

HUMAN117H : Honors Creativity and Culture

General Information

Author:	<ul style="list-style-type: none"> • Sarah Schwendimann • Ramos, Heather
Course Code (CB01) :	HUMAN117H
Course Title (CB02) :	Honors Creativity and Culture
Department:	HUMAN
Proposal Start:	Fall 2027
TOP Code (CB03) :	(1599.00) Other Humanities
CIP Code:	(24.0199) Liberal Arts and Sciences, General Studies and Humanities, Other.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000655835
Curriculum Committee Approval Date:	09/24/2025
Board of Trustees Approval Date:	11/11/2025
Last Cyclical Review Date:	09/24/2025
Course Description and Course Note:	<p>HUMAN 117H explores the dynamic relationship between imitation and innovation. What does it mean to be creative? How might we use creativity as a tool for navigating the tensions between cultural norms and new arenas of exploration? Through their study of theories and expressive forms, students design and present creative projects that characterize their own creative journey. The Honors course may be enhanced in one or more of the following ways: 1. enriched reading opportunities, including conceptual and scholarly sources, 2. enriched critical thinking opportunities such as oral presentation of research, experiential learning, metacognitive reflection, and service learning.</p>
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"> • Credit
Mode of Delivery:	<ul style="list-style-type: none"> • In-Person • Remote • Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> • Humanities
Alternate Discipline:	<ul style="list-style-type: none"> • Drama/Theater Arts

Alternate Discipline:

- English

File Upload

File Upload

No Value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Pending

Cal-GETC

Area 3B: Humanities

Area

Humanities

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

GCC General Education Requirements

Area 3: Arts and Humanities

Area

Arts and Humanities

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

Area 4: Social and Behavioral Sciences

Social and Behavioral Sciences

Pending

No value

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact Hours) 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04) Credit - Degree Applicable	Noncredit Course Category (CB22) Credit Course.	Noncredit Special Characteristics No Value
Course Classification Code (CB11) Credit Course. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards

Description

No value

No value

Course Limitations

Cross Listed or Equivalent Course	Description
HUMAN 117 Creativity and Culture	Equivalent Course

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Guest Speakers
Methods of Instruction	Presentations

Out of Class Assignments

- Writing assignments (including journal entries, reading responses and field notes)
- Preparation for presentations and group projects
- Research activities (which may include, but are not limited to: comparing and contrasting relationships among literature, dance, drama, film, and other creative arenas; notating viewpoints, influences, and effects of works in each medium and the inter-relationship between these works)
- Essays of analysis, evaluation and argumentation that draw inferences from outside readings, lectures, and class discussions (e.g. compare articles about cultural appropriation to the the film The Commitments)
- Honors enhancement: conduct a primary-source research project using archives (such as oral histories, newspaper archives, or personal letters available through a museum or library). Write a 4-5 page analysis connecting your findings to a major course theme
- Honors enhancement: select a creator from a marginalized background not studied in the class to research. Prepare a 10-minute presentation about the research with visual examples that critically examines the creator's background, style, and historical influences

Methods of Evaluation

Description of Activity/Interaction

Activity (answering journal prompt, group activity)

Peer Review

Presentation (group or individual)

Oral presentations or debates

Exam/Quiz/Test

Essay examinations

Writing Assignment

Writing assignments

Textbook Rationale

The texts by Levine and Fleith are still considered relevant and valuable for the course focus.

Textbooks

Author	Title	Publisher	Date	ISBN
Mark A. Runco	Creativity: Theories and Themes: Research, Development, and Practice (3rd Edition)	Academic Press	2023	978-0081026175
David P Levine	Psychoanalytic Studies of Creativity, Greed, and Fine Art	Routledge	2015	978-1138884779
Denise Fleith	Theory and Practice of Creativity Measurement	Prufrock Press	2014	978-1618211606
Jonathan Plucker	Creativity and Innovation: Theory, Research, and Practice (2nd Edition)	Prufrock Press	2022	978-1646321919

Other Instructional Materials (i.e. OER, handouts)

No Value

Learning Outcomes

Course Objectives

Read critically.

Write critical, thesis-based essays from various rhetorical perspectives.

Analyze and synthesize texts and ideas in order to reach logical conclusions.

Compare and contrast relationships among literature, dance, drama, and film and note strengths and weaknesses in individual works in each medium.

Identify important human values and give examples of the effect which art works or art forms have had on society.

Critique definitions of the word "art," reflect on the underlying cultural assumptions informing how critics divide the world into entities which are "art" and those which are not, and explore criteria for "good art" and "bad art" in at least one medium.

List characteristics of major creative works and relate these to the philosophy, science, technology, and political situation of that time and place.

Discuss the creative process with reference both to readings and to personal experiences with artistic creation.

SLOs

Identify, analyze, and evaluate a variety of creative works that have an impact on society and culture.

Expected Outcome Performance: 0.0

Compose thesis-based essays which analyze and synthesize information from multiple sources.

Expected Outcome Performance: 0.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content**Lecture Content****Human Impulses That Lead To Creation (12 hours)**

- The mimetic impulse
- The need for order, balance, and beauty
- The drive to entertain oneself or others
- The need to release emotional tension
- The urge to gain control
- The struggle for recognition and wealth
- The differences between imitation versus innovation

Influences That Interact in the Artist's World to Shape Creative Works (12 hours)

- Political and social realities
- Philosophical movements
- Economic well-being, both social and personal
- Personal identities and intersections (race, culture, age, language, abilities, etc)
- The place of art in the scheme of things
- Technological advancements
- Influence of other works of art
- The differences between cultural appropriation versus appreciation

Areas in Which Works of Art Influence Society (10 hours)

- Political views
- Social relationships
- Philosophical or religious beliefs
- Economic realities
- Art forms
- Technological advances
- Specific beliefs and values
- Popular styles

Theories Regarding the Creative or Artistic (9 hours)

- The functioning of the brain
- The role of dreams
- Artists' ideas about creativity

The Role of the Audience in the Arts (11 hours)

- As participant
- As patron
- As consumer
- As interpreter

Total Hours: 54**Additional Information****Repeatability**

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

Yes

What term(s) will this course be offered?

Fall/Spring/Summer

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value