

**PSYCHOLOGY 410/510
IMAGINATION- SPRING 2007**

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Lecture Place and Time: Tuesdays and Thursdays 4:00-5:20; 208 Deady Hall

Course website: <http://blackboard.uoregon.edu>

You must have an email address and be registered for this course in order to log on to Blackboard. If you do not have an email address, go to the Information Technology Center (ITC) on the second floor in the Knight Library. ITC will also help you if you are having difficulty with Blackboard.

Textbook (two copies are on reserve in the Knight Library):

Harris, P.L (2000). *The work of the imagination*. Oxford UK; Oxford University Press

Overview: The imagination is a powerful tool that is available to us throughout life, part of our biological endowment as human beings. With our imaginations, we can relive the past, plan and anticipate the future, process and come to terms with the issues in our present. The study of imagination crosscuts traditional areas in psychology and extends into other fields as well (e.g., philosophy, literature). In this course we will examine how psychologists think about and study human imagination, covering topics such as pretend play in children, counterfactual reasoning, imagery, mental time travel, creativity, consciousness, dreaming, mental illness, and the impact of technology on concepts of self and identity.

Course requirements:

1. **Class attendance and participation** (300 points): The most enjoyable courses are those in which everyone comes well prepared and makes thoughtful contributions to the discussion. To enhance the quality of discussion, everyone should read the assigned material *before* the relevant class meeting. To encourage you to do so, students are required to post comments, questions and/or reactions to the reading on our Blackboard web site by 9 a.m. on the morning of each class. You will be graded on attendance and posts.

2. Reading group (250 points): You will be assigned to one of 8 reading groups. Each group will meet regularly outside of class time to discuss a book that you will be reading together and to plan a presentation of the ideas in the book to the class. Each group will have a facilitator (in most cases this will be a graduate student who has registered for the class as Psy 510. The facilitator will take attendance at each group meeting and keep a log of the groups' activities.

The expectation is that you will meet a minimum of five times as you read the book. You are likely to require additional meetings to plan and to work on your class presentation. At least two weeks before your scheduled presentation, the group will meet with the professor to go over the plan for the presentation. Additional meetings can be scheduled as needed/desired. After the group has presented to the class, each member of the group will provide a brief evaluation of the other group members' contributions to the group meetings and to the preparation and delivery of the presentation. These evaluations will be submitted to the professor and will be confidential.

In addition to the presentation, each student will write a review of the book that was read by the group. This review will be about 3-5 pages. A review of the Harris textbook is posted on Blackboard under Course Documents. You can use this review as an example of the sort of commentary expected in a book review. As part of your review, please provide a candid assessment of whether this book should be used again in this course.

Attendance at meetings and participation in group discussions (Graded by grad student)	50 points
Group Presentation	100 points
Evaluation of your contributions by other group members	35 points
Completion of your evaluations of other group members	15 points
Book review (due on day of presentation)	50 points

Note: All students have been assigned to an online group to provide a forum for communicate with the other students in your reading group.

3. Paper (150): Students will write an 8-10 page paper in which they summarize the research findings addressing an important question about the psychology of imagination. It is recommended (but required) that you pick a topic that is closely related to the topic of your group presentation. (The reading you do for your paper will be great preparation for your classroom presentation.) This course is designed to help develop your writing skills. For this reason, there are several deadlines associated with your review paper. Failure to meet deadlines 1, 2, and 3 will result in forfeiting the points indicated below and you will not have the opportunity to receive feedback on your outline/draft. Late papers will be marked down substantially.

1. April 24 (or sooner): Submit an outline of your review paper. (10 points)

2. May 15: Submit a first draft of your review paper to be read by another student. I will collect these papers, remove the cover pages with names, and then on May 17, I will pass out these papers (with no identifying information) to students in the class for written feedback. Thus, on May 17, everyone who turned in a paper on May 15 will be given a paper by another student to review. In the past, some students have turned in "papers" at this stage that were little more than outlines -- not finished enough to allow another

student to edit and give feedback. In such cases, your paper will be returned to you and you will not be given another student's paper to review. (20 points)

3. May 24: Submit your written feedback plus the edited paper (20 points). On May 29, I will give you back your own review paper, along with the peer review.

4. June 11, 4:00 pm: Turn in the final draft of your paper (100 points). When you turn in your paper, you need to include:

1. The first draft and the feedback you received from another student
2. Your final draft
3. Your brief assessment of how helpful the feedback was.

PSY 510: Graduate students who have registered for Psy 510 will have different requirements than undergraduates in Psy 410. Each graduate student will be assigned primary responsibility for coordinating the activities of one of the reading groups. The graduate student will read and assign a grade for the book reviews written by the undergraduate in the book group and will provide an assessment of the contributions of each member of the group. The graduate student will help organize the class presentation – which will be done by the undergrads in the group. For example, the graduate student will help locate audio-visual materials, design small projects etc. for the presentation. The literature review written by the graduate students will be somewhat more extensive than the undergrad reviews – about 15 pages.

Academic Honesty: All work submitted in this course must be your own and produced exclusively for this course. No form of cheating or plagiarism will be tolerated. Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate and specific references. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks. Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit work in which portions were substantially produced by someone acting as a tutor or editor. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). If cheating is discovered on the assignments, then the University will be notified and appropriate action will be taken.

Accommodations: If one of the following applies to you, please see the instructor as soon as possible to make adjustments. You are strongly encouraged to contact Disability Services (346-1155) if you have a non-documented condition that creates difficulty for you as a student.

Documented learning or medical disability

Non-documented need for adjustments to help you learn

On a sports team that travels this quarter

English is not your first language

With advanced planning, adjustments are relatively straightforward. Adjustments at the last minute can be problematic and sometimes are not possible.

OUTLINE OF LECTURE TOPICS

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
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April 3	Introduction	Harris: Introduction
April 5	Children's pretend play	Harris: Chapters 1 & 2
April 10	Elaborated role play	Harris Chapter 3
April 12	Imagination and emotion	Harris Chapter 4
April 17	Magical thinking	Harris Chapter 8
April 19	Imagining the future and the past	Harris Chapter 6
April 24	Mind wandering	Mason et al. (2007)
April 26	The creative process	Taylor et al. (2003)
May 1	Incubation and illumination	---
May 3	Inhibition and creativity	Fasko (1999)
May 8	Student presentation: Creativity Csikszentmihalyi, M. (1996). <i>Creativity: Flow and the Psychology of Discovery and Invention</i> . New York: Harper Collins.	
May 10	Mental illness and imagination	Andreasen (1987)
May 15	Student presentation: Imagination and Bipolar disorder Jamison, K. R. (1993). <i>Touched by fire: Manic-depressive illness and the artistic temperament</i> . New York; Simon & Schuster.	
May 17	Student presentation: Imagination and Dissociative disorders Putnam, F. W. (1997). <i>Dissociation in children and adolescents</i> . New York: The Guildford Press.	
May 22	Student presentation: The significance of imaginary others Caughey, J. L. (1984). <i>Imaginary social worlds</i> . Lincoln, Nebraska: University of Nebraska Press.	
May 24	Student presentation: Consciousness Wegner, D. M. (2002). <i>The illusion of conscious will</i> . Cambridge Massachusetts: MIT Press.	
May 29	Student presentation: Dreaming Rock, A. (2004). <i>The mind at night: The new science of how and why we dream</i> . New York: Basic Books. Foulkes, D. (1999). <i>Children's dreaming and the development of consciousness</i> . Cambridge: Harvard University Press.	

- May 31 Student presentation: The impact of technology on children's imagination
Singer, D. G., & Singer, J. L. (2005). *Imagination and play in the electronic age*.
Cambridge, MA: Harvard University Press.
- June 5 Student presentation: The impact of technology on adults' imagination
Turkle, S. (1995). *Life on the screen: Identity in the age of the internet*. New
York: Simon & Schuster.
- June 7 Summary

Readings (posted on Blackboard)

- April 24
Mason, M. F., Norton, M. I., Van Horn, J. D., Wegner, D. M., Grafton, S. T., & Macrae, C. N.
(2007). Wandering minds: The default network and stimulus independent thought.
Science, 315, 393-395.
- April 26
Taylor, M., Hodges, S. D., & Kohanyi, A. (2003). The illusion of independent agency: Do adult
fiction writers experience their characters as having minds of their own? *Imagination,
cognition and personality*, 22, 361-380.
- May 3
Fasko, D. (1999). Associative theory. In M. A. Runco & S. R Pritzker (Eds.) *Encyclopedia of
creativity*, Vol. 1, pp. 135-139. New York: Academic Press.
- May 10
Andreasen, N. C. (1987). Creativity and mental illness: Prevalence rates in writers and their first-
degree relatives. *American Journal of Psychiatry*, 144, 12388-1292.