

**PSYCHOLOGY 410/510
IMAGINATION- SPRING 2009**

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Lecture Place and Time: Tuesdays and Thursdays 4:00-5:20; 240A McKenzie 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.

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.

Note to Psychology majors: This course can be used to count towards the required upper division credits from List S (Social Science area). It cannot be used to count for List C (Science area).

Course requirements:

1. **Class attendance and participation:** The most enjoyable courses are those in which everyone comes to class 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 9:00 am on the morning of each class. You will be graded on your posted comments (each post is worth 5 pts). To receive the full number of points, a posted comment should be at least a paragraph long and the content should provide evidence that the student has read and thought about the assigned article. You are reading for knowledge and your post should explore the ideas in the article you have read. Your

class attendance will be 5 pts per class. To receive the full score you need to arrive on time and stay until the end of class. Students sometimes miss class due to sickness or other reasons. The quality of your posts and contributions to class discussions will be taken into account when assigning your grade for class participation. Thus you can make up for a missed class by taking an active part in other class meetings. On the other hand if you never speak up in class and your posts consistently reflect a superficial reading of the material, your grade for this part of the course will be reduced. (200 points: 100 for attendance, 85 for posts, and 15 for overall level of contribution to class meetings)

2. Discussion group: You will be assigned to one of six discussion groups. Each group will meet outside of class time to discuss a book that you will be reading together, work on a group project, and plan a presentation to the class. Your attendance at group meetings and contributions to the discussion of the book, and development of the project and class presentation will be part of your grade for the course.

The six discussion groups are:

1. Creativity

Csikszentmihalyi, M. (1996). *Creativity: Flow and the Psychology of Discovery and Invention*. New York: Harper Collins.

2. Giftedness

Winner, E. (1996). *Gifted children: Myths and realities*. New York: Basic Books.

3. Consciousness

Wegner, D. M. (2002). *The illusion of conscious will*. Cambridge Massachusetts: MIT Press.

4. Dreaming

Rock, A. (2004). *The mind at night: The new science of how and why we dream*. New York: Basic Books.

Foulkes, D. (1999). *Children's dreaming and the development of consciousness*. Cambridge: Harvard University Press.

5. Neuroscience and imagination

Iacoboni, M. (2008). *Mirroring people: The new science of how we connect with others*. New York: Farrar, Straus & Giroux.

6. The psychology of virtual worlds

Boellstorff, T. (2008). *Coming of age in Second Life: An anthropologist explores the virtually human*. Princeton N.J.: Princeton University Press.

The expectation is that you will meet several times to discuss the book and work on your class presentation. At least two weeks before your scheduled presentation, the group will meet with the professor and/or TA 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 confidential evaluations of the other group members' contributions to the group meetings, discussion of book, development of project, and class presentation. Each student will write a review (about 5 pages) of the book that was read by the group. As part of your review, please provide a candid assessment of whether this book should be used again in this course.

Evaluation of your contributions by other group members (Attendance at meetings and participation in group discussions)	50 points
Completion of your evaluations of other group members (must include commentary as well as numbers to get full points)	20 points
Book review (due on day of presentation)	50 points
Group Presentation	80 points
Total = 200	

Note: Blackboard Discussion groups have been set up to provide a forum for communicating with the other students in your discussion group.

3. Paper: Students will write a paper in which they summarize the research findings addressing an important question about the psychology of imagination (about 15-20 pages). It is recommended (but not required) that you pick a topic that is 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 16:** Submit a proposal for your review paper. This will help us make sure that your topic is appropriate for this assignment and allow us to give you some feedback about possible sources of information. (20 points)
- 2. May 5:** 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 7, I will pass out these papers (with no identifying information) to students in the class for written feedback. Thus, on May 7, everyone who turned in a paper on May 5 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. Your will not receive the full number of points of your paper is not a reasonable draft. In extreme cases, your paper will be returned to you and you will not be given another student's paper to review. Note that the more complete your paper is, the more help the student will be able to give you. (20 points)
- 3. May 12:** Submit your written feedback plus the edited paper (20 points). On May 20, I will give you back your own review paper, along with the peer review.
- 4. June 4:** Turn in the final draft of your paper (140 points).

Grades: It is sometimes difficult for students to figure out what to expect for a grade in a course that has no exams, lots of little scores, points for participation, etc. For example, students who come to class every lecture and post their comments regularly tend to expect to receive an A. While it is true that it is difficult for students to get an A without doing those things, students who do not do a good job on their written work (book review and paper) will not receive an A in this course.

PSY 510: Graduate students who have registered for Psy 510 will be expected to submit more extensive written work than the undergraduates (about 6-8 pages for the book review; 20-25 pages for the literature review) and to play a prominent role in the class presentation.

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>
March 30	Introduction to the study of imagination
April 2	Organization of discussion groups Woolley, J. D. (1997). Thinking about fantasy: Are children fundamentally different thinkers and believers from adults? <i>Child Development</i> , 68, 991-1011.

- April 7 The development of pretend play
 Harris, P. L. (2000). *The work of the imagination*, Chapter 2, 8-23. Oxford, UK: Oxford University Press.
 Lillard, A. S., & Witherington, D. C. (2004). Mothers' behavior modifications during pretense and their possible signal value for toddlers. *Developmental Psychology*, 40, 95-113.
- April 9 Interactions with invisible others
 Taylor, M., Shawber, A. B., & Mannering, A. M. (2009). Children's imaginary companions: What is it like to have an invisible friend? In K. Markman, W. Klein, & J. Suhr (Eds.) *The handbook of imagination and mental simulation* (pp. 211-224). New York: Psychology Press.
 Caughey, J. L. (1984). *Imaginary social worlds: A cultural approach*, Chapter 2, 31-76. Lincoln Nebraska: University of Nebraska.
- April 14 Imagination and emotion
 Harris, P. L. (2000). *The work of the imagination*, Chapter 4, 58-93. Oxford, UK: Oxford University Press.
 Sadeh, A., Hen-Gal, S., & Tikotzky, L. (2008). Young children's reactions to war-related stress: A survey and assessment of an innovative intervention. *Pediatrics*, 121, 46-53.
- April 16 Narrative and fiction
 Mar, R. A. , & Oatley, K. (2008). The function of fiction is the abstraction and simulation of social experience. *Perspectives on Psychological Science*, 3, 173-192.
 Mar, R. A., Oatley, K., Hirsh, J., Paz, J., & Peterson, J. B. (2006). Bookworms versus nerds: Exposure to fiction versus non-fiction, divergent associations with social ability, and the simulation of fictional social worlds. *Journal of Research in Personality* 40, 694-712.
- April 21 Memory and imagination
 Pezdek, K., Blandon-Gitlin, I., & Gabbay (2006). Imagination and memory: Does imagining implausible events lead to false autobiographical memories? *Psychonomic Bulletin & Review*, 13, 764-769.
 Hyman, I. E., & James, F. (1998). Individual differences and the creation of false childhood memories. *Memory*, 6, 1-20.
- April 23 Mind wandering and mental time travel
 Smallwood, J., & Schooler, J. W. (2006). The restless mind. *Psychological Bulletin*, 132, 946-958.
 Suddendorf, T., & Corballis, M. C. (2007). The evolution of foresight: What is mental time travel and is it unique to humans? *Behavioral and Brain Sciences*.
- April 28 Mental illness, creativity and imagination

- Andreasen, N. C. (1987). Creativity and mental illness: Prevalence rates in writers and their first-degree relatives. *American Journal of Psychiatry*, *144*, 1288-1292.
- Scott, F. J., & Baron-Cohen, S. (1996). Imagining real and unreal things: Evidence of a dissociation in autism. *Journal of Cognitive Neuroscience*, *8*, 371-382.

- April 30 Imagination and dissociation
Guest lecture by Deniz Tahiroglu (Readings to be announced)
- May 5 Film: The Sketches of Frank Gehry
Deadline for first draft of paper. No required reading or post.
- May 7 The creative process
Damasio, A. R. (2001). Some notes on brain, imagination, and creativity. In K. H. Pfenninger & V. R. Shubik (Eds.) *The origins of creativity*, pp 59-68. New York: Oxford University Press.
Segal, E. (2004). Incubation in insight problem solving. *Creativity Research Journal*, *16*, 141-148.
- May 12 Roundtable on the creative process (invited guests)
Simonton, D. K. (2007). Creativity: Specialized expertise or general cognitive processes? In M. J. Roberts (Ed.) *Integrating the mind*, New York:
Deadline for peer reviews of student papers.
- May 14 Creativity (student presentation)
Readings to be assigned by students; posts are due by 9:00 pm May 13
- May 19 Gifted children (student presentation)
Readings to be assigned by students; posts are due by 9:00 pm May 18
- May 21 Consciousness (student presentation)
Readings to be assigned by students; posts are due by 9:00 pm May 20
- May 26 Dreaming (student presentation)
Readings to be assigned by students; posts are due by 9:00 pm May 25
- May 28 Neuroscience and imagination (student presentation)
Readings to be assigned by students; posts are due by 9:00 pm May 27
- June 2 Second Life (student presentation)
Readings to be assigned by students; posts are due by 9:00 pm June 1
- June 4 Summary
Deadline for final draft of paper. No required reading or post.