

FYS: Creativity across the Lifespan and Society

Term/Time/Place

Fall 2008
Tuesday/Thursday – 9:30 a.m.-10:45 a.m.
Tribble A105 and DeTamble Auditorium

Instructor

Dr. Samuel T. Gladding

Course Description

Creativity is prevalent in all societies and at different ages and stages of life. It is found in the arts, business, politics, athletics, science, and in everyday life. It can bring new and useful ways of working in the world as well as a different and positive perspective on life. This seminar will examine the literature on ways creativity is used in different domains and what it can contribute to individuals and society over the lifespan.

Course Goals

To promote within students constructive, as well as critical, thinking and writing skills
To familiarize students with the research literature on creativity over the lifespan in different domains.
To inform students on how creativity is used in a variety of ways both positive and negative.
To get students to critically think about what is creative and what is not and why.
To make students aware of how they use creativity.
To help students explore the way creativity can be used to enrich their lives and those of others.
To assist students in nurturing their own creativity as a resource for coping with stress and contributing to society.

Course Policies

There is no prerequisite for this course. Students will be expected to be on time and attend 90% of all classes as well as actively participate in the learning process. The learning in this course will take place through reading of required texts, classroom discussions, in class teamwork, experiential exercises, viewing of videotapes/films/CDs, field trips, guest lecturers, and attendance at creative events on or near the Wake Forest campus.

Required Reading

Cohen, G. (2001). *The creative age*. New York: HarperCollins.

Csikszentmihalyi, M. (1996) *Creativity: Flow and the psychology of discovery and invention*. New York: Harper.

Pink, D. H. (2005): *A whole new mind: Moving from the Information Age to the Conceptual Age*. New York: Riverhead Books.

Schedule of Assignments

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Aug 28 (Thur)	Introduction to the Course/Overview	
Sept 2 (Tues)	Library Instruction Session with Ms. Bobbie Collins, Meet in Room 476 on level 4 of the Wilson Wing of the Z. Smith Reynolds Library at 9:30 a.m. Bring your Laptop!	
Sept 4 (Thur)	Setting the Stage, Where is creativity?	Csikszentmihalyi, pp 1-50 Pink, pp. 1-27 (Class will not meet but read, think creatively, and be ready for the 9 th !)
Sept 9 (Tues)	The Creative Personality	Csik, pp 51-76, Cohen 1-67
Sept 11 (Thur)	The Work of Creativity, Flow, Surroundings	Csik, 77-150
Sept 16 (Tues)	<i>Jim Grobe – Head Coach, Wake Forest Football, Creativity in Athletics</i>	
Sept 18 (Thur)	<i>Lillian Shelton –Director, Secrest Artists Series, Creativity on Stage</i>	
Sept 23 (Tues)	Class Discussion on all assigned readings and speakers	
Sept 25 (Thur)	Assignment #1 Reaction Report Paper to Initial Readings on Creativity	
Sept 30 (Tues)	The Early & Later Years, Aging	Csik pp. 152-233
Oct 2 (Thur)	Domains: Word and Life	Csik, pp. 235-290
Oct 7 (Tues)	<i>Dr. Betsy Gatewood – Creativity in Business Ventures Director, Office of Entrepreneurship and Liberal Arts</i>	
Oct 9 (Thur)	Transitions & Transformation in Creativity	Cohen, 67-136

(class will not meet so transition and transform your mind for the 14th!)

Oct 14 (Tues)	Domain of Future, Making of Culture	Csik., pp. 291-342
	Creativity in Context	Cohen, 137-258
Oct 16 (Thur)	Enhancing Personal Creativity	Cohen, 259-309, Csik, pp. 343-372
Oct 21 (Tues)	<i>Mike Ford & Dr. Mary Gerardy – Creativity in Student Life</i>	
Oct 23 (Thur)	Class Discussion on all assigned readings and speakers	
Oct 28 (Tues)	Assignment #2	
	Biography of Creative Person and Reflections on Me	
Oct 30 (Thur)	<i>Reynolda House Tour – Visual Creativity– Phil Archer</i> <i>meet at Reynolda House at 9:30 a.m.</i>	
Nov 4 (Tues)	Design, Story	Pink, pp. 65-128
Nov 6 (Thur)	Symphony	Pink, pp. 129-157
Nov 11 (Tues)	<i>Cherin Poovey – Creative Services -- Creativity in Print & Video</i>	
Nov 13 (Thur)	Empathy	Pink, pp. 158-184

(class will not meet but think of what others are feeling, i.e., be empathic!)

Final day to hand in Assignment #3

i.e., your paper on creativity on campus and in the community

Nov 18 (Tues)	<i>Creativity on the Air – meet at WFDD at 9:30 a.m.</i>	
Nov 20 (Thur)	Play, Meaning	Pink, pp. 185-247
Nov 25 (Tues)	Assignment #4	
	Metaphors and Creativity	
Dec 2 (Tues)	Negative Creativity – Propaganda & Politics	
Dec 4 (Thur)	Class Discussion on all assigned readings and speakers	

Dec 12 (Friday) Assignment #5

(you may e-mail this assignment to me earlier than the 12th)

Synthesizing -- My Life at 90 – an Autobiography

Course Requirements

Assignment 1 -- Write a **1000 word reaction report** to your initial readings in Csikszentmihalyi, Cohen, and Pink on the nature of creativity. Include in your paper what you think creativity involves as well as what it is and how it relates to your life and the life of society. Cite the authors you have read. Give examples both from the books and from the speakers (i.e., Jim Grobe and Lillian Shelton).

Assignment 2 -- Biography of a Creative Person and Me. Write a **1000 word essay** on the life of any of the persons mentioned in Csikszentmihalyi (pp. 373-391) or Cohen (pp. 1-258). Trace how the person you write about developed his or her creativity as well as turning points in his or her life (e.g., failure or success) regarding creativity. Cite all previous readings as well as two other outside sources. On the last page of your paper you should discuss how you are like this person or how you would like to strive to be like this person and why.

Assignment 3 – Creativity on Campus and in the Community. Wake Forest and Winston-Salem are rich in creativity. Write a **500 word reaction report on a creative event at Wake Forest or in Winston-Salem**, which may be handed in any time during the semester, but no later than November 13th. This paper may be of an athletic, artistic, business, or media event, such as a football game, a Secret Artists concert, a theater production, a concert, a lecture/presentation where creativity was manifested. Make sure you describe the event and why it was creative. You need to cite your books or scholarly outside sources as to the creative nature of the event.

Assignment 4 -- Metaphor and Creativity. How do metaphors (either visual or verbal) symbolize and promote creativity? During the semester you are to keep a metaphor journal of verbal or visual metaphors that you hear, see, or read. Bring these metaphors to class and share with the class the power and influence of metaphors you have collected. Make sure you have at least two dozen examples. How would the message of some of your metaphors be conveyed prosaically? Give at least three examples. Hand in your metaphor log at the same time you hand in your paper explaining how at least three of your metaphors could be put in other words to convey the same meaning, e.g., “He is a rock” – “He is strong, dependable, solid, someone I can rely on who is steady and there all the time.” Share examples of metaphors you have collected with the class.

Assignment 5 -- My Life at 90 – an Autobiography. Your life awaits you! How will it develop? How do you wish it to unfold? Write a **500 word autopsy autobiography** on the creative contributions you will have made to society should you live to be 90 years old. What did you do that was creative? How did you do it (be as specific as possible)?

Why did you do it (be as specific as possible)? What were the outcomes? How did creativity contribute to your health and the health and well-being of society?

Metaphors – Verbal and Visual

1. A figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison, as in “*a sea of troubles*” or “*All the world's a stage*” (Shakespeare) or He *outfoxed me* ; he *pulled the wool over my eyes*, and *took me to the cleaners*. It’s *raining cats and dogs*.

2. Something used, or regarded as being used, to represent something else; emblem; symbol.

