COURSE OUTLINE
PSYCHOLOGY OF IMAGINATION
PsyC16F
FALL 2024

Contact Details:

Professor: Gerald C. Cupchik
Office: SW564
Phone: 416 287-7467

Email: Gerald.cupchik@utoronto.ca

Office Hours: Wednesday 1:00-2:00 and Thursday 11:00-12:00

Lectures: KW170 **Lectures will NOT be video recorded**
1:00-3:00 pm on Thursday in KW170

NO CLASS ON THURSDAY OCTOBER 3RD
Jewish New Year

TAs:

Arijit De
arijit.de@mail.utoronto.ca

Angelie Ignacio
angelie.ignacio@utoronto.ca

Readings: Both books can be downloaded without charge through the library system. Readings will be assigned each week. They are not directly related to the lecture material.

(1) Zittoun, T., & Gillespie, A. (2016). *Imagination in human and cultural development*. Routledge.
https://books-scholarsportal-info.myaccess.library.utoronto.ca/uri/ebooks/ebooks4/taylorandfrancis4/2018-06-03/2/9781135103200

(2) *Landscapes of the Imagination*
Gerald C. Cupchik (in press). Cambridge University Press.

Goals of the course:

The primary goal of this course is to develop an appreciation of the many ways that imagination is revealed in our lives and to learn how to use one's imagination in productive and expressive ways.

A focus of the course will be on my forthcoming book on imagination with Cambridge University Press. The course will be divided into four sections in accordance with chapters in my book.

The first half of the course will deal with (1) imagination in everyday life and (2) imagination in aesthetic episodes.

The second half of the course will deal with (3) scholarly approaches to imagination and (4) a unifying model of imagination.

Evaluation:

Your final grade will be based on: Midterm Test (1/3), Final Exam (1/3), and Term Paper (1/3). The two exams and term paper are all mandatory assessments with fixed weights. Adjustments to the grading scheme will not be considered for cases of missed work.

<u>Midterm Test</u>: **Thursday October 17, 2024, in class.**

The Midterm Test covers lecture materials up to the date of the test as well as assigned readings that can be downloaded from the two books available online through the library system.

The midterm exam will have four essay questions and you are requested to write 250 words for each answer. You need to answer all four questions and will have one hour and 50 minutes to do so in class.

<u>Final Exam</u>: The Final exam will have the same format and will cover all lecture materials delivered *after* the midterm as well as assigned readings from the text books.

In the Final exam, you will have three hours to answer four short essay-type questions: Two based on lecture material and two based on the text, 250 words for each answer.

Term Paper: The 15-page term paper will be partly based on interviews conducted with two respondents about imagination. The format will be discussed in class.

Apart from 15 pages of content, you also need to include a Title Page, Table of Contents, and a Reference section. More details about the paper will be posted to Quercus.

Your term paper will be due (uploaded to Quercus) on the last day of the term (December 3rd) by midnight in electronic format.

To ensure that ChatGPT does not write your term paper for you, please keep all preliminary notes and drafts so they are available for inspection.

Late Term Papers: The penalty is 2% per day for up to 5 days. This is the latest that instructors may accept term work after the last day of class. If there is a medical note, no deduction is made.

Outcomes:

The Imagination Institute of Philadelphia set out to Aobjectively measure imagination@ and derive an AImagination Quotient.@ Their mandate to foster innovation encompassed different aspects of imagination including; creativity, prospective thought, counterfactual thinking, mental simulation, and so on, which might prove helpful in academic, health, corporate, or military settings. Such innovation can be facilitated by diverse psychological assets including Acuriosity, future-mindedness, openness to experience, optimism, perseverance, perspective, purpose, and wisdom.@

We are going to critically evaluate this goal.

Learning that the boundaries between different subareas of psychology are porous so that imagination, cognition, perception, emotion, and so on are ultimately integrated.

Learning to focus on processes and not on "faculties."

Learning that concepts and operations are constructed by particular scholars and so

(i.e., discursive) communities and should not be mistaken for phenomena in the world.

Learning to interview people about lived-experiences related to a topic of interest and to infer processes from these interviews.

Learning to build bridges between psychological (i.e., mental) and bodily (i.e., neural) processes.

Learning to build integrative models about imagination that do not reduce people to an Imagination Quotient.

Quercus Usage:

Midterm grades will be posted in the Grade Book.

Please check the Quercus Announcements regularly to make sure you keep up to date with what is happening in the course.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.
On tests and exams, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.utsc@utoronto.ca. The

sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Department of Psychology Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedure outlined below.

Procedure:

1. Complete the Request for Missed Term Work Accommodations Form ("MTW Form").

2. Email **BOTH** your MTW Form and Supporting Documentation to <course email> according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a *first absence* in the term	Documentation required for *subsequent absences* in the term	Deadline for submitting MTW form and supporting documentation

Illness or Injury	[ACORN](#) Absence Declaration	[UofT Verification of Illness Form](#)	**WITHIN 2 BUSINESS DAYS** of the missed work
Bereavement	[ACORN](#) Absence Declaration	A death certificate or funeral announcement	**WITHIN 2 BUSINESS DAYS** of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	[ACORN](#) Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	**10 BUSINESS DAYS IN ADVANCE** of the missed deadline
Disability-related reasons for students registered with AccessAbility Services		For missed **TERM TESTS,** - **Contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed. For missed **ASSIGNMENTS,** - If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days), send your **Accommodation Letter** to the course email and specify how many days extension you are requesting. - If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" but you need more time than that), **contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed.	**PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE**

Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	**10 BUSINESS DAYS IN ADVANCE** of the missed work
Religious Conflict	None required	

Notes:

-        The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
-        Missed Final Exams are handled by the Registrar's Office and should be declared on eService.
-        For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
-        Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office petition process.
-        If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
-        Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
-        Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
-        Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor's response to resume work on your assignment.** Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily