

Faculty of Health
Department of Psychology
HH PSYC 3550 A: Creativity
Wednesdays 2:30 PM-5:30 PM Eastern Standard Time Online via Zoom
Term/Year Fall 2022

Please note that this course will be offered ASYNCHRONOUSLY. It would be great if you can join the class on Wednesdays at 2:30 when I will be recording my lectures. If not, prerecorded lectures will be posted on eClass. You need to do the assignments as stipulated in the course outline and substantiate your proactive engagement in the course material. Please read the syllabus carefully to make sure that you keep up your good work.

Instructor and T.A. Information

Instructor: Dr. Sayyed Mohsen Fatemi

Office Hours: Based on appointment.

Email: smfatemi@yorku.ca

| | |
|--------------|-------------------|
| T.A. | Michael Ruderman |
| Email | ruderman@yorku.ca |
| Office Hours | By appointment |

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

Notes, and mini reflection questions will all be posted on the course eClass site. Please note that each class will contain a mini reflection.

Course Description

The course focuses on the psychological study of creativity, including modern theories of creativity, assessment of creativity, individual differences in creativity, creativity in the arts and sciences, the relationship between intelligence and creativity, and the neuroscience of creativity. We will also explore the relationship between creativity and Langerian mindfulness.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of the psychology of creativity.
2. Articulate trends in the psychology of creativity.
3. Express psychological knowledge of creativity in written form.
4. Describe and explain limits to generalizability of research findings in creativity.
5. Demonstrate ability to relate information in the psychology of creativity to own and others' life experiences.

Specific Learning Objectives

1. Students will acquire in-depth knowledge of the psychology of creativity
2. Students will learn the relationship between Langerian mindfulness and creativity
3. Students will gain an understanding of trends in the psychology of creativity
4. Students will apply their knowledge of creativity by demonstrating the ability to apply concepts from the course material to real-life situations.
5. Students will learn to express knowledge of creativity in written form.

Readings

Cognitive Science of Creativity

Ollinger, M. & Goel, V. (2010). Problem-Solving. In B. Glatzeder, V. Goel, & a von Müller (Eds), *Towards a Theory of Thinking*. Springer.

Öllinger, M., Jones, G., Faber, A. H., & Knoblich, G. (2013). Cognitive mechanisms of insight: The role of heuristics and representational change in solving the eight-coin problem. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 39(3), 931–939.
<http://doi.org/10.1037/a0029194>

Goel, V. (2014). *Creative brains: designing in the real world*. Frontiers in Human Neuroscience, 8(241).

Gaborski, L. (2010). Revenge of the “Neurds”: Characterizing Creative Thought in Terms of the Structure and Dynamics of Memory. *Creativity Research Journal*, 22(1), 1–13.
<http://doi.org/10.1080/10400410903579494>

Öllinger, M., Jones, G., & Knoblich, G. (2008). Investigating the Effect of Mental Set on Insight Problem Solving. *Experimental Psychology*, 55(4), 269–282. <http://doi.org/10.1027/1618-3169.55.4.269>

Neuroscience of Creativity

Dietrich, A., & Kanso, R. (2010). A review of EEG, ERP, and neuroimaging studies of creativity and insight. *Psychological Bulletin*, 136(5), 822–848. <http://doi.org/10.1037/a0019749>

Goel, V. (2014). Creative brains: designing in the real world. *Frontiers in Human Neuroscience*, 8(241). <http://doi.org/10.3389/fnhum.2014.00241>

Goel, V. (2015). Indeterminacy tolerance as a basis of hemispheric asymmetry within prefrontal cortex. *Frontiers in Human Neuroscience*, 9. <http://doi.org/10.3389/fnhum.2015.00326>

Goel, V., Eimontaite, I., Goel, A., & Schindler, I. (2015). Differential Modulation of Performance in Insight and Divergent Thinking Tasks with tDCS. *The Journal of Problem Solving*, 8(1). <http://doi.org/10.7771/1932-6246.1172>

Sowden, P. T., Pringle, A., & Gabora, L. (2015). The shifting sands of creative thinking: Connections to dual-process theory. *Thinking & Reasoning*, 21(1), 40–60. <http://doi.org/10.1080/13546783.2014.885464>

Mindfulness and Creativity

Fatemi, S.M. (2018). *The psychological power of language*. Routledge.

Fatemi, S.M. (2016). *Critical mindfulness* (Ed.). Springer.

Fatemi, S.M., Ward, E.D., and Langer, E.J. (2016). Peak performance: Langerian mindfulness and flow. In A.L. Baltzell (Ed.), *Mindfulness and performance (Current perspectives in social and behavioral sciences)* (pp. 101-111). New York, NY: Cambridge University Press.

Langer, E. J. (1989). *Mindfulness*. Reading, MA: Addison-Wesley.

Langer, E. J. (2005). *On becoming an artist: Reinventing yourself through mindful creativity*. New York, NY: Ballantine Books

Course Requirements and Assessment:

| Assessment | Date of Evaluation (if known) | Weighting |
|---------------------------|--------------------------------------|------------------|
| Mini Reflection Questions | Ongoing | 10% |
| Creative piece | October 21, 2022 | 10% |
| Term paper | November 30, 2022 | 40% |
| Exam one | October 27, 2022 | 20% |
| Exam two | December 9, 2022 | 20% |
| Total | | 100% |

Description of Assignments

Mini-reflections (P/F; for Engagement Points)

Mini-reflections will be completed in class, and must be submitted to eClass by *11:59pm the day of class (Wednesday)*. These reflections will be based on provided questions regarding your learning and experiences throughout the course and should take approximately 10 minutes to complete. If you are unable to participate in a class, for whatever reason, you will lose the opportunity to receive marks for whatever you miss. **The mini reflections will be worth a total of 10%.**

Creative Piece

While applying your knowledge of the psychology of creativity, you are encouraged to choose a topic of your personal interest and approach it as creatively as possible. The piece is due on October 21, 2022 by 11:59 PM. This can be between three to five pages.

Term Paper

Written Assignment: You will also have one paper to write for the course. This paper is worth 40% of your final grade. The deadline for the ONLINE submission will be on November 30, 2022 11:59 pm (online submission to TurnItIn).

Term paper guidelines

You will be required to write a term paper for this class that will be worth 30% of your final class grade.

The most widespread contemporary definition of creativity is a process that leads to a novel and useful solution within a relevant context. The idea behind this term paper is to give you the opportunity to be creative—by formulating, suggesting, or generating a solution to a problem that is in need of a creative solution. According to the aforementioned criterion, for your proposed solution to have merit it must be (a) novel, and (b) useful within its context.

For example, you could decide to focus on the problem of school underachievement. In your paper you would first have to define what is meant by school underachievement (e.g., obtaining a grade that is lower than the average for that cohort, etc.). Next, you would analyze various factors that have been shown to be relevant to school underachievement (e.g., nutrition, intelligence, SES, motivation, etc.). Next, you would then conduct a literature review of various approaches that have been used in the past to address the problem of school underachievement, in the process assessing their varying levels of success. You would end by proposing your creative solution. Some creative solutions are *de novo*—meaning that they are entirely new approaches to a problem. In contrast, other creative solutions might be hybrids or novel combinations of ideas that have existed individually before. Both varieties of solutions will be acceptable for this assignment. In addition, creative ideas also have the quality of elegance—defined as a combination of beauty, simplicity, efficiency, and ease of use or implementation.

To maximize your enjoyment of working on this assignment, it is important to choose a topic that you feel passionate about. This will motivate you to think about it, and increase the likelihood of coming up with a creative solution.

Please note the following:

1. You must make use of the available peer-reviewed literature in supporting your claims.
2. You must have your choice of problem approved in advance by one of the Teaching Assistants by the specified date. Paper late penalty will apply.
3. You must use some accepted method of referencing/citing sources.
4. Length should be approximately 15-20 pages.

The paper will be graded on the following seven criteria:

1. Grammar, structure, organization, and coherency of argument (0-15 points)
2. Definition of the problem (0-2.5points)
3. Analysis of the factors relevant to the problem (0-2.5 points)
4. Review of the background literature (0-5 points)
5. Novelty of the solution (0-2.5 points)
6. Usefulness of the solution (0-1.25 points)
7. Elegance of the solution (0-1.25 points)

Exams:

Exams will be based on lectures, and readings. There will be two exams. Each is worth 20% of your final grade. The 1st exam will be given on October 27, 2022 and the 2nd will be given on December 9, 2022. Each exam will consist of a series of short answer and/or essay style questions.

Class Format and Attendance Policy

This course will be offered ASYNCHRONOUSLY. Prerecorded lectures will be posted on eClass. You need to do the assignments as stipulated in the course outline and substantiate your proactive engagement in the course material. Please read the syllabus carefully to make sure that you keep up your good work.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2022-23](#)

Missed Tests/Midterm Exams/Late Assignment

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

Late Work/Missed Tests or Exams

Late assignments will be accepted up to one week after the deadline including weekend days. If your assignment is late, you will be deducted a late penalty of 5% per day, including weekend days. **Late assignments will not be accepted after one week of the missed deadline (35% penalty).**

Students with a documented reason for missing a deadline, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at:

<http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

If you are missing a deadline due to illness, compassionate grounds, etc., you must contact me (smfatemiyorku.ca or smfatemiyorku@hotmail.com) to submit documentation within 48 hours of missing the deadline in order to have your work considered for grading without a late penalty.

Important New Information Regarding Missed Tests

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

HH PSYC: Missed Tests/Exams Form. Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2022-23 Important Dates](#)

| | Fall (Term F) | Year (Term Y) | Winter (Term W) |
|---|------------------|--------------------|---------------------|
| Last date to add a course without permission of instructor (also see Financial Deadlines) | Sept. 20 | Sept. 20 | Jan. 22 |
| Last date to add a course with permission of instructor (also see Financial Deadlines) | Oct. 4 | Oct. 25 | Feb. 6 |
| Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines) | Nov. 11 | Feb. 10 | Mar. 17 |
| Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below) | Nov. 12 - Dec. 7 | Feb. 11 - April 11 | March 18 - April 11 |

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

Turnitin Service and Moodle: Students will hand in all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. You will be able to access Turnitin through the Moodle application for this course. Please note that I will be making use of Moodle to post important information and any changes to the course – be sure to check Moodle regularly

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their

accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses.

Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy.](#)

Course Materials Copyright Information

These course materials are designed for use as part of the HH PSYC 3550 A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement.](#)

Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.

- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadmn@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

Instructor's Bio



Dr. Sayyed Mohsen Fatemi completed his postdoctoral studies in the department of psychology at Harvard University where he has also served as a Teaching Fellow, an Associate, and a Fellow.

Dr. Fatemi is an adjunct faculty member in the Graduate Program in the Historical, Theoretical, and Critical Studies of Psychology in the Department of Psychology at York University, Canada.

He is a frequently published author and has served as the keynote speaker of numerous international conferences.

His publications appear in Springer, Wiley, Templeton Press, Routledge, Cambridge University Press, Oxford University Press, Lexington publication, Roman & Littlefield, Palgrave McMillan, American Psychiatric Association, and Journals such as APA's Journal of Theoretical and Philosophical Psychology and International Journal of Clinical and Experimental Hypnosis.

In addition to teaching at Harvard, he has also taught for the department of psychology at the University of British Columbia, Western Washington University, University of Massachusetts in Boston, University of Toronto, York University, Endicott College, and Boston Graduate School of Psychoanalysis and a few other institutions. He has supervised both master and doctoral students for their research projects and dissertations. He has served as a keynote speaker of a number of international conferences and run workshops and seminars across the USA, Canada and Overseas.

He brings mindfulness in his psychological and therapeutic interventions and has run training and coaching programs for clinicians, practitioners and corporate people in North America, Europe and overseas. He has practiced psychotherapy and hypnotherapy for more than a decade. His treatment areas of work include anxiety, depression, OCD, trauma, PTSD and relationship problems.

Dr. Fatemi is the recipient of the Ellen Langer international Mindfulness Award and is an active member of the APA with numerous presentations at APA annual meetings.

TA's Bio



Bio: Michael Ruderman is in the second year of his PhD in Historical, Theoretical, and Critical Psychology at York. He has a theatre background and is interested in how art and science can be integrated through arts-based and arts-informed research. Other areas of interest are neoliberal subjectivity, interdisciplinary collaboration, and end-of-life. Mike is excited to be your TA for Creativity this semester, and is always available by email. Zoom and in-person meetings can easily be arranged by appointment.