

PSY 461 SUMMER 2015 IMAGINATION

Instructors:

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Lecture time and place: Mon, Tues, Wed, & Thurs, 2:00-3:50pm; 253 Straub Hall

Course website: The course web page is available on Blackboard, which can be accessed from any web browser with an Internet connection at <http://blackboard.uoregon.edu/>. Your Blackboard account is automatically created through your enrollment in this course and accessed with your UO username and password. If you have problems accessing your account please contact the Technology Service Desk: <https://it.uoregon.edu/is-tech-desk-services> or (541) 346 - 4357.

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).

Required Readings. Readings will be posted on the Blackboard site for this course.

Course Organization and Requirements

Lectures. The material in the lectures will not directly parallel the material in the assigned readings, but the topics we cover in class will build off of those in the readings. The way that everyone can most benefit from and enjoy this course is for everyone to come to class well prepared and ready to make thoughtful contributions to the discussion. Thus, all assigned chapters/articles should be read **before** the relevant class meeting. Requirements are in place to help you attend class every day, complete assigned reading, thoughtfully reflect on the material, and participate in discussion.

In-class quizzes (35% of overall grade). There will be a short quiz at the beginning of each class. These will consist of multiple choice, fill-in-the-blank, and true/false questions. The quizzes will test your knowledge of the assigned reading for that day, as well as lecture material

from the previous day. The lowest quiz score will be dropped before calculating your overall quiz average. If you miss a quiz and receive a zero, that quiz will automatically be the score dropped from your overall quiz average. **NO make-up quizzes will be given**, so if you anticipate missing more than one or two quizzes, you should consider dropping the class. The first quiz takes place on Tuesday, July 21, and then there will be a quiz every day of class thereafter.

Online reactions to reading and journal entries (15% of overall grade). This requirement is an opportunity to engage more deeply with the material through short daily writing exercises turned in via Blackboard. The first part will always be the same: you will be asked to write comments, questions, and/or reactions to the reading for that day.

The second part will vary daily and will involve simple writing exercises. For example, you might be asked to reflect on your own experiences related to a given topic, or to generate a piece of creative writing.

To receive the full number of points, each section should be at least a paragraph long (about 5 – 7 sentences) and the content should provide evidence that you have read and thought about both the reading and the assignment. The first post is available on Blackboard and due by Tuesday, July 21 by 12:00pm. Thereafter, one will be due by 12:00pm on the day of each class. Late work will not be accepted and there are no make-ups for missed posts.

In-class participation and attendance (10% of overall grade). To receive full credit you need to arrive on time, be actively engaged in class, and stay until the end of class. "Actively engaged" means attending to lecture, engaging in discussion by making comments, asking questions, and listening attentively to others' comments (NOT surfing the web, texting, sleeping, etc.). The quality of your contributions to class discussions will also be taken into account when assigning your grade for class participation.

Term paper (40% of overall grade). This course includes writing a 7-8 page APA style paper in which you will summarize the research findings addressing an important question about the psychology of imagination. Papers must be written individually and in your own words. This course is also intended to help develop your writing skills. For this reason, there are several deadlines associated with your review paper. Papers will be turned in via Blackboard and are due by midnight of the day listed. The late policy for the paper is as follows:

- 1 day late=10% penalty
- 2 days late=30% penalty
- 3 days late=50% penalty
- 4 days or more late=not accepted

Proposal, due Thursday, July 23: Submit a 1/2 to 1 page proposal for your review paper (see blackboard site for guidelines). This provides an opportunity for us to offer some guidance and feedback (e.g., if topic is too narrow or broad) as well as suggest possible sources of information. **(2% of overall grade)**

First Draft, due Monday, August 3: Submit a first draft of your review paper for us to read and provide further guidance and feedback. To receive full credit for this assignment, the paper

should be a reasonable draft of at least 6 pages, written to the best of your ability, with clear sentences, cohesive structure, and in-text citations (papers that are little more than outlines, will lose points). Also, note that the more complete your paper is, the more help we will be able to give you (see blackboard for APA style citation guidelines). **(8% of overall grade)**

Final paper. Thursday, August 13: Turn in your final paper to SafeAssign on Blackboard. **(30% of overall grade)**

Additional information and guidance regarding the paper can be found on Blackboard under "assignments."

Grading

In-class quizzes	35%
Online reading reactions/journal	15%
In-class participation and attendance	10%
Term paper	40%
	<hr/>
	100%

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.

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).

When you submit your final draft of the term paper, you will be required to submit 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 us, 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 us **before** you complete any relevant requirements of the course.

Accommodations

If one of the following applies to you, please see one of us as soon as possible to make adjustments. You are strongly encouraged to contact Disability Services (346-1155) if you have a 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 of class: Post online reactions to reading and journaling exercise by noon each day of class.**

Week 1	Lecture topic and Assigned readings	Assignment Due
July 20	Introduction to the study of imagination (lecture given by Naomi)	
July 21	The development of imagination and pretend play (lecture given by Candee) Reading: Lillard, A. S., & Kavanaugh, R. D. (2014). The contribution of symbolic skills to the development of an explicit theory of mind. <i>Child Development</i> , 85, 1535-1551.	- Post due at 12pm - In-class quiz
July 22	Children's role play (lecture given by Candee) Reading: 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.) <i>The handbook of imagination and mental simulation</i> (pp. 211-224). New York: Psychology Press.	- Post due at 12pm - In-class quiz
July 23	Adult imaginary relationships (lecture given by Naomi) Reading: Taylor, M., Hodges, S. D., & Kohányi, A. (2003). The illusion of independent agency: Do adult fiction writers experience their characters as having minds of their own?. <i>Imagination, Cognition and Personality</i> , 22(4), 361-380.	- Post due at 12pm - In-class quiz - Paper proposal due by midnight

Week 2	Lecture topic and Assigned readings	Assignment Due
July 27	<p>Social robots (lecture given by Naomi)</p> <p>Reading: 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. <i>Neural Networks</i>, 23(8), 1099-1103.</p>	<p>- Post due at 12pm - In-class quiz</p>
July 28	<p>Social robots continued... (lecture given by Naomi)</p> <p>Reading: Turkle, S., Taggart, W., Kidd, C. D., & Dastè, O. (2006). Relational artifacts with children and elders: The complexities of cybercompanionship. <i>Connection Science</i>, 18(4), 347-361.</p>	<p>- Post due at 12pm - In-class quiz</p>
July 29	<p>Virtual reality (lecture given by Naomi)</p> <p>Film: Digital Nation (2010)</p> <p>Blascovich, J., & Bailenson, J. (2011). Dream machines. In <i>Infinite reality: Avatars, eternal life, new worlds, and the dawn of the virtual revolution</i> (pp. 9 – 23). New York, NY: William Morrow & Co.</p>	<p>- Post due at 12pm - In-class quiz</p>
July 30	<p>Virtual reality continued... (lecture given by Naomi)</p> <p>Reading: Yee, N., Bailenson, J. N., & Ducheneaut, N. (2009). The Proteus effect: Implications of transformed digital self-representation on online and offline behavior. <i>Communication Research</i>.</p>	<p>- Post due at 12pm - In-class quiz</p>

Week 3	Lecture topic and Assigned readings	Assignment Due
August 3	<p>Introduction to creativity (lecture given by Candee)</p> <p>Reading: Keith, S. R. (2012). <i>Explaining creativity: The science of human innovation</i>. Oxford: Oxford University Press. Chapter 1, pp. 3-14.</p>	<p>- Post due at 12pm - In-class quiz</p> <p>- First draft of paper due by midnight</p>
August 4	<p>Creativity continued... (lecture given by Candee)</p> <p>Reading: Root-Bernstein, M., & Root-Bernstein, R. (2006). Imaginary worldplay in childhood and maturity and its impact on adult creativity. <i>Creativity Research Journal</i>, 18, 405-425.</p>	<p>- Post due at 12pm - In-class quiz</p>
August 5	<p>Creativity and psychopathology (lecture given by Candee)</p> <p>Reading: Scott, F. J.(2013). The development of imagination in children with autism. In M. Taylor (Ed.) <i>The Oxford Handbook of the Imagination</i>. New York: Oxford University Press (pp. 499-515).</p>	<p>- Post due at 12pm - In-class quiz</p>
August 6	<p>Neurological disorders of the imagination (lecture given by Candee)</p> <p>Film: Secrets of the Mind</p> <p>Reading: Hirstein, W. (2005). <i>Brain fiction: Self-deception and the riddle of confabulation</i>. Ch. 1 pp. 1-23. Cambridge: MIT Press.</p>	<p>- Post due at 12pm - In-class quiz</p>

Week 4	Lecture topic and Assigned readings	Assignment Due
August 10	<p>Daydreaming and mental time travel (lecture given by Naomi)</p> <p>Reading: Smallwood, J., & Schooler, J. W. (2006). The restless mind. <i>Psychological Bulletin</i>, 132, 946-958.</p>	<p>- Post due at 12pm - In-class quiz</p>
August 11	<p>Dreaming (lecture given by Naomi)</p> <p>Film: What are dreams? (2009)</p> <p>Reading: Nir, Y., & Tononi, G. (2010). Dreaming and the brain: from phenomenology to neurophysiology. <i>Trends in cognitive sciences</i>, 14(2), 88-100.</p>	<p>- Post due at 12pm - In-class quiz</p>
August 12	<p>Imagination in a cultural context (lecture given by Candee & Naomi)</p> <p>Reading: Reese, E. (2013). Culture, narrative, and imagination. In M. Taylor (Ed.) <i>The Oxford Handbook of the Imagination</i>. New York: Oxford University Press (pp. 196-211).</p>	<p>- Post due at 12pm - In-class quiz</p>
August 13	No final, No class	- Term paper due by midnight