

HUMI 1 – Creative Minds

De Anza College – Fall '15 - 4 units

Instructor: Lori Clinchard, Ph.D.; clinchardlori@deanza.edu

Office: F2 bldg.; M/T/W/Th – 9:30-10:20

Stop by my office to say hi, to ask questions, or for tea, snacks, and conversation.

Course Description:

This course is 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.

***Note: 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 willingness to take informed action for change.**

Required Reading:

1. Eisenstein, Charles. (2013). **The More Beautiful World Our Hearts Know is Possible**. Berkeley: North Atlantic Books.
2. Root-Bernstein, Robert and Michele. (1999). **Sparks of Genius: The 13 Thinking Tools of the World's Most Creative People**. New York: Houghton Mifflin Company.

*Note: several copies of both texts are on reserve in the De Anza library, available for checkout.

“Almost anything good you do will seem insignificant, but it is very important that you do it.” -- Gandhi

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” -- Margaret Mead

“The important thing is this: To be able, at any moment, to sacrifice what we are for what we could become.” -- Maharishi Mahesh Yogi

Course Requirements:

1. **Sparks of Genius Index card responses:** Handwrite 1 full side of a 4x6 index card per chapter (on weeks with 2 chapters, fill both sides). Answer these questions: what are the most important ideas in the chapter? What examples are the most meaningful or helpful to you, and why? How can you relate to the ideas from this chapter? How might you use this *thinking tool* in your everyday life, schoolwork, or career?
2. **More Beautiful World Index card responses:** Handwrite 1 full side of a 4x6 index card per week (several chapters per week). Answer these questions, *for each chapter*: what is the main idea of each chapter? How can you relate to the ideas of each chapter? What are your rational, emotional, and/or *gut* reactions to these ideas? Why? *Note: turn in along with in-class material response (front side of card)*
3. **In-class Material Index card responses** Handwrite 1 full side of a 4x6 index card per week. Answer these questions: what are the most important ideas from this week's in-class material (M/T)? What specific ideas, stories, or activities were the most meaningful or helpful to you, and why? How can you relate to the ideas from this week's material? How might you use these ideas in your everyday life, schoolwork, or career? *Note: turn in along with MBW response (back side of card)*
4. **Weekly Personal Experiment 1 page typed report** Every week, you will choose an idea from the class (in-class material, or either of the two books), to test out in your personal life, studies, or work environment. The intention is for you to actually apply the concepts you are learning. You'll then turn in, every Monday, a 1 page, single-spaced, typed (12 font, Times New Roman, 1" margins) report. Your report should include: 1) the idea you are testing; 2) the actions you took; 3) the results you got; 4) your analysis of the results; 5) conclusions/implications. *Also due on turnitin.com*
5. **Field Trip response:** Handwrite 1 full side of a 4x6 index card. Answer these questions: what did you think and/or feel while visiting the Cheeseman Environmental Study Area? How did this visit complement the in-class material for you? What other meaningful experiences have you had in or with the natural world?
6. **Final "My Story" Paper:** In this 6-7 page (double-spaced, typed, 12 font, Times New Roman font, 1" margins) paper, you will tell *your story*, addressing the following questions: 1) where do you come from (physically, but also psychologically, culturally, emotionally, spiritually, based on your family, culture, traditions, life experiences, personality, etc.); 2) Where have you been (geographically, but also metaphorically speaking, in terms of your beliefs, assumptions about life, reality, humanity, yourself, etc.); 3) Who are you now (include as many levels of identity as you need to describe yourself)?; 4) Where are you headed (in your life, in school, in your family, with your friends, community, the world, etc.); 5) What do you dream to become (and why does it matter to you)?; 6) What do you care about?; 7) How might you create the world you want? *Also due on turnitin.com*

Grading: Total points possible = 700 pts.

Sparks of Genius... Index cards (15 chapters) = 15 x 10 each = 150 points

More Beautiful World... Index cards (11 weeks) = 11 x 10 each = 110 points

In-class material Index cards (11 weeks) = 11 x 10 each = 110 points

Field Trip response = 1 x 10 = 10 points

Weekly Personal Experiment 1 page reports 11 x 20 = 220 points

Final “My Story” 6-7 page paper = 100 points

Grading Scale

A-=90%; A=93%; A+=97% / B-=80%; B=83%; B+=87% / C=73%; C+=77%
D-=60%; D=63%; D+=67% / F=<60%

Absences: You may be dropped after a total of 4 absences. However, it is your responsibility to make sure you are dropped if you stop attending. You may otherwise receive a non-passing grade.

In-class expectations:

Let’s honor and respect our learning environment in every way we can: give each other our care and attention; put away cell phones; listen and make space for deep listening....
Doors locked 5-10 minutes after class starts.

Plagiarism: Any instances of copying and pasting from Internet sources, books, articles, or other students’ papers will be immediately reported to De Anza Administration.

Course Outline

Week 1 – Don’t Believe Everything You See (seeing vs. perceiving)

Read: *More Beautiful World* – pages 1-14

W 9/23 –MBW + In-class material Index card **due**

Read: 13 *Sparks of Genius* – Ch. 1: “Rethinking Thinking”

Th 9/24 –SG Index card **due**

Week 2 – Don’t Believe Everything You Think (assumptions; power of narrative)

M 9/28 – Personal Experiment 1 page typed report **due**

Read: *More Beautiful World*– pages 15-36

W 9/30 –MBW + In-class material Index card **due**

Read: *Sparks of Genius* – Ch. 2, 3: “Schooling Imagination”+“Observing”

Th 10/1 – SG Index card **due**

Week 3 – Your Culture Tells You What Is Real (and good and true)

M 10/5 – Personal Experiment 1 page typed report **due**

Read: *More Beautiful World* – pages 37-60

W 10/7 –MBW + In-class material Index card **due**

Read: *Sparks of Genius* – Ch. 4,5: “Imaging”+”Abstracting”

Th 10/8 – SG Index card **due**

Week 4 – Lies Your Teacher Told You (history; education; intelligences)

M 10/12 – Personal Experiment 1 page typed report **due**

Read: *More Beautiful World* – pages 61-87

W 10/14–MBW + In-class material Index card **due**

Read: *Sparks of Genius* – Ch. 6,7: “Recognizing/Forming Patterns”

Th 10/15 – SG Index card **due**

Week 5 – Fear & the Need to Belong (conformity; stress; humans as social beings)

M 10/19 – Personal Experiment 1 page typed report **due**

Read: *More Beautiful World*– pages 88-125

W 10/21–MBW + In-class material Index card **due**

Read: 13 *Sparks of Genius* – Ch. 8: “Analogizing”

Th 10/22– SG Index card **due**

Week 6 – You Can Change Your Mind (neuroplasticity)

M 10/25 – Personal Experiment 1 page typed report **due**

Read: *More Beautiful World*– pages 126-151

W 10/28–MBW + In-class material Index card **due**

Read: *Sparks of Genius* – Ch. 9,10: “Body Thinking”+“Emphasizing”

Th 10/29– SG Index card **due**

Week 7 – “Don’t Just Do Something – Sit There!” (mindfulness, meditation)

M 11/2 – Personal Experiment 1 page typed report **due**

Read: *More Beautiful World*– pages 152-171

W 11/4–MBW + In-class material Index card **due**

Read: *Sparks of Genius* –Ch. 11,12: “Dimensional Thinking”+“Modeling”

Th 11/5– SG Index card **due**

Week 8 – Taking Play Seriously (benefits of play)

M 11/9 – Personal Experiment 1 page typed report **due**

Read: *More Beautiful World*– pages 172-190

W 11/11–MBW + In-class material Index card **due**

Read: *Sparks of Genius* – Ch. 11: “Playing”

Th 11/12– SG Index card **due**

Week 9 – You Can’t Fool Mother Nature (biomimicry; health; wildness)

M 11/16 – Personal Experiment 1 page typed report **due**

Read: *More Beautiful World*– pages 191-218

W 11/18–MBW + In-class material Index card **due**

Read: *Sparks of Genius* – Ch. 14: “Transforming”

Th 11/19– SG Index card **due**

Week 10 – The Challenge of Our Times (climate change)

M 11/23 – Personal Experiment 1 page typed report **due**

Read: *More Beautiful World*– pages 219-249

W 11/25–MBW + In-class material Index card **due**

Read: *Sparks of Genius* – Ch. 15: “Synthesizing”

Th 11/26–THANKSGIVING – no school

Week 11 – Revolution (paradigm shifts; empowerment; grassroots movements)

M 11/16 – Personal Experiment 1 page typed report **due**

M 11/16 - last week’s SG Index card due

Read: *More Beautiful World*– pages 250-272

W 11/18–MBW + In-class material Index card **due**

Week 12 – Finals Week

Final “My Story” 6-7 page Paper Due

Bring to Final Exam period

Extra credit options (10 points); choose one only:

- Participate in a volunteer workday at San Jose non-profit community farm, Veggielution. Write a 1 page response paper (single-spaced, 12 font, typed); attach some physical evidence of your visit; **OR**
- Watch the film “Connected: a film for change” (documentary available online), and analyze the film *in relation to* the Charles Eisenstein book (1 page response paper; single-spaced, 12 font, typed).

Due by November 24th (no exceptions) – ok to turn in anytime during quarter

****Additional extra credit: 2 pts for bringing homemade food to share on Finals day**

Honors Option:

An Honors cohort is being offered in this section. Eligibility requirements can be found at www.deanza.edu/honors. If you are interested, please contact Mehrdad Khosravi, Honors Program Coordinator at dahonors@fhda.edu or at 408-864-8833 for approval. The cohort entails additional work, **most notably, an informal research paper on an agreed-upon topic**. You must commit to participating in the Honors cohort by the end of the first week of the quarter by dropping the current section of this course and adding the Honors section with a separate add code. You must also sign a written contract with me. Once you commit to the Honors portion, you will be expected to complete the extra work. Failure to complete the Honors work will result in a lowering of your regular class grade by 2/3 of a grade (ex: A- to B; B+ to B-; B to C+; etc.).