

## **FYS: *Creativity across the Lifespan and Society***

### **Term/Time/Place**

Spring 2010  
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. Creativity changes life and at its best improves life. This seminar will examine the research 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.

"Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep." - Scott Adams (1957 - ), 'The Dilbert Principle'

### **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.

"The creation of something new is not accomplished by the intellect but by the play instinct acting from inner necessity. The creative mind plays with the objects it loves." - Carl Jung (1875 - 1961)

### **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> |
|-------------------|--|---------------------------|
| January 14 (Thur) | Introduction to the Course/Overview  |                           |
| January 19 (Tues) | Library Instruction Session with Ms. Bobbie Collins,<br>Meet in Room 204 on level 2 of the Wilson Wing of the Z. Smith<br>Reynolds Library at 9:30 a.m. Bring your Laptop! |                           |
| January 21 (Thur) | Setting the Stage, Where is creativity?  | Csikszentmihalyi, pp 1-50 |
| January 26 (Tues) | Setting the Stage, Where is creativity?  | Pink, pp. 1-27            |
| January 28 (Thur) | The Creative Personality   | Csik, pp 51-76            |

### **Assignment 1, first set of five metaphors and explanations due (5% of final grade)**

|                   |  |              |
|-------------------|--|--------------|
| February 2 (Tues) | The Creative Personality                   | Cohen, 1-67  |
| February 4 (Thur) | The Work of Creativity, Flow, Surroundings | Csik, 77-150 |

### **Meet at Reynolda House – Class will consist of a tour of the facility**

|                   |                                |                  |
|-------------------|--------------------------------|------------------|
| February 9 (Tues) | The Early & Later Years, Aging | Csik pp. 152-233 |
|-------------------|--------------------------------|------------------|

### **Assignment 1, second set of five metaphors and explanations due (5% of final grade)**

|                    |                                    |  |
|--------------------|------------------------------------|--|
| February 11 (Thur) | Discussion of all previous reading |  |
|--------------------|------------------------------------|--|

### **February 16 (Tues) Test 1 (on all materials up to this point in the semester) (15% of final grade)**

|                    |  |                   |
|--------------------|--|-------------------|
| February 18 (Thur) | Domains: Word and Life                     | Csik, pp. 235-290 |
| February 23 (Tues) | Transitions & Transformation in Creativity | Cohen, 67-136     |

### **Assignment 1, third set of five metaphors and explanations due (5% of final grade)**

|                    |                                     |                    |
|--------------------|-------------------------------------|--------------------|
| February 25 (Thur) | Domain of Future, Making of Culture | Csik., pp. 291-342 |
| March 2 (Tues)     | Creativity in Context               | Cohen, 137-258     |

### **Assignment 2 due of “Biography of a Creative Person and Me” (15% of final grade)**

|                 |                               |                   |
|-----------------|-------------------------------|-------------------|
| March 4 (Thur)  | Enhancing Personal Creativity | Cohen, 259-309    |
| March 9 (Tues)  | Spring Break                  |                   |
| March 11 (Thur) | Spring Break                  |                   |
| March 16 (Tues) | Enhancing Personal Creativity | Csik, pp. 343-372 |



class on four different occasions and share with the class the power and influence of metaphors you have collected. Bring not only the metaphors to class but a two to three sentence explanation of them, for example, how would the message of your metaphors be conveyed prosaically? Illustration: "He is a rock" might be stated as "He is strong, dependable, and solid person. He is someone I can rely on who is steady. He is there for me all the time." **(20% of final grade)**  
**Due on the following dates: January 28<sup>th</sup>, February 9<sup>th</sup>, February 23<sup>rd</sup>, & March 30<sup>th</sup>.**

**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. **(10% of final grade)** **Due Tuesday, March 2<sup>nd</sup>.**

**Assignment 3 – Creativity on Campus and in the Community.** Wake Forest and Winston-Salem are rich in creativity. Write a **1,000 word report on a creative event at Wake Forest or in Winston-Salem.** This paper may be of an athletic, artistic, business, or media event, such as an athletic contest, 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 and two scholarly outside sources as to the creative nature of the event. **(15% of final grade)**  
**Due Tuesday, April 6<sup>th</sup>.**

**Assignment 4 -- Creative Project.** The class will be divided into three (3) teams. Each will take a situation they observe on campus and present to the class a creative solution to it (i.e., something new and practical). For example, how to make "The Pit" less congested at the noon hour on MWF or how to make the campus more attractive, i.e., removal of trash on the ground. The presentation should last approximately forty-five (45) minutes and should include a background of the situation, the situation as it now stands, and one to four possible creative solutions to the problem. PowerPoint or film may be used in the class presentation. Each member of the team will be involved in the presentation. A final paper of approximately 2,000 words (8 pages, double spaced) should be turned in at the end of the class presentation. Each group member will rate each other member in regard to his or her contribution to the final project. This project should be a cooperative rather than a competitive venture with each person contributing. **(15% of final grade)**  
**Due April 20 (Team 1), April 22 (Team 2), and April 27 (Team 3)**

**Test 1 (15% of final grade)**

**Test 2 (15% of final grade)**

**Test 3 (10% of final grade)**

#### **Metaphors – Verbal**

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:

"All the world's a stage." (Shakespeare)

"Emotion is the music of the attachment dance." (Susan Johnson).

"Education is an ornament in prosperity and a refuge in adversity." Aristotle

**Similes** (use the words "like" or "as" in drawing a comparison between two different things -- very similar to metaphors )

"He was just an average-looking fellow — it's not like he was Kobe Bryant or anything. But when he opened his mouth he was like Charlton Heston playing Moses." [CLAUDETTE COLVIN](#), a civil rights pioneer, on the Rev. Dr. Martin Luther King Jr.

"China is like an adolescent who took too many steroids. It has suddenly become big but it finds it hard to coordinate and control its body. To the West, it can look like a monster."

[LIU KANG](#), a professor of Chinese studies at Duke University.

"People are starting to see it like drunk driving, and that's the comparison we need to continue to make."

[STEVE FARLEY](#), an Arizona state representative from Tucson who in 2007 first proposed banning texting while driving.

"The problem is never how to get new, innovative thoughts into your mind, but how to get old ones out. Every mind is a building filled with archaic furniture. Clean out a corner of your mind and creativity will instantly fill it." - Dee Hock, Disney Imagineer

2. Visual metaphors are used to represent something else; emblem or symbolize.



"What's this, Dawkins—another of your 'visual metaphors'?"



## Peer Group Presentation Evaluation Form

Name of Rater: \_\_\_\_\_

Name of Fellow Student Being Rated: \_\_\_\_\_

Name of Activity: \_\_\_\_\_

Date: \_\_\_\_\_

In comparison with my fellow group members, I would rate this member of my group as follows (circle one) :

A      A--      B+      B      B--      C+      C      C--      D+      D      D--  
F

The reason for my rating is as follows. Please give a one to three sentence response.

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