

PSYO 480N
Advanced Special Topics in Psychology: Creative Process
2020-21 Winter Term 2 Syllabus

Professor: Dr. Liane Gabora

Location: Online through Canvas

Day & Time: Fridays, 8 – 10:50 AM (First class - Jan 15; Last class – April ; No class on Feb 19)

Professor Contact Information:

~~Office: FIPKE 235~~ (No in-person meetings this semester due to COVID19)

~~Phone: (250) 807-9849~~ (This phone line will not be monitored this semester due to COVID19)

Email: liane.gabora@ubc.ca (you must put PSYO480N in subject line or else I may not respond)

Office hours: Mondays 12:00 AM – 1:00 PM and Thursday 12:30 – 1:30 PM or by appointment

Readings

Each week the reading will consist of either a creativity-related reading chosen by a student and shared with the class as per the instructions below, or a chapter of the book I am writing titled *Dawn of the Creative Mind*.

Prerequisites

Six credits of 200-level psychology. PSYO 317 is strongly recommended. If you do not have the prerequisites please speak with the professor at your earliest convenience. Students who remain in the course without written consent of the professor will fail the course.

Course Description and Objectives

This course provides in-depth exposure to experimental and theoretical approaches through which psychologists and cognitive scientists investigate the interplay of internal and external factors involved in the creative process, focusing in particular on creative therapies (art therapy, music therapy, drama therapy, and writing therapy), as well as the transformative potential of the arts beyond clinical settings, for society at large. It is hoped that by the end of the course students will possess a deeper understanding of how the creative process works, how it can be studied, how psychological theory can inform creative activities, and how creative activities can be beneficial in clinical settings and beyond. Course content will be tailored to the particular interests and/or creative pursuits of individuals in the class.

Format

Each week (more or less) will focus on a different aspect of the psychology of creativity and/or creative therapies. Your participation in class discussions is expected. Each class will consist of

- (1) A presentation by a class member (which may include a class activity)
- (2) Position paper by class members
- (3) Discussion
- (4) Occasionally, a guest speaker (approximately 5 in total), or a game that explores your creativity as individuals or groups

Evaluation

Presentation: 35% (May include a class activity)

Position Paper: 25% (Read aloud in class and submit hardcopy in subsequent class)

Class Participation: 15% (Insightful discussion and commentary)

Take-home Final Exam: 25% (Comprehensive; Given out last day of class; due 1 wk later)

Grading Practices

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record.

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>

Choosing and Sharing a Reading

Find an article published in a scholarly journal that concerns (1) some aspect of the psychology of creativity, (2) creative therapies, or (3) the transformative impact of immersion in a creative practice. Alternatively, you may choose to present a chapter of *Dawn of the Creative Mind* (see below):

Dawn of the Creative Mind Chapter Titles:

1. An Integrative Framework for Creative Cultural Change
2. Creativity Fuels Cultural Evolution by Restructuring Worldviews
3. The Honing Theory of Creativity
4. The Neural Underpinnings of Creativity
5. Conceptual Interaction: An Enigma at the Heart of Creativity
6. Why Creativity Heals the Heart and Mind
7. Empirical Evidence for Honing Theory
8. Modeling Creative Cultural Evolution
9. The Origin of Creative Cultural Evolution
10. Context-Driven Actualization of Potential in Creativity and Evolution

The book has not been finalized so it is not yet available, but if you would like to a book chapter, I will make that chapter available two weeks prior to the day of your presentation.

If you choose a scholarly article, bring it to my office hours or email it to me to preview. (It may be helpful to know that EBSCO offers an “email” tool in the right sidebar of the article abstract page that enables you to email the article to one other person.) Once I have approved the article, make it available to the other students in class, using whatever method works best for you. Here are some methods you may not know about:

- You can provide a citation and classmates may search Summon for the article.
- You can create a direct persistent link for the article. Follow the directions on this EBSCO purl tutorial at http://www.ubc.ca/okanagan/library/_shared/assets/EBSCO17850.pdf from UBC Okanagan Creating Persistent Links (purls) webpage.
- You can send an email to Sherri Savage sherri.savage@ubc.ca and she will create the link for them. You then email or post the citation or link in the class website.

Another option is to export a citation to RefWorks but this can be glitchy and may provide more hindrance than assistance. To create a link to the article you choose for the class to access, see:

<http://www.ubc.ca/okanagan/library/help/creatinglinks.html>

Presentations

Presentations should cover the content of the chapter or article in a clear and interesting manner, relating it where possible to previous discussion topics, and potentially (although not necessarily) go beyond the content of the chapter or article using your own interests and experiences as examples, or that of people you know or learn about.

Presentations may include a class activity (but only if it is directly relevant). They may be done with a partner, but if you do it with a partner you must do two of them. Suggested duration: 20-30 minutes per person, followed by question and answer or discussion. *If you do it with a partner, both of you must be present for the presentation*, although it is ok if only one person does the actual presentation (so long as the other person does something else to make up for it). If it is in powerpoint, please upload the .ppt file to the class website. Have fun with it, and make it fun for the class! Note: If you are not happy with how the first one goes you may do another one but only if there is an opening left.

EVALUATION CRITERIA FOR PRESENTATIONS

CONTENT

- Did the presenter(s) either cover the most important points in the article or use the article as a departure point for elaborating on a particular aspect of the material?
- Was the presentation well researched? Has effort been invested?
- Does the presentation give evidence of *knowledge and understanding* of theory and research in the field, as well as ability to *think critically* about theory and research in the field, in a manner that is penetrating, nuanced, and objective?
- Did the presenter go beyond the obvious and present thoughts, insights, or findings that are surprising or provocative?
- Was the content provided at a level that your classmates could understand and learn from it? Was the learning process fun, interesting, and enjoyable?
- If experimental results are presented are they presented in sufficient detail that we really understand how the researchers came to the conclusions they came to?
- Is the research presented critically; did the presenter evaluate the pros and cons of the method used and suggest directions for further research?
- Are names and dates provided after key findings—e.g., (Smith, 1999)—as well as listed at the end?

STYLE

- Is the presentation style engaging?
- Does the speaker come across as interesting? Genuine? Passionate about the topic?
- Is eye contact made?
- Does the speaker speak quickly, slowly, or at a speed that is easy to follow?
- Does the speaker speak loud enough to be heard throughout the room?
- Are the presentation materials stimulating? Easy to understand? Cluttered? Does the writing stand out against the background, or is it legible? Creative?
- Are any directions given in a manner that is easy to follow?
- Did the class have fun? Did they learn something about creativity? Did they ask questions – did it inspire discussion?
- Was the presentation well organized?
- Did the presentation style match and augment the content?

WHAT WORKED PARTICULARLY WELL

Here I tell you about something about the presentation that was particularly effective.

SUGGESTIONS

Here I tell you about something about the presentation that did not work so well or could use improvement.

OVERALL

Here I tell you what I felt to be the overall impression of the presentation on the listener.

I give the presentation a tentative mark after it is presented but I do not show the mark to the student at that time because it is subject to change. I wait until the end of term to finalize the presentation marks.

Position Papers

After each presentation, another student will present a position paper—i.e., commentary—that is read aloud, and that takes a stand or elaborates on some aspect of the topic covered in the presentation. Position papers should be approximately 1000 words (approximately 4 pages). They are potentially modified using feedback from the professor and the class, prior to final submission. It is not necessary, but you are encouraged to incorporate personal experiences, the experiences of friends or family, or use articles in peer-reviewed journals that you find using PSYC-info or Google Scholar. Please type the position paper double-spaced, 12-point font, and use APA (American Psychological Association) format for references. It **MUST** be grammatically correct, and will be assessed for content, accuracy, clarity, originality, and strength of arguments. ***They are due to be read aloud the day of the relevant presentation and the final form is due for submission by the next class (usually one week later). Each student will contribute one position paper.***

INSTRUCTIONS

- Read the paper that you are providing a position paper on, jotting down your initial thoughts and impressions.
- Choose one or two aspects that particularly interest you or that you believe merit discussion, investigation, or critical reflection (You are not obliged to comment on the entire article).
- Elaborate into a paper of approximately 1000 words. You may analyze a particular topic or research approach or finding or take a stance on a particular issue.
- You are encouraged (but not required) to do independent research that goes beyond the material in the article (for example, to read one or two other recent journal papers on the topic).
- Proofread and read aloud to yourself to make sure that it is not worded in an awkward manner and that it is free of spelling and grammatical errors.
- After presenting it to the class, use any relevant discussion and feedback to elaborate on the paper
- List references at the end in APA (American Psychological Association) format; there must be at least a few scholarly references (e.g., academic journal articles).
- Cite direct source of literature; do not cite someone who discussed the study but the person who did the study
- Must be submitted in hardcopy one week after it was read aloud in class. You should also submit it in electronic format through the class website on the same day.
- Do not call your electronic file 'Creativity.doc'. Electronic files must be labeled in the following format: Last name _ first name _ PSYO480N_commentary.doc

EVALUATION CRITERIA

Content will be evaluated for:

- Accuracy (Is the information factually correct?)
- Evidence of *knowledge and understanding* of theory and research in the field
- Evidence of ability to *think critically* about theory and research in the field and/or apply theory and research to actual situations
- Depth (Are the arguments superficial, or do they go beyond the obvious to explore issues in a manner that is penetrating, nuanced, and objective?)
- Strength of arguments (Are arguments well-founded? Are convictions theoretically grounded and/or backed up by evidence from the literature?)
- Clarity (Is the information clearly explained?)
- Organization (Is it structured in a logical, coherent manner? Are the arguments ordered such that each one builds on or follows naturally from the one that preceded it?)
- Is there evidence of independent thinking?
- Is there evidence of independent research (such as references to scholarly journal articles and/or other relevant materials)?

Style and formatting will be evaluated as follows:

- Is it in APA format, with a title page including title, name, student number, name of class, and the phrase 'Position paper', and references properly listed at the end?
- Is it in *Times New Roman* 12-point font?
- Is it double-spaced with right-hand margins not justified?
- Is it approximately 1000 words (= about 4 pages of double-spaced *Times New Roman* 12-point font type including cover page and references page)
- Is it readable or does it sound awkward? Does it flow well?
- Is it free of spelling and grammatical errors?

Policy Concerning Late Assignments or Missed Exams

If the date for handing in an assignment is missed, the mark will be reduced by 3% for each calendar day (or part thereof). Exams MUST be written during the designated times. If a student anticipates missing an exam or assignment due to illness or some other reason, I MUST be contacted beforehand, and you will be required to provide a doctor's note before alternative arrangements will be made. If I am not available, leave a message that includes your reason and a phone number where you can be reached. Failure to do so may mean that you will not be allowed to sit the exam or receive a mark for that component. All students who miss or plan to miss a scheduled final examination will be sent to the office of the Associate Dean, Curriculum and Students.

Policy Concerning Computers

~~This section blocked out since the class is online this year, but I still recommend you turn social media off during class time. Computers are allowed in the classroom on a tentative basis. If I see or hear of anyone using their computer for Facebook, email, or anything other than taking notes, the privilege of using a computer in class will be taken away for everyone. Computers are absolutely not allowed during in-class exams.~~

Disability Services

If you require disability-related accommodations to meet the course objectives, please contact the Coordinator of Disability Resources located in the Student Development and Advising area of the student services building. For more

information about Disability Resources or academic accommodations, please visit the website at: <http://web.ubc.ca/okanagan/students/disres/welcome.html>

Final Examinations

Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job. Further information on Academic Concession can be found under Policies and Regulation in the *Okanagan Academic Calendar* <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the policies and procedures, may be found at <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,959>. If you have any questions about how academic integrity applies to this course, please consult with your professor.

UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

Contact: UNC 214 * Phone: 250.807.9263 * Email earllene.roberts@ubc.ca * Web: www.students.ok.ubc.ca/drc

Ombuds Office

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UBC Vancouver Ombuds Office email: ombuds.office@ubc.ca * Web: www.ombudsoffice.ubc.ca

UBC Okanagan Equity and Inclusion Office

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, or to get involved in human rights work on campus, please contact the Equity and Inclusion Office. Contact: UNC 216

Phone: 250.807.9291 * Email: equity.ubco@ubc.ca * Web: www.equity.ok.ubc.ca

Health & Wellness

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment. Contact: UNC 337

Ph: 250.807.9270 * email: healthwellness.okanagan@ubc.ca * Web: www.students.ok.ubc.ca/health-wellness

Safewalk

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at **250-807-8076**. For more information, see: www.security.ok.ubc.ca

Student Learning Hub

The Student Learning Hub is your go-to resource for **free** learning support—now **online** and flexible to meet your remote learning needs! The Hub welcomes undergraduate students from all disciplines and years to access a range of supports that include **tutoring in math, sciences, languages, and writing**, as well as **dedicated learning support** to help you develop skills and strategies for **academic success**. Don't wait—successful learners access support early and often. For more information, visit students.ok.ubc.ca/hub or contact learning.hub@ubc.ca.

Academic Integrity Pledge in an Online Learning Environment

Upon registering for this class, all students are bound by the [student declaration](#):

I hereby accept and submit myself to the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of The University of British Columbia, and of the faculty or faculties in which I am registered, and to any amendments thereto which may be made while I am a student of the University, and I promise to observe the same.

For further information please refer to the calendar statements about [Academic Honesty and Standards](#), specifically:

Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.

It is the student's obligation to inform himself or herself of the applicable standards for academic honesty. Students must be aware that standards at the University of British Columbia may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty.

Schedule

Let me know (1) which book chapter or scholarly paper you would like to present, and (2) which topics you would like to do their position paper on. I will then post the schedule of topics, presentation dates (for both students and guest speakers), presenters, and position paper readers on Canvas.

Each person's name should appear once in the Presenter column and once in the Position Paper column. Please ensure that is the case by Jan 15th.

If there is nothing in the 'topic' and 'relevant paper' columns for the date you are presenting, that means that YOU are responsible for finding a topic and relevant paper, and sending them to me at your earliest convenience.

Two people can do a presentation together, but there cannot be more than one presentation on the same topic.

There CAN, however, be more than one position paper on the same topic, in which case they are both presented on the same day as the presentation.

For further instructions, see above.

Date	Topic	Reading	Presenter	Position Paper
Jan. 8	Go over syllabus; Introduce topic; organize schedule; example of presentation		Dr. Gabora	
Jan. 15				
Jan. 22	Creativity in humour			
Jan. 29	Example of position paper			
Feb. 5	Integrative framework			
Feb. 12		Essay published in Analog on the relation between science and science fiction.	Guest Speaker: Robert J Scherrer, Cosmologist and Science Fiction writer https://my.vanderbilt.edu/robertscherrer/ <robert.scherrer@Vanderbilt.Edu>	
Feb. 19		Spring Break		
Feb. 26	Honing theory	Gabora, L. (2017). Honing theory: A complex systems framework for creativity. <i>Nonlinear Dynamics, Psychology, and Life Sciences</i> , 21(1), 35-88. [https://arxiv.org/pdf/1610.02484v1.pdf]		
Mar. 5				
Mar. 12				
Mar. 19	Neural	Gabora, L. (2018). The neural basis and evolution of divergent and convergent thought. In O. Vartanian & R. Jung (Eds.) <i>The Cambridge Handbook of the Neuroscience of Creativity</i> (pp. 58-70). Cambridge MA: Cambridge University Press. [https://arxiv.org/pdf/1611.03609.pdf]		
Mar. 26		Other paper on neural / brain		
Apr 2.		Good Friday. University closed.		

Apr 9.		Dark side of creativity		
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