

George Mason University  
College of Education and Human Development  
GRADUATE SCHOOL OF EDUCATION



Promoting Learning & Development Across the Lifespan

EDEP 653, Section 001: Culture and Intelligence  
3 Credits, Spring 2017  
Wednesdays, 4:30 – 7:10 p.m., Robinson Hall A412– Fairfax

### Faculty

Name: Dr. Mary Guckert  
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Office Location: By appointment  
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### Prerequisites

NONE

### University Catalog Course Description

Explores different theoretical perspectives on intelligence as they relate to individual and cultural differences. Examines issues related to heritability and measures of intelligence, and intelligence in the cultural context.

### Course Overview

EDEP 653 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.

### **Course Delivery Method**

The course will be delivered through a variety of online, face-to-face, and individualized instructional approaches. Online sessions will be conducted in asynchronous formats, but you will be expected to post your own reflections and assignments and respond to peers' and instructors' postings and feedback by the end of each designated class week (midnight US eastern standard time each Tuesday). During class meetings, there will be large group, small group, and individual activities. Online classes are considered regular instructional time and the assignments given are the equivalent of a full in-class session. The online classes involve research, use of professional web sites, asynchronous discussions, peer review, email with the instructor and classmates, readings, writing reflections, and other assignments. GMU's Blackboard course framework will be used regularly throughout the course. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. Please inform me of any accessibility problems the first day of class. Please note that because you have much to learn from each other, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, be exposed to a range of perspectives and experiences, and support each other as you continue to develop your teaching and researching skills.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- 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 ethnic 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

### **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/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### **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

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

## **Course Performance Evaluation**

**All written assignments should be posted through the assignment folder on Blackboard.**

**1. 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 7.5 per article; 30 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.

**15- 20 pages, double-spaced, not including references.**

Research papers must adhere to the APA Publication Manual Guidelines. [**CREDIT: Rubric score of 30 POINTS**] **DUE: 5/13to 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, discussion, and online participation in the total learning experience, students are encouraged to both attend and participate during in person classes and online classes 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: 20 POINTS]**

**Grading Policy**

Article Critiques	30 pts total (7.5 pts each)
Research Paper	30 pts
Presentation	20 pts
In Class/Online Assignments, Participation, and Attendance	20 pts
Total	100 pts

**Grading Scale**

A = 93 -100%

B- = 80-82%

A- = 90-92%

C = 70-79%

B+ = 88-89%

F = Below 70%

B = 83-87%

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.

**Core Values Commitment**

The College of Education and 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/>.

**GMU Policies and Resources for Students**

## *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

## *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

### Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website: <https://alert.gmu.edu>.

There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

### TENTATIVE COURSE ORGANIZATION AND SCHEDULE:

Date	Class Activity	
	Readings/multimedia	Assignments
<b>Session 1</b> <b>Jan. 25</b>	<p><b>Introduction to course, description of syllabus, and introduction to theories of intelligence; impact of beliefs about intelligence.</b></p> <p>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 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: <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>	
<b>Session 2</b> <b>Feb. 1</b>	<p><b>Selection of student topics...</b> See suggested topics under Research paper, 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). Contemporary theories of intelligence. In J. Reisberg (Ed.), <i>The Oxford Handbook of Cognitive Psychology</i> (pp. 811-822). New York, NY: Oxford University Press</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>	
<b>Session 3</b> <b>Feb. 8<sup>th</sup></b> <b>Online Class</b>  <b>See Online Module on Blackboard</b>	<p><b>(The effects of beliefs in differences in intelligence.</b> Anglo-US theories of intelligence. Spearman's g; and psychometric views of intelligence.</p> <p><b>Read:</b>  <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><b>Read:</b>  Heritability and mutability [Nisbett, Chapter 2]  Sternberg [Handbook] Chapters 5, 18</p> <p><a href="http://www1.udel.edu/educ/gottfredson/reprints/2005suppressingintelligence.pdf">http://www1.udel.edu/educ/gottfredson/reprints/2005suppressingintelligence.pdf</a></p>	Discussion of student topics/papers
<b>Session 4</b> <b>Feb 15</b>	<p><b>Intelligence and cultural biases</b></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> <p><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></p> <p>Stereotype threat:  <a href="http://www.theatlantic.com/doc/199908/studentstereotype">http://www.theatlantic.com/doc/199908/studentstereotype</a> Steele</p> <p>Nisbett Chapter 6; Appendix B</p>	Discussion of student topics and papers
<b>Session 5</b> <b>Feb. 22</b> <b>Online Class</b>  <b>See Online Module on Blackboard</b>	<p><b>Influencing intelligence via instruction and socialization</b></p> <p>Sternberg [Handbook] Chapters 6, 21, 23, 24, 37</p> <p>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></p> <p>Nisbett Chapters 3, 4, 7, 10</p>	Discussion of student topics and papers



<b>Session 6</b> <b>March 1</b>	<b>Successful Intelligence and Creativity</b> Sternberg [Handbook] Chapter 25, 38 Sternberg [Wisdom] Chapters 2, 3, 4, 5	<b>First article reviews due; quantitative (upload to BBoard)</b>
<b>Session 7</b> <b>March 8</b> <b>Online Class</b> <b>See online Module</b>	<b>Successful Intelligence and Creativity Continued</b> Sternberg [Handbook] Chapters 11, 12, 22	Discussion of student topics and papers
<b>Spring Break</b> <b>March 15</b>	<b>NO CLASS</b>	<b>GMU Spring Break</b>
<b>Session 8</b> <b>March 22</b>	<b>Wisdom 1. Expanding definitions of intelligence to include models of wisdom within a framework of “successful intelligence”</b> 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
<b>Session 9</b> <b>March 29<sup>th</sup></b> <b>Online</b> <b>See Online Module on Blackboard</b>	Read Sternberg [Handbook] Chapter 26 Goleman Chapters 3-8, 15; Appendices A-C	Discussion of student topics and papers
<b>Session 10</b> <b>April 5</b>	<b>Emotional intelligence</b> 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]	Discussion of student topics and papers

	<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	
<b>Session 11</b> <b>April 12</b> <b>Online</b> <b>See Online Module on Blackboard</b>	<b>Intelligence and non Anglo-US cultures</b> Sternberg [Handbook] Chapters 29, 31, 33 Nisbett Chapters 8, 9	Second article reviews due; qualitative (upload to BBoard)
<b>Session 12</b> <b>April 19</b> <b>Online</b> <b>See Online Module on Blackboard</b>	Review of course material to date Preparation for student reports	
<b>Session 13</b> <b>April 26</b>	<b>Student Reports:</b> perspectives on intelligence 5 presentations (20 mins + 10 mins Q&A)	
<b>Session 14</b> <b>May 3</b>	<b>Student Reports:</b> perspectives on intelligence AERA 5 presentations (20 mins + 10 mins Q&A)	
<b>Session 15</b> <b>May 10</b>	<b>Student Reports:</b> 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 653 Spring 2017 "

### ASSESSMENT RUBRIC FOR ARTICLE CRITIQUE (7.5 points per article)

Criteria	Excellent	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 (2.5)	Contains few significant errors in style (1.5)	Paper does not adhere to APA-Style format (.5)
Abstract	Conveys clearly and sequentially the content of paper (2.5)	Gives a general overview of paper topic, but no sequential elaboration of contents (1.5)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (.5)
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 (3)	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 (2)	Primarily repeats material in the studies without analysis, critique or interpretation (1)
Writing	Paper flows coherently, language is concise, thesis and discussion are wellstructured, 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 (3)	Analytical, draws logical conclusions based upon evidence from literature (2)	Paper primarily repeats interpretations/ conclusions of others (1)

### ASSESSMENT RUBRIC FOR RESEARCH PAPER – 30 points

Criteria	Excellent	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	Contains few	Paper does not adhere

	(3)	significant errors in style, reader can still interpret and appreciate the content of the paper (2)	to APA-Style format (1)
<b>Abstract</b>	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)
<b>Discussion of the Literature</b>	Insightful, and critical; clearly written, technical terms are welldefined, 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)
<b>Writing</b>	Paper flows coherently, language is concise, thesis and discussion are wellstructured, 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)
<b>Technical Merit</b>	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)
<b>Interpretations</b>	Insightful, original synthesis, goes beyond scope of the literature (5)	Analytical, draws logical conclusions based upon evidence from literature (4)	Discussion mostly summarized the main points of the literature to support conclusions (3)

### ASSESSMENT RUBRIC FOR PRESENTATION

Criteria	Excellent	Satisfactory	Inadequate
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 in person classes, is on time, is prepared and follows outlined procedures in	The student attends all classes, is on time, is prepared and follows outlined procedures in	The student is on time, prepared for class, and participates in group and class discussions. The student attends all	The student is late for class. Absences are not documented by following the procedures outlined in this

	<p>case of absence, the student actively participates and supports the members of the learning group and the members of the class. The student participates in all online blackboard activities and discussions and provides reflective feedback to peers online.</p>	<p>case of absence; the student makes active contributions to the learning group and class. The student participates in online activities and discussions.</p>	<p>classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed. The student does not participate in some online activities and discussions.</p>	<p>section of the syllabus. The student is not prepared for class and does not actively participate in class discussions or online discussions.</p>
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