

HUMI 1 – Creative Minds

De Anza College – Winter ‘16 - 4 units

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

Office: F2 bldg.; M/T/W/Th – 12:30-1:20

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. Weekly Response Paper (due every Monday):

- a. **Personal experiments:** Every other week, you will choose an idea from the class or the books, and then test it out in your personal life, studies, or work environment. The intention is for you to actually apply the concepts you are learning. After you **actively experiment** with your idea, you'll write a paper including: 1) the idea you tested; 2) the actions you took; 3) the results you got; 4) your analysis of the results; 5) conclusions/implications. Paper should be at least **2 full pages typed**, double-spaced. *Due on turnitin.com*
- b. **Reading responses:** On the alternate weeks, you will write up a response to the assigned readings. Most weeks you will have some choice of chapters to read. Include your answers to these questions: 1) what are the most important or meaningful ideas from **each** chapter? 2) How can you relate to these ideas? Include chapter headings in your response papers, but do not waste space. Paper should be at least **2 full pages typed**, double-spaced. *Due on turnitin.com*

2. Participation

- a. Substantive participation in weekly online discussion board on *turnitin.com*
- b. Attentive presence in class (rarely absent or late; no electronics; respectful)
- c. Personalized Index card given to instructor (including name, photo, interests)

3. Final Paper: In this 6 page paper, address the following questions:

- a. What are your early cultural or ideological influences?
- b. Who are you now (in terms of your identities)?
- c. How might you create the self and world you want?
- d. What have you learned about *creativity* and *change* (including which concepts and experiences from this course were most valuable to you)?
- e. How will you integrate this knowledge into your life?
- f. **6 full pages:** double-spaced, typed, 12 font, Times New Roman, 1" margins

Grading: Total points possible = 300 pts.

Personal experiments = 5 papers x 20 pts. each = 100 points

Reading responses = 5 papers x 20 pts. each = 100 points

Participation = 50 points

Final paper = 50 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%

Late work: Weekly papers may be turned in **one week late**, for a loss of 2.5 points (equal to one letter grade). No papers will be accepted beyond one week late without particular exception made by arrangement with instructor during office hours (usually for reasons such as documented medical condition, etc.).

Absences: You may miss 2-3 classes in the quarter with no effect on your participation. Any absences beyond 3 need to be discussed with instructor during office hours. You may be dropped after 4 absences.

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)

-- Introduction to course

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

M 1/11 – Reading Response paper due:

More Beautiful World – pages 1-36

Sparks of Genius Ch. 1: "Rethinking Thinking" **and**

Ch. 2 OR 3: "Schooling Imagination" + "Observing"

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

M 1/18 – Personal Experiment paper due

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

M 1/25 – Reading Response paper due:

More Beautiful World – pages 37-87

Sparks of Genius – Ch. 4 OR 5: "Imaging" + "Abstracting" **and**

Ch. 6 OR 7: "Recognizing/Forming Patterns"

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

M 2/1 – Personal Experiment paper due

Week 6 – You Can Change Your Mind (neuroplasticity)

M 2/8 – Reading Response paper due:

More Beautiful World – pages 88-151

Sparks of Genius – Ch. 8: "Analogizing" **and**

Ch. 9 OR 10: "Body Thinking" + "Empathizing"

Week 7 – "Don't Just Do Something – Sit There!" (mindfulness, meditation)

M 2/15 – Personal Experiment paper due

Week 8 – Taking Play Seriously (benefits of play)

M 2/22 – Reading Response paper due:

More Beautiful World– pages 152-190

Sparks of Genius–Ch. 11 OR 12: “Dimensional Thinking”+“Modeling” &
Ch. 13: “Playing”

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

M 2/29 – Personal Experiment paper due

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

M 3/7 – Reading Response paper due:

More Beautiful World– pages 191-249

Sparks of Genius – Ch. 14: “Transforming” and
Ch. 15: “Synthesizing”

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

M 3/14 – Personal Experiment paper due

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

Week 12 – Finals Week

Final Paper Due

Bring to Final Exam period

Extra credit options (10 pts); choose one only / Due by March 10th (no exceptions)

- 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).

****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.).