

## Creative Minds "Border Crossing" Experiments: Spring 2017 – M, T, W, Th

Border crossings compose the experimental, experiential and adventurous core to this course on Creativity. You will complete 5 creative exercises, each on a different topic designed to reveal your connection to the social, cultural, political and physical environments around you. You will be provided with online readings that reveal some of the social and political implications, as well as examples of "border crossings", for each topic.

Each border crossing experiment is designed to encourage you to *transgress* real-life boundaries and expectations. Our identities often impose boxes and borders on our behavior and our life potentials and possibilities. They may also offer *privileges* and opportunities we do not usually think about.

In an effort to overcome *intellectual colonization*, we must establish boundaries for ourselves, based on personal experience rather than social sanction and control. Each of us needs a certain amount of *traction*, a place of comfort and knowledge, on which to base personal and professional decisions. In each experiment, you will step from your place of comfort. You will consider whether you rely too heavily on the familiar, even when it oppresses you. You will analyze how much of your personality is *authentic* and how much is defined by others.

At times, we cross boundaries only to discover that we "liked" our original place much better. The border crossing in this context allows us to return to our original position from a source of informed strength rather than silent servitude.

Please use each experiment to explore your identity, to confront and creatively break social and personal rules and expectations, and to reflect on your discomforts and the way that you have internalized other people's perceptions of your limitations. PLEASE TAKE CARE NOT TO REINFORCE STEREOTYPES OF OTHERS. REMEMBER THAT THIS IS A RESPECTFUL ENVIRONMENT!

Choose experiential exercises that challenge you to step beyond your comfort zone and regular daily experience. Please be SAFE AND LEGAL, and recognize that you earn your points for first identifying your personal boundaries and social expectations and then creatively transgressing them. THERE IS NO REQUIREMENT FOR YOU TO PLACE PERSONAL OR PROFESSIONAL LIVES IN JEOPARDY.

You identify the depth and direction of your exercise and grade yourself accordingly. Your instructor scores you for effort, in duration, thought and presentation and evaluates whether you effectively impacted the intended sphere of influence. Remember that it is much easier to allow others to offer definition to our lives, but that our creative potential, and finally our happiness, is tied to the strength of our personal awareness and conviction.

**Writing Instructions:** Each border crossing experiment has two stages and will last two weeks. You will meet for small group discussion with your predator group for each stage of the experiment (2X per experiment).

### *1<sup>st</sup> Week: Stage 1*

The first week of the experiment prepares you by inviting you to read online articles/interviews. You will then choose a portion of the topic and reflect on your lived relationship to it. You will TYPE 2 parts and bring them to class for collaborative discussion and preparation for your border crossing.

- Part 1: Type a reflection/reaction to the articles/interviews. How do they relate to your life?  
*\* You may write a short paragraph per article or use bullet points if this works better for you!*
- Part 2: Type a discussion of your identity in relation to the parts of this topic that matter most to you.  
What boundaries/expectations/limitations/privileges do you face in relation to these topics?

### *2<sup>nd</sup> Week: Stage 2*

The second week of the experiment challenges you to complete an experiential border crossing with increasing spheres of influence. You will add 2 more TYPED parts to your existing document and bring all of them to class for collaborative critique. Parts 3 and 4 will include a reflection of the first discussion and a description of the border crossing. You will hand-write a 5<sup>th</sup> part, which is a reaction to the critique. You will then self-score yourself out of 40 points at the top of the 1<sup>st</sup> page. Your 5 completed parts and self-score are due at the end of this class meeting.

- Part 3: Type a summary/reaction to the Stage 1 discussion. What are your classmates' boundaries?
- Part 4: Type an explanation your border transgression. Underline or highlight how you addressed the sphere of influence. What social & personal sanctions did you encounter/confront/avoid?
- Part 5: Handwrite a description of your classmates "transgressions" and the feedback you received.

### *Experiment 5 Additions*

For your 5<sup>th</sup> experiment, you will add a TYPED introduction and a conclusion for a total of 7 parts. I will provide detailed explanations of the expectations for these additional parts in class. The introduction should provide a brief explanation of the purpose and outcomes of border crossing experiments – you may borrow language from the front of these instructions. The conclusion should explore whether you might incorporate aspects of the experiments into your life and whether the process of identifying and exploring boundaries encourages your personal creativity.

The Fine Print: If your TYPED parts are not completed when they are due, or if you are not in class, you will be unable to earn the points for collaborative discussion. If you are caught cheating (writing about an experiment you did not actually complete), you will not receive points for the entire experiment. Second time cheaters will be treated to a meeting with the dean and further disciplinary action. Any plagiarized or copied work is considered cheating... Experiments may be turned in late at a 20% reduction per day late, with any late experiment worth half points if completed and turned in before the final. If you plan on being absent, your instructor can provide you with an alternate to question #3 or 5 and you can turn your worksheet in early. No late work will be accepted after the final.

## Creative Minds “Border Crossing” Experiments Topics and Reading

Download this page with hyperlinks from: <http://www.deanza.edu/faculty/breitersal/>

### Experiment 1: CONTEXTS OF TIME AND SPACE

*Topics of Interest:* Age/Generation and Physical Environment

*Sphere of Influence:* Self

*Stage 1:* Due Wednesday, April 19

*Stage 2:* Due Wednesday, April 26

*Read:* *Meet Generation Z: Forget Everything You Ever Learned About Millennials* by Sparks and Honey

<http://www.slideshare.net/sparksandhoney/generation-z-final-june-17>

AND *Playing for Keeps* by Derrick Jensen

<http://www.orionmagazine.org/index.php/articles/article/5106/>

### Experiment 2: FRAMES OF REFERENCE

*Topics of Interest:* Language, Religion/Belief, and Social Class

*Sphere of Influence:* Family

*Stage 1:* Due **TUESDAY**, May 2

*Stage 2:* Due Wednesday, May 10

*Read:* *How Code Switching Explains the World* by Gene Demby

READ AND WATCH ALL 5 CLIPS of <http://www.npr.org/sections/codeswitch/2013/04/08/176064688/how-code-switching-explains-the-world>

AND *Huston Smith, The Man Who Took Religion Seriously* by Dana Sawyer

<http://www.gemstone-av.com/HuDan.htm>

AND *The Mind at Work* by Mike Rose

LISTEN TO ALL 7 MINUTES of <http://www.npr.org/templates/story/story.php?storyId=3890457>

### Experiment 3: IDENTITY – BELONGING AND DIFFERENCE

*Topics of Interest:* Race/Ethnicity, Nationality, and Citizenship

*Sphere of Influence:* Friends/Community

*Stage 1:* Due Wednesday, May 17

*Stage 2:* Due Wednesday, May 24

*Read:* *Race – The Power of an Illusion* interview with Beverly Daniel Tatum

[http://www.pbs.org/race/000\\_About/002\\_04-background-03-04.htm](http://www.pbs.org/race/000_About/002_04-background-03-04.htm)

AND *The McDonaldization of American Society* reviewed by Hamid Yeganeh

[http://docshare.tips/the-mcdonaldization-of-society-by-george-ritzer-reviewer-hamid-yeganeh-winona-state-university-003\\_58c45ad5b6d87f616d8b5b96.html](http://docshare.tips/the-mcdonaldization-of-society-by-george-ritzer-reviewer-hamid-yeganeh-winona-state-university-003_58c45ad5b6d87f616d8b5b96.html)

AND *Truth in Advertising: Breaking the Spell of Consumerism* interview with Kalle Lasn by Derrick Jensen

<http://www.allthingshealing.com/Consumerism/Truth-in-Advertising-Breaking-the-Spell-of-Consumerism-An-Interview-with-Kalle-Lasn/6678-.VNeitihh120>

### Experiment 4: IDENTITY - ACTING OUT CULTURE

*Topics of Interest:* Gender and Sexual Orientation

*Sphere of Influence:* Strangers/Neighbors

*Stage 1:* Due **TUESDAY**, May 30

*Stage 2:* Due Wednesday, June 7

*Read:* *How Science is Helping Us Understand Gender* by Robin Marantz Henig

<http://www.nationalgeographic.com/magazine/2017/01/how-science-helps-us-understand-gender-identity/> \*limited # free views/computer

AND *fbomb* interview with Michael Kimmel

<http://thebomb.org/2012/06/an-interview-with-michael-kimmel/>

### Experiment 5: RE-CREATION – SEE INSTRUCTIONS FOR EXPERIMENT 5 ADDITIONS ABOVE!

*Topics of Interest:* Choose your favorite of the previous experiments and RE-do it – but way more BAD-ASS...

*Sphere of Influence:* Social Change

*Stage 1:* Due Wednesday, June 14

*Stage 2:* Due Wednesday, June 21

*Read:* *The Banking Concept of Education* by Paulo Freire

CHAPTER 2 ONLY (pgs. 20-31) of <http://www.scribd.com/doc/4811889/Paulo-Freire-Pedagogy-of-Oppressed>