

PSYCHOLOGY 176: CREATIVITY

Winter 2011

Tuesday & Thursday, 12:30 - 1:50, 1350 McGill Hall

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Hours: By appointment

COURSE OVERVIEW

Creativity involves the generation of an idea that is both novel and valued, and it is critical to aspects of our lives ranging from mundane (e.g., solving personal and interpersonal problems) to profound (creating works of art, making scientific discoveries). We will discuss how to increase creative behavior in individuals, groups, and organizations, and highlight aspects that are common to all three.

REQUIRED READING

There is a course reader available from the bookstore. In addition, you will read from James Surowiecki's *The wisdom of crowds*, also available at the bookstore.

TOPICS AND ASSIGNED READING (to be done before Tuesday's class each week, except for Week 5):

Week 1 (Jan 4, 6): Introduction and overview

1. Sternberg, R. J., & Lubart, T. I. (1996). Investing in creativity. *American Psychologist*, *51*, 677-688.
2. Simonton, D. K. (2000). Creativity: Cognitive, developmental, and social aspects. *American Psychologist*, *55*, 151-158.

Week 2 (Jan 11, 13): Individual creativity in the long run: Breadth and depth of knowledge

3. Leung, A. K-y., Maddux, W. W., Galinsky, A. D., & Chiu, C-y. (2008). Multicultural experience enhances creativity. *American Psychologist*, *63*, 169-181.
4. Weisberg, R. W. (2006). Case studies of creativity. *Creativity: Understanding innovation in problem solving, science, invention, and the arts* (pp. 209-281). Hoboken, NJ: John Wiley & Sons.
5. Smith, S. M. (2003). The constraining effects of initial ideas. In P. B. Paulus & B. A. Nijstad (Eds.), *Group creativity: Innovation through collaboration* (pp. 15-31). New York: Oxford University Press.

Week 3 (Jan 18, 20): Individual creativity in the short run: Conscious and unconscious interventions

6. Getzels, J. W. (1982). The problem of the problem. In R. M. Hogarth (Ed.), *Question framing and response consistency* (pp. 37-49). San Francisco: Jossey-Bass.
7. Dingli, S. (2009). Thinking outside the box: Edward de Bono's lateral thinking. In T. Rickards, M. A. Runco, & S. Moger (Eds.), *The Routledge companion to creativity* (pp. 338-350). New York: Routledge.
8. Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, *54*, 462-479.
9. Dijksterhuis, A., & Nordgren, L. F. (2006). A theory of unconscious thought. *Perspectives on Psychological Science*, *1*, 95-109.

Week 4 (Jan 25, 27): Individual creativity and decision making

10. Russo, J. E., & Schoemaker, P. J. H. (2001). Avoiding distortion and bias. *Winning decisions: Getting it right the first time* (pp. 284-291). New York: Doubleday.
11. Gladwell, M. (March 10, 2003). Connecting the dots. *The New Yorker* (pp. 83-88).

Week 5 (Feb 1, 3): Midterm exam (Tues) and Group creativity and decision making (Thurs)

12. Surowiecki, J. (2004). Introduction. *The wisdom of crowds* (pp. xi-xxi). New York: Doubleday.
13. Surowiecki, J. (2004). The wisdom of crowds. *The wisdom of crowds* (pp. 3-22). New York: Doubleday.
14. Surowiecki, J. (2004). The difference difference makes: Waggle dances, the Bay of Pigs, and the value of diversity. *The wisdom of crowds* (pp. 23-39). New York: Doubleday.

Week 6 (Feb 8, 10): Group creativity and social influence

15. Surowiecki, J. (2004). Monkey see, monkey do: Imitation, information cascades, and independence. *The wisdom of crowds* (pp. 40-65). New York: Doubleday.
16. Surowiecki, J. (2004). Committees, juries, and teams: The *Columbia* disaster and how small groups can be made to work. *The wisdom of crowds* (pp. 173-191). New York: Doubleday.
17. Peters, T. (1994). Ingersoll-Rand: Barbecues, drag tests, medieval warriors, and slowing things down to speed things up. *Liberation management: Necessary disorganization for the nanosecond nineties* (pp. 72-80). Danvers: Ballantine.

Week 7 (Feb 15, 17): Group creativity in the short run

18. Nijstad, B. A., Diehl, M., & Stroebe, W. (2003). Cognitive stimulation and interference in idea generating groups. In P. B. Paulus & B. A. Nijstad (Eds.), *Group creativity: Innovation through collaboration* (pp. 137-159). New York: Oxford University Press.
19. Schatzel, E. A., & Amabile, T. M. (2006). Lumen and Absorb teams at Crutchfield Chemical Engineering. *Harvard Business Review*, January.

Week 8 (Feb 22, 24): Organizational creativity

20. Gladwell, M. (May 27, 2002). The visionary. *The New Yorker* (pp. 112-116).
21. Hackman, J. R., & Oldham, G. (1980). Motivation through the design of work. *Work redesign* (pp. 71-83). Upper Saddle River: Prentice Hall.
22. Amabile, T. M. (1999). How to kill creativity. *Harvard Business Review*, September-October, pp. 77-87.
23. Collins, J., & Porras, J. (1997). Try a lot of things and keep what works. *Built to last: Successful habits of visionary companies* (pp. 140-168). New York: Harper Collins.
24. Surowiecki, J. (2004). The company: Meet the new boss, same as the old boss? *The wisdom of crowds* (pp. 192-223). New York: Doubleday.

Week 9 (Mar 1): Organizational creativity: Cases

25. West, M. A., & Richter, A. W. (2008). Climates and cultures for innovation and creativity at work. In J. Zhou & Christina E. Shalley (Eds.), *Handbook of organizational creativity* (pp. 211-236). New York: Erlbaum.
26. Catmull, E. (2008). How Pixar fosters collective creativity. *Harvard Business Review*, September (pp. 1-11).
27. Groysberg, B., Thomas, D. A., & Wagonfeld, A. B. (2008). Keeping Google "Googley". *Harvard Business Review*, September.

COURSE REQUIREMENTS

New behavior reports

Four times during the quarter you will turn in a short report of a new behavior that you have engaged in since the class started. *The behavior must be something that you would not have engaged in had you not been in the class.* Your first new behavior report (NBR1) will describe a change in your routine (e.g., a different route to school, studying in the morning rather than evening), NBR2 will describe a change in your environment (e.g., rearranged furniture, a tidied study area), NBR3 will describe learning something new (e.g., culture, cuisine, music, viewpoint), and NBR4 will describe a discussion of ideas you had with someone different from you (e.g., different culture, different political views). In each case, the more different the new experience, the better (but use common sense...). The goal is to stimulate new thoughts. Explain what you did and what effect, if any, it had on you. These reports should not exceed 150 words. They will not be graded per se, but content will be monitored. A hard copy must be turned in at the beginning of Tuesday's class on Weeks 2 (Jan 11), 4 (Jan 25), 6 (Feb 8) and 8 (Feb 22). Late reports will not be accepted. Each report must address a different new behavior.

In-class short essays

Three times during the quarter you will answer a short essay question in class. The topic will be either material covered previously or reading that was to be done for that week. We will then discuss the question in class. The goal is to motivate you to be prepared for each week, make sure you understand important points, and to provide material for discussion. Content will be monitored, but not graded. These essays cannot be turned in late; we will

do these exercises at the beginning of Tuesday's class on Weeks 3 (Jan 18), 7 (Feb 15), and 9 (Mar 1). You will need to have pen and paper with you.

Group paper and presentation

You will be randomly divided up into groups of 5 or 6 members and come up with a creativity project to write up and present to the class. The goal is for you to seek out and solve a problem, showing what you have learned in this course in the process. These papers and presentations will be due during weeks 9 and 10. Details will be provided in class.

Midterm exam

The midterm exam is scheduled for Tuesday, February 1, in class. The exam will be multiple choice.

Final exam

The final exam is scheduled for Tuesday, March 15, 11:30am – 2:30pm. The exam will be multiple choice and cover the entire course.

GROUP MEMBER EVALUATION

At the end of the quarter, groups will be asked to evaluate the contributions of their members on the group paper and presentation. This feedback will be considered when assigning course grades, primarily to adjust for any “free-riders”.

GRADING

Your grade will be evaluated as follows:

New behavior reports: 10%

Short in-class essays: 10%

Midterm Exam: 20%

Group paper: 25%

Group member evaluation: 5%

Final Exam: 30%

EXTRA CREDIT

You can earn extra credit by participating in UCSD psychology experiments advertised on the Web (see class handout or go to <https://experimatrix2.com/ucsd/>). You can earn credit for up to 4 hours of participation. Failing to show up for an experiment you signed up for will cost you credit. Your final grade must be at least a C- to receive the credit. Completing the extra credit gives you a very good chance of moving up 1/3 of a grade (e.g., from a B+ to an A-).

If you want extra credit, but do not wish to participate in psychology experiments, you can write a 5-8 page research paper. The paper will be due at the beginning of class on March 8. No late papers will be accepted. You must consult with Professor McKenzie about the topic before beginning the paper.

ACADEMIC INTEGRITY

Integrity of scholarship is essential for an academic community. As members of UCSD, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. The complete UCSD Policy on Integrity of Scholarship can be viewed at:

<http://www-senate.ucsd.edu/manual/appendices/app2.htm#AP14>

STUDENTS WITH DISABILITIES

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the faculty member. The student must present the OSD letter of certification and OSD accommodation recommendation to the appropriate faculty member in order to initiate the request for accommodation in classes, examinations, or other academic program activities. No accommodations can be implemented retroactively. Please visit the OSD website: <http://www.ucsd.edu/current-students/organizations/osd/index.html> for further information or contact the Office for Students with Disabilities at (858) 534-4382 or osd@ucsd.edu.

COURSE CALENDAR

	<u>Readings</u>	<u>Due</u>
Week 1		
Tuesday (Jan 4)		
Thursday (Jan 6)	1,2	Nothing
Week 2		
Tuesday (Jan 11)	3-5	New behavior report #1
Thursday (Jan 13)		
Week 3		
Tuesday (Jan 18)	6-9	In-class short essay #1
Thursday (Jan 20)		
Week 4		
Tuesday (Jan 25)	10,11	New behavior report #2
Thursday (Jan 27)		
Week 5		
Tuesday (Feb 1)		In-class midterm exam
Thursday (Feb 3)	12-14	
Week 6		
Tuesday (Feb 8)	15-17	New behavior report #3
Thursday (Feb 10)		
Week 7		
Tuesday (Feb 15)	18,19	In-class short essay #2
Thursday (Feb 17)		
Week 8		
Tuesday (Feb 22)	20-24	New behavior report #4
Thursday (Feb 24)		
Week 9		
Tuesday (Mar 1)	25-27	In-class short essay #3
Thursday (Mar 3)		Group project paper and presentation
Week 10		
Tuesday (Mar 8)		Group project paper and presentation
Thursday (Mar 10)		Group project paper and presentation
Finals week		
Tuesday (Mar 15, 11:30-2:30)		In-class final exam