

PSYCHOLOGY 461 IMAGINATION- Summer 2010

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Office hours: Monday 10:00-11:00*, Thursday 1:00-2:00 or by appointment
*Except for Mon, July 5th. Instead, office hours will be on Tues, July 6th 10-11

Lecture time and place: Monday, Tuesday, Wednesday, & Thursday 4:00-5:50; 142 Straub

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

You must have an UO email address and be registered for this course in order to log on to Blackboard. If you do not have an UO email address, go to the Information Technology Center (ITC) in 151 McKenzie Hall or <http://it.uoregon.edu/help/>. If you are having difficulty with Blackboard, you can find help here: <http://libweb.uoregon.edu/cmet/consulting/>

Overview: Imagination refers to the capacity to mentally transcend time, place, and/or circumstance to think about what might have been, plan and anticipate the future, create fictional worlds, and consider remote and close alternatives to actual experiences. This multi-faceted capacity emerges in early childhood and is fundamental to human thought throughout life. 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).

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 10:00 am on the morning of each class. You will be graded on your posted comments (each post is worth 5 points). 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 articles. You are reading for knowledge and your post should explore the ideas in the articles you have read.

Your class attendance will be 3 points per class. To receive the full score you need to arrive on time, be an active part of the class (i.e., not surfing the web or texting, not sleeping), 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.

Total = 120 points: 65 for posts, 45 for attendance and 10 for consistently strong contribution to posts or class meetings

DISCUSSION GROUPS

Based on your preferences, you will be assigned to one of three discussion groups. The list of group topics below is tentative and might be adjusted if there is not sufficient interest in one or more of the groups. The group assignments will be announced on the second day of class. Each group will meet twice a week during class (Week 1-3: Tuesday and Thursday; Week 4: Monday and Wednesday) to discuss the articles and activity, work on a group project, and plan a presentation to the class. Your attendance at group meetings and contributions to the discussion of the articles and development of the project and class presentation will be part of your grade for the course.

Topics and assigned articles (in addition to these assigned articles, groups will choose two additional readings, which must be approved by the instructor):

1. Creativity (one section):

- DiChristina, M. (2008). [Interview with John Houtz, Julia Cameron, & Robert Epstein] Let your creativity soar. *Scientific American Mind*, 19, 24-31.
- Furnham, A., & Bachtiar, V. (2008). Personality and intelligence as predictors of creativity. *Personality and Individual Differences*, 45, 613-617.
- Simonton, D. K. (2007). Creativity: Specialized expertise or general cognitive processes? In M. J. Roberts (Ed.) *Integrating the mind*, pp. 351-367. New York: Psychology Press.

2 & 3. Dreaming (two sections):

Section A: Dream Content

- Klösch, G., & Kraft, U. (2005). Sweet dreams are made of this. *Scientific American Mind*, 16, 38-45.
- Maggiolini, A., Cagnin, C., Crippa, F., Persico, A., & Rizzi, P. (2010). Content analysis of dreams and waking narratives. *Dreaming*, 20, 60-76.
- Nir, Y., & Tononi, G. (2010). Dreaming and the brain: From phenomenology to neurophysiology. *Trends in Cognitive Science*, 14, 88-100.

Section B: Lucid Dreaming

- Klösch, G., & Kraft, U. (2005). Sweet dreams are made of this. *Scientific American Mind*, 16, 38-45.
- Nir, Y., & Tononi, G. (2010). Dreaming and the brain: From phenomenology to neurophysiology. *Trends in Cognitive Science*, 14, 88-100.
- Schredl, M. & Erlacher, D. (2004). Lucid dreaming frequency and personality. *Personality and Individual Differences*, 37, 1463-1473.

Group roles and responsibilities

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

Discussion leaders (2 students)

Make a schedule for the readings to be discussed at each group meeting; keep group on task during meetings; take attendance and notes about what happened at each meeting; schedule a meeting with the instructor to report on group discussions; turn in meeting notes and discussion summary by Wednesday, July 14th.

Article reviewers (2 students)

Write first draft of the article review; collect group members' feedback on first draft and revise review; schedule a meeting with the instructor to discuss the contents of the articles and the group's comments and criticisms of them; turn in article review by Wednesday, July 14th.

Project leaders (2 students)

Schedule a meeting with the instructor during the first week of classes to plan the project; explain the project to the group and lead discussion about modifications, work out design details and create any data sheets or other handouts as necessary; schedule a meeting with the instructor to discuss the results of the project, submit a short summary of the project (purpose, method, results & discussion) by Wednesday, July 14th.

Presentation leaders (2 – 4 people)

Plan the class presentation and take the primary roles in the presentation (on Thursday, July 15th); schedule a meeting with the instructor to present the plan for the presentation (including Power Points), and collect feedback from group members about the plan.

The expectation is that all group members will contribute to every part of the group requirements, although there will be division of labor for the primary roles. Drafts of schedules for the groups will be provided at the first group meeting; 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 the articles and group activity, development of project, and class presentation.

Evaluation of your contributions by other group members and instructor (e.g., attendance at meetings, participation in group discussions, etc.)	40 points
Completion of your evaluations of other group members (must include commentary as well as numbers to get full points)	10 points
Written work (article review, project summary, discussion summary) or class presentation (for presentation leaders)	50 points
Overall Group score (for all group members)	20 points

Total = 120

PAPER

Students will write a paper in which they summarize the research findings addressing an important question about the psychology of imagination (about 10 to 12 pages). Papers must be written individually and in your own words (i.e., you will NOT be writing your papers with your discussion group mates). 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; the exact number of points that you will lose will depend on how late the paper is and why it is late. All assignments are due at the beginning of class.

1. Wednesday, June 23: Submit a ½- to 1-page proposal for your review paper. This will help me make sure that your topic is appropriate for this assignment and allow me to give you some feedback about possible sources of information. **(5 points)**

2. Wednesday, June 30: Submit a first draft (hard copy) of your review paper to be read by another student. I will collect these papers, remove the cover pages with names, and then on Thursday, July 1, I will pass out these papers (with no identifying information) to students in the class for written feedback. Thus, on July 1, everyone who turned in a paper on June 30 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. You will not receive the full number of points if your paper is not a reasonable draft (at least 7 pages). In some cases, your paper might 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. **(15 points).**

3. Tuesday, July 6: Submit your written feedback plus the edited paper **(10 points)**. On Wednesday, July 7, I will give you back your own review paper, along with the peer review.

4. Thursday, July 15: Turn in a hard copy of your final paper along with your previous draft and peer review. You must also submit your final paper to SafeAssign on Blackboard. **(120 points)**

Total for paper: 150 points

Final grades will be based on the following:

Class Attendance and Participation	120 points
Discussion Group	120 points
Paper	<u>150 points</u>
Total:	390 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 will not receive an A in this course.

Note about 4 Week Classes: This will be a fast-paced class! You will be required to read, discuss, and write about a substantial amount of material. To succeed in the class, you must stay on top of deadlines (i.e., check the syllabus often and turn in assignments on time) and be an active participant in class and with your group.

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 and properly cited. 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 cheating is discovered on the assignments, then the University will be notified and appropriate action will be taken (e.g., if a large proportion of the paper has been plagiarized, it will receive a score of 0).

In addition to turning in a hard copy of your written assignments, you will be required to submit it/them to SafeAssign. This technology will be used to prevent plagiarism, protect the originality of student work, ensure a level playing field, and make you more aware of and knowledgeable about plagiarism. When you submit papers, they are checked against SafeAssign's comprehensive databases of source material (which includes published sources, websites, other students' papers, etc.). The papers are then delivered to me, along with reports about how original the papers statistically appear to be.

For more information about the University of Oregon's Student Conduct Code and the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly and the following website: <http://studentlife.uoregon.edu/Home/tabid/36/Default.aspx>. Violations of the Student Conduct Code will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor **before** you complete any relevant requirements of the course.

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
(Subject to change)

****Assignment for every day that readings are assigned: Post comments, questions, and/or reactions to the readings by 10:00am on the morning of each class**

Week 1

- June 21 Introduction to the study of imagination
No required reading or post
- June 22 The development of imagination
Gopnik, A. (2009). *The Philosophical Baby: What children's minds tell us about truth, love and the meaning of life*, Ch.1, pp 19-46. New York: Farrar, Straus & Giroux.
Wenner, M. (2009). The serious need for play. *Scientific American Mind*, 20, 22-29.
- June 23 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.
Assignment due: Paper proposal
- June 24 Imagination and emotion
Sayfan, L., & Lagattuta, K. H. (2009). Scaring the monster away: What children know about managing fears of real and imaginary creatures. *Child Development*, 80, 1756-1774.
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.

Week 2

- June 28 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.

- June 29 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*.
- June 30 Memory and imagination
 Film: False Memories
 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.
Assignment due: First draft of paper
- July 1 Counterfactual reasoning
 Film: This American Life: Reality Check
 Byrne, R. M. J. (2005). *The rational imagination: How people create alternates to reality*. Chs. 1 and 2. London, UK: Bradford.
- Week 3
- July 5 NO CLASS – Independence Day Holiday
- July 6 Neurological disorders of the imagination
 Film: Secrets of the Mind
 Hirstein, W. (2005). *Brain fiction: Self-deception and the riddle of confabulation*. Ch. 1 pp. 1-23. Cambridge: MIT Press.
Assignment due: Edit of peer's paper
- July 7 Mental illness, creativity and imagination & Autism 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.
- July 8 Creativity
 Film: The Sketches of Frank Gehry
 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.
 Simonton, D. K. (2007). Creativity: Specialized expertise or general cognitive processes? In M. J. Roberts (Ed.) *Integrating the mind*, pp. 351-367. New York: Psychology Press.

Week 4

- July 12 Supernatural beliefs and magical thinking
Frazier, B.N., Gelman, S.A., Wilson, A., & Hood, B. M. (2009). Picasso paintings, moon rocks, and hand-written Beatle's lyrics: Adults' evaluations of authentic objects. *Journal of Cognition and Culture*, 9, 1-14.
2nd reading TBA
- July 13 Virtual worlds
Film: TBA
Barnett, J., & Coulson, M. (2010). Virtually real: A psychological perspective on Massively Multiplayer Online Games. *Review of General Psychology*, 14, 167-179.
2nd reading TBA
- July 14 Dreaming
Film: TBA
Nir, Y., & Tononi, G. (2010). Dreaming and the brain: From phenomenology to neurophysiology. *Trends in Cognitive Science*, 14, 88-100.
Szegedy-Maszak, M. (2006). What dreams are made of. *U.S. News & World Report*, 140, 54-64.
Assignments due: (One copy per group of each of the following) Meeting notes and discussion summary, article review, and summary of project
- July 15 **Group presentations** and class wrap-up
No required reading or post
Assignment due: Final paper (turn in a hard copy in class and also submit it to SafeAssign on Blackboard; also turn in your previous draft and peer review)