socially distributed memory systems Read: Harris, Keil, Sutton, Barnier, & McIlwain (2011); <i>Students review papers</i>
9	5 May	The sense of embodiment What is the sense of embodiment? How is it damaged in pathology and altered in normal subjects? Read: Carruthers (2008)
10	12 May	The body schema account of the sense of embodiment Can sense of embodiment be explained by a body representation which is part of the body schema? Read: de Vignemont (2007); <i>Students review papers</i>
11	19 May	The conceptual space account of the sense of embodiment Can the sense of embodiment be explained by representation matching in a conceptual space? Read: Carruthers (2013); <i>Students review papers</i>
12	26 May	Testing philosophical theories in the lab How can the conceptual space account be tested? Read: Carruthers et al. (forthcoming); <i>Students review papers</i>
13	2 Jun	POSTER PRESENTATION SESSION

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Improve your ability to read a theoretical, review, clinical, or empirical paper and identify its strengths, weaknesses, and relevance
- Improve your ability to critically evaluate scientific claims, methods, and data
- Improve your ability to draw links between theory, laboratory research and clinical conditions
- Improve your problem-solving skills
- Improve your creativity (especially in designing a hypothetical study)
- Improve your ability to critically evaluate theories
- Improve your ability to develop and present a coherent argument
- Improve your ability to suggest possible experiments to test a particular theory

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Improve your ability to read a theoretical, review, clinical, or empirical paper and identify its strengths, weaknesses, and relevance
- Improve your ability to critically evaluate scientific claims, methods, and data
- Improve your ability to draw links between theory, laboratory research and clinical conditions
- Improve your ability to design an interesting, innovative study proposal that follows on from a published journal article
- Improve your knowledge of relevant theoretical approaches and research methods of the topics covered in this unit
- Improve your ability to accurately describe relevant theories
- Improve your ability to critically evaluate theories
- Improve your understanding of philosophical approaches to particular topics

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Improve your ability to read a theoretical, review, clinical, or empirical paper and identify its strengths, weaknesses, and relevance
- Improve your ability to critically evaluate scientific claims, methods, and data
- Improve your ability to draw links between theory, laboratory research and clinical conditions
- Improve your ability to capture the essence of an article and to communicate your point of view on it in a clear and logical way
- Improve your creativity (especially in designing a hypothetical study)
- Improve your ability to accurately describe relevant theories

- Improve your ability to critically evaluate theories
- Improve your ability to develop and present a coherent argument
- Improve your understanding of philosophical approaches to particular topics
- Improve your ability to suggest possible experiments to test a particular theory

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Improve your ability to read a theoretical, review, clinical, or empirical paper and identify its strengths, weaknesses, and relevance
- Improve your ability to critically evaluate scientific claims, methods, and data
- Improve your ability to draw links between theory, laboratory research and clinical conditions
- Improve your ability to capture the essence of an article and to communicate your point of view on it in a clear and logical way
- Improve your ability to design an interesting, innovative study proposal that follows on from a published journal article
- Improve your knowledge of relevant theoretical approaches and research methods of the topics covered in this unit
- Improve your information technology skills (especially accessing appropriate online resources)
- Improve your problem-solving skills
- Improve your ability to critically evaluate theories
- Improve your ability to develop and present a coherent argument
- Improve your ability to suggest possible experiments to test a particular theory

Assessment tasks

- Assignment 2

- Assignment 3

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Improve your ability to read a theoretical, review, clinical, or empirical paper and identify its strengths, weaknesses, and relevance
- Improve your ability to capture the essence of an article and to communicate your point of view on it in a clear and logical way
- Improve your ability to design an interesting, innovative study proposal that follows on from a published journal article
- Improve your ability to accurately describe relevant theories
- Improve your ability to critically evaluate theories
- Improve your ability to develop and present a coherent argument
- Improve your ability to suggest possible experiments to test a particular theory

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Required and Recommended Reading

Each week, there will be one main reading, and a selection of additional readings. To prepare for each week, we recommend you read the main reading and one of the additional readings.

HYPNOSIS AND DELUSIONS

WEEK 1: Introduction + Delusions and Instrumental Hypnosis

Main Reading

1) Cox, R.E., & Barnier, A.J. (2010). Hypnotic illusions and clinical delusions: Hypnosis as a research method. *Cognitive Neuropsychiatry*, 15 (1), 202-232

Additional Readings

2) Coltheart, M. (2007). The 33rd Bartlett Lecture: Cognitive neuropsychiatry and delusional

belief. *Quarterly Journal of Experimental Psychology*, 60, 1041-1062.

3) Oakley, D.A., & Halligan, P.W. (2009). Hypnotic suggestion and cognitive neuroscience. *Trends in Cognitive Sciences*, 13, 264-270

4) Woody, E., & Szechtman, H. (2011). Using hypnosis to develop and test models of psychopathology. *Journal of Mind-Body Regulation*, 1, 4-16.

WEEK 2: Disruptions of Self

Main Reading

1) Kihlstrom, J. F. (2005). Dissociative Disorders. *Annual Review of Clinical Psychology*, 1, 227-253.

Additional Readings

2) Burn, C., Barnier, A.J., & McConkey, K.M. (2001). Information processing during hypnotically suggested sex change. *International Journal of Clinical and Experimental Hypnosis*, 49, 231-242.

3) Cox, R.E., & Barnier, A.J. (2009). Hypnotic illusions and clinical delusions: A hypnotic paradigm for investigating delusions of misidentification. *International Journal of Clinical and Experimental Hypnosis*, 57, 1-32.

4) Schacter, D.L., Kihlstrom, J.F., Kihlstrom, L.C., & Berren, M.B. (1989). Autobiographical memory in a case of multiple personality disorder. *Journal of Abnormal Psychology*, 98, 508-514.

WEEK 3: Mirrored-self Misidentification

Main Reading

1) Barnier, A.J., Cox, R.E., O'Connor, A., Coltheart, M., Langdon, R.A., Breen, N., & Turner, M. (2008). Developing hypnotic analogues of clinical delusions: Mirrored-self misidentification. *Cognitive Neuropsychiatry*, 13, 406-430.

Additional Readings

2) Breen, N., Caine, D., & Coltheart, M. (2001). Mirrored-self misidentification: Two cases of focal onset dementia. *Neurocase*, 7, 239-254.

3) Connors, M.H., Barnier, A.J., Coltheart, M., Cox, R.E., & Langdon, R.A. (2012). Mirrored-self misidentification in the hypnosis laboratory: Recreating the delusion from its component factors. *Cognitive Neuropsychiatry*, 17, 151-176.

4) Connors, M.H., Cox, R.E., Barnier, A.J., Langdon, R.A., & Coltheart, M. (2012). Mirror agnosia and the mirrored-self misidentification delusion: A hypnotic analogue. *Cognitive Neuropsychiatry*, 17, 197-226.

WEEK 4: Socially transmitted delusions

Main Reading

1) Freeman, L.P., Cox, R.E., & Barnier, A.J. (2013). Transmitting delusional beliefs in a hypnotic model of folie à deux. *Consciousness and Cognition*, 22, 1285-1297.

Additional Readings

- 2) Arnone, D., Patel, A., & Tan, G.M-Y. (2006). The nosological significance of Folie à Deux: A review of the literature. *Annals of General Psychiatry*, 5 (11). <http://dx.doi.org/10.1186/1744-859X-5-11>.
- 3) Langdon, R.A. (2013). Folie à deux and its lessons for two-factor theorists. *Mind and Language*, 28, 72-82.
- 4) Nielssen, O., Langdon, R.A., & Large, M. (2013). Folie à deux homicide and the two-factor model of delusions. *Cognitive Neuropsychiatry*, 18, 390-408.

AUTOBIOGRAPHICAL, SOCIAL AND COLLECTIVE MEMORY

WEEK 5: Memory in the laboratory and ecological validity

Main Readings

- 1) Barnier, A.J. (2012). Memory, ecological validity and a barking dog: Editorial. [Editorial]. *Memory Studies*, 5, 351-359.
- 2) Sutton, J. (2010). Memory. In E.N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. (Spring 2010 Edition), URL: <http://plato.stanford.edu/entries/memory/>

Additional Readings

- 3) Conway, M.L. (2005). Memory and the self. *Journal of Memory and Language*, 53, 594–628.
- 4) Roediger, H.L.III (2008). Relativity of remembering: Why the laws of memory vanished. *Annual Review of Psychology*, 59, 225-254.

WEEK 6: Autobiographical remembering and forgetting

Main Reading

- 1) Erdelyi, M.H. (2006). The unified theory of repression. *Behavioral and Brain Sciences*, 29, 499-551. **PLUS READ A FEW OF THE COMMENTARIES**

Additional Readings

- 2) Barnier, A.J. (2002). Posthypnotic amnesia for autobiographical episodes: A laboratory model of functional amnesia? *Psychological Science*, 13, 232-237.
- 3) Barnier, A.J., Conway, M.A., Mayoh, L., Speyer, J., Avizmil, O., & Harris, C.B. (2007). Directed forgetting of recently recalled autobiographical memories. *Journal of Experimental Psychology: General*, 136, 301-322.
- 4) Barnier, A.J., Hung, L.F., & Conway, M.A. (2004). Retrieval-induced forgetting of autobiographical episodes. *Cognition & Emotion* (Special Issue, “Emotional Memory Failures”), 18, 457-477.
- 5) Barnier, A.J., & Levin, K., & Maher, A. (2004). Suppressing thoughts of past events: Are repressive copers good suppressors? *Cognition & Emotion* (Special Issue, “Emotional Memory Failures”), 18, 513-531.

WEEK 7: What memories are for

Main Reading

1) Harris, C.B., Rasmussen, A.S., & Berntsen, D. (2014). The functions of autobiographical memory: An integrative approach. *Memory*, 22, 559-581.

Additional Readings

2) Harris, C.B., Barnier, A.J., Sutton, J., & Keil, P.G. (2010). How did you feel when 'The Crocodile Hunter' died? Voicing and silencing in conversation influences memory for an autobiographical event. *Memory* (Special Issue, "Silence and Memory"), 18, 185-197.

3) Hirst, W.H., & Echterhoff, G. (2012). Remembering in conversations: The social sharing and reshaping of memories. *Annual Review of Psychology*, 63, 55-79.

4) Reese, E., & Neha, T. (2015). Let's kōrero (talk): The practice and functions of reminiscing among mothers and children in Māori families. *Memory*, 23, 99-110.

WEEK 8: Social scaffolding of memory

Main Reading

1) Harris, C.B., Keil, P.G., Sutton, J., Barnier, A.J., & McIlwain, D. (2011). We remember, we forget: Collaborative remembering in older couples. *Discourse Processes*, 48, 267-303.

Additional Readings

2) Barnier, A.J., Sutton, J., Harris, C.B., & Wilson, R.A. (2008). A conceptual and empirical framework for the social distribution of cognition: The case of memory. *Cognitive Systems Research* (Special Issue, "Perspectives on Social Cognition"), 9, 33-51.

3) Blumen, H.M., Rajaram, S., & Henkel, L. (2013). The applied value of collaborative memory research in aging: Behavioral and neural considerations. *Journal of Applied Research in Memory and Cognition*, 2, 107-117. **PLUS READ A FEW OF THE COMMENTARIES.**

4) Wegner, D.M., Erber, R., & Raymond, P. (1991). Transactive memory in close relationships. *Journal of Personality & Social Psychology*, 61, 923-929.

BODY EXPERIENCE: TESTING THEORY IN THE LAB

WEEK 9: The sense of embodiment

Main Reading

1) Carruthers, G. (2008). Types of body representation and the sense of embodiment. *Consciousness and Cognition*, 4(17), 1302-1316.

Additional Readings

2) Longo et al. (2008). What is embodiment? A psychometric approach. *Cognition*, 107, 978-998

3) van den Bos and Jeannerod (2002). Sense of body and sense of action both contribute to self recognition. *Cognition*, 85, 177-187

4) Damasio, A. (1994). "The body minded brain" in *Descartes Error*

WEEK 10: The body schema account of the sense of embodiment

Main Reading

1) de Vignemont (2007). Habeas Corpus: the Sense of Ownership of One's Own Body. *Mind and Language*, 22(4), 427-449

Additional Readings

2) Carruthers, G. (2009). Is the body schema sufficient for the sense of embodiment? An alternative to de Vignemont's account. *Philosophical Psychology*, 22(2)

3) de Vignemont (2010). Body schema and body image: Pros and cons. *Neuropsychologia*, 48, 669-680

4) Kammers et al. (2009). The rubber hand illusion in action. *Neuropsychologia*, 47(1), 204-211

WEEK 11: The conceptual space account of the sense of embodiment

Main Reading

1) Carruthers, G. (2013). Toward a cognitive model of the sense of embodiment in a (rubber) hand. *Journal of Consciousness Studies*

Additional Readings

2) O'Brien & Opie (2004). Notes toward a structuralist theory of representation. In Clapin et al. (Eds.), *Representation in Mind: New Approaches to Mental Representation* Greenwood Publishers: Oxford

3) Gardenfors (2004). "Chapter 1" in *Conceptual Spaces: The Geometry of Thought*

4) Gardenfors (2004). "Chapter 4" in *Conceptual Spaces: The Geometry of Thought*

WEEK 12: Testing philosophical theories in the lab

Main Reading

1) Carruthers et al. (forthcoming). "First tests of the conceptual space account of the rubber hand illusion"

Additional Readings

2) Clark (1992). "Chapter 4" in *Sensory Qualities*

3) Clark (1992). "Chapter 6" in *Sensory Qualities*

4) Burton & Nerlove (1976). Balanced designs for triads tests: Two examples from English. *Social Science Research*, 5(3), 247-267