



Where does it come from?

6. Biologically, what is the function of creativity? What role does it play in society or civilization that would indicate an evolutionary advantage for creativity?
7. How does the creative brain differ? What evidence is there to support the idea of a thought process which is different from general thinking or problem solving? If it is biological does that mean that environment would play a role in its development?
8. What is a crystalizing experience? (Feldman, 9, Handbook). What would be the relationship between the environment and biological foundations of creativity based on this notion? What are the roles of external forces (family, education, society)?
9. How is the way in which one sees, perceives, and feels the environment related to the creative process? Is it possible to change the way one perceives the world: to change the way one thinks? What experiences would be beneficial to creativity?
10. Write a question about where creativity comes from and answer it. If you have curiosity about all the many things related to biology, brain damage, gifted brains, bicameral brain, or even whether or not your dog is creative - this is the time to explore it...

Readings for the above: Sparks 9, 10; Handbook 7, 8, 9; Lectures and Outside Sources.



Children and Creativity

11. In make-believe play children free themselves from limitations of the stimuli of their environment. Why is this ability important to creativity. What MENTAL processes are not being exercised by a child who does not play makebelieve? What disadvantages does such a child have in comparison to a child who does play make-believe?
12. What is there about the story line quality of imaginative play that helps the child develop a greater attention span and more ability to concentrate?
13. Do you think parents should be concerned when a child's thinking or playing is not always reality oriented. Why? Why not? Under what conditions?
14. What attributes or processes underlie teaching methods designed to stimulate creativity? Try to be fairly specific. (If you have never had mathematics how could you be taught to be a creative mathematician? What steps would be necessary?)
15. How might parents work to stimulate creativity? In a total permissiveness a good approach? Why?
16. How do teachers view creative students. What effect will this have on (1) their teaching methods (2) the students and their social norms (3) creative productivity?

Readings for the above: Sparks 13, 16; Handbook 9, 21, Lectures and Outside Sources.





Personality and Creativity

17. What are some of the personality characteristics which characterize creative people? If a person has a large number of these characteristics can that person be assumed to be creative? Why? What implications does your answer have for research into creativity?
18. What is an altered state of consciousness? Why can't we accept self-report that altered states of consciousness stimulate creativity? What effect does a stimulant produce and how does this state relate to creativity?
19. What theoretical assumptions suggest psychotherapy as a possible stimulant for creativity? Why, in practice, might the theory be correct but no testable increase in creativity occur? (Hint: set).
20. As creativity stimulators, what characteristics do role playing and hypnosis share? What is meditation? How does it relate to creativity? How does it relate to altered state of consciousness? Would the product of an altered state of consciousness be creative or artificially different?
21. How does humor relate to creativity? Find 5 examples of humor. Analyze the construction of the humor--what makes it funny? How would you practice or exercise (for the purpose of increasing) the humor process? Would a sense of humor be related to creativity? How would you test it?

Readings for the above: Sparks 1-5 in general; Handbook 3, 5, 14, 15; Lectures and Outside Sources.



Intelligence - The other side of the coin or a different coin altogether?

22. According to Guilford, what is a "factor" of intelligence? Is creativity a factor? What according to Guilford is the best way to test for creativity? Why?
23. What difficulties arise when trying to distinguish between creativity and intelligence. What does research say about their relationship?
24. OPINION AND PREDICTION (no facts have to be used to support this answer). Just suppose school systems were reoriented from intelligence to creativity what might happen? (to society, culture, students, etc.--any effect you might think of good or bad)
25. What role does discipline play in the creative process? Review several aspects of the creative process or research findings to demonstrate its role. (the author need not have talked about it directly--make inferences)

Readings for the above: Handbook 10, 12, 13; Lectures and Outside Sources.



Culture and Environment

26. Review some of the "New Teaching Techniques" for stimulating creativity. Create one of your own. How important do you think the school is in developing creativity within the culture? What do you consider the most important factor in devising a teaching technique to stimulate creativity?
27. What would you look at in other cultures in order to predict whether the culture would be high in creativity? What are the most important factors when

