

## HUMI 1 – Creative Minds

De Anza College – Winter '17 - 4 units

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Office: F2 bldg.; M/T/W/Th – 12:40-1:30

*“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. 3 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).

**2. 2 Midterms:** Midterm exams will cover the most important or meaningful ideas from the readings and the in-class material. Exams will be entirely short essay questions, asking you to describe the major themes from each chapter and weekly topic, along with examples from each.

**3. Final Exam:** Exam will be entirely short essay questions, asking you to describe the major themes from each chapter and weekly topic, along with examples from each. Final exam will cover the most important or meaningful ideas from the readings and in-class material since the 2<sup>nd</sup> midterm, and will also have a comprehensive section addressing the overall themes of the course.

**Participation: Students are expected to come to class every day and to participate in class group discussions. Daily in-class writing responses and participation in class discussion will be used to help determine borderline grades.**

### **Grading:**

**Personal experiments** = 3 x 50 pts. = 150 points

**Midterms** – 2 x 75 pts. = 150 points

**Final exam** = 100 points

**400 total points possible**

### **Grading Scale**

**Thorough class participation will be used to determine borderline grades.**

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.

**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.

**COURSE OUTLINE – Read 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: Lies Your Teacher Told You (history; education; intelligences)**

**T:** *More Beautiful World*: Science

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

**Midterm #1 – Thurs., Feb. 2<sup>nd</sup> (covers weeks 1-4)**

**Week 5 – M/T: Fear & the Need to Belong (conformity; stress; social beings)**

**M: Personal Experiment #1 due – Feb. 6<sup>th</sup> (use idea from weeks 1-3)**

**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

**Midterm #2 – Thurs., Mar 2<sup>nd</sup> (covers weeks 5-8)**

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

**M: Personal Experiment #2 – Mon. Mar 6<sup>th</sup> (use idea from weeks 4-7)**

**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)**

**Personal Experiment #3 – Thurs. Mar 23rd (use idea from weeks 8-10)**

**W:** *More Beautiful World*: Destiny; Initiation

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

**Week 12 – Finals Week:** see De Anza Final Exam schedule

**Two additional extra credit options: Due by Mar. 16<sup>th</sup> (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](http://www.deanza.edu/honors). If you are interested, please contact Mehrdad Khosravi, Honors Program Coordinator at [dahonors@fhda.edu](mailto: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.).