

Course Outline: Humanities One

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Summer 2016

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~~The Creative Mind~~ Creative Minds

“Education is not the filling of a pail, but the lighting of a fire” - Yeats

Description: An introduction to the study of creativity in human life; its sources, development, social purposes, and role in culture change. Students analyze creativity as a central source of meaning and purpose in their lives as well as a development of their unique combination of human intelligences. Lives of creative people from all over the world are examined and contextualized. **This course is specifically designed to build commitment to civic and moral responsibility for diverse, equitable, healthy and sustainable communities. Students are expected to recognize themselves as members of larger social fabrics and to develop the abilities and motivation to take informed action for change.**

SLO 1: Students synthesize their critical thinking, imaginative, cooperative and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.

SLO 2: Students cultivate and demonstrate an awareness of the power of creativity and the potential of the creative process through direct involvement

Required Texts: *Walking on Water* by Derrick Jensen *1st 50 pages... https://books.google.com/books?id=zL2qCE59NcC&printsec=frontcover&source=gbs_ge_summary_r&cad=0-v=onepage&q&f=false
The Element by Ken Robinson *read at <https://drive.google.com/file/d/0Byd2DNWRzNeTXMsRU5Ma1VwVTg/view?usp=sharing>
The Adventures of Johnny Bunko by Daniel H. Pink *read at <https://drive.google.com/file/d/0Byd2DNWRzNeYm9U11NV0V1Ukk/view?usp=sharing>
Little Brother by Cory Doctorow *download at <http://crapbound.com/littlebrother/download/>
*All books are on reserve at the De Anza library

Outline:

Week 1:

Creative Minds: Eros and Logos in Balance

Reading: Jensen ~ *Slaves – Don't Bore* / Robinson ~ *Introduction - 1* / Pink ~ *Introduction - 3*

Tuesday, June 28: Introductions

Wednesday, June 29: Experiment 1, Stage 1 DUE

Thursday, June 30: Extra Credit Reading Worksheet DUE

Week 2:

Of Inspiration and Perspiration: Creative Personality and Process

Reading: Jensen ~ *Who Are You? - Grades* / Robinson ~ 2 - 4 / Pink ~ 4 - End / Doctorow ~ 1 - 3

Tuesday, July 5: Experiment 1, Stage 2 DUE

Wednesday, July 6: Experiment 2, Stage 1 DUE

Thursday, July 7: Reading Worksheet/Facilitation DUE, EXAM #1

Week 3:

Creativity in Context: Politics of Innovation

Reading: Jensen ~ *Love - Thought* / Robinson ~ 5 - 6 / Doctorow ~ 4 - 9

Tuesday, July 12: Experiment 2, Stage 2 DUE

Wednesday, July 13: Experiment 3, Stage 1 DUE

Thursday, July 14: Reading Worksheet/Facilitation DUE

Week 4:

Crossing Boundaries of Imagination

Reading: Jensen ~ *Choices – Who Again?* / Robinson ~ 7 – 8 / Doctorow ~ 10 - 15

Tuesday, July 19: Experiment 3, Stage 2 DUE

Wednesday, July 20: Experiment 4, Stage 1 DUE

Thursday, July 21: Reading Worksheet/Facilitation DUE, EXAM #2

Week 5:

Danger of THE Single Story

Reading: Jensen ~ *Clarity - Revolution* / Robinson ~ 9 - 10 / Doctorow ~ 16 - 20

Tuesday, July 26: Experiment 4, Stage 2 DUE

Wednesday, July 27: Experiment 5, Stage 1 DUE

Thursday, July 28: Reading Worksheet/Facilitation DUE, MAKE-UP EXAM @ 11:30

Week 6:

Confronting Conformity: Economies of Change

Reading: Jensen ~ *Walking* / Robinson ~ 11 - Afterword / Doctorow ~ 21 - Afterword


Tuesday, August 2: Experiment 5, Stage 2 DUE

Wednesday, August 3: Final Essay Preparation

Thursday, August 4: Reading Worksheet/Facilitation DUE, FINAL EXAM

EXAMS		
Possible	Dates	Requirements and Expectations
300 total 100/exam	#1: July 7 #2: July 21 MU: July 28 @ 11:30 am F: August 4	Exams 1 and 2 are multiple choice on SCANTRON (30 @ 3pts/each) + short essay question (choose 1 out of 2 @ 10pts). Final Exam is multiple choice on SCANTRON (27 @ 3pts/each) + comprehensive essay (20 pts). <i>* Exams are OPEN Worksheet (front and back)! + NOT comprehensive</i> <i>* One optional makeup (mu) for exam #1 OR #2. NO makeup for exam #3.</i> <i>* ATTENTION! You must provide your own SCANTRON #2052 and pencil!</i>

ASSIGNMENTS		
Possible	Dates	Requirements and Expectations
250 total 50/week	Daily... Due at end of each week following discussion	Reading Worksheets will facilitate your informed participation in and reflection of classroom activities and discussions. A. Before each class, write a reaction to each day's assigned readings B. At end of each class, write a reaction to the day's in-class activities C. During the week, write a paragraph discussing your learning D. After discussion, turn in your completed worksheet <i>* Your worksheet must be completed for you to participate in discussion</i> <i>* Worksheets may be turned in late at a 20% reduction per class day</i> <i>* Any late worksheet is worth ½ if turned in before the final exam</i> <i>* You may use completed worksheets on the exams</i> <i>* Additional notes may be added to the backside of each worksheet</i>
50 total 50/discuss	Once during quarter	Facilitation: You will facilitate once during the quarter. Prepare engaging open-ended questions and encourage each group member to have a unique answer in an atmosphere of respect. Your questions should fill one 8 ½ X 11 TYPED page. Bring 6 copies for your classmates + <u>Turn in a copy during discussion.</u> <i>* Facilitation may <u>NOT</u> be made up. If you plan on missing, switch before!</i>
400 total 40/1 st 60/2 nd 80/3 rd 100/4 th 120/5 th = 80/average = ½ self-score	Two discussions most weeks Turned in weekly	Creative Experiments: You will complete 5 creative experiments this quarter, each on different topics designed to reveal your connection to the social, cultural, political and physical environments around you. Each experiment will have two stages, each with a small group discussion. A. The first stage requires you to read online articles/interviews and then reflect on your lived relationship to the topic. You will TYPE parts 1 and 2 and bring them to class for collaborative discussion and preparation for your experiment. B. The second stage 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 th part, which is a reaction to the critique. You will then self-score yourself out of 40 points. Your 5 completed parts and self-score are due at the end of this class meeting. C. Self-Score Rubric: P#1=5pts, P#2=5pts, P#3=5pts, P#4=20pts, P#5=5pts <i>* If your TYPED parts are not completed, or if you are not in class, you will be unable to earn the points for collaborative discussion</i> <i>* Experiments may be turned in late at a 20% reduction per class day</i> <i>* Any late experiment is worth ½ if turned in before the final exam</i> <i>* If you plan on being absent, your instructor can provide you with an alternative to discussion and you can turn your worksheet in early</i> <i>* No late work will be accepted after the final</i>

Total = 1000 20% self-score	Grade Scale 	A+: 970+ A : 930+ A- : 900+	B+: 870+ B : 830+ B- : 800+	C+: 770+ C : 700+	D+: 670+ D : 630+ D- : 600+	F : 599-
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The Fine Print:

** Please turn off your cell phones during class and refrain from text messaging – you will be asked to leave (NO HARD FEELINGS!). If you miss more than 5 days of class without discussing your circumstances with the instructor, he reserves the right to drop you from the course. You are expected to be on time and ready to begin at class start. The instructor is NOT a printing service. E-mail only by arrangement for special emergency 1X only. Experiments may be turned in 1X (not more) handwritten only in event of a printer emergency. Cheating on exam or experiments 1X = automatic zero, 2X = visit to dean + consequences. Any plagiarized or copied work is considered cheating... The instructor*