

HH/SC PSYC 3550 3.0 A(F) Creativity (Fall 2015)

- Prerequisite:** Introduction to Psychology (min. Grade of C)
- Classes:** Wednesdays 11:30 a.m. to 2:20 p.m. in Curtis “A”
- Professor:** Igor Kusyszyn, Ph.D. Office: 235 BSB, Voicemail 416 736-2100 x 77186. The professor prefers to talk with students face to face rather than by email.
- Office Hours:** Wednesdays 11:00 a.m. to 11:30 a.m. and 2:20 p.m. to 2:50 p.m. or by appointment.

Two Teaching Assistants: (1) Jennifer Hunter, MSW, MA. Students please consult Jennifer or Joshua with Project ideas. They will be grading the projects. Jennifer’s email is jahunter@yorku.ca. Jennifer’s office hours are Wednesdays 10:30 to 11:30 a.m. in room 66 of the BSB building. Students with surnames A to M should consult Jennifer.

(2) Joshua Doidge, B.Sc. MA Candidate, Joshua’s email is jdoidge@yorku.ca. Joshua’s office hours are Wednesdays 2:20 to 3:20 p.m. in room 52 BSB. Students with surnames N to Z should consult Joshua.

Secretary: Barbara Thurston, 283 BSB. Voicemail: 736-5115 x 66253

Course Description

An introduction to the psychological study of creativity, including: theories of creativity; the processes of creativity; characteristics of creative people; blocks to creativity; the motivation to create; creative (lateral) thinking tools for solving personal and societal problems. This course has a social conscience in the form of an Improve The World Creativity Project.

“We are each of us a unique pattern of creativity. If it is not expressed and fulfilled, it is lost for all time.” Martha Graham, inventor of modern dance

IMPORTANT DATES AND DEADLINES – Don’t be a dead-head. Meet your deadlines

Sept. 30	Have a project partner or partners by today
Oct. 21	First Term Test (40%)
Oct. 28	Hand in Project Proposal (one mark)

Nov. 9 **Last day to drop course**
Nov. 18 **Hand in Personal Reaction Paper (one mark)**
Nov. 25 **Second Term Test (20%)**
Dec. 2 **Present Project in class (1%); hand in Project Report & Project (37%)**

Evaluation

1. Two multiple-choice tests: 40% and 20%.
2. Improve the World Creativity Project: 37%
3. **One mark for a one page Project Proposal**
4. One mark for a Personal Reaction Paper
5. One mark may be earned by briefly presenting your Project to the class in the last week of classes (5 minute presentation).

No essays. No make-ups. **ALL GRADES ARE FINAL AND NON-NEGOTIABLE.**

Four Required Books

1. Gerber, A. (2001). **Wholeness**. Kirkland, WA: Gerber Educational Resources (Approx. \$30, softcover).
2. Kusyszyn, I. **Creativity Kit**. 15th Edition. (2015) Toronto: Canadian Scholars Press (Approx. \$28, softcover).
3. Norton, M. (2012). **Click2Change: A Better World at Your Fingertips**: London, England: Turnaround Books (Approx. \$12 softcover).
4. Keefe, C. & Smith, L.Z. (1998). **Creating Yes: Moving Toward the Positive and More Fully Aware Life**. Midland Michigan: Creative360. (Approx. \$35.) Note this unique manual contains 22 original colour art prints.)

Recommended Books

Arasteh, A. R. (1980). **Growth to Selfhood**. New York: Penguin.

Cameron, J. (2002). **The Artist's Way**. New York: Putnam. (A description of this book is contained in this outline.)

May, R. (1994). **The Courage To Create**. New York: W. W. Norton.

Newton, M. (1996). **Journey of Souls**. Woodbury, Minnesota: Llewellyn Publications.

Norton, M. (2006). **The Everyday Activist: 365 Ways To Change The World**. Toronto: Anansi. (Approx \$20, softcover)

Piirto, J. (2011). **Creativity for 21st Century Skills: How to Embed Creativity Into the Curriculum**. Sense Publishers <https://www.sensepublishers.com/> or amazon.com

Piirto, J. (2004). **Understanding Creativity**. Scottsdale, Arizona: Gifted Psychology Press

PUT SOMETHING IN - with your own Improve the World Creativity Project

*DRAW A CRAZY PICTURE,
WRITE A NUTTY POEM,
SING A MUMBLE-GUMBLE SONG,
WHISTLE THROUGH YOUR COMB,
DO A LOONY-GOONY DANCE
'CROSS THE KITCHEN FLOOR,
PUT SOMETHING SILLY IN THE WORLD
THAT AIN'T BEEN THERE BEFORE.*

- from *A Light in the Attic* by Shel Silverstein

WEEKLY CLASS OUTLINE

To maximize your learning and enjoyment of the course we strongly suggest you come prepared having done the reading for each class according to this Outline. Second, study all the information in this Course Outline. You may be tested on it. This Course Outline is your lifeline.

For the First Term Test: Read and learn (1) Creativity Kit pages 1 to 130. (2) Wholeness Chapter 1 pages 1 to 46. (3) Click2Change (entire book). (4) Creating Yes (entire manual). (5) You will also be responsible for the lectures and videos. Note: 80% of the test questions will be based on The Creativity Kit and on Wholeness.

Class 1 – Wed. Sept. 16

- (1) Introduction to the course with music, testimonials, video clips
- (2) Building a safe creative community in class: nametags, brag tags; discuss personal interests and strengths; pick a project partner or 2 or 3 or 4 or 5 (6 maximum per project.)
- (3) Video Lecture on TED by Sir Ken Robinson – Do Schools Kill Creativity? (20 minutes).
- (4) Prof. K's Lecture 1: Creativity Definitions. – see Kit page 8
- (5) Prof. K's Lecture 2: Brainstorming: (a) Rules and practice. (b) Clever definitions. (c) Two and Two. – see Kit page 28
- (6) Homework: If you had a billion dollars, what would you do?
- (7) For Class 2 (a) Memorize this Weekly Class Outline (b) Scan Creativity Kit (c) Scan Click2Change.

Class 2 – Wed. Sept. 23

(1a) Poem: We Professors

- (1) Animated Lecture by Sir Ken Robinson: Our Systems of Education are Outdated.(20 min.)
- (2) Lecture: The Psychological Study of Creativity – See Kit page 25
- (3) Lecture: S.C.A.M.P.E.R.: Thinking Tools for Finding Creative Solutions to Problems – see Kit page 53
- (4) Video: Creative Beginnings (60 min.)
- (5) Small group discussion of Click2Change for Personal Growth and Project Possibilities. (See “Turn Your Ideas Into Actions” in this Outline).

Class 3 – Sept. 30

- (1a) Video: Joey Reiman on Purpose (20 min). (TED video).
- (1) Lecture 1: Six Thinking Hats by Edward de Bono - see Kit page 116
- (2) Lecture 2: REVERSAL and RANDOM INPUT - Two powerful creative thinking tools – see Kit page 64.
- (3) Video: Edward de Bono is interviewed. (35 min.)
- (4) Have a Project partner by today.

Class 4 – Wed. Oct. 7

- (1) Video 1: Intuition (from David Suzuki's The Nature of Things) (60 min..)
- (2) Lecture: Distance Healing
- (3) Video 2: Wheelchair Comic Chris Fonseca (10 min.)
- (4) Discussion of the contents of the Creativity Kit
- (5) Read Wholeness Chapter 1 for next class..

Class 5 – Wed. Oct. 14

- (1) Discussion of Wholeness book Chapter 1
- (2) Finding a Project – small group discussion.
- (3) Video: Ecological Design: Inventing the Future (60 min.)

Class 6 – Wed. Oct. 21

- (1) First Term Test (40%). 60 multiple-choice questions. 90 minutes: 11:30 to 1 p.m.
- (2) 1:30 to 2:20 time to discuss projects (optional).
- (3) **For Second Term Test** (1) **Wholeness** text read Chapters 2. (2) In **Creativity Kit**, read from page 131 to the end of Kit. You will also be responsible for the videos and lectures.

Class 7 – Wed. Oct. 28

- (1a) Lecture: **FLOW** by **Mihaly Csizentmihalyi**
- (1) Lecture: New Theory of Human Motivation - see Kit page 192
- (2) Lecture: Effectance Theory and Research - see Kit page 195
- (3) Read **Wholeness** Chapter 2 for next class
- (4) Hand in Project Proposals

Class 8 Wed. Nov 4

- (1) Lecture: **You Are The Placebo** (book summary) by Dr. Joe Dispenza
- (2) **Wholeness Chapter 2** discussion
- (3) Video by Rob Stewart: **Revolution** (pollution theme).

Class 9– Wed. Nov. 11

- (1) Remembrance Day Poems
- (2) (a)“Use of Self” in neurosurgery (b) Jim Carrey (c) Selfhood
- (3) Effectance Theory and Therapy Lecture (see also Appendix for the Ideal Therapist).
- (4) Lecture?

Class 10– Wed. Nov.18

- (1) Hand in Personal Reaction Papers
- (2) Lecture?
- (3) Review of **Wholeness** and **Kit**
- (4) **For Second Term Test** (1) **Wholeness** text read Chapters 2. (2) In **Creativity Kit**, read from page 131 to the end of Kit. You will also be responsible for the videos and lectures.

Class 11 – Wed. Nov. 25

- (1) Second Term Test (20%) 11:30 am to 1 pm 60 multiple-choice questions. 90 minutes.
- (2) 1:30 pm to 2:20 pm free time to complete projects (optional)
- (3) Evaluate this course and/or professor on York on line site (1% bonus if 75% or more students evaluate.)

Class 12 – Wed. Dec. 2

- (1) Project presentations. Five minute time limit.
- (2) Evaluate this course and/or professor on York on line site (1% bonus if 75% or more of students evaluate).
- (3) Hand in projects and project reports today.
- (4) **Create your own miraculous future!**

Personal Reaction/Reflection/ Journal Paper (1%)

The purpose of the Reaction/Reflection Paper is for me to learn how the course is affecting you as a unique individual. Simply state what you are thinking or feeling. These are to be subjective reports with no right answers. Just your honest thoughts and feelings about anything related to the course. Half a page to one page in length.

REPORT for the Improve the World Project

The report should:

- 1) name the project
- 2) describe the project
- 3) trace the steps (process) you went through from before you got an idea through your progress to the final completion of the project
- 4) try to remember the hurdles or blocks and the creative thinking tools you encountered along the way.

Evaluate your project on each of the Grading Criteria found in the Course Outline

5) The report need not be longer than two pages.

Improve The World Creativity Project Guidelines

“How wonderful it is that no one need wait a single moment before starting to improve the world” – Anne Frank

The Creativity Project achieves many desirable objectives.

- 1) It forces students to think more.
- 2) It forces students to apply creative thinking.
- 3) It reveals the students' natural, often hidden, creative talents.
- 4) It builds confidence.
- 5) It gives the students a sense of power and hope for their future.
- 6) It shows the students that creativity is fun.
- 7) It shows the students that they can make a positive contribution to the world.

The project gives you the opportunity to apply the creative thinking tools you learned in this course, to exercise your natural creative abilities, and to make a positive contribution to humanity.

In this project, ideas are worthless. Suggestions or ideas for improvement will receive a grade of zero (0). The project must actually be in place by the deadline. That is, the idea must have been implemented, realized, or put into action in the real world. You must "make a difference" and prove it before the deadline. Late projects are graded zero. So don't delay, start thinking about a project today, and discuss your ideas with fellow students.

Definition of improve: By improve, we mean to make better in some way or make a positive and hopefully sustainable contribution to humankind. For example, make something go easier, faster, more smoothly; reduce the cost, reduce the time, reduce the labour; improve the function, get more value out of the thing, do more with less, make something more beautiful, etc.

Any subject may be chosen for the project. However, we suggest students focus on the environment and saving our earth for future generations. Students may consult [CLICK2CHANGE](#) for project ideas.

The project may be done alone or with one, two, three, four or five partners and handed in as one report. Choose your partners carefully and ensure they are motivated to work hard on the project.

Note: If your Project is in the form of a Web Site we also require that you hand in the site on a disk.

Grading Criteria for Improve the World Creativity Project

There are six criteria on which the Project will be graded.

- | | | | |
|----|-----------------------------|---|-----------------------|
| 1) | Originality: 0 to 5 | Completely original = 5 | Completely copied = 0 |
| | | An original adaptation - a new use for an old thing = 0 to 5 | |
| 2) | Usefulness: 0 to 10 | Is it useful for its intended purpose? | |
| 3) | Cost Effectiveness: 0 to 10 | The lower the cost, either monetary or labour cost, the higher the mark. | |
| 4) | Elegance: 0 to 10 | Elegance is a combination of beauty, simplicity, efficiency, and ease of use. | |
| 5) | Social impact: 0 to 5 | How many people are benefitting or have benefitted from your project? Five or more = 5 marks. | |
| 6) | Importance: 0 to 10 | Importance in relation to solving serious real world problems, i.e., pollution, world hunger, world wars, political torture, murder, blue and white collar crime, etcetera. | |

An Example of Grading Criteria Applied to the Simple Toothpick

A toothpick is usually a thin sliver of wood especially cut so one may easily remove food particles stuck between one's teeth. If you had just invented the toothpick, here is how I would grade it using the criteria as defined.

Originality - 5 out of 5 - You just invented it so it must be completely original. However, if someone had already invented a giant toothpick for the big teeth alligators have and you adapted your idea by inventing the tiny toothpick for human teeth, I would only give you 1 because adaptation was not very original.

Usefulness - The wooden toothpick would get an 8 to 9 for usefulness - not a 10 - because wooden toothpicks sometimes get soft and bend or break in one's mouth. A plastic toothpick would get a 9 to 10.

Cost Effectiveness - The wooden toothpick would get 9 1/2 here. Why not 10? Because wood does cost money and the production of toothpicks costs money. But a lot of toothpicks can be produced at relatively low cost. So, 9 1/2.

Elegance - 9 1/2 out of 10. The toothpick is simple, so simple it's almost perfect and therefore beautiful, and it is very easy to use.

Social Impact - If you could prove to me that at least 5 people used your toothpicks, you would get 5 out of 5.

Importance - In relation to serious real world problems an invention for cleaning one's teeth is totally insignificant. Therefore, 0 out of 10.

Michael Norton

Michael Norton, author of Click2Change (and many other books with a social conscience) is an extraordinary man who has done more for humanity than thousands of others combined. In my opinion he merits a Nobel Prize. His brief bio is below. He should be an inspiration to all who care about humanity. (*Professor Kusyszyn*)

Biography

Michael Norton is a Founder and Trustee of unLTD – the Foundation for Social Entrepreneurs, which received an endowment of one hundred million pounds from the Millennium Commission and makes awards to over 1,000 individuals each year who wish to create change in their communities.

He is the founder of the Directory of Social Change, the UK's leading agency providing information, training and support to voluntary organizations. In 1995 he founded The Centre For Innovation In Voluntary Action (CIVA) to promote innovation and new thinking on the role of charities. See www.civa.org.uk.

Michael Norton established Changemakers, which challenges young people to design and manage their own community projects in response to an issue of importance to them. He is also the founder of Youth Bank UK, which enables young people to make grants in their local communities.

In 2002 he established YOUNG PEOPLE CHANGE THE WORLD, an international summer school for young activists. This has become an annual event, planned and run entirely by young people, which brings together about 250 people from all over the world.

The Artist's Way - A Manual

Here is one student's reaction to the Creativity course and the Artist's Way.

"I can honestly say that taking Creativity 3550 has changed my life. I have broken through my 12-year block on dancing and I have started at last to write the romance novel I vowed I would write when I was 14 years old. Another wonderful improvement is that I complete assignments more easily with a complete lack of anxiety. It even works for exams. It's hard to explain why. I seem to see with increased clarity, as if all the clutter has been removed. I know as a parent, as a partner, as a student and as a part-time teacher, I am calmer, more patient, and more creative." L. D.

The Artist's Way (2002) by Julia Cameron and Mark Bryan is a book about discovering and recovering your creativity. The book is not about artists - the title is a metaphor - the book is a detailed account of our creative potential. It is a work-/play-book filled with interesting vignettes and exercises to help us get in touch with our natural creative self - the person we were before we were blanketed by socialization. The book is delicious reading - it's dessert for the mind and spirit.

The book has helped thousands of ordinary people to live more enriched lives. It has sold two million copies. It is by far the best self-help book I have ever read. It is on a much higher professional level than other books. The authors are professional facilitators, screenplay writers, and filmmakers who write from rich personal experiences.

This book has led to the establishment of special 12-week creativity workshops in growth centres, in colleges, in local communities, in corporations, and most recently, on the Web. The movement it has started - accidentally - has spread to Europe, Australia and to other countries.

The book is very interesting because it is extremely well crafted. It is filled with illustrative inspirational quotations as well. The book has contributed greatly to my own development as a creative human being and has given me more courage to express myself more freely and more spontaneously.

One of your required play/workbooks, CREATING YES facilitates similar personal insights and creative breakthroughs with the use of 22 colour panels. Here, you project your thoughts and feelings into each panel, journal your experience, and watch unknown parts of you emerge from your unconscious True Self into conscious awareness. I had this illuminating experience in a one day play/workshop at Northwood University in Michigan at the Creative Spirit Center. (The cost was \$1,000.00)

SAMPLE TEST QUESTIONS

_____ view(s) creativity as the sublimation of sexual energy and aggressive drives which enable higher mental processes to function:

- a. Jungians
- b. Maslow
- c. Psychoanalysts
- d. Rogers
- e. Cognitive Psychologists

Edward de Bono, an author of sixty books on creativity believed that:

- a. At least 60% of the world's current problems can be solved with creative problem solving.
- b. 99% of the world's current problems can be solved with creative problem solving.
- c. Creativity requires the development of creative intelligence
- d. none of the above.

Which one of the following is NOT one the main findings in the last 45 years of creativity research:

- a. creativity is dependent upon education and intelligence
- b. each person is born with creative ability
- c. there are enormous individual differences in the amount and kinds of creativity people possess.
- d. creative talent can be developed and enhanced with training.
- e. the CPS method can be learned by anyone and is a useful form of creativity.

In the context of the CPS Method, which of the following does NOT belong?

- a. divergence
- b. convergence
- c. logical criticism
- d. sensing
- e. all of the above are part of the CPS method

Which is NOT a trait of a creative person?

- a. persistent
- b. experimental
- c. habitual
- d. committed to risk
- e. positive outlook

FRIENDLY PERSUASION

In What Ways Might We Persuade Someone To Help Us
Make the World a Better Place?

(Note: If you keep the 6 Laws of Behaviour in mind you will have a greater social impact with your project.)

1. People will change their behaviour if they believe their SURVIVAL IS THREATENED.
2. People will change their behaviour TO REDUCE DISCOMFORT.
3. People will change their behaviour TO OBTAIN PLEASURE.
4. People will change their behaviour TO SATISFY THEIR NEEDS, MOTIVES, DESIRES and BELIEFS. So if we want to make people change we must first discover their needs, motives, desires and beliefs.
5. People will model their behaviour on someone they respect or admire.
6. PEOPLE BEHAVE ACCORDING TO THEIR VALUES AND VIEW OF THE WORLD. To make them adopt a new behaviour they must be shown how the new behaviour is in line with their values and view of the world.

HOW TO DO WELL ON MULTIPLE-CHOICE TESTS

Courtesy of Professor Kusyszyn

A. Preparation

1. Do the assigned reading before each class.
2. Highlight the material, or underline it, or colour it, or illustrate it, or all of the above. Use any technique that will help you visualize and remember the material.
3. Learn all the highlighted material week to week. Never cram.
4. Learn the meanings of all technical terms using the text's glossary or a dictionary of psychology.
5. Ask questions in class. The more questions you ask the more of the material you will remember.
6. Discuss the material with fellow students outside of class. (Try e-mail).
7. Purchase and use the Study Guide if there is one

B. Writing the Test

1. When writing the test do not answer each question in order. Answer the questions that are easy first, skip the difficult ones and come back to them later.
2. Read each question slowly and thoughtfully. The answer is often suggested by the wording of the question.
3. When concepts or terms appear in the question or in the alternatives, remember that technical definitions are implied not common sense or English dictionary definitions.
4. Do not change any of your original answers unless you are positive they are wrong. Studies have shown that one's first answer is more often the correct one.
5. Do not look for trick questions. There are no trick questions. Some questions are simply more technical than others and demand a deeper understanding of the material.
6. Don't copy wrong answers from the person sitting next to you.

Turn your ideas into actions: 10 tips for social inventors

Here is some advice for making a success of your project:

Idea generation

- 1 Define the problem as clearly as you can; then think how you can solve it. Brainstorm to overcome worthy-but-dull ideas.
- 2 Look for synergy, for win-win-win situations that solve lots of problems all at the same time.
- 3 Gather other people's ideas; and find a way of rewarding them for their contribution.
- 4 Be prepared to be flexible. Lots of ideas develop in ways you can't foresee at the outset.
- 5 Be patient. Take a long view. Some ideas might take ten years or more for the results to develop.
- 6 Use humour. This can tilt the scales when confronting bureaucracy, and can be much more effective than simply trying to "persuade" people.

Structural

- 7 Involve your friends – together people can move mountains.
- 8 When you start out, think about linking with a NGO that is able to receive grants on your behalf.
- 9 Delegate as much as possible to other people (for particular initiatives, to run a committee, etc). But make sure everyone who promises to help actually delivers.
- 10 Invite celebrities, business leaders, politicians and other important people to become patrons and to attend events.
- 11 Celebrate successes as you go.

Financial

- 12 Make a budget for your project. Keep your overhead low and try to get as much as possible for free.

- 13 Ask friends and colleagues to support you by giving you regular (small) donations.

- 14 Find the funds you need. Persevere. There will be someone out there who is interested in supporting what you are doing.

- 15 Think about charging for things that you might otherwise provide for free.

- 16 Keep your accounts simple; and keep them up-to-date.

Outreach and publicity

- 17 Create a great website, and use it to disseminate information. Make it interesting and interactive.

- 18 Polish up your DTP (desktop publishing) and design skills, and make your leaflets and posters look really nice. But remember that simple = effective.

- 19 Get access to a good photocopier that does double-sided leaflets reliably. Some offices may help you by providing this facility as an "in kind" donation.

- 20 Get to know journalists, especially those who are most likely to be interested. Try to get publicity at every opportunity.

- 21 Maintain an email press list. Send out regular press releases telling people what you're doing.

Keeping going

- 22 Keep a diary charting how your project is progressing.

- 23 Ask for advice when you need it. There are lots of people with the experience and skills you need.

- 24 Keep up the momentum. Don't give up. Deal with the problems that come up from time to time.