COURSE IDENTIFICATION

Course Title: Creativity and Imagination (for non-art majors)

Description and Prerequisites

This course will provide students with a practical and theoretical basis for creativity, imagination, and innovation through direct experience, discussions, and studying the work of notable innovators in historical and contemporary contexts.

No pre-requisites

Textbooks and Required Materials

Texts will be provided to students in the form of PDF documents excerpted from published sources, online resources, and lecture notes. Students may need to find and/or purchase materials specific to their group project but this is not determinable in advance.

COURSE OUTCOMES & OBJECTIVES

Outcomes	Objectives
Knowledge: What students should know	
Understand the history, current issues, and direction of the artistic discipline	Students will gain an understanding of contemporary applications of creativity, innovation and imagination.
Place works in the historical, cultural, and stylistic contexts of the artistic discipline	Students will relate the objects they create to historical precedents and contemporary examples.
Use the technology and equipment of the artistic discipline	Students will use relevant equipment and technology in the creation of course projects.
Skills: What students should be able to do	
Use the elements and principles of art to create artworks in the artistic discipline	Students will explore elements and principles of design as they create course projects.

Create artwork that demonstrates perceptual acuity, conceptual understanding, and technical skill	Student work will demonstrate relevant skill and accuracy.
Analyze and evaluate works of art in the artistic discipline	Students will engage in peer and self-critique of their works.
Synthesis: How students will combine knowledge and skill to demonstrate learning	
Produce artworks demonstrating technical skill and disciplinary knowledge	Students will produce works demonstrating relevant skill and technique.
Use knowledge of art and disciplinary vocabulary to analyze artworks	Students will use appropriate vocabulary in their written work and self-reflections.
Participate in critiques of own work and work of others	Students will participate in individual and group critique of projects.

CLASS SCHEDULE

Week – Topic	Lesson	Assignment
1. What is creativity?	Lecture: Duchamp and turning the world upside-down Discussion: Can we choose to be creative, or is it something we're born with?	Sketchbook: Sketch at least 10 ways to use a pencil that do not involve writing
2. How does creativity work?	Lecture: The mechanics of creativity Discussion: Mihaly Csikszentmihalyi, "Enhancing Personal Creativity," in *Creativity. Flow and the Psychology of Discovery and Invention,* 343-372	Journal Entry: When have you felt the most creative? Describe the event.
3. Can we discover techniques to prompt creativity?	Discussion: Twyla Tharp, "Before You Can Think out of the Box, You Have to Start with a Box," and "Scratching," in *The Creative Habit*, 78-115	Sketchbook: Draw the flow of the creative process
4. How do we experience the creative process?	Lecture: Achieving a state of flow	Journal: What are your biggest distractions and/or impediments to personal creativity? How might you address these to minimize the problems they cause you?

5. What is the relationship between expertise and invention?	Lecture: 10,000 hours—is it necessary to be an expert? Discussion: Mihaly Csikszentmihalyhi, "Where is Creativity" in *Creativity. Flow and the Psychology of Discovery and Invention,* 23-50	Sketchbook: Draw a diagram of where you think you are in your accomplishment of expertise in your major field of activity. (Hint: how many hours have you already logged? How many more will you need? How can you create a visual representation of this?
6. How can we find evidence of creativity?	Lecture: Nothing Stays the Same Discussion: Arthur Koestler, "The Evolution of Ideas," in *The Act of Creation*, 224-254	Journal: Why do ideas evolve? Give an example of a changing idea that has affected you personally.
7. How can we determine the role of expertise?	Lecture: Discussion: Richard Sennett, "Ability," in *The Craftsman*, 268-285 Students will be assigned an innovator. They must prepare a 5-minute multi-media presentation	Sketchbook: Draw a visual representation of your assigned innovator and/or his/her innovation that speaks to his/her unique contribution to the world (this should not just be a sketch of the person's face). You may include this as part of your presentation if you so choose.
8. Mid-term	Student presentations: Innovators Hall of Fame	Journal: What was the most interesting thing you saw or heard in the presentations today
9. Project Introduction	Instructor will explain the course project. Students will break into small groups to brainstorm with one another. Groups will further break into pairs to refine ideas. Students will present their partner's idea to the class.	Sketchbook: Sketch out your project idea
10. Is there a relationship between philosophy and imagination?	Lecture: What would Plato have to say about creativity? Discussion: Mark Johnson, "Toward a Theory of Imagination" in *The Body in the Mind. The Bodily Basis of Meaning, Imagination, and Reason,* 139-172	Journal: How does philosophy inform creativity and innovation?

11. How can we use theories of creativity?	Lecture: Why it's good to learn theory rather than just making art from scratch. Discussion: Richard Sennett, "Conclusion: The Philosophical Workshop" in *The Craftsman, 286-296*	Sketchbook: Sketch your progress on the course project
12. How can we find evidence of imagination in industry?	In class research: Student groups will be assigned a ground-breaking company to research. They will prepare a 5 to 10 minute presentation for their classmates	Final Paper: Write a 300-500 word reflection on your experience in this class, addressing how the things you've learned might be of benefit to your educational journey and eventual professional arts practice.
13. Where in the world do we see innovation?	Student presentations of industry innovators Discussion: excerpts from Tim Brown, *Change by Design* or Steven Johnson, *Where Good Ideas Come From. The Natural History of Innovation*	None—work on final project
14. Project Work Day	Students meet individually with instructor for final advice about projects; meet with groups for peer support and feedback	None—work on final project
15. Final	Student Presentations	N/A

ASSIGNMENT & ASSESSMENTS

Item	Due	Weight
Sketchbook	Evaluated at mid-term and final week	15%
Journal	Evaluated at mid-term and final week	15%
Innovator presentation	Week 8 (mid-term)	5%
Project	Week 15	25%
Project Presentation	Week 15	5%
Final Reflection Paper	Week 13	10%
Class Participation	Ongoing throughout course	25%
Total		100%

Bibliography or Recommended Readings

Additional readings will be provided during lessons and discussions.

Mihaly Csikszentmihalyi, "Enhancing Personal Creativity," in *Creativity. Flow and the Psychology of Discovery and Invention*

Twyla Tharp, *The Creative Habit. Learn It and Use It for Life* (excerpts)

Arthur Koestler, "Thinking Aside," in *The Act of Creation*

Richard Sennett, "Ability" and "The Philosophical Workshop" in *The Craftsman*

Mark Johnson, "Toward a Theory of Imagination" in *The Body in the Mind. The Bodily Basis of Meaning, Imagination, and Reason*

Tim Brown, *Change by Design* (excerpts)

Steven Johnson, *Where Good Ideas Come From. The Natural History of Innovation (excerpts)*

Attachments-1

Written directions for assignments

Journal and Sketchbook (30% of final grade)

The journal and sketchbook represent a significant portion of your grade in this class because the real WORK of the course occurs through your thought processes and personal reflections. This is an ongoing process, so your recordkeeping of this learning through visual and textual means is very significant.

Sketchbook (15% of final grade)

- Entries have a date and a title
- Entries must clearly connect to course content or class discussions
- Entries demonstrate connection between the student's life experiences and course content
- Entries demonstrate personal growth, learning and/or reflection
- Entries are of high quality and demonstrate thought and effort

Journal (15% of final grade)

- Entries have a date and a title
- Entries are written legibly
- Entries must clearly connect to course content or class discussions
- Entries demonstrate connection between the student's life experiences and course content
- Entries demonstrate personal growth, learning and/or reflection
- Entries are of high quality and demonstrate thought and effort

Class Participation (25% of final grade)

- This is an experiential, hands-on course. Therefore, your active participation is required at all times
- Students must be prepared for class and ready to engage in the day's discussions and activities
- You should be prepared to share your ideas and opinions during class discussions.
- You should demonstrate active listening through your facial expressions and body language
- You should exhibit willingness to volunteer your ideas and opinions, and enthusiasm for class activities.

Innovator Presentation (5% of final grade)

- You will be assigned an innovator to research this person, making sure to focus the bulk of your information on:
    - WHY is/was the person's innovation significant?
    - HOW did the person accomplish this?
    - WHAT did this person do that no one had done before and what is the lasting impact of this innovation?
- Prepare a 5-minute presentation. Creativity is important, but there are no specific criteria beyond the time limit, which will be strictly enforced.

In-Class Presentation (counts towards overall participation grade)

- Small groups of students will be given the name of a ground-breaking company.
- The group will have 30 minutes to conduct research about the company, and 30 minutes to assemble a presentation for the class.
- Presentations should be 5 to 10 minutes in length and should demonstrate creative communication.

Course Project (25% of final grade)

- Course projects are dependent on lectures, class activities, and discussions occurring in the first half of the course. Because of the nature of this class, it is not possible to anticipate specific criteria ahead of the time the project is assigned. Rather, this will be a work in progress, with criteria emerging as we work together.
- Projects will be evaluated during a one-on-one critique with the instructor, and also via the final presentation

Project Presentation (5% of final grade)

- Because student projects will vary widely, guidelines for evaluation are necessarily broad. All projects must demonstrate:
    - Substantial knowledge
    - Creativity
    - Evidence of preparation and organization
- Presentations must be:
    - Of high quality
    - Clear and easy to understand
    - Engaging and interesting

Final Reflection Paper (10% of final grade)

- You will write a 300-500-word paper reflecting on your experience in this class.
- The paper should address:
    - How the things you've learned might be of benefit to your educational journey
    - How your learning will benefit your eventual career.
    - Activities or experiences you found most valuable during this class
    - Activities or experiences you felt were unsuccessful during this class