

George Mason University
College of Education and Human Development
Graduate School of Education

EDEP 653, Section 001: Culture and Intelligence
3 Credits, Spring 2018
Wednesdays, 4:30 – 7:10 p.m., Robinson Hall A101– Fairfax

Faculty

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Prerequisites/Corequisites

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:

1. Students will be able to develop an understanding of the educational implications of theories and research on intelligence as they relate to culture
2. Students will be able to understand the historical context of research on cultural differences in intelligence
3. 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
4. Students will be able to discuss the educational challenges associated with assessment on intelligence
5. Students will be able to understand factors associated with cultural differences in intelligence including genetics, SES, and environmental complexity
6. Students will become familiar with misconceptions about cultural group differences in intelligence
7. Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills

Professional Standards

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.

Upon completion of this course, students will have met the following professional standards:

1. Principle 1: The Nature of Learning Process
2. Principle 2: Goals of the Learning Process
3. Principle 3: Construction of Knowledge
4. Principle 4: Strategic Thinking
5. Principle 5: Thinking about Thinking
6. Principle 6: Context of Learning
7. Principle 10: Developmental Influences on Learning
8. Principle 11: Social Influences on Learning
9. Principle 12: Individual Differences on Learning
10. Principle 13: Learning and Diversity

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).

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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

- **Assignments and/or Examinations**

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: 5/13 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, 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**

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.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

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

Class Schedule

Date	Class Activity	
	Readings/multimedia	Assignments
Session 1 Jan. 24	<p>Introduction to course, description of syllabus, and introduction to theories of intelligence; impact of beliefs about intelligence.</p> <p>Intelligence as learning, seeing, hearing, and attention</p> <p>http://channel.nationalgeographic.com/brain-games/?_ga=2.108520194.1000946129.1516380265-1123049146.1516380265</p> <p>https://www.youtube.com/watch?v=dTa7rC1oUnk</p> <p>Apollo Rollins Derren Brown</p>	

	<p>http://www.youtube.com/watch?v=vBPG_OBgTWg swap</p> <p>http://www.youtube.com/watch?v=YhmKYeNgZEw pay with paper, take it it's fine</p>	
<p>Session 2 Jan. 31</p>	<p>Selection of student topics... . See suggested topics under Research paper, above. (class and small group discussion).</p> <p>Read: Kaufman, J.C., Kaufman, S.B., & Plucker, J.A. (2013). Contemporary theories of intelligence. In J. Reisberg (Ed.), The Oxford Handbook of Cognitive Psychology (pp. 811-822). New York, NY: Oxford University Press</p> <p>(see pdf in Supplemental Readings Folder on Blackboard)</p>	
<p>Session 3 Feb. 7th</p>	<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>Of What Value Is Intelligence http://www.udel.edu/educ/gottfredson/reprints/2008WISC.pdf (PDF also located on Blackboard in Supplemental Readings folder)</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] Sternberg [Handbook] Chapters 5, 18 Suppressing Intelligence (see link below or PDF on Blackboard in Supplemental readings Folder) http://www1.udel.edu/educ/gottfredson/reprints/2005suppressingintelligence.pdf</p>	<p>Discussion of student topics/papers</p>
<p>Session 4 Feb 14</p>	<p>Intelligence and cultural biases</p> <p>https://www.theatlantic.com/magazine/archive/1999/08/thin-ice-stereotype-threat-and-black-college-students/304663/</p> <p>http://www.garysturt.free-online.co.uk/gould.htm</p> <p>http://wilderdom.com/personality/intelligenceCulturalBias.html</p>	<p>Library Research</p> <p>Meet in Fenwick 1014A at 4:30</p>

	http://www.pbs.org/video/frontline-class-divided/ Nisbett Chapter 6; Appendix B	
Session 5 Feb. 21 Online Class See Online Module on Blackboard	Influencing intelligence via instruction and socialization Sternberg [Handbook] Chapters 6, 21, 23, 24, 37 Read article by Murayama et al., (2012): Predicting Long-Term Growth in Students' Mathematics Achievement: (see Blackboard for PDF) Nisbett Chapters 3, 4, 7, 10	Discussion of student topics and papers
Session 6 Feb 28	Successful Intelligence and Creativity Sternberg [Handbook] Chapter 25, 38 Sternberg [Wisdom] Chapters 2, 3, 4, 5	First article reviews due; quantitative (upload to BBoard)
Session 7 March 7 Online Class See online Module	Successful Intelligence and Creativity Continued Sternberg [Handbook] Chapters 11, 12, 22	Discussion of student topics and papers
Spring Break March 14	NO CLASS	GMU Spring Break
Session 8 March 21	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	Discussion of student topics and papers
Session 9 March 28th Online See	Read Sternberg [Handbook] Chapter 26 Goleman Chapters 3-8, 15; Appendices A-C	Discussion of student topics and papers

Online Module on Blackboard		
Session 10 April 4	Emotional intelligence Goleman Chapters 9, 10, 11; 13, 16 http://www.pnas.org/content/early/2011/03/22/1102693108.abstract [Kross et al., (2011) rejection and pain] http://www.plosone.org/article/info:doi/10.1371/journal.pone.0048076 [Lyons & Beilock (2012). Mathematics anxiety and pain] Wisdom traditions	Discussion of student topics and papers
Session 11 April 11 Online See Online Module on Blackboard	Intelligence and non Anglo-US cultures Sternberg [Handbook] Chapters 29, 31, 33 Nisbett Chapters 8, 9	Second article reviews due; qualitative (upload to BBoard)
Session 12 April 18	Review of course material to date Preparation for student reports	
Session 13 April 25	Student Reports: perspectives on intelligence 5 presentations (20 mins + 10 mins Q&A)	
Session 14 May 2	Student Reports: perspectives on intelligence AERA 5 presentations (20 mins + 10 mins Q&A)	
May 9	Final Research Paper Due	Final research paper due, 5/9 Upload to BBoard Subject: "EDEP 653 Spring 2018 "

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

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)
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[Additional Program or Division content, supplemental materials, instructions, and graphics may be placed here, as appropriate.]

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 case of absence, the student actively participates and	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 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	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

	<p>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>the learning group and class. The student participates in online activities and discussions.</p>	<p>section of the syllabus is followed. The student does not participate in some online activities and discussions.</p>	<p>and does not actively participate in class discussions or online discussions.</p>
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