

Psychology 98T: Psychology of Time, Emotion, and Memory

Spring 2014

Monday 1:00 – 4:00pm

Franz 2527

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Course website: <https://ccle.ucla.edu>

OVERVIEW

Have you ever wondered why time flies when you're having fun, but everything seems to move in slow motion when you fear for your life? Have you ever looked up at clock and momentarily thought it was stopped? Why does time seem to go by so much faster now that you're an adult than when you were a kid?

This seminar course will address these questions and many more from a psychological perspective. Many topics related to psychology and time will be covered in class, although the emphasis will be on the effects of emotion and memory. You will also have the opportunity to independently investigate your own topic of interest that relates to these general issues. This will involve writing a literature review, proposing a new experiment, and presenting your ideas to the class.

This course has several goals:

- To inform you about the theories and research findings related to psychology and time
- To provide examples of the use of the scientific method in psychological research
- To help you apply the scientific method in order to investigate your own research questions
- To practice your ability critically read scientific literature
- To improve your writing skills by writing a literature review and experiment proposal
- To improve your communication and public speaking skills

READINGS

Time Warped, by Claudia Hammond (2013)

This book is required and may be purchased at the UCLA bookstore or online. E-book versions are also available. This is not an academic textbook, but rather a book intended for a popular (i.e., non-scientific) audience. It will provide some general background information to help introduce you to the psychology of time perception.

We will also be reading a mixture of scholarly review articles and experimental research papers. These will be significantly more challenging to read and will make up the bulk of our class discussions. They are available for download from the course website.

COURSE REQUIREMENTS

Your grade will be determined based on a number of different assignments. There will be no exams or quizzes in this course. Instead, your grade will be based on your ability to thoughtfully and thoroughly communicate about the course material, both verbally and in writing.

All written assignments will be submitted to turnitin.com. No paper copies are necessary. I will also be grading and providing feedback on your work using turnitin.com.

With the exception of the in-class presentations, note that all assignments are due on days when we do not meet for class! The weekly questions are due on Sundays by 1pm, although you are welcome to submit them early to avoid working during the weekend. The written assignments are due on Fridays by 5pm.

Participation (10%): Because this is a seminar course, your daily participation is extremely important. The majority of our class time will be spent discussing the weekly readings, so it is essential that you arrive on time and prepared to contribute.

Discussion Facilitation (15%): In pairs or small groups, you will be responsible for leading the discussion of the assigned readings during one of our class meetings. Your job will be to facilitate the discussion in an interactive manner, directing the conversation toward the important issues addressed in the readings. Keep in mind that your goal should not be to lecture to the class, but to involve everyone in an interesting and informative discussion. I strongly encourage you to meet with me and go over your plans before the discussion. You will sign up for a discussion topic during week 1.

Weekly Questions (10%): In order to help the discussion leaders prepare, as well as get you thinking critically about the material, you will be asked to write three questions each week. These questions should be based on the readings and posted to the discussion forum on the course website at least 24 hours before the next class meeting. These questions will be graded based on depth and creativity.

Paper: The biggest portion of your grade will be based on the final paper. In this paper, which should be approximately 12 pages long, you will write a literature review on a topic related to time and psychology, and then propose an experiment to explore it further. The literature review should cite at least five scholarly articles, and should be used to introduce the scientific question that your experiment will attempt to answer. You won't actually be carrying out the experiment, so feel free to be creative. However, it is important that your proposed experiment be a well-designed and controlled scientific study, and you should use it to test a specific and well-developed hypothesis. Your paper should end with a description of predicted results for your experiment.

There will be three written assignments related to the paper:

1. **Outline (5%):** A general description of your paper topic, along with a brief outline, will be due during week 5 on Friday 5/02. You will be required to meet with me outside of class before turning in your outline. I'd be happy to discuss your ideas and help you narrow down a topic.
2. **Rough Draft (15%):** A complete rough draft of your paper will be due during week 8 on Friday 5/23. I will return it to you during week 9 with extensive comments and suggestions for possible revisions.
3. **Final Draft (30%):** The final draft of your paper will be due during finals week on Monday 6/09. The final draft should reflect significant revisions and expansion of the ideas from the rough draft.

News Article (5%): Using what you have learned about the difference between popular and scholarly sources, please submit a short (1-page single-spaced maximum) description of your proposed study written in the style of a news article, along with the scholarly abstract written for your final paper. These will be compiled into a PDF booklet and sent out to the whole class before the final presentations.

Final Presentation (10%): During our last class meeting, you will give a presentation about your final paper and proposed experiment. In order to allow time for everyone to present, you will have a maximum of 10 minutes. By now you will have put a great deal of work into developing what will almost certainly be interesting ideas, so why not share them with the class? It will also be a great opportunity to get some last-minute feedback. The presentation will be worth 10% of your grade.

GRADING

Participation	10%
Discussion Facilitation	15%
Weekly Questions	10%
Paper	
Outline	5%
Rough Draft	15%
Final Draft	30%
News Article	5%
Final Presentation	10%

COURSE POLICIES

Late Policy: For each day written assignments are turned in late, 10% will be deducted. Weekly discussion questions submitted less than 24 hours before class will be eligible to receive up to half credit, but will not be accepted after class.

Students with Special Needs: If you have any special academic needs that are documented with the Office for Students with Disabilities (OSD; see www.osd.ucla.edu for details), please let me know so that we can make any necessary arrangements.

SCHEDULE

TW = Time Warped, by Claudia Hammond

Date	Topic	Readings	Assignments Due
Week 1 3/31	Introduction	<i>TW</i> : Introduction Zakay & Block (1997)	Questions (due Sunday, 4/06 by 1pm)
Week 2 4/07	Time Perception and Danger	<i>TW</i> : Ch. 1 Campbell & Bryant (2007) Langer et al. (1961) Stetson et al. (2007)	Questions (due Sunday, 4/13 by 1pm)
Week 3 4/14	Time Perception and Emotional Pictures, Sounds, and Words	Angrilli et al. (1997) Droit-Volet & Gil (2009) Tipples (2010)	Questions (due Sunday, 4/20 by 1pm)
Week 4 4/21	Temporal Illusions	Eagleman (2008) Hodinott-Hill et al. (2002) Yarrow (2010)	Questions (due Sunday, 4/27 by 1pm)
Week 5 4/28	Time and the Brain	<i>TW</i> : Ch. 2, 3 Buhusi & Meck (2005) Buonomano (2007)	Outline for Final Paper (due Friday, 5/02 by 5pm) Questions (due Sunday, 5/04 by 1pm)
Week 6 5/05	Effects of Drugs and Mood Disorders on the Perception of Time	Bar-Haim et al. (2010) Gil & Droit-Volet (2009) Wittman et al. (2007)	Questions (due Sunday, 5/11 by 1pm)
Week 7 5/12	Time Perception Across the Lifespan	<i>TW</i> : Ch. 4 Carrasco et al. (2001) Crawley & Pring (2000) Friedman & Janson (2010)	Questions (due Sunday, 5/18 by 1pm)
Week 8 5/19	Time and Memory	<i>TW</i> : Ch. 5 Friedman (1993) Hicks et al. (1976)	Rough Draft (due Friday 5/23 by 5pm)
Week 9 5/26	NO CLASS: Memorial Day	<i>TW</i> : Ch. 6	News Article & Abstract (due Friday 5/30)
Week 10 6/02	Final Presentations		
Finals Week 6/09			Final Draft (due Monday 6/09 by 5pm)

READING LIST

Week 1: Introduction

Time Warped: Introduction

Zakay, D., & Block, R. A. (1997). Temporal cognition. *Current Directions in Psychological Science*, 6(1), 12–16. doi:10.1111/1467-8721.ep11512604

Week 2: Time Perception and Danger

Time Warped: Chapter 1. The Time Illusion

Campbell, L. A., & Bryant, R. A. (2007). How time flies: A study of novice skydivers. *Behaviour Research and Therapy*, 45, 1389–1392. doi:10.1016/j.brat.2006.05.011

Langer, J., Wapner, S., & Werner, H. (1961). The effect of danger upon the experience of time. *The American Journal of Psychology*, 74(1), 94–97. doi:10.2307/1419830

Stetson, C., Fiesta, M. P., & Eagleman, D. M. (2007). Does time really slow down during a frightening event? *PLoS ONE*, 2(12), e1295. doi:10.1371/journal.pone.0001295

Week 3: Time Perception and Emotional Pictures, Sounds, and Words

Angrilli, A., Cherubini, P., Pavese, A., & Mantredini, S. (1997). The influence of affective factors on time perception. *Perception & Psychophysics*, 59(6), 972–982. doi:10.3758/BF03205512

Droit-Volet, S., & Gil, S. (2009). The time-emotion paradox. *Philosophical Transactions of the Royal Society B: Biological Sciences*. doi:10.1098/rstb.2009.0013

Tipples, J. (2010). Time flies when we read taboo words. *Psychonomic Bulletin & Review*, 17(4), 563–568. doi:10.3758/PBR.17.4.563

Week 4: Temporal Illusions

Eagleman, D. M. (2008). Human time perception and its illusions. *Current Opinion in Neurobiology*, 18, 131–136. doi:10.1016/j.conb.2008.06.002

Hodinott-Hill, I., Thilo, K. V, Cowey, A., & Walsh, V. (2002). Auditory chronostasis: Hanging on the telephone. *Current biology : CB*, 12(20), 1779–1781. doi:10.1016/S0960-9822(02)01219-8

Yarrow, K. (2010). Temporal dilation: The chronostasis illusion and spatial attention. In A. C. Nobre & J. T. Coull (Eds.), *Attention and time* (pp. 163–175). Oxford, UK: Oxford Univ Press.

Week 5: Time and the Brain

Time Warped: Chapter 2. Mind Clocks

Time Warped: Chapter 3. Monday is Red

Buhusi, C. V., & Meck, W. H. (2005). What makes us tick? Functional and neural mechanisms of interval timing. *Nature Reviews Neuroscience*, 6(10), 755–765. doi:10.1038/nrn1764

Buonomano, D. V. (2007). The biology of time across different scales. *Nature Chemical Biology*, 3(10), 594–597.

Week 6: Effects of Drugs and Mood Disorders on Perception of Time

Bar-Haim, Y., Kerem, A., Lamy, D., & Zakay, D. (2010). When time slows down: The influence of threat on time perception in anxiety. *Cognition & Emotion*, 24(2), 255–263. doi:10.1080/02699930903387603

Gil, S., & Droit-Volet, S. (2009). Time perception, depression and sadness. *Behavioural Processes*, 80, 169–176. doi:10.1016/j.beproc.2008.11.012

Wittmann, M., Leland, D. S., Churan, J., & Paulus, M. P. (2007). Impaired time perception and motor timing in stimulant-dependent subjects. *Drug and Alcohol Dependence*, 90, 183–192. doi:10.1016/j.drugalcdep.2007.03.005

Week 7: Time Perception Across the Lifespan

Time Warped: Chapter 4. Why Time Speeds Up As You Get Older

Carrasco, M. C., Bernal, M. C., & Redolat, R. (2001). Time estimation and aging: A comparison between young and elderly adults. *International Journal of Aging & Human Development*, 52(2), 91–101. doi:10.2190/7NFL-CGCP-G9E1-POH1

Crawley, S. E., & Pring, L. (2000). When did Mrs. Thatcher resign? The effects of ageing on the dating of public events. *Memory*, 8(2), 111–121. doi:10.1080/096582100387650

Friedman, W. J., & Janssen, S. M. J. (2010). Aging and the speed of time. *Acta Psychologica*, 134, 130–141. doi:10.1016/j.actpsy.2010.01.004

Week 8: Time and Memory

Time Warped: Chapter 5. Remembering the Future

Friedman, W. J. (1993). Memory for the time of past events. *Psychological Bulletin*, 113(1), 44–66. doi:10.1037//0033-2909.113.1.44

Hicks, R. E., Miller, G. W., & Kinsbourne, M. (1976). Prospective and retrospective judgments of time as a function of amount of information processed. *The American Journal of Psychology*, 89(4), 719–730. doi:10.2307/142146

Week 9 (NO CLASS)

Time Warped: Chapter 6. Changing Your Relationship with Time