

“Education is not the filling of a pail, but the lighting of a fire” - Yeats

Green Sheet: Humanities One - ~~The Creative Mind~~ Creative Minds

Spring 2021

Instructor: Salamander Breiter

Office & Hours: M, T, W and Th from 11:30 – 12:20 via Zoom by appointment

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Description: An introduction to the study of creativity in human life; its sources, development, social purposes, and role in culture change. Students analyze creativity as a central source of meaning and purpose in their lives as well as a development of their unique combination of human intelligences. Lives of creative people from all over the world are examined and contextualized. *This course is specifically designed to build commitment to civic and moral responsibility for diverse, equitable, healthy and sustainable communities. Students are expected to recognize themselves as members of larger social fabrics and to develop the abilities and motivation to take informed action for change.*

Student Learning Outcome: Synthesize critical thinking, imaginative, cooperative and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.


Student Learning Outcome: Cultivate and demonstrate awareness of the power of creativity and the potential of the creative process through direct involvement


Required Texts:

- *Walking on Water* by Derrick Jensen
read at <https://drive.google.com/file/d/1r5WYfH55qRnjaCeGecWcH4IPYBKbnVwx/view>
- *The Element* by Ken Robinson
read at <https://drive.google.com/file/d/0Bydt2DNWRzNeTXMxRU5Ma1VwVTg/view?usp=sharing>
- *The Adventures of Johnny Bunko* by Daniel H. Pink
read at <https://drive.google.com/file/d/0Bydt2DNWRzNeVm91U11NV0V1Ukk/view?usp=sharing>

* A variety of links to additional online readings will be provided to you during the quarter

Welcome: I am incredibly excited to work with all of you. I have designed a course for you that I believe will be meaningful and accessible and that you will be able to be successful in. Please do not be intimidated by the number of assignments, as they follow a very predictable pattern. There are 2 styles of assignments (experiential projects and personal reactions) and 1 type of exam. By the end of the first week, I am confident that you will have a deep sense of the potential for your success and the rhythm of the quarter. Please bring me your concerns and questions so that I can help you prepare for a positive learning experience.

 **Zoom:** Class will be held via Zoom during our scheduled hours. You will access our meetings by using the Zoom tab in Canvas. If you are not able to attend our synchronous class meeting, the recording will be available within 2-24 hours in the Zoom recordings tab. This class can be taken 100% synchronously or 100% asynchronously or a blend inbetween.

 **Canvas:** The reading and writing assignments in this class are arranged into easy to understand Canvas modules, accessed through your Portal account. You can use these modules to follow your progress through the course. On the homepage and on the calendar, you will be able to see the format and rhythm of the course and within each individual assignment you will find instructions/links to readings and specific explanations of my expectations for your writing.

Assignments and Exams:

Experiments (400 points total): You will complete 5 experiential projects over the quarter with an increasing level of challenge and points. These projects will ask you to be more authentic in your “real” personal life by taking direct action to change things that matter to you. Each experiment will last two weeks - Stage A the first week and Stage B the second week. The general format for all of the experiments is similar, but the readings/topics and sphere of influence will change. You will be asked to self-score a portion of Stage B on each experiment to encourage your self-reflection. By the end of the quarter you will be able to demonstrate your capacity to create social change. This is your opportunity to learn creativity by actually utilizing it.

Idea Reactions (300 points total): You will write 2 types of weekly reflections based on your life experiences, informed opinions, and personal perspectives related to each course reading, lecture, and discussion. Midway through each week, you will submit reading reactions based on the assigned readings for the week. You will be asked to prepare an engaging open-ended question for each reading that we will use as a foundation for reading discussions. At the end of each week, you will submit your reactions to each of the lectures and each of the discussions for the week. This reflective process provides the intellectual backbone to our process of discourse and discovery in this course.

Exams (300 points total): You will take 3 exams over the course of the quarter. Each exam is worth 100 points. For each exam, you will have a choice of writing a single essay or writing 10 short essays. I will always give you more prompts than you need to answer. I will give you class time to take your exams, but they will not be due until midnight of the exam day in case you want to take more time to work on them. For the most part, the exams are not comprehensive. The 3rd exam will have a few comprehensive questions that we will prepare for together. During week 9, I will offer you the optional opportunity for you to make-up either exam 1 or exam 2. There will not be a make-up exam available for exam 3.

Extra Credit (30 points extra): I strongly believe that extra-credit should not be used as a substitution for doing the work of this course in a timely manner, particularly because most of your due dates precede conversations with your classmates. They will be relying on you to make informed contributions to their learning experiences. That said, I do believe that extra-credit (coupled with a generous late policy) can relieve a great deal of stress or anxiety when unanticipated events occur in our lives. For that reason, there are 3 ways that you can get extra-credit during this quarter. First, each of you will start the quarter with 30 points of extra-credit in the grade book. This is my way of recognizing up front that learning from home presents personal and technological difficulties and that have a little extra space to turn in a few assignments late or guess on a few exam questions without having to worry about your grade can make an important difference in your success this quarter. Second, the 30 points possible for your idea reactions (reading and lecture/discussion) for Week 1 are in addition to the 300 points for idea reactions included in your grade. This serves as a jump start to the quarter and encourages you to get reading and writing early. It also offers you the potential to go into week two with a large lead on your good grade. Third, during week 9 of the quarter, I will have an extra credit assignment related to role models that will be worth up to 20 points possible (This optional extra credit will be submitted on paper).

Reminder: Please see the weekly modules and calendar in your Canvas account to see specific reading assignments, writing prompts and due dates related to each type of assignment or exam.

Grading Scale:

To keep the math relatively straightforward, I have designed this class to have assignments and exams that add up to 1000 points. Your grade at the end of the quarter will be based on how many points you have accumulated.

970+ = A+
930+ = A
900+ = A-
870+ = B+
830+ = B
800+ = B-
770+ = C+
700+ = C
670+ = D+
630+ = D
600+ = D-
599 - = F

The Fine Print:

Cell Phones: I strongly suggest that you set aside your cell phone during our class meetings. I have found that any academic or intellectual value of phones is far outweighed by the distraction they present. If you are expecting an important call or text, set your phone to vibrate and feel free to step aside from our Zoom meeting for a moment to respond.

Late Policy: You can submit assignments late for a 10% reduction per day late – with no greater than a 50% reduction. This work can be turned in up until our FINAL class meeting, and will NOT be accepted after the FINAL class meeting.

Cheating Policy: Your assignments in this class are all based on your life experiences, informed opinions, and personal perspectives. This means that everything you write should be from your own heart and mind. Any work turned in that is not your own, whether is plagiarized/copied or represents the ideas of others will be consider cheating. Cheating on reactions, experiments, or exams one time will result in an automatic zero for that specific item. For each subsequent instance of cheating, you will receive a zero for this specific item and I will file an official academic integrity violation report.

Expectations: I expect you to be on time to class and ready to begin at start of our meeting. That said, I would rather have you arrive late than not at all. I know that this quarter will be a little bit wonky and we will all be doing our best to balance being at home with our families and potentially demanding work lives. If you are not able to make a class meeting, the recording for the meeting will be available in the recordings tab of Zoom between 2-24 hours after our synchronous meeting. If you are unable to participate in a class discussion, I will expect you to have a discussion with a family member or friend outside of class and to use this conversation as a basis for writing your discussion reaction due at the end of the week.

Online Etiquette: During Zoom meetings, you are expected to act with professional courtesy. Academic discourse requires authentic opinions and honest perspectives that are balanced with deep respect for the experiences and beliefs of others. I expect you to ensure that all students will feel safe to participate fully in our classroom.

Rules For Recordings: Recorded Zoom lectures/discussions are for your use only. They are available for you to watch missed lectures or to refer to after class to reinforce your learning. You may not record/share/redistribute them in part or whole.

Changes: I will not add any extra assignments or extra readings to your workload during the quarter. I will adhere to the due dates on your Canvas calendar and will not change them unless something significant occurs during the quarter. In the rare case that this occurs, I will notify you directly through e-mail.

Student Support and Resources:

I understand that your success in this course will be dependent on many factors in your life. Please let me help you find any academic support or personal support you need. This might range from accommodations from disability support services, to tutoring/writing help/academic skills building, to psychological counseling or a wide variety of life needs. On my faculty website and on Canvas, I have created a series of links you can use to find open help-desk hours or to make appointments both on and off campus. The Equity Initiative Resources link will open to a very long list of services and opportunities for support that I hope you will take advantage of. If you are not sure which of the services you need, I am happy to show you how to get help during office hours.