

PSYCHOLOGY 394: HUMAN INTELLIGENCE
CRN 26242
Jim Pellegrino
Course Overview

Course Background and Objectives

The overall goal of this course is to take a serious and substantial look at historical and current thinking about the nature of human intelligence. This includes the history of testing and the assessment of individual differences in various aspects of cognition, especially as they relate to educational attainment in America. Hopefully, the current course will fill a gap in the curriculum and provide students with an opportunity to think about how psychologists have studied and theorized about the nature of human intelligence, and all the consequences -- intended and unintended -- that have flowed from that endeavor.

Debate about the nature of intelligence, including how to "measure" it has a long history in psychology. Some of the concerns include the uses and abuses of tests of intelligence and aptitude for high stakes societal decisions. Many of the debates continue to permeate the scientific literature as well as the popular press. Everyone is impacted in some fashion by the existence of tests of intellectual ability, and we all have opinions about the nature of intellect, including our own, and what is fair and unfair in the area of testing. We will do our best in this class to sort out fact from fiction, to see what we know and where the controversies lie, and to establish a basis for a more informed and scientifically guided opinion about the many theoretical, empirical, and pragmatic issues that continue to impact this area of psychological science.

Research and theory on the nature of intelligence and aptitude are extensive and diverse. Thus, in assembling readings, I have tried to balance being both comprehensive and contemporary. My goal is to focus our discussion on the contents of three published volumes on intelligence and to supplement this with other major works that approach the issues from very different points of view. The three books, along with the other readings, cover some of the most significant, thorny, interesting, and controversial issues in the field of intelligence and its measurement.

A word of warning --- I am asking students to read a great deal for this course. Hopefully you will find the materials useful, interesting, engaging, and thought provoking, although not all the pieces you read will share all four attributes!

The course is divided into four parts. For the first part of the course (5 weeks up to the middle of February), I have constructed a set of readings and sequence of topics that covers a great deal of the intellectual terrain related to the development of theories and tests of intelligence and aptitude as well as the controversies surrounding the use of tests historically and into the present day. The second part of the course (3 weeks) focuses on empirical findings about intelligence test score patterns and distributions including estimates of the role of heredity and environment and changes over the lifespan. The third part of the course (4 weeks) considers the uses and abuses of tests as regards social policy and the very thorny issue of racial and ethnic differences. As part of considering the latter we will look at the controversy surrounding the book by Herrnstein and Murray entitled "The Bell Curve." The fourth and final part of the course (3 weeks) takes us up to finals week. The goal of this last section is to reconsider some of what we have read about and look at alternative conceptions of intelligence, especially as they might apply to the contexts of education and social policy.

Since this is a course for advanced undergraduates, I am operating under the assumption that everyone has a background and course experience in psychology, with some knowledge of the study of human cognition but very little knowledge of the study of human abilities and psychometrics. We will operate in a combined lecture and seminar fashion, using the meeting time to present information and discuss the readings. All students are expected to have read the assigned material before class, be prepared to ask questions, and to participate fully in class discussions. Rather than prescribe it from the outset, we will see how things develop and establish a web-based discussion forum for issues and topics that bear further comment and/or for those students who wish to extend the dialog and discussion beyond the confines of the normal weekly class meeting periods.

Course Reading Materials

A. Books: There are three recent books that are assigned for the course and from which portions of the course content will be drawn. We will interleave readings from the three books with other published materials and consider how the content and arguments in these recent books fits with other materials and historical issues in studying and debating the nature of human intelligence. The three books are available via the Bookstore.

Flynn, James (2007). *What is Intelligence?* New York: Cambridge University Press.

Gardner, Howard (2006). *Multiple Intelligences: New Horizons*. New York: Basic Books.

Murdoch, Stephen (2007). *IQ: A Smart History of a Failed Idea*. Hoboken, NJ: John Wiley.

B. Additional Articles and Book Chapters: The syllabus lists additional articles and book chapters that are part of the assigned readings for the course. Copies of these materials will be available to you via a website URL where you can find and download the article as a PDF or HTML file for subsequent personal use. We will often draw such material from the two additional books listed below - you may wish to purchase the Gould book for yourself since it is relatively inexpensive either new or used and is an interesting read - albeit with a distinct point of view. The Brody book is a more "scholarly" volume and is way too costly new (over \$100) but you can sometimes get it used at a relatively cheap price (~\$13.00).

Brody, Nathan (1992). *Intelligence*. San Diego: Academic Press.

Gould, Stephen J. (1996). *The Mismeasure of Man (revised & expanded)*. New York: W.W. Norton.

C. Websites: The syllabus also identifies occasions where you will need to access specific websites to locate information for further reading and/or to explore a topic such as on-line tests of intelligence. These URLs provide a variety of background resources on issues related to the study of intelligence.

Course Requirements

Beyond doing the reading in advance of class and actively participating fully in the class discussions (10% of grade), there are three major requirements for satisfactory course completion.

- A. **Assignment # 1 -- due February 15th:** Each student is to submit a brief paper (approximately 2500 words) which identifies four popular press articles from the last 18 months (newspaper, Time, Newsweek, etc.) and/or four well-developed current websites that are directly concerned with some aspect of intelligence or aptitude and its assessment (the four articles or websites may be concerned with similar or different topics). Briefly describe the content of each piece and discuss why it is of interest, including how it is related to an important historical or contemporary theme in the study of intelligence, aptitudes, and/or cognitive abilities. Attach to your paper copies of each piece (or provide a URL where each one can be found) (20% weight).
- B. **Assignment # 2 -- due March 21st:** The year 2008 marks a point in time where there has been more than 100 years of accumulated research, theory, and test development focused on understanding and/or "measuring" human intelligence and intellectual ability. Particularly noteworthy about 2008 is the fact that 100 years ago Binet and Simon published the first major "intelligence test" which helped to start a revolution in education and social practice. One possible description of the current state of affairs as we start the "second century of mental testing" is that *we know a great deal but we also understand very little*. Drawing upon the readings for this course, class discussions, and any outside material you wish to use, write a coherent essay (3000-3500 words) that explicates the meaning and possible validity of this statement. Who might strongly support such a claim and who might vehemently disagree? Why? Feel free to argue in favor of or against the statement and assume a stance that you find comfortable and defensible. In constructing your essay and argument make sure that you draw upon appropriate references and sources to back up your claims and arguments. You should use APA format for your citations and referencing (30% weight)
- C. **Assignment # 3 -- due May 5th:** There is little doubt that one of the most controversial issues in the entire study of intelligence has to do with the meaning and significance of racial and ethnic differences in test score distributions. Construct an essay (4000-5000 words) that describes the nature of the empirical data with respect to this matter and the nature of the conflict that has arisen regarding what these data tell us about the underlying causes of such data as well as the implications for social policy. In developing these aspects of your essay, be sure to identify the protagonists on different sides of the issue, the nature of their points of view, and what remains disputed territory. Then consider the following: Assume you attain a position of power and social influence. What stance would you now take regarding the measurement of intelligence and the use of such measures for enacting social policy? What would you measure or assess, if anything? Why? For all aspects of your essay, be sure to appropriately cite the literature and use APA format for your references. (40% weight)

Additional Information and Request

My office is in the Behavioral Sciences Building, BSB Room 1018B, and my office phone is 312-355-2493. I can be reached via email at pellejw@uic.edu. Assisting me in running the course is Jordan Lippman, an advanced graduate student in cognitive psychology who is also very interested in issues related to intelligence. Jordan can be reached by email at jlippman@uic.edu and his office is BSB Room 1029. We will be more than happy to schedule specific times to meet with students to discuss issues related to the course and its content so feel free to contact us to set up a time.

So that we can get to know each student's background and aspirations for the course, we request that you send both of us an email message no later than Monday January 21st in which you give us a little background information about yourself. Please include information such as the following:

- academic level – sophomore, junior, senior;
- primary academic/research interest area;
- prior psychology courses taken at UIC or elsewhere;
- familiarity with cognitive theory and/or the study of intellectual abilities and/or psychometrics;
- primary reason for taking the course;
- what you hope to gain from the course;
- any questions or concerns you might have at the outset.

PSYCHOLOGY 394: HUMAN INTELLIGENCE
Course Schedule & Plan

**PART I – UNDERSTANDING THE HISTORY AND EVOLUTION OF THEORIES, TESTS,
& SOCIAL CONCERNS ABOUT THE MEASUREMENT OF INTELLECT**

Week 1: Course Introduction: Framing the Issues

Jan 15: Identifying some key questions and establishing a bit of historical context about “measuring individual differences”

Jan 17: You can't tell the players, the theories, and the issues without a scorecard: Introduction to the who, what, where, when, and why of the study of individual differences in human intellect

Required Readings:

Murdoch, S. (2007). *IQ: A Smart History of a Failed Idea*. Hoboken, NJ: John Wiley.
Preface & Chapters 1-7 (pages xi-xiv; 1-98)

Supplemental Readings:

Gould, S. J. (1996). *The Mismeasure of Man*. New York: W.W. Norton
Introduction to the Revised and Expanded edition: Thoughts at Age 15 (pages 19-50)
Chapter 1: Introduction (pages 51-61)

Selected Websites:

<http://www.indiana.edu/%7Eintell/map.shtml>

-Includes an interactive map of multiple intelligence researchers, including their definitions of intelligence, major contributions, mentors, and a summary of their research contributions

<http://www.personalityresearch.org/intelligence.html>

-Includes a table of theorists and theories

<http://psy.ucsd.edu/~eebbesen/psych18699/186IQ.html>

-What is intelligence and why do we care? An informal introduction into the issues inherent in defining intelligence

<http://www.indiana.edu/%7Eintell/intelligenceTests.shtml#history>

-Brief history of the measurement of intelligence

http://inst.santafe.cc.fl.us/~mwehr/StudyGHB/11Ovr_Int.htm

- Answers basic questions about the definition and measurement of intelligence and the various theories of intelligence and creativity

Week 2: Where Do Theories of Intelligence and Debates About Them Come From Anyway?

Jan 22: Tests, Factors and Theories: How do they fit together?

Jan 24: Spearman, Burt, Thurstone, et al. -- Arguments about the existence of “g”

Required Readings:

Brody, N. (1992). *Intelligence*. San Diego: Academic Press
Chapter 1: Historical Background (pages 1-17)

Carroll, J. B. (1993). *Human cognitive abilities: A survey of factor-analytic studies*. Cambridge, England: Cambridge

University Press.

Chapter 2: Historical Foundations of the Study of Cognitive Abilities (pages 30-72)

Supplemental Readings:

Carroll, J. B. (1993). *Human cognitive abilities: A survey of factor-analytic studies*. Cambridge, England: Cambridge University Press.

Chapter 1: The Study of Cognitive Abilities (pages 3-29)

Gould, S. J. (1996). *The Mismeasure of Man*. New York: W.W. Norton

Chapter 5: The Hereditarian Theory of IQ: An American Invention (pages 176-263)

Chapter 6: The Real Error of Cyril Burt: Factor Analysis and the Reification of Intelligence (pages 264-350)

Selected Websites:

<http://www.indiana.edu/~7Eintell/periodIndex.shtml>

-Click name of researcher in order to see their biographical information, description of theories, and contributions to the field of intelligence

<http://www.indiana.edu/~7Eintell/burtaffair.shtml>

-Discusses how Cyril Burt fabricated much of his research in order to prove that intelligence was inherited

http://mentalhelp.net/poc/view_doc.php?id=851&type=book&cn=113

-Book summary of "The Nature of Intelligence" that describes multiple views of g

<http://www.amazon.com/gp/reader/0805836756/002-0695469-5364812?%5Fencoding=UTF8&keywords=The%20General%20Factor%20of%20Intelligence%3A%20How%20General%20Is%20It%3F&p=S00H&avc=1&checkSum=N97cFp0WAodZ9dmif4PeVsNpfGk0UPV7n0BpYEsRZGw%253D>

[5364812?%5Fencoding=UTF8&keywords=The%20General%20Factor%20of%20Intelligence%3A%20How%20General%20Is%20It%3F&p=S00H&avc=1&checkSum=N97cFp0WAodZ9dmif4PeVsNpfGk0UPV7n0BpYEsRZGw%253D](http://www.amazon.com/gp/reader/0805836756/002-0695469-5364812?%5Fencoding=UTF8&keywords=The%20General%20Factor%20of%20Intelligence%3A%20How%20General%20Is%20It%3F&p=S00H&avc=1&checkSum=N97cFp0WAodZ9dmif4PeVsNpfGk0UPV7n0BpYEsRZGw%253D)

-Excerpt from Sternberg's "The General Factor of Intelligence: How General Is It," discusses the current state of the debate (Amazon.com registration required to view)

Week 3: Contemporary Factor Analytic Theories

Jan 29: Cattell-Horn gf – gc theory

Jan 31: J. B. Carroll's three-stratum theory

Required Readings:

Brody -- **Chapter 2 -- The Structure of Intellect (pages 18-48)**

Carroll -- **Chapter 16 -- A Theory of Cognitive Abilities: The Three-Stratum Theory (pages 631-655)**

Supplemental Readings:

Corno, L., Cronbach, J. L., Kupermintz, H., Lohman, D. F., Mandinach, E. B., Porteus, A.W., & Talbert, J. E. (2002). *Remaking the concept of aptitude: Extending the legacy of Richard E. Snow*. Mahwah, NJ: Erlbaum Associates.

Chapter 3: Mapping the terrain (pages 56-97)

Selected Websites:

<http://mentalhealth.about.com/cs/selfhelp/a/psychtests.htm>

-Brief article that discusses whether internet IQ tests are valid measures of intelligence

<http://books.google.com/books?ie=UTF-8&hl=en&id=KkktO15kSZkC&dq=%22three+stratum+theory%22&pg=PA1&pg=PA1&sig=Wq88ObpLMoF1v2kqdgw7INxg9WY>

[8&hl=en&id=KkktO15kSZkC&dq=%22three+stratum+theory%22&pg=PA1&pg=PA1&sig=Wq88ObpLMoF1v2kqdgw7INxg9WY](http://books.google.com/books?ie=UTF-8&hl=en&id=KkktO15kSZkC&dq=%22three+stratum+theory%22&pg=PA1&pg=PA1&sig=Wq88ObpLMoF1v2kqdgw7INxg9WY)

-Excerpt from Carroll's book "Human Abilities: Their Nature and Measurement" in which he describes his Three-Stratum Theory

<http://www.iapsych.com/carolmod.htm>

-Model of Three-Stratum Theory

Week 4: Introduction to Current Theory (I): Gardner's MI Theory

Feb 5 & 7: A contemporary pluralistic model: Gardner's MI Theory

Required Readings:

Gardner, H. (2006). *Multiple Intelligences: New Horizons*. New York: Basic Books.
Chapters: 1-5 (pages 3-86)

Supplemental Readings:

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
Chapter 3: The Theory of Multiple Intelligences (pages 27-46)
Chapter 4: Are There Additional Intelligences? (pages 47-66)
Chapter 8: The Intelligences of Creators and Leaders (pages 115-134)
Chapter 12: Who Owns Intelligence? (pages 203-219)

Selected Websites:

<http://www.indiana.edu/%7Eintell/mitheory.shtml>

-Discusses MI Theory's definition, development, criticisms, implications for assessment, and future research directions

<http://pzweb.harvard.edu/Pls/HG.htm>

-Howard Gardner's Address to AERA, discusses how he became interested in multiple intelligences (must click "Multiple Intelligences after Twenty Years" to view article)

<http://adulthood.about.com/qa/dynamic/offsite.htm?site=http%3A%2F%2Fwww.weac.org%2Faboutwea%2Fconven97%2Faudio1.htm>

-Multiple audio clips of Howard Gardner discussing his definitions of intelligence

http://www.cio.com/archive/031596_qa.html

-Interview with Howard Gardner discussing his theory and how intelligence does not predict leadership abilities

Week 5: Contemporary Theories & Methods (II) – A Look at Cognitive & Componential Approaches to Answering the Question "What do Intelligence Tests Test?"

Feb 12: Everything comes in 3's – a look at Sternberg's triarchic theory

Feb 14: Basic information processing and "g" – "reductio ad absurdum?"

Required Readings:

Brody -- **Chapter 3: g and Basic Information-Processing Skills: The Search for the Holy Grail (pages 49-79)**

Deary, I. J., & Der, G. (2005). Reaction time explains IQ's association with death. *Psychological Science*, 16 (1), 64-69.

Sternberg, R. J. (1999). Intelligence as developing expertise. *Contemporary Educational Psychology*, 24, 359-375.

Supplemental Readings:

Brody -- Chapter 4 -- **Multiple and Complex Correlates of Intelligence (pages 80-125)**

Selected Websites:<http://tip.psychology.org/stern.html>

-A brief introduction to Sternberg's Triarchic Theory

http://www.indiana.edu/~Eintell/sternberg_interview.shtml

-Eight different video clips of Sternberg describing: his definition of intelligence, how he became interested in intelligence, things he learned from mentors, mistakes he has made, evolution of his research, culture and intelligence testing, defying the crowd, and his contributions to the study of intelligence (transcripts included)

http://www.psych.utoronto.ca/~reingold/courses/intelligence/cache/crfut_sternberg.html

-Description of Sternberg's Triarchic Abilities Test (STAT)

http://www.findarticles.com/p/articles/mi_m1175/is_4_34/ai_76577459

-Twelve "facts" about intelligence

<http://www.futurepundit.com/archives/003188.html>

-Discusses the relationship between brain size and intelligence

<http://www.indiana.edu/~Eintell/birthOrder.shtml>

-The role of birth order in intelligence

Feb 15: Assignment #1 is due

**PART II – MAKING SENSE OF MASSES OF DATA ON IQ:
INFLUENCES OF GENETICS, THE ENVIRONMENT, AND LIFE-SPAN DEVELOPMENT**

Week 6: The Contributions of Heredity and Environment -- Part 1: Behavior Genetic Approaches to Disentangling Contributions

Feb 19: Logic and data on twin and family studies

Feb 21: Estimating heritability

Required Readings:

Brody -- **Chapter 5 -- Behavior Genetics of Intelligence (pages 126-167)**

Neisser, U. (& 10 co-authors) (1996). **Intelligence: Knowns and unknowns. *American Psychologist*, 51 (2), 77-101.**

Bouchard, T. J., & McGue, M. (1981). **Familial studies of intelligence: A review. *Science*, 212 (4498), 1055-1059.**

Selected Websites:<http://galton.org/books/hereditary-genius/>

-Excerpts from Francis Galton's "Hereditary Genius" in which he discusses the genetic determinism of intelligence

http://en.wikipedia.org/wiki/Francis_Galton

-Wikipedia information on Francis Galton

http://serendip.brynmawr.edu/gen_beh/Berkowitz.html

- An article by a biologist who explores the nature-nurture debate

<http://news.bbc.co.uk/1/hi/sci/tech/850358.stm>

- A news brief by the BBC covering the story that "US researchers believe they have identified the parts of the human

genome involved in developing a person's intelligence"

Week 7: The Contributions of Heredity and Environment – Part 2: An Examination of Environmental Influences

Feb 26: The "Flynn Effect"

Feb 28: What does the environment contribute and how?

Required Readings:

Flynn, J. (2007). *What is Intelligence?* New York: Cambridge University Press.
Chapters: 1-4 (pages 1-99)

Neisser, U. (1997). **Rising scores on intelligence tests.** *American Scientist*, 85 (5), 440-448.

Supplemental Readings:

Brody -- **Chapter 6 -- Environmental Determinants of Intelligence (pages 168-214)**

Dickens, W. T., & Flynn, J. R. (2001). **Heritability estimates versus large environmental effects: The IQ paradox resolved.** *Psychological Review*, 108 (2), 346-369.

Baumeister, A. A. (2000). **Early generic educational intervention has no enduring effect on intelligence and does not prevent mental retardation: The infant health and development program.** *Intelligence*, 28 (3), 161-192.

Schellenberg, E. G. (2004). **Music lessons enhance IQ.** *Psychological Science*, 15 (8), 511-514.

Selected Websites:

<http://www.indiana.edu/%7Eintell/flynneffect.shtml>

-Introduces the definition of the "Flynn Effect," the size of gains achieved, where the data is from, possible causes, why tests must be re-standardized, and authors of the "Flynn Effect"

<http://www.indiana.edu/%7Eintell/mozarteffect2.shtml>

-Discusses the "Mozart Effect" (interactive quiz included)

<http://www.psych.utoronto.ca/~reingold/courses/intelligence/cache/bites.htm>

-Discusses current research on early intervention educational programs (Head Start)

<http://www.wilderdom.com/personality/L4-1IntelligenceNatureVsNurture.html#EvidenceNature>

-Nature vs. Nurture, discusses evidence for both sides of the debate, including how the pendulum has shifted during different periods over the last century

Week 8: Lifespan Perspectives on Intellectual Development

Mar 4: What changes with age? Why?

Mar 6: Further thoughts about the effect of the environment

Required Readings:

Brody -- **Chapter 8 -- Continuity and Change in Intelligence (pages 228-251)**

Salthouse, T. A. (2004). **What and when of cognitive aging.** *Psychological Science*, 13 (4), 140-144.

Supplemental Readings:

Hertzog, C., & Bleckley, M. K. (2001). **Age differences in the structure of intelligence: Influences of information processing speed.** *Intelligence, 29*, 191-217.

Lynn, R. (1999). **Sex differences in intelligence and brain size: A developmental theory.** *Intelligence, 27* (1), 1-12.

Selected Websites:

http://www.healthandage.com/html/min/afar/content/other6_1.htm

-Cognitive changes that take place with age

<http://www.maclester.edu/psychology/whathap/UBNRP/intelligence05/Jintro.html>

-Effects of aging on intelligence with a focus on working memory abilities

<http://www.columbia-stmarys.org/19174.cfm>

-Discusses gender differences in intelligence

PART III – INTELLIGENCE THEORY & TESTING RECONSIDERED: IMPORTANT SOCIETAL ISSUES

Week 9: Does Intelligence Matter in the Real World: Uses and Abuses of Tests for Social and Educational Policy

Mar 11: The sad history of using intelligence theory and intelligence tests to support and enact discriminatory social policies

Mar 13: Predicting educational and occupational success: Arguments surrounding the use of tests like the SAT

Required Readings:

Murdoch – **Chapters 8-14 (pages 99-213)**

Brody -- **Chapter 9 -- Correlates of Intelligence (pages 252-279)**

Supplemental Readings:

Lemann, N. (1999). *The big test: The secret history of the American meritocracy.* New York: Farrar, Strauss, & Giroux.

Chapter 1: Henry Chauncey's Idea (pages 3-16)

Chapter 2: The Glass Slipper (pages 17-26)

Gottfredson, L. S., & Dearly, I. J. (2004). **Intelligence predicts health and longevity, but why?** *Current Directions in Psychological Science, 13* (1), 1-4.

Selected Websites:

http://www.boston.com/news/globe/ideas/articles/2004/07/04/the_sat_tests?pg=full

- SATs test _____.

- a) General intelligence b) Academic Aptitude
- c) Test-taking skills d) Nobody really knows

http://www.magazine.ucla.edu/year2001/summer01_04.html

-Richard Atkinson, UC President, voices disfavor of SATs

<http://www.sfgate.com/cgi-bin/article.cgi?file=/news/archive/2002/06/27/national1305EDT0687.DTL>

-Soon thereafter, cosmetic changes made to SAT I

<http://www.ucop.edu/news/sat/Atkinson/june27.htm>

-Atkinson's response to changes made to SAT I (to watch: click Realtime/Quiktime video link)

Week 10: The Emotionally Loaded Issue of Group Differences in Intelligence

Mar 18: What are the data on race, gender and ethnicity?

Mar 20: "For whom the bell tolls" – the arguments surrounding race differences in IQ

Required Readings:

Murdoch – **Chapter 15 – Black and White IQ (pages 215-233)**

Brody -- **Chapter 10 -- Group Differences in Intelligence (pages 280-328)**

Supplemental Readings:

Furnham, A., Hosoe, T., & Tang, T. (2001). Male hubris and female humility? A cross-cultural study of ratings of self, parental, and sibling multiple intelligence in America, Britain, and Japan. *Intelligence*, 30, 101-115.

Yang, S., & Sternberg, R. J. (1997). Taiwanese Chinese People's Conceptions of Intelligence. *Intelligence*, 25 (1), 21-35.

Selected Websites:

<http://www.pbs.org/thinktank/transcript129.html>

- An interview by PBS ThinkTank with the co-author of *The Bell Curve*, Charles Murray, about social and economic issues having to do with intelligence.

<http://www.sfu.ca/~wwwpsyb/issues/1996/winter/keenan.htm>

-Discusses the role of "The Bell Curve" in sparking debate and controversy

<http://www.childrenofmillennium.org/eugenics/pages/race.htm>

-Discusses intelligence differences based on ethnicity

Mar 21: Assignment #2 is due

March 24-28: Spring Break

Week 11: Race Differences in IQ -- The Bell Curve Controversy

Apr 1 & 3: Analysis of arguments and issues surrounding the Bell Curve

Required Readings:

Fischer, C., Hout, M., Jankowski, M., Lucas, S., Swidler, A., & Voss, K. (1996). *Inequality by design: Cracking the Bell Curve myth*. Princeton, NJ: Princeton University Press.

Chapter 1: Why Inequality? (pages 3-21)

Chapter 4: Who Wins? Who Loses? (pages 70-101)

Chapter 5: The Rewards of the Game: Systems of Inequality (pages 102-128)

Chapter 8: Race, Ethnicity, and Intelligence (pages 171-203)

Supplemental Readings:

Fischer, C., et al. (1996):

Appendix 1: Summary of "The Bell Curve" (pages 217-224)

Selected Websites:

<http://www.indiana.edu/%7Eintell/bellcurve.shtml#criticisms>

-Provides a detailed summary of "The Bell Curve"

<http://www.indiana.edu/%7Eintell/apa96.shtml>

-Discusses the APA's 1996 Intelligence Task Force Report in response to the "The Bell Curve"

<http://www.psych.utoronto.ca/~reingold/courses/intelligence/cache/Hunt-full.html>

-Hunt discusses roles of intelligence in modern society (with an emphasis on how the authors of "The Bell Curve" over-stepped their bounds)

<http://www.indiana.edu/%7Eintell/bellcurve.shtml#gardner>

-Includes excerpts from Gardner's "Scholarly Brinkmanship," and Kamin's "Lies, Damned Lies, and Statistics" in which they discuss "The Bell Curve"

<http://www.psych.utoronto.ca/~reingold/courses/intelligence/cache/03.3.fm-sternberg-interview.html>

-"Skeptic" Magazine interview with Sternberg discussing "The Bell Curve"

<http://www.psych.utoronto.ca/~reingold/courses/intelligence/cache/bell.html>

-Two different views of "The Bell Curve;" Bouchard vs. Dorfman

<http://www.psych.utoronto.ca/~reingold/courses/intelligence/cache/Heritability.html>

-Block discusses flaws in "The Bell Curve"

Week 12: The Bell Curve Controversy continued

Apr 8: Continued discussion of the Bell Curve controversy

Apr 10: Where do we stand on racial and ethnic differences?

Required Readings:

Gould – **Epilogue: Critique of the Bell Curve (pages 365-390)**
Epilogue: Three Centuries' Perspectives on Race and Racism (pages 391-424)

Selected Websites:

<http://www.indiana.edu/%7Eintell/bellcurve.shtml#gould>

-Includes excerpts from Gould's "Mismeasure by any Measure," in which his views on Social Darwinism, genetic nature of IQ, frustrations with the authors of "The Bell Curve," and social policy (political correctness) are discussed

<http://www.psych.utoronto.ca/~reingold/courses/intelligence/cache/carroll-gould.html>

-Carroll's review and critique of Gould's "The Mismeasure of Man"

<http://www.psych.utoronto.ca/~reingold/courses/intelligence/cache/gould.html>

-Morrison's review and critique of Gould

<http://www.psych.utoronto.ca/~reingold/courses/intelligence/cache/jensen.htm>

-Jensen's review and critique of Gould

http://www.lrainc.com/swtaboo/stalkers/jpr_gould_paid.html

-Rushton's review and critique of Gould

PART IV – INTELLIGENCE THEORY AND TESTS RECONSIDERED: NEW PERSPECTIVES AND DIRECTIONS

Week 13: Beyond the Bell Curve: Intelligence Reconsidered (I)

Apr 15 & 17: Flynn's current reflections regarding intelligence and its measurement

Required Readings:

Flynn – **Chapters 5-8 (pages 100-177)**

Week 14: Beyond the Bell Curve: Intelligence Reconsidered (II)

Apr 22 & 29: Gardner's views of intelligence beyond MI theory: educational contexts and new horizons

Required Readings:

Gardner – **Chapters 6-10 (pages 89-190)**

Week 15: Where might we go from here?

Apr 29: Beyond IQ – other contexts and measuring other things?

May 1: **Last Class** – What's Your Current Perspective on Theories and Tests of Intelligence – **A Roundtable Discussion**

Required Readings:

Gardner – **Chapters 11-13 (pages 193-255)**

Brody -- **Chapter 11-- Beyond IQ: Social Intelligence and Personality (pages 329-348)**
Chapter 12-- Epilogue: The Future of Intelligence (pages 349-356)

Supplemental Readings:

Mayer, J. D., Caruso, D. R., & Salovey, P. (2000). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27 (4), 267-298.

Garlick, D. (2003). Integrating brain science research with intelligence research. *Current Directions in Psychological Science*, 12 (5), 185-189.

Selected Websites:

<http://www.indiana.edu/%7Eintell/emerging.shtml>

-Briefly discusses new types of intelligences, including social, moral, and emotional

http://ist-socrates.berkeley.edu/~kihlstrm/social_intelligence.htm

-Introduction to social intelligence

<http://dinorcia.net/moral.intelligence.php>

-Introduction to moral intelligence

<http://emotionaliq.com/>

-All about emotional intelligence, how to test it and how to train yourself

May 5th: Assignment #3 is due
