

## General Education Course Information Sheet

*Please submit this sheet for each proposed course*

Department & Course Number Psychology 98T  
 Course Title Psychology of Time, Emotion, and Memory

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis \_\_\_\_\_
- Social Analysis \_\_\_\_\_

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)*
- Life Science   x   \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

In this course, students will learn about theories, research findings, and the development of  
experiments within the field of psychology and time perception.

3. List faculty member(s) who will serve as instructor (give academic rank):

Laura Johnson (Teaching Fellow), Don MacKay (Professor)

4. Indicate when do you anticipate teaching this course:

2013-2014 Winter \_\_\_\_\_ Spring   x    
 Enrollment Enrollment

GE Course Units   5

5. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge	The course will inform students about theories and research findings related to the psychology of time perception, as well as provide numerous examples of the scientific method as applied to psychological research.
❑ Integrative Learning	
❑ Ethical Implications	
❑ Cultural Diversity	
❑ Critical Thinking	Students will gain experience in critically evaluating scientific research articles.
❑ Rhetorical Effectiveness	Students will develop and present the rationale for a proposed experiment, both in writing and in an oral presentation.
❑ Problem-solving	Students will identify a problem within the field of psychology of time perception, and will propose an experiment to help solve it.
❑ Library & Information Literacy	Students will independently search for, select, and read scientific articles related to a topic discussed in the course.

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture:	<u>0</u>	(hours)
2. Discussion Section:	<u>3</u>	(hours)
3. labs	<u>0</u>	(hours)
4. Experiential (service learning, internships, other):	<u>0</u>	(hours)
5. Field Trips:	<u>0</u>	(hours)

**(A) TOTAL Student Contact Per Week** **3** **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>1</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>0</u>	(hours)
5. Information Literacy Exercises:	<u>0</u>	(hours)
6. Written Assignments:	<u>4</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

**(B) TOTAL Out-of-class time per week** **12** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** **15** **(HOURS)**

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

Spring Quarter 2014

**Instructor:** Laura Johnson, M.A., C.Phil.

**Email:** laurajohnson@ucla.edu

**Office hours:** TBA

**Course website:** ccle.ucla.edu

## Course 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.

## Goals

This course has several goals:

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

## Required Readings

The readings for this include a mixture of scientific review articles and experimental research papers. They are available for download from the course website.

## Assignments

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.

**Participation.** 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. Participation will be worth 10% of your grade.

**Discussion facilitation.** 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. You will sign up for a discussion topic during week 1. Facilitating the discussion will be worth 15% of your grade.

**Weekly questions.** 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, and will be worth 10% of your grade.

**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.* A general description of your paper topic, along with a brief outline, will be due during week 5. I strongly recommend that you meet with me during office hours before turning in your outline. I'd be happy to discuss your ideas and help you narrow down a topic. The outline will be worth 5% of your grade.
2. *Rough draft.* A complete rough draft of your paper will be due during week 8. I will return it to you during week 9 with extensive comments and suggestions for possible revisions. The rough draft will be worth 20% of your grade.
3. *Final draft.* The final draft of your paper will be due at the end of week 10. It will be worth 35% of your grade.

**Final presentation.** 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 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	35%
Final presentation	10%

**Late policy.** Written assignments will be deducted 10% per day for each day they are late. Weekly discussion questions submitted less than 24 hours before class will be eligible to receive up to half credit. They will not be accepted after class.

## Course Schedule

Week	Topic	Readings	Assignments Due
1	Introduction	Callender (2010) Zakay & Block (1997)	
2	Time Perception and Emotional Pictures, Sounds, and Words	Angrilli et al. (1997) Droit-Volet & Gil (2009) Tipples (2010)	
3	Time Perception and Danger	Langer et al. (1961) Stetson et al. (2007) Campbell & Bryant (2007)	
4	Effects of Perception of Time on Emotional States	Rudd et al. (2012) Sackett et al. (2010)	
5	Temporal Illusions	Eagleman (2008) Hodinott-Hill et al. (2002) Yarrow (2010)	Outline for final paper
6	Time and the Brain	Buhusi & Meck (2005) Buonomano (2007) Damasio (2002)	
7	Effects of Drugs and Mood Disorders on the Perception of Time	Bar-Haim et al. (2010) Gil & Droit-Volet (2009) Wittman et al. (2007)	
8	Time and Memory	Friedman (1993) Hicks et al. (1976)	Rough draft
9	Time Perception Across the Lifespan	Carrasco et al. (2001) Friedman (2005)	
10	Final Presentations		Final paper due Friday of Week 10

## Reading List

### Week 1: Introduction

Callender, C. (2010). Is time an illusion? *Scientific American*, 302(3), 1–11.

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 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 3: Time Perception and Danger

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 4: Effects of Perception of Time on Emotional States

Rudd, M., Vohs, K. D., & Aaker, J. (2012). Awe expands people's perception of time, alters decision making, and enhances well-being. *Psychological Science*, 23(10), 1130–1136. doi:10.1177/0956797612438731

Sackett, A. M., Meyvis, T., Nelson, L. D., Converse, B. A., & Sackett, A. L. (2010). You're having fun when time flies: The hedonic consequences of subjective time progression. *Psychological Science*, 21(1), 111–117. doi:10.1177/0956797609354832

### Week 5: 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 6: Time and the Brain

- 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.
- Damasio, A. R. (2002). Remembering when. *Scientific American*, *3*(287), 66–73.

### Week 7: 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 8: Time and Memory

- 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: Time Perception Across the Lifespan**

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. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/11352201>

Friedman, W. J. (2005). Developmental and cognitive perspectives on humans' sense of the times of past and future events. *Learning and Motivation*, 36(2), 145–158. doi:10.1016/j.lmot.2005.02.005



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## New Course Proposal

	<b>Psychology 98T</b>			
	<b>Psychology of Time, Emotion, and Memory</b>			
<b><u>Course Number</u></b>	Psychology 98T			
<b><u>Title</u></b>	Psychology of Time, Emotion, and Memory			
<b><u>Short Title</u></b>	TIME,EMOTION,MEMORY			
<b><u>Units</u></b>	Fixed: 5			
<b><u>Grading Basis</u></b>	Letter grade only			
<b><u>Instructional Format</u></b>	Seminar - 3 hours per week			
<b><u>TIE Code</u></b>	SEMT - Seminar (Topical) [T]			
<b><u>GE Requirement</u></b>	Yes			
<b><u>Requisites</u></b>	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.			
<b><u>Course Description</u></b>	Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Exploration of psychology of time perception. Topics include neural mechanisms, temporal illusions, and effects of emotion and memory. Independent investigation of related topic by each student. Letter grading.			
<b><u>Justification</u></b>	Part of the series of seminars offered through the Collegium of University Teaching Fellows.			
<b><u>Syllabus</u></b>	File <a href="#">Psychology 98T Syllabus.pdf</a> was previously uploaded. You may view the file by clicking on the file name.			
<b><u>Supplemental Information</u></b>	Donald G. MacKay is the faculty mentor for this seminar.			
<b><u>Grading Structure</u></b>	Participation - 10%; Discussion facilitation - 15%; Weekly questions - 10%; Paper Outline - 5%; Rough draft - 15%; Final draft - 35%; Final presentation - 10%			
<b><u>Effective Date</u></b>	Spring 2014			
<b><u>Discontinue Date</u></b>	Summer 1 2014			
<b><u>Instructor</u></b>	Name	Title		
	Laura W. Johnson	Teaching Fellow		
<b><u>Quarters Taught</u></b>	Fall	Winter	Spring	Summer
<b><u>Department</u></b>	Psychology			
<b><u>Contact</u></b>	Name	E-mail		
	CATHERINE GENTILE	cgentile@oid.ucla.edu		
<b><u>Routing Help</u></b>				

### ROUTING STATUS

**Role:** Registrar's Office

**Status:** Processing Completed

**Role:** Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704

**Status:** Added to SRS on 8/6/2013 2:04:34 PM

<b>Changes:</b>	Description
<b>Comments:</b>	Edited course description into official version.
<b>Role:</b>	Registrar's Scheduling Office - Bartholomew, Janet Gosser (JBARTHOLOMEW@REGISTRAR.UCLA.EDU) - 51441
<b>Status:</b>	Added to SRS on 7/17/2013 3:23:32 PM
<b>Changes:</b>	Short Title
<b>Comments:</b>	Added a short title.
<b>Role:</b>	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
<b>Status:</b>	Returned for Additional Info on 7/16/2013 3:13:28 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	Routing to Doug Thomson in the Registrar's Office.
<b>Role:</b>	FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796
<b>Status:</b>	Approved on 7/8/2013 2:35:46 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	No Comments
<b>Role:</b>	FEC Chair or Designee - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
<b>Status:</b>	Returned for Additional Info on 7/3/2013 3:20:19 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	Routing to Christina Palmer for FEC approval.
<b>Role:</b>	CUTF Coordinator - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998
<b>Status:</b>	Approved on 6/19/2013 5:26:41 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	on behalf of Professor Kathleen Komar, chair, Collegium of University Teaching Fellows
<b>Role:</b>	Initiator/Submitter - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998
<b>Status:</b>	Submitted on 6/19/2013 5:25:50 PM
<b>Comments:</b>	Initiated a New Course Proposal

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