

## HH/SC PSYC 3550 3.0 A(F) Creativity (Fall 2013)

- Prerequisite:** Introduction to Psychology (min. Grade of C)
- Classes:** Wednesdays 11:30 a.m. to 2:20 p.m. in Curtis “C”
- 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.
- Teaching Assistant:** Eva Muharib BSc MA Students please consult Eva with Project ideas as she will be doing the grading. Eva is usually available immediately after class ends or by appointment or anytime by email. Eva’s two emails are: [evarsm@yorku.ca](mailto:evarsm@yorku.ca) or [evarsm@gmail.com](mailto:evarsm@gmail.com)
- Eva’s office is in the BSB building: Room 072A.

### Office Hours:

**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

- |                 |  |
|-----------------|--|
| <b>Sept. 25</b> | <b>Have a project partner or partners by today (optional)</b>                    |
| <b>Oct. 16</b>  | <b>First Term Test (40%)</b>   |
| <b>Oct. 23</b>  | <b>Hand in Project Proposal (one mark)</b>                                       |
| <b>Nov. 6</b>   | <b>Last day to drop course</b>   |
| <b>Nov. 13</b>  | <b>Hand in Personal Reaction Paper (one mark)</b>                                |
| <b>Nov. 27</b>  | <b>Second Term Test (20%)</b>  |
| <b>Dec. 4</b>   | <b>Present Project in class (1%); hand in Project Report &amp; Project (37%)</b> |



## 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 (1%) for a Personal Reaction Paper
5. One mark (1%) 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.**

## Three Required Books

1. Gerber, A. (2001). **Wholeness**. Kirkland, WA: Gerber Educational Resources (Approx. \$30, softcover).
2. Kusyszyn, I. **Creativity Kit**. 13<sup>th</sup> Edition. (2012-2013) Toronto: Canadian Scholars Press (Approx. \$25, softcover).
3. Norton, M. (2012). **Click2Change: A Better World at Your Fingertips**: London, England: Turnaround Books (Approx. \$30 softcover)

## Highly 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.

### **Class 1 – Wed. Sept. 11**

- (1) Introduction to the course with music, testimonials, video clips
- (2) Building a safe creative community in class: name tags, brag tags; discuss personal interests and strengths; pick a project partner(s).
- (3) Video Lecture on TED by Sir Ken Robinson – Teaching For Creativity (20 minutes).
- (4) Prof. K's Lecture 1: Creativity Definitions. – see Kit page 8
- (5) Prof. K's Lecture 2: Brainstorming: Rules and practice. – see Kit page 27
- (6) Homework: If you had a billion dollars, what would you do?
- (7) Reserve a mini-lecture date today (optional). Spaces are limited.
- (8) For Class 2 read text "Click To Change" page 1 to page 128 and be prepared to discuss it.

### **Class 2 – Wed. Sept. 18**

- (1) Animated Lecture by Sir Ken Robinson: Our Systems of Education are Outdated.
- (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 52
- (4) Video: Creative Beginnings (60 min.)
- (5) Small group discussion of Click2Change for Project possibilities.

### **Class 3 – Sept. 25**

- (1) Lecture 1: Six Thinking Hats by Edward de Bono - see Kit page 116
- (2) Lecture 2: REVERSAL: A powerful creative thinking tool – see Kit page 61
- (3) Video: Edward de Bono is interviewed. (35 min.)
- (4) Have a Project partner by today (optional)

### **Class 4 – Wed. Oct. 2**

- (1) Video 1: Intuition (from David Suzuki's The Nature of Things) (60 min..)
- (2) Video 2: Wheelchair Comic Chris Fonseca (10 min.)
- (3) Discussion of the contents of the Creativity Kit

### **Class 5 – Wed. Oct. 9**

- (1) Discussion of Wholeness book
- (2) Finding a Project – small group discussion.

- (3) Video: Ecological Design: Inventing the Future (60 min.)
- (4) Project proposals due today (one page or less)

**For the First Term Test: (1) Read and learn in CREATIVITY KIT pages 1 to 128. (2) WHOLENESS Chapter 1: pages 1 to 46.**

### **Class 6 – Wed. Oct. 16**

- (1) First Term Test (40%). 60 multiple-choice questions. 90 minutes 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 129 to the end of Kit.

### **Class 7 – Wed. Oct. 23**

- (1) Lecture: New Theory of Human Motivation - see Kit page 187
- (2) Lecture: Effectance Theory and Research - see Kit page 190
- (3) Read **Wholeness** Chapter 2 for next class
- (4) Hand in Project Proposals

### **Class 8 Wed. Nov 6**

- (1) Lecture: Effectance Theory and Research (continued)
- (2) Wholeness discussion

### **Class 9– Wed. Nov. 13**

- (1) Remembrance Day Poems
- (2) “Use of Self” in neurosurgery
- (3) Effectance Theory and Therapy Lecture
- (4) Video: **Maybe Tuesday** 22 min..

### **Class 10– Wed. Nov.20**

- (1) Hand in Personal Reaction Papers
- (2) Video: Did You Know?
- (3) Review of **Wholeness** and **Kit**
- (4) **For Second Term Test** (1) **Wholeness** text read Chapters 2. (2) In **Creativity Kit**, read from page 129 to the end of Kit.

### **Class 11 – Wed. Nov. 27**

- (1) Second Term Test (20%) 11:30 am to 1 pm 50 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 of students evaluate.)

#### **Class 12 – Wed. Dec. 4**

- (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.
- 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.

Although any subject may be chosen for the project, we suggest that students consult THE EVERYDAY ACTIVIST book or CLICK2CHANGE for ideas.

The project may be done alone or with one, two, three or four 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](http://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.**

**On the following page are Themes for possible projects, taken from one of Michael Norton's books.**

# Themes



## Community and neighbourhood

Getting to know your city or neighbourhood, ways of brightening it up, bringing fun and laughter into local life, working with socially excluded people and with prisoners.



## Culture and creativity

Connecting up with people, new ideas for getting your message across, communicating through language and stories, listening in to get inspired.



## Democracy and human rights

Fighting for freedom of information, participating in elections, lobbying your elected representatives, human rights and human wrongs around the world.



## Discrimination

Fighting for disability rights, tackling racism and sexism (and all the other -isms in society), dealing with violence and abuse.



## Employment and enterprise

Sharing skills and resources, open-access software, Internet collaboration, social enterprise, micro-credit.



## Environment

Global warming, pollution, pesticides and toxins, conservation of species and resources, trees and forests, sustainable living, waste and recycling, transport.



## Globalization and consumerism

Multinationals and responsible business practice, fairer trade and ethical consumption, consuming less.



## Health

Battling HIV/AIDS, malaria and other global diseases, water and sanitation, better health, sport and fitness, hunger and obesity, food and diet.



## International development

Achieving the Millennium Development Goals, addressing inequality and social injustice in the world with skills, money and ideas, recycling to benefit the world's poor, paying off foreign debt, enhancing livelihoods and using appropriate technology.



## Peace

Ridding the world of weapons, waging war on war, promoting peace, preventing genocide.



## Volunteering and citizenship

Getting your message across, being nice to others, gearing up for action, having the right attitudes, donating cash and raising money, giving in kind, volunteering your time.



## Young people

Improving education and schools, fighting for children's rights, supporting children in need, dealing with child abuse, providing opportunities for play and exercise, being a young activist.

## The Artist's Way

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.

I strongly recommend you get this book today and read parts of it at your leisure - just like taking snack breaks from your studies. (*Igor Kusyszyn*)

## 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.

# Multifaceted Teaching/Learning Modules

**(Note: A Module may serve as a Project)**

This proposal involves the construction of multifaceted modules for more effectively teaching theoretical and nontheoretical content. Numerous studies have shown that students forget most of the content they learn within two years.

It is believed that multifaceted modules will help students retain learned content for long periods of time and also increase the probability that the content will be applied to real world problems.

This professor was first made aware of the need for a multifaceted approach to teaching several years ago when he initiated the course, Creativity Pure and Applied. The students expected him to teach creatively rather than in the common lecture style! This instructor began to experiment with a multifaceted approach. The results were dramatic. Here are typical student reactions.

"I would like to thank you for being the first professor at York to teach me things that would bring my dreams of what a university education could do into reality."

"Wonderful class. Always interesting and motivating."

"The course really makes me think."

"The class was not in the least bit boring."

"A little thing like a quote can actually have a profound effect on a person."

"This course has been a real stretching experience for me personally."

"I am genuinely sad to see this class end."

## **A multifaceted module could be composed of the following elements:**

1. Definitions of the concept and its relationship to overlapping concepts.
2. Detailed exposition and elaboration of the concept. (Web links may be used here).
3. Examples and applications of the concept in different areas of life, e.g., in literature, politics, business, the social sphere.

Nothing new so far. However, the remaining elements introduce the novelty of this approach. They speak to an ancient Chinese proverb, "Tell me and I will forget. Show me and I might remember. Involve me and I will understand." In order to increase the probability of understanding, retention and possible application later in life, the following facets will be fused with each concept.

4. Graphic, cartoon, or video clip illustration of the concept. (The Internet may be searched or an artist employed.)
5. One or more relevant metaphors, parables, quotations. (Professors of literature and the Internet may be consulted.)
6. Popular songs related to the concept. (Professors of popular music and/or the Internet may be consulted.)
7. Experiential exercises with the concept. These will be invented.
8. Creative extensions. The students will be asked to go beyond the boundaries of the concept and create more elegant concepts.

The proposed eight-facet model subsumes Sternberg's triarchic model of education (see Sternberg, R. J., Torff, B., & Grigorenko, E. L. 1997. Teaching triarchically improves school achievement). Sternberg's three foci are the analytic, the practical and the creative. The proposed model is a general one and may be used with any subject at any grade level. That is, it is transferable and not domain specific or level specific. The model addresses the processes of teaching as well as the products. Each module is self-contained and may be packaged and presented as such or combined with other modules, as the instructor wishes. The delivery time of each module may vary between approximately thirty minutes and two hours. The modules may be posted on the Internet and used in distance learning.

THE END