

**George Mason University**  
**College of Education and Human Development**

**EDEP 653 Culture and Intelligence****Spring 2015****Instructor: Dr. Kimberly Sheridan****Class Date & Time: Wednesday, 4:30-7:10** East Building 122**Office Hours: Wednesday 7:10-7:30;****Office Location: West Building, 2204 (in PhD suite),****Email: [ksherida@gmu.edu](mailto:ksherida@gmu.edu)****COURSE DESCRIPTION**

Explores different theoretical perspectives on intelligence as they relate to individual and cultural differences. Explores models of intelligence drawn from studies in artificial intelligence and cognitive science. Examines issues related to heritability and measures of intelligence, and intelligence in a global, cultural context.

**Prerequisite**

None

**TASKSTREAM REQUIREMENTS**

Every student registered for any EDEP course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

**REQUIRED TEXTS**

Sternberg, R. J. & Kaufmann, S. C. (Eds.) (2011). *Cambridge handbook of intelligence*. Cambridge, UK. Cambridge University Press. ISBN 978 0 521 51806 2

Sternberg, R. J. (Ed.) (2007). *Wisdom, intelligence and creativity synthesized*. Cambridge, UK. Cambridge University Press. ISBN 978 052 1002714

Goleman, D. (2006). *Emotional intelligence*. ISBN 978 055 380 4911  
Bantam/Random House.

Nisbett, R. E. (2009). *Intelligence and How to Get It: Why Schools and Cultures Count*. New York: W.W. Norton.

Recommended:

Dehaene, S. (2009). *Reading in the brain: The science and evolution of a human invention*. New York: Viking Penguin.

Sternberg, R. J. & Grigorenko, E. L. (2007). *Teaching for Successful Intelligence: To Increase Student Learning and Achievement*. Thousand Oaks, CA. Corwin Press.

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

### **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**

This course promotes a comprehensive view of definitions and theories of intelligence by taking a global and multi-cultural perspective. Non canonical (i.e., non Anglo-US perspectives) emphasize dimensions that consider more personal, situated and cultural aspects including theories of creativity, wisdom and happiness. The course also explores the educational implications of theories of intelligence.

- 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

## COURSE REQUIREMENTS

**Article Critiques:** Students will critique and evaluate four articles that examine culture and intelligence. Two should be quantitative treatments (assignment 1), the other two qualitative treatments (assignment 2). You may choose from the articles supporting the various chapters, those assigned in class (or substitute others with approval). Four pages each article, single-spaced. [CREDIT: a rubric score of 10 per article; **40 POINTS** total]. Quantitative critiques due week 7, and qualitative critiques due week 11. For other articles, also consider Wicherts, J. M. (2009). The impact of papers published in *Intelligence* 1977-2007 and an overview of citation classics. *Intelligence*, 37, 443-446. DOI: 10.1016/j.intell.2009.06.004.

**2. Research Paper:** Students will write a comprehensive literature review and considered analysis examining how one of the themes in the Sternberg Handbook might be considered in the light of different cultural definitions of intelligence outside of the US-Anglo view as reflected through the readings and class discussions on creativity, wisdom and successful intelligence. Themes to consider include those in the readings, for example: nature vs. nurture; ethnicity and culture; test-based or psychometric models of intelligence cultural bias, culture-fair tests; gender differences within and between cultures; the use of technology/ies in determining the definition of intelligence; the role of emotions in defining intelligence; "Multiple intelligences" and classroom practices; the impact of sociocultural or situated cognition models on definitions of intelligence; wisdom traditions and definitions of intelligence; creativity and definitions of intelligence; the history of intelligence testing; intelligence testing and (issues in) special education. **20 pages, double-spaced, not including references.**

Research papers must adhere to the APA Publication Manual Guidelines. [CREDIT: Rubric score of 30 POINTS] DUE: 5/14 to course Blackboard.

**3. Presentation on student perspective on intelligence.** Students will present on the topic chosen above. Based on the reading and other sources (e.g., examples of cultural practices sourced from the Internet or otherwise) the student will prepare a 30-minute presentation, which should use the following sections: (1) the perspective taken on definitions and theories of intelligence; (2) the influence(s) of this definitions on theories of intelligence; (3) current research in the topic; (4) a description of how intelligence might be measured (or not) from this perspective; (5) where this perspective leads to models that are similar to or differ from the Anglo-American perspectives, and what the implications are for theorizing about intelligence. Time will be allowed for class discussion following the presentation. [CREDIT: 20 POINTS, see Rubric]. DATE: as assigned.

**4. 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. 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]

**TOTAL CREDIT: 100 POINTS**

**Letter grades will be assigned as follows:**

A+ 98-100% A 93-97.49% A- 90-92.49%  
 B+ 88-89.49% B 83-87.49% B- 80-82.49%  
 C 70-79.49% F below 70%

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.

### ASSESSMENT RUBRIC FOR ARTICLE CRITIQUES

Criteria	Excellent (10 per article)	Adequate	Needs Significant Changes
Peer-Reviewed Research	Contains analysis of 2 empirical studies (1)	Contains analysis of 1 study (0)	General discussion that fails to analyze primary empirical studies (0)
APA Style	No significant errors (3)	Contains few significant errors in style (2)	Paper does not adhere to APA-Style format (1)
Abstract	Conveys clearly and sequentially the content of paper (3)	Gives a general overview of paper topic, but no sequential elaboration of contents (2)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (1)
Discussion of the studies	Clearly analyzes study design, assumptions, claims, quality of evidence, and conclusions. Analyzes studies as part of a specified framework on culture and intelligence (5)	Documents study design, assumptions, claims, type of evidence, and lists conclusions. Fails to analyze the studies' claims within a specified framework on culture and intelligence (3)	Primarily repeats material in the studies without analysis, critique or interpretation (3)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (3)	Paper conveys the main points of the topic (2)	Errors in style format make it difficult to appreciate the content of this paper (1)
Interpretations	Insightful, original synthesis, goes beyond the scope of the literature (5)	Analytical, draws logical conclusions based upon evidence from literature (4)	Paper primarily repeats interpretations/ conclusions of others (3)

## ASSESSMENT RUBRIC FOR RESEARCH PAPER

Criteria	Excellent (30 points possible on Rubric)	Adequate	Needs Significant Changes
Peer-Reviewed Research	Contains references to 10 or more empirical studies (5)	Contains references to 8-9 studies (4)	Does not include at least 7 peer reviewed studies (1-3)
APA Style	No significant errors (3)	Contains few significant errors in style, reader can still interpret and appreciate the content of the paper (2)	Paper does not adhere to APA-Style format (1)
Abstract	Conveys clearly and sequentially the content of paper (5)	Gives a general overview of paper topic, but no sequential elaboration of contents (4)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (3)
Discussion of the Literature	Insightful, and critical; clearly written, technical terms are well-defined, does not overly rely on quotes from papers or includes them strategically (5)	Clearly written, most technical terms, author includes lengthy quotes from papers, but less analytical or insightful (4)	Over reliance on quotations, little evidence of student's own analysis or synthesis of the topic (3)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (4)	Paper adequately conveys the main points of the topic (3)	Errors in style format make it difficult to appreciate the content of this paper (1-2)
Technical Merit	Contains NO major misspellings or repetitive grammatical mistakes (3)	Contains few major misspellings or repetitive grammatical mistakes (2)	Contains major misspellings and repetitive grammatical mistakes (1)
Interpretations	Insightful, original synthesis, goes	Analytical, draws logical conclusions	Discussion mostly summarizes the main

	beyond the scope of the literature (5)	based upon evidence from literature (4)	points of the literature to support conclusions (3)
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### ASSESSMENT RUBRIC FOR PRESENTATION

<b>Criteria</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Inadequate</b>
Time	Clearly addresses content within time limit (5)	Ends within time limit, but presentation not fully finished (3-4)	Overly short or overly long (time limit not adequately considered) (0-2)
Content	Central points of the literature review are covered coherently (5)	Most points covered, but sampling from the literature review is not comprehensive (3-4)	Poorly selected points or failure to address quantitative and qualitative papers (0-2)
Organization	Clear and coherent, easy to follow (5)	Reasonably well organized, but order does work well in the time limit (3-4)	Disorganized, confusing to the audience and instructor (0-2)
Oral presentation	Articulate, professional, engaging (5)	Professional presentation, but delivery detracts from its impact (3-4)	Poor communication skills that detract significantly from the presentation (0-2)

### ASSESSMENT RUBRIC FOR PARTICIPATION AND ATTENDANCE

ELEMENT	LEVEL OF PERFORMANCE			
	Distinguished (9-10 pts.)	Proficient (8 pts.)	Basic (7 pts.)	Unsatisfactory (6 or less pts.)
Attendance & Participation  10 pts. Possible	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.	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.	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.	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.

Date	Class activity	Assignments
	Readings/multimedia	Assignments
1/21 Wk 1	<p>Introduction to course, description of syllabus, and introduction to theories of intelligence; impact of beliefs about intelligence. Intelligence as learning, seeing, hearing, and attention</p> <p><a href="http://channel.nationalgeographic.com/channel/brain-games/videos/brain-games-pay-attention/">http://channel.nationalgeographic.com/channel/brain-games/videos/brain-games-pay-attention/</a> Apollo Rollins</p> <p><a href="https://www.youtube.com/watch?v=dTa7rC1oUnk">https://www.youtube.com/watch?v=dTa7rC1oUnk</a> Apollo Rollins</p> <p>Derren Brown</p> <p><a href="http://www.youtube.com/watch?v=vBPG_OBgTWg">http://www.youtube.com/watch?v=vBPG_OBgTWg</a> swap</p> <p><a href="http://www.youtube.com/watch?v=YhmKYeNgZEW">http://www.youtube.com/watch?v=YhmKYeNgZEW</a> pay with paper, take it it's fine</p> <p>Listening with attention:</p> <p><a href="http://thekojonnamdishow.org/shows/2012-12-27/what-makes-it-great-classical-music-and-beyond-rob-kapilow-rebroadcast">http://thekojonnamdishow.org/shows/2012-12-27/what-makes-it-great-classical-music-and-beyond-rob-kapilow-rebroadcast</a></p> <p><a href="http://www.npr.org/2008/10/15/94281015/over-the-rainbow-from-kansas-to-oz">http://www.npr.org/2008/10/15/94281015/over-the-rainbow-from-kansas-to-oz</a></p>	
1/28 Wk 2	<p>Selection of student topics... and research papers to review. See suggested topics under <b>Research paper</b>, above. (class and small group discussion). Library searching, e.g., PsycInfo</p> <p>Read: Kaufman, J.C., Kaufman, S.B., &amp; Plucker, J.A. (2013). <b>Contemporary theories of intelligence</b>. In J. Reisberg (Ed.), <i>The Oxford Handbook of Cognitive Psychology</i> (pp. 811-822). New York, NY: Oxford University Press</p> <p><a href="http://scottbarrykaufman.com/wp-content/uploads/2012/10/51_Reisberg_ch51.pdf">http://scottbarrykaufman.com/wp-content/uploads/2012/10/51_Reisberg_ch51.pdf</a></p>	
2/4 Wk 3	<p>(The effects of beliefs in differences in intelligence. Anglo-US theories of intelligence. Spearman's g; and psychometric views of intelligence.</p> <p>Read:</p> <p><a href="http://www.udel.edu/educ/gottfredson/reprints/2008WISC.pdf">http://www.udel.edu/educ/gottfredson/reprints/2008WISC.pdf</a></p> <p>Sternberg [Wisdom]: Read Preface and Chapter 1</p> <p>Nisbett: Read Chapter 1</p> <p>Sternberg [Handbook]: Review chapters 2, 3, 4</p> <p>Read:</p> <p>Heritability and mutability [Nisbett, Chapter 2]</p> <p>Sternberg [Handbook] Chapters 5, 18</p> <p><a href="http://www.udel.edu/educ/gottfredson/reprints/2005suppressingintelligence.pdf">http://www.udel.edu/educ/gottfredson/reprints/2005suppressingintelligence.pdf</a></p>	Discussion of student topics and papers
2/11 Wk 4	<p>Intelligence and cultural biases</p> <p><a href="http://www.garysturt.free-online.co.uk/gould.htm">http://www.garysturt.free-online.co.uk/gould.htm</a></p> <p><a href="http://wilderdom.com/personality/intelligenceCulturalBias.html">http://wilderdom.com/personality/intelligenceCulturalBias.html</a></p>	Discussion of student topics and papers



	<a href="http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&amp;continuous=1">http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&amp;continuous=1</a> Stereotype threat: <a href="http://www.theatlantic.com/doc/199908/student-stereotype">http://www.theatlantic.com/doc/199908/student-stereotype</a> Steele Nisbett Chapter 6; Appendix B	
2/18 Wk 5	Influencing intelligence via instruction and socialization Sternberg [Handbook] Chapters 6, 21, 23, 24, 37 Read article by Murayama et al., (2012): <a href="http://onlinelibrary.wiley.com/doi/10.1111/cdev.12036/abstract">http://onlinelibrary.wiley.com/doi/10.1111/cdev.12036/abstract</a> Nisbett Chapters 3, 4, 7, 10	Discussion of student topics and papers
2/25 Wk 6	Successful Intelligence and Creativity Sternberg [Handbook] Chapter 25, 38 Sternberg [Wisdom] Chapters 2, 3, 4, 5	First article reviews due; quantitative (upload to BBoard)
3/4 Wk 7	Successful Intelligence and Creativity Continued Sternberg [Handbook] Chapters 11, 12, 22	Discussion of student topics and papers
3/11	No class Spring Break	
3/18 Wk 8	Wisdom 1. Expanding definitions of intelligence to include models of wisdom within a framework of “successful intelligence” Sternberg [Wisdom] Chapters 6, 7, 8 Sternberg [Handbook] Chapter 40 Internet shared data and wisdom <a href="http://edr.sagepub.com/content/38/4/260.full?ijkey=2meEfXuohZFV2&amp;keytype=ref&amp;siteid=spedr">http://edr.sagepub.com/content/38/4/260.full?ijkey=2meEfXuohZFV2&amp;keytype=ref&amp;siteid=spedr</a>	Discussion of student topics and papers
3/25 Wk 9	No class: Dr. Sheridan out of town presenting at a conference. Read Sternberg [Handbook] Chapter 26 Goleman Chapters 3-8, 15; Appendices A-C	Discussion of student topics and papers
4/1 Wk 10	Emotional intelligence Goleman Chapters 9, 10, 11; 13, 16 <a href="http://www.pnas.org/content/early/2011/03/22/1102693108.abstract">http://www.pnas.org/content/early/2011/03/22/1102693108.abstract</a> [Kross et al., (2011) rejection and pain] <a href="http://www.plosone.org/article/info:doi/10.1371/journal.pone.0048076">http://www.plosone.org/article/info:doi/10.1371/journal.pone.0048076</a> [Lyons & Beilock (2012). Mathematics anxiety and pain] Wisdom traditions	Discussion of student topics and papers
4/8 Wk 11	Intelligence and non Anglo-US cultures Sternberg [Handbook] Chapters 29, 31, 33 Nisbett Chapters 8, 9	Second article reviews due; qualitative (upload to BBoard)
4/15 Wk 12	Review of course material to date Preparation for student reports	
4/22 Wk 13	Student Reports: perspectives on intelligence 5 presentations (20 mins + 10 mins Q&A)	

4/29 Wk 14	Student Reports: perspectives on intelligence AERA 5 presentations (20 mins + 10 mins Q&A)	
5/6 Wk 15	Student Reports: perspectives on intelligence 5 presentations (20 mins + 10 mins Q&A) Last day of classes	Final research paper due, 5/13 Upload to BBoard Subject: "EDEP 652 Spring 2013 <your name>"

- GMU Policies and Resources for students
  - a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
  - b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
  - c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
  - d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
  - e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
  - f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
  - g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

- Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>