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San José State University
Department of Humanities, Creative Arts Program
CA 176, Creative Leadership, Spring 2021

Instructor: Evelyn Thorne
Email: evelyn.thorne@sjsu.edu
Class Days/Time: Asynchronous online
Office Location/Hours: Wednesdays, 1-2pm or by appointment
Sign up [here](#) to meet via Google Meet
Classroom: [Canvas course](#)

Course Description

The world needs creative leadership. We need people who can lead with ideas and inspire action; who can be **creative agents of change**. CA 176 provides foundational tools for creative leadership through examination of research, role models, and case studies. Students will develop their own mission as a creative leader within their field, and be guided through a collaborative project envisioning creative solutions to social issues. The class will study creative leadership within education, the arts, and social change as examples for manifesting change. This class is a great fit for any student who wants to be a leader in their field, because **all leadership requires creativity**.

Creative Arts Program Learning Outcomes

- PLO1** Perform interdisciplinary analysis of various forms of creative arts, attending to connections and commonalities as well as differences, in both written and oral formats.
- PLO2** Identify and articulate various, and often contested, purposes and functions of the creative arts.
- PLO3** Demonstrate the ability to develop and use practice-based methodologies in research projects.
- PLO4** Identify, select, use and cite information sources appropriately.
- PLO5** Create class projects that demonstrate innovative thinking.
- PLO6** Collaborate effectively with other students in the completion of team projects.

Canvas Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. **You are responsible for regularly checking the messaging system through MySJSU on Spartan App Portal (<http://one.sjsu.edu>) to receive important class announcements.** For help with using Canvas see [Canvas Student Resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) page at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

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Required Readings/Library Liaison

Required Readings

All class readings will be posted to Canvas as downloadable links.

Library Liaison

For help with library resources and library research (including use of databases and on-line research materials – such as journal search engines) students are strongly encouraged to contact the Creative Arts Library Liaison:

Silke Higgins

Email: silke.higgins@sjsu.edu

Class and University Policies

Teaching Philosophy

This class is intentionally designed to be student-driven with professor guidance. The professor acts as a facilitator of learning by structuring the content and container for active participation, but in-depth learning will be dependent on student engagement. This approach is based on critical pedagogy, which posits that people learn best in communities of dialogue where they critically reflect on their education and learn from experience.

Classroom Protocol

Our class is intended to foster informed, reflective consideration of theories of creative leadership and possibilities for their application in practice. Students will be expected to read the required readings in order to participate in online discussions and activities. Online discussions will be structured so that students are in dialogue with each other, which will require reading each other's posts and expanding on their ideas.

We will co-establish "Community Agreements" for the classroom protocol in the second week of class. The classroom environment will be determined by everyone's commitment to those Community Agreements and respect of each other. All students will need to take responsibility for the collective leadership of the class.

Note: While this is an asynchronous class that does not meet at a set time, you will be required to meet regular deadlines and engage with your classmates. We will be learning and practicing creative leadership together.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to visit this page, review and be familiar with these university policies and resources.

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Assignments and Grading Policy

Grading

Final grades consist of an assessment in several major areas that count as follows towards a possible 590 points for the course. *More guidelines on grading information and class attendance can be found in the following two university policies:*

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Grading Objectives

All individual assignments will be graded on the following criteria:

- **Commitment to Process (50%):** Does the student follow the guidelines? Does their work demonstrate a commitment to meeting the assignment requirements?
- **Demonstration of Understanding (35%):** Does the student demonstrate an increased understanding of the content? Can they communicate their learning clearly and accurately?
- **Creative Leadership (15%):** Does the student challenge themselves to create their best work? Did they explore diverse perspectives and possibilities? Did they push themselves to critically, reflect on their learning and improve on past work?

All group assignments will be graded on the following criteria:

- **Commitment to Process (40%):** Did the group follow the guidelines? Does their work demonstrate a commitment to meeting the project requirements?
- **Collaborative Leadership (20%):** Did all members of the group take responsibility for leadership of the project? Is there evidence of collaboration throughout the process? Were the assets of all group members utilized?
- **Demonstration of Understanding (20%):** Did the group clearly explain their process and findings? Was the presentation engaging and professional? Does the group demonstrate understanding of the material and communicate what they learned?
- **Individual Creative Leadership (20%):** Did each student in the group challenge themselves to create their best work? Did they push themselves to put to action theories of creative leadership?

Assignments

The class will be focused on discussion of readings and reflection on application of readings through two Perspective Essays (personal reflections), an individual Critical Research Project and a Models for Change Group Project that involves designing a Team Charter, Organizational Chart, and presentation for proposing creative leadership solutions. The class will culminate in a Group Oral Exam.

Participation

Leadership requires participation. As we explore qualities of strong creative leadership, I will expect you to model these best practices in class. **To receive a total of 160 participation points, students will be required to complete the following assignments across the semester:**

- Meet with the professor at the beginning and end of the semester (2 points per/meeting)
- Participate in 8 of 10 online discussions (10 points each)
- Complete 7 of 10 Creative Leadership Activities (6 points each)
- Post 8 of 11 FlipGrid video responses (3 points each)
- Participate in 2 guest speaker presentations or discussions (5 points per guest speaker)

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Most participation requirements will be graded on a pass/no pass basis. Online discussion will be graded based on following discussion guidelines, supporting group participation, and demonstration of learning. To ensure you reach full participation credit and prepare for the final exam, it is suggested you participate in all online discussions. Participation grade will be updated as students complete activities. Additional opportunities for participation credit will be offered throughout the semester. There is a potential for a student to earn over 160 points due to high participation.

Class Leadership

Each discussion week, student teams will be assigned the role of class leaders in order to share and practice leadership. Class Leaders will design a Creative Leadership Activity based on the week's readings for the rest of the class to complete.

Assignment Points

Participation (online)		160 points
Class Leadership (once/semester)		25 points
Perspective Essays (2) (3-4 pp.)	50 pts ea.	100 points
Critical Research Project		75 points
Models for Change Group Project		130 points
Final Group Oral Exam		100 points
TOTAL		590 points

Grade chart:

98-100	A+
93-97	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
below 60	F

Late Policy

Assignment due dates are listed in the syllabus schedule and on Canvas. Assignments turned in after the due date (on Canvas) will receive **an automatic 5 point deduction**. To avoid the late penalty, contact the professor ahead of time to request an extension. You also have the opportunity to resubmit graded assignments for full credit (late penalty would still apply for assignments submitted late). Any requirements not handed in by the due date listed in the syllabus schedule will result in zero points.

NOTE: It is the responsibility of the student to inform the professor of difficulties completing assignments. If you do not communicate with me, I cannot help you. Also note that it is better to talk to me sooner than later. My capacity to help you becomes more limited as the semester concludes.

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Note: Syllabus schedule is subject to change. Students will be given advanced notice.

Table 1 Course Schedule

Week	Dates	Topics, Assignments, & Deadlines
*Reading assignments subject to change. See Canvas for full citations.		
MODULE 1: FOUNDATIONS OF CREATIVE LEADERSHIP		
1	JAN 27-31	<p>Topic: Qualities of Creative Leadership</p> <p>Assignments:</p> <ul style="list-style-type: none"> ● Watch welcome video & schedule meeting with Professor Thorne ● Post introduction on Canvas Announcements by Sunday, Jan 31 ● Complete Week 1 Creative Leadership Activity by Monday, Feb 1
2	FEB 1-7	<p>Topic: Principles of Creative Leadership</p> <p>Readings: What to read this week to complete assignments below</p> <ul style="list-style-type: none"> ● Brené Brown, Dare to Lead: Brave Work, Tough Conversations, Whole Hearts, “Introduction”, pp. 3–15. ● Rushmer, R. “Unlearning in Health Care”, pp.10-14. ● “ADRIENNE MAREE BROWN on Emergent Strategy”, For the Wild Podcast, episode 68, listen till 26 mins: https://forthewild.world/listen/adrienne-maree-brown-on-emergent-strategy <p>Assignments:</p> <ul style="list-style-type: none"> ● Fill out Doodle Poll by Friday, Feb 5 ● Post FlipGrid video response by Friday, Feb 5 ● Participate in Week 2 Online Discussion by Monday, Feb 8 ● Complete Week 2 Creative Leadership Activity by Wednesday, Feb 10
3	FEB 8-14	<p>Topic: Practices of Creative Leadership</p> <p>Readings: What to read this week to complete assignments below</p> <ul style="list-style-type: none"> ● Tim Brown and Sarah Green Carmichael, “Teaching Creativity to Leaders”, pp.1-12. ● Teresa M. Amabile, "How to Kill Creativity", pp.18-24. ● Piers Ibbotson & Lotte Darso, “Directing Creativity: The Art & Craft of Creative Leadership”, pp.548-558.

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		<ul style="list-style-type: none"> ● Rena Jana, “John Maeda and the Art of Leadership” & Libby Dowdall, “John Maeda on the Characteristics of Creative Leaders”, pp.1-4. <p>Assignments:</p> <ul style="list-style-type: none"> ● Post FlipGrid video response by Friday, Feb 12 ● Participate in Week 3 Online Discussion by Monday, Feb 15 ● Complete Week 3 Creative Leadership Activity by Wednesday, Feb 17 ● Start Perspective Essay #1: Due to Canvas by 11:59 PM Friday, Feb 26
4	FEB 15-21	<p>Topic: Creative Leadership in Teams</p> <p>Readings: What to read this week to complete assignments below</p> <ul style="list-style-type: none"> ● Susan Cain, "The Rise of the New Groupthink", pp.1-5. ● Keith Sawyer, "Does Solitude Enhance Creativity? A Critique of Susan Cain's Attack on Collaboration", pp. 1-2. ● Keith Sawyer, "What Mel Brooks Can Teach Us about ‘Group Flow’", pp.1-8. ● Cass R. Sunstein and Reid Hastie, “Making Dumb Groups Smarter”, pp.1-12. <p>Assignments:</p> <ul style="list-style-type: none"> ● Post FlipGrid video response by Friday, Feb 19 ● Participate in Week 4 Online Discussion by Monday, Feb 22 ● Complete Week 4 Creative Leadership Activity by Wednesday, Feb 24 ● Continue Perspective Essay #1: Due to Canvas by 11:59 PM Friday, Feb 26
5	FEB 22-28	<p>Topic: Creative Leadership in Organizations</p> <p>Readings: What to read this week to complete assignments below</p> <ul style="list-style-type: none"> ● Martin Wood, “Upstream thinking in management”, p.1-3. ● adrienne maree brown, “Transforming Ruckus: Actions Speak Louder” ● Elizabeth Merritt, “Flower Power: A Story of Organizational Re-Blossoming”, Center for the Future of Museums Blog, http://labs.aam-us.org/buildingculturalaudiences/flower-power-a-story-of-organizational-re-blossoming/ ● Justin Sinkovich, Book Review of “Enabling Creative Chaos: The Organization Behind the Burning Man Event”, pp.162-165. <p>Assignments:</p>

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		<ul style="list-style-type: none"> ● Post FlipGrid video response by Friday, Feb 26 ● Participate in Week 5 Online Discussion by Monday, March 1 ● Complete Week 5 Creative Leadership Activity by Wednesday, March 3 ● Submit Perspective Essay #1 to Canvas by 11:59 PM Friday, Feb 26
MODULE 2: FIELDS OF CREATIVE LEADERSHIP		
6	MAR 1-7	<p>Topic: Creative Leadership in Education</p> <p>Readings: What to read this week to complete assignments below</p> <ul style="list-style-type: none"> ● Jacquie Turnbull, Creative Educational Leadership: A Practical Guide to Leadership as Creativity, “Chapter 3: Schooling as a system”, pp.29-45. ● Scene on Radio, “Schooled for Democracy”: https://www.sceneonradio.org/s4-e10-schooled-for-democracy/ ● Elisabeth Soep and Vivian Chavez, Drop that Knowledge: Youth Radio Stories, “Chapter 2: Collegial Pedagogy”, pp.49-79. <p>Assignments:</p> <ul style="list-style-type: none"> ● Post FlipGrid video response by Friday, March 5 ● Participate in Week 6 Online Discussion by Monday, March 8 ● Complete Week 6 Creative Leadership Activity by Wed, March 10 ● Start Critical Research Project: Due to Canvas and Padlet by 11:59 PM Monday, March 22
7	MAR 8-14	<p>Topic: Creative Leadership in the Arts</p> <p>Readings: What to read this week to complete assignments below</p> <ul style="list-style-type: none"> ● Lee Anne Bell and Dipti Desai, “Imagining Otherwise: Connecting the Arts and Social Justice to Envision and Act for Change”, pp.287-293. ● Arlene Goldbard, Art Became the Oxygen: An Artistic Response Guide, “Part Four: Partnerships, Ethics, Values, Caring and Self-Care”, pp.53-65. ● Deanna Van Buren, “Unbuilding Racism”, talk for UC Berkeley College of Environmental Design Lecture Series, https://vimeopro.com/user29727690/architecture/video/451974458 <p>Assignments:</p>

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		<ul style="list-style-type: none"> ● Post FlipGrid video response by Friday, March 12 ● Participate in Week 7 Online Discussion by Monday, March 15 ● Complete Week 7 Creative Leadership Activity by Wed, March 17 ● Continue Critical Research Project: Due to Canvas and Padlet by 11:59 PM Monday, March 22
8	MAR 15-21	<p>Topic: Creative Leadership in Social Change</p> <p>Readings: What to read this week to complete assignments below</p> <ul style="list-style-type: none"> ● Center for Urban Pedagogy & Equity Collective, “Dick & Rick: A Visual Primer for Social Impact Design”. ● Zillah Eisenstein, “The Combahee River Collective Statement”, 1978 ● Black Lives Matter Guiding Principles: https://richmondpledge.org/wp-content/uploads/Black-Lives-Matter-Guiding-Principles.pdf ● On Being with Krista Tippett Podcast feat. Ai-jen Poo on “This is Our (Caring) Revolution”: https://onbeing.org/programs/ai-jen-poo-this-is-our-caring-revolution/ <p>Assignments:</p> <ul style="list-style-type: none"> ● Post FlipGrid video response by Friday, March 19 ● Participate in Week 8 Online Discussion by Monday, March 22 ● Complete Week 8 Creative Leadership Activity by Wed, March 24 ● Submit Critical Research Project to Canvas and Padlet by 11:59 PM Monday, March 22
9	MAR 22-28	<p>Topic: Role Models of Creative Leadership</p> <p>Readings: What to read this week to complete assignments below</p> <ul style="list-style-type: none"> ● This week’s readings will reviewing other students’ Critical Research Projects <p>Assignments:</p> <ul style="list-style-type: none"> ● Post FlipGrid video response by Friday, March 26 ● Complete Week 9 Creative Leadership Activity by Wed, March 31 ● Pick Models for Change groups by Monday, April 5
MODULE 3: PRACTICE OF CREATIVE LEADERSHIP		

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	MAR 29 - APR 4	NO CLASS - SPRING BREAK
10	APR 5-11	<p>Discussion Topic: Creative Leadership in Action</p> <p>Time TBD: Guest Speaker TBD</p> <p>Assignments:</p> <ul style="list-style-type: none"> ● Post FlipGrid video response by Friday, April 9 ● Attend Guest Speaker Webinar OR watch recording and post reflection to Canvas discussion by Monday, April 12 ● Models for Change Team Charter due to Canvas 11:59 PM Wednesday, April 14
11	APR 12-18	<p>Topic: Creative Leadership in Action</p> <p>Time TBD: Guest Speaker TBD</p> <p>Assignments:</p> <ul style="list-style-type: none"> ● Submit Models for Change Team Charter to Canvas 11:59 PM Wednesday, April 14 ● Post FlipGrid video response by Friday, April 16 ● Attend Guest Speaker Webinar OR watch recording and post reflection to Canvas discussion by Mon April 19 ● Models for Change Organizational Charter due to Canvas 11:59 PM Friday, April 23
12	APR 19-25	<p>Topic: Practicing Creative Leadership</p> <p>Assignments: Group Presentations next week!</p> <ul style="list-style-type: none"> ● Each team must schedule a meeting with Professor Thorne this week ● Submit Models for Change Organizational Charter to Canvas 11:59 PM Friday, April 23 ● Group presentations will take place next week. Presentation materials must be emailed to the professor <u>1 hour before</u> the presentation time and submitted to Canvas by Friday, April 30th.
13	APR 26 - MAY 2	<p>Topic: Creative Leadership - Models for Change</p> <p>Time TBD: Group Presentations</p>

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		<ul style="list-style-type: none"> Class will find a time we can all meet for group presentations <p>Assignments:</p> <ul style="list-style-type: none"> Post Models for Change presentation materials to Canvas by Friday, April 30 Complete group project evaluation by Monday, May 3 Start Perspective Essay #2: Due to Canvas by 11:59 PM Friday, May 14
14	MAY 3-9	<p>Topic: Living Creative Leadership</p> <p>Readings: What to read this week to complete assignments below</p> <ul style="list-style-type: none"> Rebecca Solnit, Hope in the Dark: Untold Histories, Wild Possibilities: “Grounds for Hope”, pp. xi-xxvi. Audre Lorde, “The Transformation of Silence into Language & Action” CIIS Public Programs Podcast feat. Elizabeth Gilbert on “Magic, Creativity, and Fear”: https://www.ciispod.com/elizabeth-gilbert?rq=elizabeth%20gilbert <p>Assignments:</p> <ul style="list-style-type: none"> Post FlipGrid video response by Friday, May 7 Participate in Week 14 Online Discussion by Monday, May 10 Complete Week 14 Creative Leadership Activity by Wed, May 12 Continue Perspective Essay #2: Due to Canvas by 11:59 PM Friday, May 14
15	MAY 10-16	<p>Topic: How Will We Lead?</p> <p>Assignments:</p> <ul style="list-style-type: none"> Schedule time to meet with Professor Thorne Submit Perspective Essay #2: Due to Canvas by 11:59 PM, May 14 Complete Group Oral Exam Prep by Monday, May 17 Late assignments or re-submissions must be uploaded to Canvas by 11:59 PM Monday, May 17
FINAL WEEK	MAY 19-25	<p>Topic: What Did We Learn?</p> <p>Time TBD: Group Oral Exam</p> <ul style="list-style-type: none"> Class will find a time we can all meet for the Group Oral Exam