

SAN JOSE STATE UNIVERSITY

Creative Arts Program

**Creative Arts 60
Creativity Matters
W 3:00-5:45**

**Spring Semester, 2021
Professor McCraw
Online**

COURSE INFORMATION

**OBJECTIVES
& CONTENT:**

Our course satisfies the General Education Core requirement in Area E (Human Understanding and Development).

Our GE learning objectives are that students should be able to:

- 1) Recognize the physiological, social/cultural, and psychological influences on their well-being.
- 2) Recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.
- 3) Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.
- 4) Recognize themselves as individuals undergoing a particular stage of human development, how their well-being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment.

Our Creative Arts learning objectives are that student should be able to:

- 1) Perform interdisciplinary analysis of various forms of creative arts, attending to connections and commonalities as well as differences, in both written and oral formats.
- 2) Identify and articulate various and sometimes contested functions and purposes of the creative arts.
- 3) Demonstrate the ability to develop and use practice-based methodologies in research projects.
- 4) Identify, select, use, and cite information sources appropriately.
- 5) Create class projects that demonstrate innovative thinking.
- 6) Collaborate effectively with other students in the completion of team projects.

The central focus of Creativity Matters is on understanding the role of creativity in all stages of one's lifespan, approaching it from a range of perspectives, with emphasis on its biological, physiological, socioeconomic, and cultural dimensions.

BOOKS Sir Ken Robinson, *Out of Our Minds: Learning to be Creative* (Capstone, 2011)

Keri Smith, *Wreck This Journal Everywhere* (Penguin, 2014)

CLASS PROCEDURES: Our class sessions will be interactive, intended to foster informed, reflective consideration of research findings and varied understandings, including our own, of the meaning and role of creativity in contemporary society. It is therefore greatly important that all of us think of ourselves as active, engaged participants because our success depends on each of us always coming fully prepared.

For these reasons, our protocol is that our audios and cameras remain ON during class.

ASSIGNMENTS & GRADING: We will have four Response Essays, four Learning Communities group presentations, one Concluding Essay, and submission of activities in *Wreck This Journal Everywhere*.

These portions of our course will carry the following weight in determining semester grades:

Response Essays (4) (3-4 pp.)	40%
Learning Community Presentations (4)	28%
Discussion	14%
Concluding Essay (7-8 pp.)	18%

Evaluation will be based on stated General Education and Creative Arts objectives, full coverage of items in the prompt, and clarity of presentation.

All assignments will be posted on our weekly course Modules.

UNIVERSITY POLICIES: Our class will fully adhere to SJSU's Academic Integrity Policy (available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html.) and fully comply with the American Disabilities Act (students requiring accommodation should register with the Accessible Education Center, Administration 110 (aec-info@sjsu.edu, (408) 924-6000).

OFFICE HOURS & COMMUNICATION: Professor McCraw will be available after class and for appointments readily made for other times.

Email messages may be sent to william.mccraw@sjsu.edu

CALENDAR, TOPICS, & READINGS

JANUARY 27

INTRODUCTION

FEBRUARY 3

THINKING ABOUT CREATIVITY

“The Western Cultural Model of Creativity,” in Module

FEBRUARY 10

EDUCATION AND CREATIVITY I

“Ken Robinson, Who Preached Creativity in Teaching,
Dies at 70,” in Module

Robinson, “Out of Our Minds,” and “Facing the Revolution,” Ch. 2,
pp. 1-47

FEBRUARY 17

EDUCATION AND CREATIVITY II

Sir Ken Robinson, “Do Schools Kill Creativity?”
TEDTalk (on Internet and YouTube)

Robinson, “The Trouble With Education,” Ch. 3, and
“The Academic Illusion,” Ch. 4, pp. 49-108

FEBRUARY 24

CREATIVITY IN THE DOMAINS

Robinson, “Knowing Your Mind,” pp. 109-138, Ch. 5

Mikhail Csikszentmihalyi, “Flow, the Secret to Happiness,”
TEDTalk (on Internet and YouTube)

Mikhail Csikszentmihalyi, “Creativity,” in Module

MARCH 3

BIOLOGY, CREATIVITY, AND THE MIND:
THE CREATIVE PROCESS I

Robinson, "Being Creative," pp. 139-166, Ch. 6

Sawyer, "An Integrated Framework to Describe Eight Stages
of the Creative Process," in Module

Evangella G. Chrysikou, "Your Fertile Brain at Work," in Module

MARCH 10

BIOLOGY, CREATIVITY, AND THE MIND:
THE CREATIVE PROCESS II

Robinson, "Feeling Better," pp. 167-196

"Divergent Thinking Exercises," in Module

Melinda Werner Moyer, "The Serious Need for Play," in Module

MARCH 17

CREATIVITY IN PERSONAL DEVELOPMENT AND THE
WORKPLACE I

Robinson, "You Are Not Alone," pp. 197-218

Brandon Rodriguez, "The Power of Creative Constraints,"
TEDTalk (on Internet and YouTube)

Teresa Amabile, "How to Kill Creativity," in Module

MARCH 24

CREATIVITY AND PERSONAL DEVELOPMENT AND THE
WORKPLACE II

Scott Barry Kaufman and Christine Gregoire, "Ten Habits of
Highly Creative People," in Module

MARCH 31

— — — SPRING BREAK — —

APRIL 7

CULTURE AND CREATIVITY

Robinson, "Being a Creative Leader," pp. 219-244

Andre Walton "Resolving the Paradox of Group Creativity,"
in Module

APRIL 14

CREATIVITY THROUGH THE LIFE CYCLE I

Csizsentmihalyi, "Creativity Across the Life-Span:
A Systems View," in Module

Mariette Di Christina, John Houtz, Julia Cameron, and
Robert Epstein, "Let Your Creativity Soar," in Module

APRIL 21

CREATIVITY THROUGH THE LIFE CYCLE II

Robinson, "Learning to Be Creative," pp. 245-286

APRIL 28

LEARNING COMMUNITY PRESENTATIONS I

MAY 5

LEARNING COMMUNITY PRESENTATIONS II

MAY 12

SUMMARY AND CONCLUSIONS