PSYCHOLOGY 461
IMAGINATION- Summer 2013

Instructor: Naomi Aguiar, M.S.
                    Office: # 243, Franklin Blvd. Location
                    Email: naguiar@uoregon.edu
                    Office hours: The Buzz in the EMU, Mondays and Thursdays* 10:00-11:00 or by
                    appointment
                    *Except for Thurs, June 27th and Thurs, Jul 4th. Instead, office hours will be on
                    Mon, June 24th & Mon Jul 1st 10-12pm

Lecture time and place: Monday, Tuesday, Wednesday, & Thursday 4:00-5:50; 140 Allen Hall

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, mental time
travel, creativity, dreaming, mental illness, and the impact of technology on concepts of self and
relationships.

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 12:00 pm on the afternoon 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 **all** 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, texting, or sleeping), and stay until
the end of class. Students sometimes miss class due to sickness or other reasons. You may miss
one class for any reason, no questions asked. 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 any additional 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 participation points = 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 at least twice a week during class, but more time to meet may be available after lectures to discuss any of the following: the articles and activity, the group project, and plans for 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.
    Schredl, M. & Erlacher, D. (2004). Lucid dreaming frequency and personality. *Personality
        and Individual Differences, 37*, 1463-1473.
    Stumbrys, T., Erlacher, D., Schädlich, M., & Schredl, M. (2012). Induction of lucid dreams.
        A systematic review of evidence. *Consciousness and Cognition, 21,*1456-1475.

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; <u>turn in schedule, meeting notes and discussion summary by Wednesday, July 16th.</u>

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; <u>turn in article review by Wednesday, July 16th (see blackboard for guidelines).</u>

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, <u>submit a short summary of the project (purpose, method, results & discussion) by Wednesday, July 16th (see blackboard for guidelines).</u>

Presentation leaders (2 – 4 people)
Plan the class presentation and take the primary roles in the presentation (<u>on Thursday, July 18th</u>); 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 (<u>see blackboard for guidelines).</u>

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)   60 points
> and class presentation (for presentation leaders)
>
> Overall Group score (for all group members)   20 points
>   **Total group points = 130**

PAPER

Students will write an APA style paper in which they summarize the research findings addressing an important question about the psychology of imagination (about 8 to 10 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. <u>Papers that are more than 3 days late will not be accepted</u>. All assignments are due at the beginning of class.

1. Wednesday, June 26: Submit a ½- to 1-page proposal for your review paper (see blackboard site for guidelines). 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. Monday, July 8: 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 Tuesday, July 9th, I will pass out these papers (with no identifying information) to students in the class for written feedback. Thus, on July 9th, everyone who turned in a paper on July 8th 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. Thursday, July 11: Peer reviews are due at the beginning of class **(10 points)**. The papers will be re-identified and handed back to their authors by the end of the class period. NOTE: There is a quick turn around time for reviews. It is extremely important that everyone turns in his or her peer reviews ON TIME. .

4. Thursday, July 18: Turn in a hard copy of your final paper along with your previous draft and peer review. <u>You must also submit your final paper to Safe Assign on Blackboard.</u> **(120 points)**

Total points for paper: 150 points

Final grades will be based on the following:

Class Attendance and Participation	**120 points**	30.0%
Group Work	**130 points**	32.5%
Paper	**<u>150 points</u>**	37.5%
	400 points	100%

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 compete, 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 Safe Assign. 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 Safe Assign'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	Lecture topic and Assigned readings	Assignment Due
June 24	Introduction to the study of imagination	
June 25	The development of imagination - Lillard, A. S., Lerner, M. D., Hopkins, E. J., Dore, R. A., Smith, E. D., & Palmquist, C. M. (2013). The impact of pretend play on children's development: A review of the evidence. *Psychological Bulletin, 139*(1), 1-34. - Wenner, M. (2009). The serious need for play. *Scientific American Mind, 20*, 22-29.	**- Post due at 12pm**
June 26	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.	**- Post due at 12pm** **- Paper proposal due at 4pm**
June 27	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.	**- Post due at 12pm**

Week 2	Lecture topic and Assigned readings	Assignment Due
July 1	Interactions with social robots - Severson, R. L., & Carlson, S. M. (2010). Behaving as or behaving as if? Children's conceptions of personified robots and the emergence of a new ontological category. *Neural Networks, 23,* 1099-1103. - Turkle, S., Taggart, W., Kidd, C. D., & Dastè, O. (2006). Relational artifacts with children and elders: The complexities of cybercompanionship. *Connection Science, 18*(4), 347-361.	**- Post due at 12pm**
July 2	Avatars and virtual worlds Film: Frontline: Digital Nation - Barnett, & Coulson. (2010). Virtually read: A psychological perspective on massively multiplayer online games. *Review of General Psychology, 14*(2), 167-179. - Lim, S., & Reeves, B. (2010). Computer agent versus avatars: Responses to interactive game characters controlled by a computer or other player. *Human-Computer Studies, 68*, 57-68.	**- Post due at 12pm**
July 3	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.	**- Post due at 12pm**
July 4	NO CLASS – Independence Day Holiday	

Week 3	Lecture topic and Assigned readings	Assignment Due
July 8	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*.	**- Post due at 12pm** **- First draft of paper due at 4pm**
July 9	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.	**- Post due at 12pm** **- Peer review papers handed out**
July 10	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. - Legare, C. H., Gelman, S. A. (2008). Bewitchment, biology, or both: The co-existence of natural and supernatural explanatory frameworks across development. *Cognitive Science, 32,* 607-642.	**- Post due at 12pm**
July 11	Dreaming Film: What are dreams? Inside the Sleeping Brain (NOVA) -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.	**- Post due at 12pm** **- Peer reviews due**

Week 4	Lecture topic and Assigned readings	Assignment Due
July 15	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.	**- Post due at 12pm**
July 16	Creativity and mental health disorders - 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.	**- Post due at 12pm** **- Written group assignments due (schedule & meeting notes, article review, project summary)**
July 17	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.	**- Post due at 12pm**
July 18	Group presentations and class wrap-up No required reading or post	**- Group presentations due at 4pm** **- Group evaluations on blackboard due at 4pm** **- Final paper due (both hard copy with peer review attached and submitted to safe assign) at 4pm**