

HUMI 1 – Creative Minds

De Anza College – Spring ‘17 -- 4 units

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

Office Hours: F2 building (near L Quad and cafeteria); Mon/Wed: 11:30-1:20

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

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.

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.

Several copies of both texts are on reserve in the De Anza library, available for overnight checkout. The Eisenstein book is also available on the author’s website: <http://charleseisenstein.net/project/the-more-beautiful-world-our-hearts-know-is-possible/>

***Note: important class announcements are often made in the first 5 minutes of class. If you are late, you are still responsible for this information, so please make sure you are on time.**

Course Requirements:

1. ***Written Reflections:*** Each week, you will write a reflection on the assigned readings and the in-class material. Include your answers to these questions: 1) what are the most important or meaningful ideas from **each** chapter? 2) What did you learn from the in-class material this week? 3) How can you relate to these ideas? Include chapter headings in your response papers, but do not waste space. Paper should be at least **1 1/2 full pages typed**, double-spaced. ***Due on turnitin.com only every Sunday night.*** 11 papers are assigned; lowest grade will be dropped. **20 pts/paper**
2. ***Personal experiments:*** You will choose any idea from the class or the books, and then test it out in your personal life, studies, or work environment by making some changes in your behavior over a 2-3 week period. The intention is for you to actually apply the concepts you are learning. After you **actively experiment** with your idea, you'll write a 2-page report (**2+ full pages typed**, double-spaced). ***Due on turnitin.com only.*** Include:
 - 1) the class concept you chose to test in your everyday life (home/school/work)
 - 2) a detailed description of the specific actions you took over a 2-3 week period
 - 3) the results you got
 - 4) your analysis of the results
 - 5) your conclusions (what you learned about your original concept).
3. ***Participation:*** Daily attendance, engagement, and participation in class discussions is required. Daily writing responses will be done in class and turned in each day. **5 pts/wk**
4. ***Final essay:*** In this 6 page paper, address the following questions:
6 full pages: double-spaced, typed, 12 font, Times New Roman, 1" margins
 - 1) How have your early life and culture influenced your thinking?
 - 2) What have you learned about creativity and change from the Eisenstein book?
 - 3) What have you learned about creativity and change from Sparks of Genius?
 - 4) What have you learned about creativity and change from the in-class topics?
 - 5) What have you learned about creativity and change from your experiments?
 - 6) How will you integrate this knowledge into your life to create the self and world you want?

Grading: Total points possible = 400 pts.

Written Reflections = 10 papers x 20 pts. each = 200 points (11 papers; 1 will be dropped)

Personal Experiments = 3 papers x 25 pts. each = 75 points

Participation = 50 points (5 pts per week x 10 weeks)

Final essay = 75 points

Grading Scale

A-=90%; A=93%; A+=98% / B-=80%; B=83%; B+=88% / C=70%; C+=78%
D-=60%; D=63%; D+=68% / F=<60%

Late work: Late work is NOT accepted, except with advance permission of instructor.

COURSE OUTLINE – Review each week for reading assignments & due dates

Week 1 – M/T: Don't Believe Everything You See (seeing vs. perceiving)

W/Th: *Sparks of Genius*: Ch.1-Rethinking Thinking

Week 2 – M/T: Don't Believe Everything You Think (assumptions; narrative)

W: *More Beautiful World*: Separation; Breakdown; Interbeing

Th: *Sparks of Genius*: Ch.2-Schooling the Imagination

Week 3 – M/T: Your Culture Tells You What Is Real (and good and true)

W: *More Beautiful World*: Cynicism; Insanity

Th: *Sparks of Genius*: Ch. 4-Imaging

Week 4 – M/T: Fear & the Need to Belong (conformity; stress; social beings)

W: *More Beautiful World*: Science

Th: *Sparks of Genius*: Ch. 6-Recognizing Patterns

Th: Personal Experiment #1 due – May 4th (use idea from weeks 1-3)

Week 5 – M: Lies Your Teacher Told You (history; education; intelligences)

No class this week; instructor out of town at a workshop; video assignment

Participation: Discover your “multiple intelligences” (1 page report due Fri.)

W: *More Beautiful World*: Morphogenesis; Newness

Th: *Sparks of Genius*: Ch. 8-Analogizing

Week 6 – M/T: You Can Change Your Mind (neuroplasticity)

W: *More Beautiful World*: Urgency; Doing; Non-Doing

Th: *Sparks of Genius*: Ch. 9-Body Thinking

Week 7 – M/T: “Don't Just Do Something – Sit There!” (mindfulness, meditation)

W: *More Beautiful World*: Struggle, Pain, Pleasure

Th: *Sparks of Genius*: Ch. 10-Empathizing

Week 8 – M: Taking Play Seriously (benefits of play)

T: *More Beautiful World*: Judgment; Hate; Righteousness

W: *Sparks of Genius*: Ch. 13-Playing

Th: Personal Experiment #2 – June 1st (use idea from weeks 4-7)

Week 9 – M/T: You Can't Fool Mother Nature (biomimicry; health; wildness)

W: *More Beautiful World*: Psychopathy, Evil

Th: *Sparks of Genius* – Ch. 12-Modeling

Week 10 – M/T: The Challenge of Our Times (climate change)

W: *More Beautiful World*: Disruption, Miracle, Consciousness

Th: *Sparks of Genius*: Ch. 13-Transforming

Week 11 – M/T: Revolution (paradigm shifts; empowerment; grassroots)

W: *More Beautiful World*: Destiny; Initiation

Th: *Sparks of Genius*: Ch. 14-Synthesizing

Th: Personal Experiment #3 – June 22nd (use idea from weeks 8-10)

Week 12 – Finals Week:

Final essay due online: *turnitin.com* (see website for due date/time)

Absences: You may miss 3 classes in the quarter. Any absences beyond 3 need to be discussed with instructor during office hours. You *may* be dropped after 4 absences. You are responsible for material covered in class while you are absent.

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

Two extra credit options: Due by Sunday, June 18th (no exceptions) – turnitin.com

- Participate in a volunteer workday at Sunnyvale Full Circle Farm. See their website to sign up online: <http://fullcirclesunnyvale.org/get-involved/education-garden-volunteering/> Write a 1 page response paper (single-spaced, 12 font, typed); attach some physical evidence of your visit – **10 pts**
- Watch the film “*Connected: a film for change*”: <https://www.youtube.com/watch?v=eXuWqMiwSis> and analyze the film *in relation to* the Charles Eisenstein book (1 page response paper; single-spaced, 12 font, typed) – **5 pts**.

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.).