

Memory
Philosophy 6310
Fall 2018

Course Description: This seminar explores the ethical, legal, philosophical, and scientific dimensions of memory. The first set of unit surveys these dimensions, as well as the related topics of remembering, forgetting, and false memories. The second set of units looks at more purely philosophical topics, including personal identity and external memory. We then explore amnesia, before turning to collective and historical memories. What does it mean for “us” to remember the Holocaust—or the Civil War? Should atrocities be remembered or forgotten? Does forgiveness require forgetting? The last series of units looks at applications, including memory dampening as a prospective treatment for post-traumatic stress disorder or rape, the fallibility of eyewitness memory, and Europe’s so-called right to be forgotten.

Professor: Dr. Fritz Allhoff
Thursday 12:00-2:00; 3006 Moore Hall
387-4503 (w)

Seminar: Thursday 2:00-4:30; Moore 3014

Books: Stephen Post, *The Moral Challenge of Alzheimer Disease: Ethical Issues from Diagnosis to Dying*, 2nd ed. (Johns Hopkins, 2000).

David Rieff, *In Praise of Forgetting: Historical Memory and Its Ironies* (Yale University Press, 2016).

Julia Shaw, *The Memory Illusion: Remembering, Forgetting, and the Science of False Memory* (Random House, 2016).

Additional materials will be made available in Dropbox as needed.

Electronics: Aside from anything necessary for presentations, please leave laptops, tablets, and smartphones outside of the seminar room; bring hard copies of readings.

Grading:	Attendance/Participation	10%
	Reaction Papers	20%
	Presentation	10%
	Annotated Research Bibliography	10%
	Research Paper	50%

Attendance/Participation: Students are required to attend each seminar and to participate. If students miss a seminar, they may turn in a 1,000-word reaction to the assigned readings (half exegetical, half evaluative) at the beginning of the following seminar to avoid a zero for the previous week. They may do this, at most, two times.

Readings Reaction Papers: Over the course of the seminar, students are required to submit four reaction papers on the readings; again, these should be 1,000 words, half exegetical, half evaluative. Reaction papers should include approximately ten footnotes to primary source material—i.e., neither substantially more nor substantially fewer—which, at a minimum, should include the week’s reading(s). Use of additional sources is welcome, but not required.

Reaction papers submitted for missed seminars will be counted toward attendance/participation, not this requirement. Students may not submit a reaction paper over content that they are presenting (see below), but they may submit a reaction paper the same week as their presentation if the reaction paper is on different content (e.g., some other reading, as available). Reaction papers are due by noon on the day of seminar.

Movie Reaction Papers: In addition to the reaction papers over course readings described above, students are also required to submit two movie reaction papers. At least one must be either Christopher Nolan’s *Memento* or *Inception*; the other can be anything else related to course content. In addition to the aforementioned, *Total Recall* and *Eternal Sunshine of the Spotless Mind* are good candidates.

Again, 1,000 words, half exegetical, half evaluative. Use the exegetical part to set up the scene or part of the movie you want to deal with, *not to summarize the entire movie*. Footnotes are not required, but references to particular sections might be appropriately annotated (HH:MM:SS)—or otherwise—to indicate timestamps.

Presentations: Students will be assigned one presentation each over the course of the semester. Good presentations will not merely trace through the assigned reading, but will make connections across readings and promote broad discussion. PowerPoint is optional but encouraged.

Annotated research bibliography: Before writing their research papers, students will compile a research bibliography that will support the research for their projects. There should be at least twenty academic sources in this bibliography, preferably from a range of disciplines; at least half should be from within the past ten years.

For each of these twenty sources, students should provide full bibliographic information as well as a 100-word précis. Students should also provide an abstract for the paper—of approximately 250 words—at the beginning of the annotated research bibliography.

Research paper: Students will incorporate the annotated research bibliography into a research paper, which should be no fewer than 6,000 words, inclusive of footnotes and exclusive of bibliography. At least twenty sources and forty footnotes are strongly encouraged.

Students wishing to write longer papers (e.g., 9,000+ words) may discuss the prospects of an additional credit with the professor.

Formatting: All written work should be in 11-point font for the body and 10-point font for footnotes; all fonts should be serified (e.g., Cambria). Both the body and footnote text should be fully justified. Spacing should be double, except for block quotes in single. Legal sources should be formatted according to Bluebook; academic sources may be formatted according to students' preferences.

Written work submitted out of compliance with these requirements—beyond a one-assignment grace period—will be returned to students. It may then be resubmitted as late (see below) once compliant.

Late Work: All work is due to my mailbox (i.e., not by email, not to my office) by noon on its associated due date. Work may be submitted up to a week late for a 10% penalty. Work may be submitted more than one week late only with prior approval of the professor. 'Late' means anything beyond the exact time at which it is due. Any work submitted late should be time stamped by the student; violations therein are subject to any relevant academic honesty provisions (see below).

Incompletes: Incomplete grades may only be assigned in conformity with [university policy](#), not as general extensions. Should students anticipate requesting an incomplete, they should communicate this to the professor *as soon as is reasonably feasible*. Unnecessary delay in such communication may be relevant in the adjudication of such requests.

Statement on Academic Honesty: You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog (pp. 25-27) that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the professor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1	8/30	Overview & Philosophical Implications	Michaelian, " Memory "
2	9/6	Remembering and Forgetting	Shaw, chs. 1-5
3	9/13	[Bioethics Conference]	N/A
4	9/20	False Memories	Shaw, chs. 6-10
5	9/27	Personal Identity	Locke, <i>An Essay Concerning Human Understanding</i> , xxvii Craver, "A Preliminary Case for Amnesic Selves"
6	10/4	External Memory	Clark and Chalmers, "The Extended Mind" Sparrow et al., "Google Effects on Memory" Movie Reaction Paper #1
7	10/11	Amnesia	Cohen and Squire, "Preserved Learning and Retention of Pattern-Analyzing Skill in Amnesia" Post, <i>The Moral Challenge of Alzheimer Disease</i>
8	10/18	[Fall Break]	N/A
9	10/25	Collective and Historical Memory	Rieff, chs. 1-4 Movie Reaction Paper #2
10	11/1	Forgiveness and Forgetting	Rieff, chs. 5-8

11	11/8	Memory Dampening	Kolber, "Therapeutic Forgetting"
12	11/15	Eyewitness Memory	Loftus and Palmer, "Eyewitness Testimony" Benforado, ch. 6 Annotated Research Bibliography
13	11/22	[Thanksgiving]	N/A
14	11/29	Right to Be Forgotten	Rosen, "The Right to Be Forgotten" Bennett, "The 'Right to Be Forgotten': Reconciling EU and US Perspectives"
15	12/6	Student Research Presentations	N/A
Research Paper due December 14			