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### ACADEMIC FREEDOM STATEMENT

Brooks Institute is committed to protecting and encouraging the principles of academic freedom. Academic freedom provides the foundation for scholarship, teaching and learning, and reflects the Institutes fundamental mission to promote collaboration, critical thinking, and creativity. Essential elements for the intellectual vitality of a college include: the ability to exchange ideas and concepts freely, to explore and disseminate new knowledge, and to speak openly as a professional and as a private citizen. All are encouraged to promote a learning environment that provides opportunities for the free exchange of ideas between faculty, staff and students.

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### Programmatic Student Learning Outcomes/Mission

The **Liberal Arts** program prepares graduates who will connect their lives as artists to a world of constant change with a historically informed and global perspective. Through the Liberal Arts curriculum, students receive the breadth of learning that forges links between reflective thought, creative endeavor, and ethical practice. Courses in the humanities, social sciences and sciences provide a foundation of creativity, an appreciation of other cultures and ways of living, communication skills, information literacy, and a love of learning. The Liberal Arts aims to create graduates who will thrive in their personal and professional lives.

Upon Completion of Liberal Arts, students should be able to:

- Assess themselves as individuals and global citizens (Visual Literacy, Global, Ethics, Problem Solver)
  - Evaluate history and the arts (Adept, Visual Literacy, Global)
  - Produce imaginative and innovative work. (Adept, Problem Solver)
  - Evaluate ideas critically to formulate their own conclusions.
  - Generate written work across various contexts (Problem Solver)
  - Create prepared, purposeful oral presentations (Problem Solver)
  - Apply quantitative reasoning to solve problems in practical situations (Adept, Problem Solver)
  - Develop a habit of reflection on prior learning to enhance their knowledge throughout their life-times (Ethics)
  - Analyze information and sources critically (Problem Solver)
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**Course Title**                      **Psychology of Creativity**

**Course Code**                      **SOC410**

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Credit Hours                      3 Semester Credit Hours

Contact Hours                      3 Hours

Prerequisites                      SOC110

Course Type                      Lecture

Instructor                      Hamideh Golestaneh

Email                      HGolestaneh@brooks.edu

Telephone                      (805) 585-8000

# Course Syllabus

Term Start/End Date September 8 – December 18, 2015

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## Course Description

This advanced psychology course examines and explores the phenomenon of human creativity. Didactic and experiential methodological approaches will be used to understand the creative process. Students will be introduced to neuro-biological, ecological, and psychological research that address the functionality and expression of creativity. The course will offer experiential exercises designed to enhance creativity, with an incorporation of interpretive theoretical frameworks such as brain lateralization and the psychodynamics of the unconscious. This course also endeavors to help a student understand and work with creative blocks.

## Learning Objectives upon completion of this course the student should be able to:

- Integrate a variety of creative modalities into their creative process
  - Synthesize use of two or more create modalities simultaneously within their creative process
  - Analyze the myriad ways their own psychological constructs such as defense mechanisms, complexes and archetypes inhibit/block their creative process
  - Utilize the creative modalities learned in class to transcend creative blocks
  - Retrieve and synthesize material from the deeper levels of consciousness to attain advanced states of perception of self and other
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## Required Textbook

- Csikszentmihalyi, M. (1997) *Creativity*. ISBN: 978-0-06-092820-9
  - Required Reading Chapters and Articles (Posted online):
  - Amabile T. M. (1983) *The Social Psychology of Creativity* ISBN 0-387-90830-7
  - Amabile T. M. (2001). *Beyond talent: John Irving and the passionate craft of creativity*. American Psychologist, 56, 333-336.
  - Amabile T. M. (1999). *How to kill creativity*. Harvard Business Review, pp. 77-87.
  - Dacey S. John, Lennon H. K. (1998). *Understanding Creativity: The interplay of biological, psycho logical and social factors*. ISBN: 0-7879-4032-1
  - Gardner H. (2011). *Creating Mind*, ISBN-13: 978-0465027743
  - Johnson R. (1989) *Inner Work*, ISBN: 10: 0062504312
  - Lehrer, J. (2012). *Imagine: how creativity works*. Houghton Mifflin Harcourt, NY.
  - Panter B. (1995). *Creativity and Madness* ISBN-13: 978-0801849770
  - Root-Bernstein, R. & Root-Berntein, M. (1999). *Sparks of Genius. The 13 Thinking tools of the World's most Creative People*. Boston: A Mariner Book Houghton Mifflin Company.
  - Sawyer, R. K. (2012). *Explaining Creativity. The Psych Series*. Oxford University Press.
  - Sethy, S.S. (2009) *Creativity and cognition*. Europe's Journal of Psychology, 3, 45-55.
  - Siegel D. J. (2011). *Mindsight: The New Science of Personal Transformation*, ISBN: 978-0-553-38639-4
  - Simonton, D.K. (2000). *Creativity: Cognitive, developmental, and social aspects*. American Psychologist, 55, 151-158.
  - Sternberg, R.J., & Lubart, T. I. (1996). *Investing in creativity*. American Psychologist, 51, 677-688.
  - Zdenek M. (1983). *Right-brain experience: An intimate program to free the powers of your imagination*. ISBN -1-887697-00-4
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# Course Syllabus

## Course Outline

**Week 1:** Introduction, course overview. The Brain: Introduction to Creativity.

**Week 2:** The Creative Personality and Creative Styles.

**Week 3:** Divergent Thinking. In-class activity

**Week 4:** Dreams and Memory. Movie!

**Week 5:** Unleashing your Imagination. Reaction Paper Due.

**Week 6:** Stages of the Creative Process: In-class activity.

**Week 7:** Developing Ideas; Midterm Project.

**Week 8:** Creative Minds and Problem Solving.

**Week 9:** Today's Society and Creativity. In-class activity

**Week 10:** Passion, Motivation and Rewards. Movie!

**Week 11:** Creative Blocks. Reaction Paper Due.

**Week 12:** Personal Risk Taking and Creativity: In-class activity.

**Week 13:** Final Presentations

**Week 14:** Final Presentations

**Week 15:** Final Presentations

***Anything on this outline can change according to Instructor's Discretion.***

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## GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.)

The student's overall grade for this class is derived from a combination of online instructional activity, class participation, assignments, quizzes and exams, projects, and final project/final exam. A student's grade will be adversely affected by being tardy to class and by any unexcused absence. Only the instructor can authorize exceptions to class policies, deadlines or grades. Students must confirm (in writing) any exceptions to class policies or deadlines with the instructor. Class work is weighted as follows:

Grade Weighting		Grading Scales		
Course Area	%	Percent Numeric	Letter	
Course Area	%	93–100	A	4.00
		90–92	A-	3.70
Class Participation	20	87–89	B+	3.30
Short in-class essay	10	83–86	B	3.00

## Course Syllabus

Midterm Exam	25	80–82	B-	2.70
2 Movie Reaction Papers	20	77–79	C+	2.30
Final Project Presentation	25	73–76	C	2.00
		70–72	C-	1.70
Extra credit: TBD	5	67–69	D+	1.30
		63–66	D	1.00
<b>Total</b>	<b>105 %</b>	0–62	F	0.00

### DEFINITIONS OF CRITERIA USED IN GRADING

<b>Outstanding = A</b>	<b>Outstanding work, showing insight and demonstrating excellence and innovation. Work goes well beyond what is required.</b>
<b>Superior = A-, B+</b>	<b>Superior work, shows clear understanding and thorough demonstration of skill and craft.</b>
<b>Good = B, B-</b>	<b>Competent work, clear understanding, often showing creativity and above average use of skills.</b>
<b>Satisfactory = C+,</b>	<b>Adequate understanding, inconsistent demonstration of skills, some elements missing or inconsistent participation.</b>
<b>Unsatisfactory =</b>	<b>Lacks understanding, inadequate amount of time and effort demonstrated, many missing elements, inconsistent participation, skill and craftsmanship not demonstrated.</b>

# Course Syllabus

## ATTENDANCE POLICY

Each faculty member takes attendance for each class period and posts it to the student's record through the portal. Once absences equal 20 percent of the total number of class meetings, faculty may lower the final grade for the course one full grade and may drop the grade again for each absence after the 20 percent has been reached. Students may review their attendance through the student portal under each course the student is enrolled in.

Students who do not attend during the first week of class may be subject to withdrawal. Brooks Institute may also withdraw any student who has not been in attendance for 14 consecutive days. However, the institute will withdraw any student who has had non-attendance for 35 consecutive days; this timeframe may be extended due to extraordinary circumstances that affect the entire student population. Students will be responsible for all financial obligations incurred if and when they are withdrawn for lack of attendance

Regular classroom attendance is not only an essential ingredient for academic achievement, but it is also a fundamental building block for success. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the internship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 14 consecutive calendar days, not including scheduled Institutional holidays or breaks, and/or students who officially withdraw from all current courses may be administratively withdrawn from the Institution.

## Academic Integrity

Brooks Institute expects all students to exemplify integrity in all academic work. Brooks Institute will not permit students to engage in the following dishonest acts:

- **Cheating** – Cheating includes, but is not limited to, the following: using unauthorized notes, study aids, electronic or other devices not authorized by the instructor. Using or borrowing information from another person, or submitting someone else's work as one's own work including images and motion clips. Using work previously submitted for another purpose, without the instructor's permission, is prohibited. Duplicated use of copyrighted material in violation of federal copyright laws is prohibited.
- **Plagiarism** – Submitting as one's own work, in whole or in part, words, ideas, art, designs, text, drawings, images, motion clips, etc. that were produced by another person without attributing that person as the rightful source of the work. Plagiarism includes, but is not limited to: using words, word passages, pictures, etc. without acknowledgement; paraphrasing ideas without quotation marks or without citing the source.
- **Accessory to Dishonesty** – Knowingly and willfully supplying material or information to another person for the purpose of using the material or information improperly.

# Course Syllabus

• **Falsification or Alteration of Records and Official Documents** - The following are examples of acts under this category, but the list is not exhaustive: altering academic records, forging a signature or authorization on an academic document, or falsifying information on official documents, grade reports, or any other document designed to attest to compliance with school regulations or to exempt from compliance.

• **Software Code of Ethics** – Unauthorized duplication of copyrighted computer software violates the law and is contrary to our organization’s standards of conduct. Brooks Institute disapproves of such copying and recognizes the following principles as a basis for preventing its occurrence:

- Brooks Institute will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.
- Brooks Institute will only use legally acquired software on our computers.
- Brooks Institute will comply with all license or purchase terms regulating the use of any software we acquire or use.
- Brooks Institute will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measure for violation of these standards.

• **Communication Devices**-To maintain academic integrity and to eliminate distractions for other students the use of electronic devices in the classroom is dictated by the instructor.

# Course Syllabus

## CREDIT ASCRIPTION ADDENDUM

**SOC410 – Psychology of Creativity - 3 semester credit hours Type: Lecture**  
**Credit Ascription- The amount of hours spent outside of class and assignment alignment with Course Learning Objectives**

Course Learning Objectives:

1. Understand the nature and stages of the creative process
2. Integrate a variety of creative modalities into their creative process
3. Cultivate diligence, humility and responsibility as they navigate their own unique path
4. Discover a wealth of inner resources to nourish their artistic spirit

The following indicates the **minimum** number of hours per assignment:

	Assignment Title	Homework Hours	Assignment Objectives
Week 1	Reading/Note/Response	5	1,2,3,4
Week 2	Reading/Note/Response	5	1,2,3,4
Week 3	Reading/Note/Response Outside Writing	5 1	1,2,3,4 3,4
Week 4	Reading/Note/Response Outside Writing	5 1	1,2,3,4 3,4
Week 5	Midterm	10	1,2,3,4
Week 6	Reading/Note/Response	5	1,2,3,4
Week 7	Reading/Note/Response Outside Writing	5 1	1,2,3,4 3,4
Week 8	Reading/Note/Response Outside Writing	5 1	1,2,3,4 3,4
Week 9	Reading/Note/Response Outside Writing	5 1	1,2,3,4 3,4
Week 10	Reading/Note/Response Outside Writing	5 1	1,2,3,4 3,4
Week 11	Reading/Note/Response Outside Writing	5 1	1,2,3,4 3,4
Week 12	Reading/Note/Response Outside Writing	5 1	1,2,3,4 3,4
Week 13	Reading/Note/Response Outside Writing	5 1	1,2,3,4 3,4
Week 14	Reading/Note/Response Outside Writing	5 1	1,2,3,4 3,4
Week 15	Final Project Outside Resources	15	
Total		100	