

Psychology 385R - Special Abilities: Giftedness, Creativity, and ESP



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Office Hours : Mon 2:30 - 3:30, TTH 11:15 -12:30, Wed 11:00 -12:00

These hours are subject to change. Other times by appointment; anytime by LL

This is a 4-credit-hour seminar, which will examine three current topics in psychology: giftedness, creativity, and ESP. The course will focus on issues of definition, the relationship of creativity and giftedness to success, the design of educational systems, society's reactions to these abilities, and latest research findings. The goal of the course is for you to finish with a greater appreciation of: 1) the complexity of these topics, 2) the difficulties in applying the research findings to the design of effective and practical educational systems, and 3) the degree to which culture shapes our beliefs about and reactions to giftedness, creativity, and ESP. The course will require considerable reading, critical analysis, and the willingness to participate in discussions. Psychology 100 is required as a prerequisite.

Class attendance is required because part of your grade will be based on your participation and the contribution of discussion questions. Everyone is expected to: keep up with the current class day's readings (available on reserve in the library), come to each class with at least one discussion question based on the day's readings, be prepared to participate in discussions on the research presented in these articles, and address specific discussion questions distributed in class or posted on LL. In addition, everyone is required to get on LL every week and write a brief reaction to what we have been reading and discussing. At the end of each topic unit, students will write a brief summary of the research presented on that topic. Each student, working with another, will be assigned the responsibility of leading class discussion at least once during the semester. You will be expected to summarize the readings for that day and to generate discussion questions. Please think about with whom you would like to work. I will assign you a class day sometime during the 2nd week of classes. Your grade will be based on the quality of: 1) your participation, 2) your discussion questions, 3) your LL essays, 4) your team's leading of class discussion, and 5) your unit summary. Feedback on your performance will be given on the following dates: **Thursday, February 20, Thursday, April 3, and Tuesday, April 29.** Please remember to adhere to Oxford College's Honor Code at all times.

Psychology 385R - Reading List
(On reserve in the library)

Giftedness

1/21 Sternberg, R.J. and Zhang, L. What Do We Mean by Giftedness? A Pentagonal Implicit Theory, pp 88-94, 1995

1/21 Hunsaker, S. L., The Gifted Metaphor from the Perspective of Traditional Civilizations, pp 255-265, 1995

1/23 Freeman, J., Annotation: Recent Studies of Giftedness in Children, 1994, pp 531-547.

1/23 Winner, E. The origins and ends of giftedness. 2000 , pp 159-169.

1/28 Winner, E., Giftedness: Current Theory and Research, 2000 pp 153-156.

1/28 Shea, C., Researchers Try to Understand Why People Are Doing Better on IQ Tests, 2 pages.

1/30 Gardner, H., Kornhaber, M., and Wake, W. Intelligence, 1996. A brief critique of psychometric and laboratory-based notions of intelligence, pp 197-214.

1/30 Sternberg, R. & Clinkenbeard, P.R., The Triarchic Model Applied to Identifying, Teaching, and Assessing Gifted Children, pp 255-260, 1994.

2/4 Gardner, H., Kornhaber, M., and Wake, W. Intelligence, 1996. Chapter 8: From the perspective of school, pp 246- 265.

2/4 Junge, M.D. & Dretzke, B.J., Mathematical Self-Efficacy Gender Differences in Gifted/Talented Adolescents, pp22-28, 1995

2/6 Terwilliger, J.S., Titus, J.C., Gender Differences in Attitudes and Attitude Changes Among Mathematically Talented Youth, 1995, pp 29-35

2/6 Reis, S.M., Talent Ignored, Talent Diverted: The Cultural Context Underlying Giftedness in Females, pp 162-170, 1995

2/ 11 Kerr, B.A., Major Works and What They Tell Us, pp 93-99, 1994

2/11 Kerr, B.A., Bright Beginnings: The Gifted Girl, pp 109-116, 1994

2/13 Jacobs, J.E. & Weisz, V., Gender Stereotypes: Implications for Gifted Education, pp 152-154, 1994

2/13 Kerr, B.A., Gifted College Women, pp 129-136, 1994.

2/18 Hale, C.S., Psychological Characteristics of the Literary Genius, 113-134. 1995

2/18 Mendaglio, S., Sensitivity among Gifted Persons: A Multi-faceted Perspective, pp 169-172, 1994

2/20 Ablard, K.E. and Mills, C.J., Implicit Theories of Intelligence and Self-Perceptions of Academically Talented Adolescents and Children, pp 137-148, 1996

2/20 Miller, N., Silverman, L.K., Falk, R. F., Emotional Development, Intellectual Ability, and Gender, pp 20-38, 1994

2/25 Holt, D. G. & Willard-Holt, C. An exploration of the relationship between humor and giftedness in students, pp 257-271

2/ 25 Nugent, S. Perfectionism: Its manifestations and classroom-based interventions. 2000, pp 215-222 (1-8)

Kerr, B.A., Is Self-Actualization Optional? pp 197-207, 1994

Creativity

2/27 Sternberg, R. J. and Lubart, T. Chapter 1: The concept of creativity: Prospects and paradigms, pp 3-15. In: Sternberg, R. J (Ed.) Handbook of Creativity, 1999

2/27 Sternberg, R. J. and O'Hara, L.A. Chapter 13: Creativity and intelligence, pp 251-312. In: Sternberg, R. J (Ed.) Handbook of Creativity, 1999

3/4 Howe, M.J. Chapter 21: Prodigies and creativity, pp 431-446. In: Sternberg, R. J (Ed.) Handbook of Creativity, 1999

3/4 Laszlo, E., The "Genius Hypothesis": Exploratory Concepts for a Scientific Understanding of Unusual Creativity, pp257-267, 1994

3/6 Feist, G. J. Chapt. 14: The influence of personality on artistic and scientific creativity. In: Sternberg, R. J (Ed.) Handbook of Creativity, 1999

3/6 Collins, M. A. and Amabile, T.M. Chapt. 15: Motivation and creativity. In: Sternberg, R. J (Ed.) Handbook of Creativity, 1999

3/18 Montuori, A. and Purser, R.E. Deconstructing the lone genius: Toward a contextual view of creativity. 1995, pp 69- 111.

3/18 Nickerson, R.S. Chapter 20: Enhancing creativity. Pp 392-430. In: Sternberg, R. J (Ed.) Handbook of Creativity, 1999

3/20 Moore, R. M. Creativity of working in small groups and of persons working alone. 2000, pp 142-143.

3/20 Simonton, D. K. Creativity: Cognitive, personal, developmental, and social aspects. 2000, pp 151-158.

3/25 Mahon, N., Yarcheski, A., and Yarcheski, T.J. Selected correlates of creativity in young adults. 1999, pp 1246-1250

3/25 Struthers, C. W., Menec, V. H. , Schonwetter, D. J. , Perry, R. P. The effects of perceived attributions, action control, and creativity on college students' motivation and performance: A field study. 1996, pp 122-139

3/27 Bradley, F. and Specht, D. Successful aging and creativity in later life. 1999, pp 457- 473 (1-13)

3/27 Tardif, T.Z. and Sternberg, R.J. What do we know about creativity? pp 429-440.

ESP

4/1 Bem, D.J., The Ganzfeld Experiment, pp 101-110, 1993

4/1 Honorton, C., Rhetoric over Substance: The Impoverished State of Skepticism, pp 191-214, 1995

4/3 Honorton, C., Ferrari, D., And Bem, D. Extraversion and ESP performance: A meta-analysis and a new confirmation. 1998, pp 255-276.

4/3 Letters to the editor, J. of Parapsychology, 199, pp 185- 189.

4/8 Parker, A., Grams, D. ,and Pettersson, C. Further variables relating to PSI in the Ganzfeld. 1998, pp 319-337

4/8 Alvarado, C. S. ESP and altered states of consciousness: An overview of conceptual and research trends., 1998, pp 27-63.

4/10 Tart, C.T. Marijuana intoxication, psi, and spiritual experiences. 1993, pp. 149-170.

4/10 Steinkamp, F. Testing clairvoyance and precognition by manipulating probabilities: A conceptual assessment of the experimental literature. 199, pp 99-130.

4/ 15 Steinkamp, F. Does precognition foresee the future? A postal experiment to assess the possibility of true precognition. 2000, pp 3-18.

4/15 Usha, S. & Pasricha, S., Claims of Paranormal Experiences –I: A Survey of Psi and Psi-Related Experiences, pp 143-150, 1989

4/17 Usha, S., & Pasricha, S., Claims of Paranormal Experiences – II: Attitudes toward Psychical Research and Factors Associated with Psi and Psi-Related Experiences, 151-157, 1989

4/17 Wiseman, R. and Milton, J. Experiment one of the SAIC remote viewing program: A critical re-evaluation. 1998, pp 297-308.

4/22 May, E. C. Response to “Experiment one of the SAIC remote viewing program: A critical re-evaluation”. 1998, pp 309-318.

4/22 Henderson, Z., Ingathering, 1995. Angel Unawares, pp 287-317

4/24 Henderson, Z., Ingathering, 1995. Troubling of the Water, pp 349

4/24 Becker, C., Extrasensory Perception, Near-Death Experiences, and the Limits of Scientific Knowledge, pp11-20, 1990

4/24 McClenon, J., Surveys of Anomalous Experience: A cross-cultural Analysis, pp 117-135, 1994