COURSE DESCRIPTION

This course explores different theoretical perspectives related to heritability and measures of intelligence, and intelligence in the social and cultural context. It will also consider how language shapes culture and intelligence and its impact on learning in and outside instructional environments.

Prerequisite
None

REQUIRED TEXTS


REQUIRED ARTICLES


NATURE OF COURSE DELIVERY

The course is structured around readings, reflections on those readings, class projects, technology activities, and papers. This course will be taught using lectures, discussions, and relevant group activities.

STUDENT OUTCOMES

- Students will be able to develop an understanding of the educational implications of theories and research on intelligence as they relate to culture
- Students will be able to understand the historical context of research on cultural differences in intelligence
- Students will be able to identify alternative assessments with racial and ethical differences in intellectual performance
- Students will be able develop a basic understanding of alternative methods and intelligence as they relate to culture
- Students will be able to discuss the educational challenges associated with assessment on intelligence
- Students will be able to understand factors associated with cultural differences in intelligence including genetics, SES, and environmental complexity
- Students will become familiar with misconceptions about cultural group differences in intelligence
- Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

The program goals are consistent with the following Learner-centered psychological principles (APA Division 15) outlined by the American Psychological Association Presidential Task Force in Education.
- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 10: Developmental Influences on Learning
- Principle 11: Social Influences on Learning
- Principle 12: Individual Differences on Learning
- Principle 13: Learning and Diversity

Please see:
Retrieved October 14, 2002 from http://www.apa
COURSE REQUIREMENTS

1. Article Critique: Students will critique and evaluate two articles that examine culture and intelligence. There is a list of articles attached to this syllabus, you should choose 2 from that list. [CREDIT: 2 x 10 = 20 POINTS] DUE: 9/29 and 10/20

2. Research Paper: Students will write a comprehensive literature review on an approved topic of choice examining how culture and intelligence influence one another. Students may focus on one specific culture. Research papers must adhere to the APA Publication Manual Guidelines. [CREDIT: 35 POINTS] DUE: 12/8

3. Teaching Culture and Intelligence: Students will instruct one class on a critique of a major theory of intelligence addressing the following issues such as nature vs. nurture; ethnicity and culture; cultural bias, culture-fair tests; and gender differences within and between cultures. These will be based on our readings. [CREDIT: 10 POINTS]

4. Culture and Intelligence Laboratory: In order to more closely consider how culture and intelligence influence one another, you will be required to watch the CBS television show, Survivor, which will air on Thursday nights from 8-9 p.m. starting on Sept 16 and ending on December 2. Some class activities and discussions will be designed to consider your readings within this developing scenario of culture and intelligence. [CREDIT: 15 POINTS]

5. Class Participation: Because of the importance of lecture and discussion in the total learning experience, Students are encouraged to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of behavior will reflect the professional attitude implied in the course goals and will account for 10% of the course grade. With reference to the grading scale described later in this syllabus, this percentage is equivalent to a full letter grade. If students miss a class you must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class. [CREDIT: 10 POINTS]

6. Final Exam: You will be given the choice between two topics or scenarios of the instructor’s choosing. The exam may be in-class or take home, we will discuss as a group. [CREDIT: 10 POINTS] DUE: 12/15

TOTAL CREDIT: 100 POINTS
## RUBRICS FOR PARTICIPATION AND ATTENDANCE

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<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
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<tbody>
<tr>
<td></td>
<td>Distinguished (9-10 pts.)</td>
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<tr>
<td></td>
<td>Proficient (8 pts.)</td>
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<td>Basic (7 pts.)</td>
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<td>Unsatisfactory (6 or less pts.)</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence, the student actively participates and supports the members of the learning group and the members of the class.</td>
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<tr>
<td></td>
<td>The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.</td>
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<tr>
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<td>The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.</td>
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<td>The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions.</td>
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Letter grades will be assigned as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>A</td>
<td>93-97.49%</td>
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<tr>
<td>A-</td>
<td>90-92.49%</td>
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<tr>
<td>B+</td>
<td>88-89.49%</td>
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<tr>
<td>B</td>
<td>83-87.49%</td>
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<tr>
<td>B-</td>
<td>80-82.49%</td>
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<td>C</td>
<td>70-79.49%</td>
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<td>F</td>
<td>below 70%</td>
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Note:
- All written assignments must be typed and must follow APA format
- Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. A late assignment is subject to a penalty of 10% of the award for every day that it is overdue.
HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

STATEMENT REGARDING DISABILITIES:

This syllabus is subject to change based on the needs of the class. If you need course adaptations or accommodations because of a disability please inform your instructor and provide required documentation as soon as possible so that arrangements can be made. Documentation can be obtained from the Disability Resource Center, SUB I (703)-993-2427.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Statement of Expectations

The College of Education and Human Development expects that all students abide by the following:

Commitment to the profession
Commitment to honoring professional ethical standards
Commitment to key elements of professional practice
Commitment to being a member of a learning community
Commitment to democratic values and social justice

See for details of these 5 expectations: http://gse.gmu.edu/facultystaffres/profdisp.htm
ARTICLES FOR INDIVIDUAL REVIEWS [YOU WILL CHOOSE 2]


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<thead>
<tr>
<th>DATE</th>
<th>READING ASSIGNMENTS</th>
<th>Books and Articles/ Lab/ <strong>DUE DATES</strong></th>
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</table>
| 9/1/04   | **Culture and Intelligence**  
From Biology to Environment | Chapter 1, Concept of Intelligence, Sternberg  
Article, Pulcifer et al. (2004) |
| 9/8/04   | **Intelligence and Half a Brain**  
What’s Really Important?  
The Concept of Intelligence | Chapter 17-18, Sternberg  
Lab: Survivor – “intelligent viewing” –season begins Thursday, 9/16 |
| 9/15     | **Survivor Preparation**  
Ch 17 – Practical Intelligence  
Ch 18 – Models of Emotional Intelligence | Chapter 17-18, Sternberg  
Lab: Survivor |
| 9/22/04  | **I The Natural Learner (23-110)**  
2/ Conceptualizing the Development of the Mind 23-31  
3/ Initial Learnings: Constraints and Possibilities 42-51  
4/ Knowing the World Through Symbols 55-80  
5/ The Worlds of the Preschooler: The Emergence of Intuitive Understandings 84-110 | Gardner: Unschooled Mind  
Lab: Survivor |
| 9/29/04  | **Assessing Intelligence and Cultural Bias**  
Ch 2- History of Theories and Measurements of Intelligence  
Ch 19- Psychometric Approaches  
Ch 20- Tests of Intelligence  
Ch 21- Interpretation of Test Scores | Sternberg, Ch 2, 19-21  
**DUE: Article Critique I**  
Lab: Survivor |
| 10/06    | **Individual versus Group Differences in Intelligence**  
Ch 9- Group Differences in Intelligence  
Ch 12- The Neuropsychology and Psychophysiology of Human Intelligence | Sternberg: Ch 9 & 12  
Lab: Survivor |
| 10/13    | **Bilingualism and Cognition**  
1/ Bialystok - Preface 1-20  
2/ Starting with One Language 21-52  
3/ And Adding Another 58-82 | Bialystok: Language, Culture, Cognition  
Lab: Survivor |
| 10/27    | 5/ Thinking About Language 121-150 | Bialystok: Language, Culture, Cognition |

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Reading Material</th>
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<tr>
<td>11/03</td>
<td>6/ Link to Literacy 152-179</td>
<td>Bialystok: Language, Culture, Cognition</td>
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<td>Lab: Survivor</td>
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<tr>
<td>11/10</td>
<td>7/ Beyond Language 182-216</td>
<td>Bialystok: Language, Culture, Cognition</td>
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<td>11/17</td>
<td>II Understanding Educational Institutions (115-179)</td>
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<td></td>
<td>6/ The Values and Traditions of Education 115-121</td>
<td>Gardner: Unschooled Mind</td>
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<td>7/ The Institution Called School 126-137</td>
<td>Lab: Survivor</td>
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<td>8/ The Difficulties Posed By Schools: Misconceptions in the Sciences 143-159</td>
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<td>9/ More Difficulties Posed By School: Stereotypes in the Social Sciences and Humanities 167-179</td>
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<td>11/24</td>
<td>THANKSGIVING</td>
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<tr>
<td>12/01</td>
<td>Talent and Intelligence</td>
<td>Article, Kalbfleisch (2004)</td>
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<td>Neuroscientific Research and Education: Limits of Interpretation and Implications for Educational Culture</td>
<td>Lab: Survivor</td>
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<td>12/08</td>
<td>FINAL</td>
<td>DUE: Research Paper</td>
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