UN1001 Perspectives on Inquiry: Intelligence
Sections 37 & 52 Fall 2004 Syllabus

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Office hours: MWF 11-11:45 and by apppt.

Sec. 37 Classroom: 11-108
Sec. 37 Time: MWF 12:05-12:55
Class discussion list: UN1001-37-1
Sec. 52 Classroom: 11-144; 15-125
Sec. 52 Time: MWF 9:05-9:55
Class discussion list: UN1001-52-1
(Please make appointments in class, by e-mail, or by phone if you can’t make my usual office hours.)

Course Description
What is intelligence? How do we test for it, how do we use such tests, and what is missed when we test for it? Are there different kinds of intelligence, or is there an invariant "general intelligence" factor? Is intelligence innate (fixed genetically) or can it be nurtured and increased? If so, by what means? Are there different cultural standards of what counts as intelligence? Does intelligence vary by gender, age, race, or other social variables? How intelligent are other species and by what criteria do we measure this? Can we create machines more intelligent than us?

These represent just some of the many questions concerning intelligence that we will consider this semester, as we examine one of the most incendiary topics in recent academic and social history. When The Bell Curve: Intelligence and Class Structure in American Life was published in 1994, it ignited a huge academic and public debate about IQ, nature vs. nurture, and about race and its effect on modern life. We will study this debate from a number of different perspectives, considering evidence from psychology, statistics, social policy, neurology, education, anthropology, primate studies, artificial intelligence/computational science, linguistics, etc. We will analyze how research is done and how arguments are constructed, supported, and presented, so that we might come to be respectful, thoughtful, and critical producers and consumers of research and writing.

Required Texts
Additional articles may be placed on reserve in the Van Pelt Library.

Goals of Perspectives (university-wide)
1. Engage in active inquiry into interdisciplinary questions.
2. Integrate knowledge from a variety of perspectives into complex insights.
3. Introduce the following intellectual habits:
   • critical thinking
   • critical reading
   • accuracy and thoroughness
   • creativity
   • using reasoning and evidence to support arguments
   • thoughtful consideration of others' ideas and positions
   • effective oral, written, and visual communication
   • textual, empirical, and other kinds of research
   • effective learning strategies and time management
4. Support MTU's mission to promote diversity, creativity, leadership, and teamwork.

Course Requirements
The assignments in class are designed to build both skills and information. Thus, all requirements must be completed to pass the course. Attendance and active participation are required. Students are required to complete at least 20 pages of informal, ungraded writing, and 20 pages of formal, graded writing. See details below. The grade will be determined as follows:

<table>
<thead>
<tr>
<th>Informal writing</th>
<th>Formal writing (FW)</th>
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<tbody>
<tr>
<td>(Due Date, Pages)</td>
<td>(Due Date, Pages)</td>
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<tr>
<td>(weekly, 1.5-2pp/wk)</td>
<td>(Due Date, Pages)</td>
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</table>

- Definition of intelligence (rev) (9/8, 1-2 pp)
- Reaction to IQ test & Mismeasure of Man (9/17, 3-4 pp)
- Paper & article pres (BC response) (10/18, 5-6 pp)
- Reflection "What I learned" (12/10, 1-2pp) (2%)

Research paper
- Preliminary prospectus
- Rev. prospectus/annotated bib
- Formal research paper
- Oral pres. & portfolio

Participation
- Attendance
- Active engagement in classroom & group activities

TOTAL

NOTE: Collect and keep in a folder ALL writing (informal, in-class, research notes & drafts, and formal papers) until the course ends. (Failure to do so may result in docked points.)
Course Requirements, detailed

Informal Writing
Informal writing tasks are designed to help develop ideas. Students must complete 1.5-2 pages of informal writing per week (for a total of -20 pages), to be kept in a folder all semester. Whereas the formal writing must be typed, these informal responses may be on assigned topics or topics chosen by students, and hand-written or typed (preferably the latter when prepared out of class). Informal assignments will include in-class "free writing" and brainstorming exercises; pop informal responses may be on assigned topics or topics chosen by students, and informal writing tasks are designed to help develop ideas. Students must complete handwritten or typed (preferably the latter when prepared out of class). Informal on-line posts to the class bulletin board, or participation in MOOs (on-line chats for the class); comments on progress or difficulties with research papers, etc. Because this writing is meant to be developmental, it is ungraded, though it must be on-topic in order to receive credit. Assignments will be collected periodically; no late informal assignments will be accepted unless absences are excused.

Formal Writing
The major assignment for the class is the completion of a research paper, presented to the class with appropriate visual support. We build towards this assignment by completing various stages (accumulating -20 pages), beginning with a personal definition of intelligence, followed later by a research prospectus (outlining a proposed topic for the final paper). Students will each choose and present one outside article (related to their research question) to the class, raising questions for discussion. Students will create a revised prospectus with annotated bibliography of relevant articles, giving a summary and evaluation of their points. During Week 12, students will turn in a formal research paper (which I will comment upon and return). During Weeks 13 and 14, students will make an oral presentation of their research to the rest of the class using appropriate visual aids. The research papers from Week 12 may be revised (substantial revision, not merely surface editing) and resubmitted for a higher grade. Students must also complete a 1-2 page reflection on what they have learned, for university evaluation purposes. Students MUST save copies of all writing for the class, to be submitted in a binder at the end of class.

Assignments will lose one grade for every day they are late (unless I receive formal notification from the Dean of Students regarding emergencies). NOTE: All formal writing assignments must have page numbers, be typed on one side of the paper, double spaced, with 12 pt. font, 1st margins; with your name, class, and section number, and date, all on the top right-hand corner or title page.

Attendance and Active Engagement
This course is a seminar, which means that YOU are responsible for much of the discussion in the course, rather than relying upon lectures from me. This means both taking part in the discussion, and thoughtful listening to others. Thus, your regular attendance and preparation are required to keep up with the pace of ideas and information exchange in this class. It is your responsibility to read the material before class and to come prepared to discuss it. Bring the book, questions, difficulties, outrages, favorite passages, etc. to class to share. If you must miss class, you are also responsible with arranging for someone to pick up any handouts or lend you notes.

Each student may have one unexcused absence (except on dates when they are due to present); after that, each subtracts one point from the 5-point attendance grade. Missing more than five class periods zeroes out all 5 points of that part of your grade. Be sure to notify me in writing (or by e-mail) of any legitimately excusable absences--in advance, if possible.

Academic Integrity
True learning demands careful attention to words and ideas, our own and others. We must give others' ideas thoughtful consideration if we desire it for ourselves. Likewise, we must respect the rights and responsibilities of intellectual property. Taking someone else's thoughts or words and passing them off as your own is academic theft. Failure to do so may mean failing the class or dismissal from the university. We will discuss how to avoid this problem by learning and practicing good research and citation skills.

ADA Note
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Dean of Students (x7-2212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (x7-3310).

How to Succeed in this Class
1) Read assignments before class.
2) Take notes (on readings, in class).
3) Be here (come to class; be awake).
4) Ask questions.
5) Listen thoughtfully.
6) Give constructive comments.
7) Write early and often.
8) Document your sources.
9) Reflect. (The unexamined life is not worth living.)
10) Consult. (See me during office hours or by appt.; visit the Writing Center in Walker 107 to discuss your papers; see the reference librarians.)

Schedule of Course Activities
The following schedule of course readings and assignments may be adjusted to account for class interests/difficulties, etc. Formal writing assignments are noted with FW asterisks. Note that not all informal assignments are listed here.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Rdgs</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td></td>
<td><strong>Mismeasure of Man</strong></td>
<td><strong>Introductions; goals; overview</strong></td>
<td><strong>History of IQ testing</strong></td>
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<td>1</td>
<td>8/30</td>
<td>9/1: Intelligence: deﬁns</td>
<td>9/4: History of IQ testing</td>
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<td>2</td>
<td><strong>Mismeasure of Man</strong></td>
<td><strong>Rdg: MM 51-61, 176-204</strong></td>
<td><strong>Rdg: MM 204-61</strong></td>
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<td>3</td>
<td><strong>Frames of Mind</strong> (dates &amp; places may vary)</td>
<td><strong>IQ test, part 1</strong></td>
<td><strong>K-Day; on-line class discussion ONLY</strong></td>
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<td>4</td>
<td><strong>9/20 Academic integrity, citation practices</strong></td>
<td><strong>Brainstorm topics; Multiple Intelligences</strong></td>
<td><strong>Reaction to IQ testing &amp; MM</strong></td>
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<td>5</td>
<td><strong>9/27 Linguistic, musical</strong></td>
<td><strong>Logical-mathematical, bodily-kinesesthetic</strong></td>
<td><strong>Library research methods</strong></td>
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<td><strong>Rdg: FM 73-98, 99-127 (group presentations)</strong></td>
<td><strong>Rdg: FM128-69, 205-36 (group presentations)</strong></td>
<td><strong>Library research methods</strong></td>
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<td>6</td>
<td><strong>10/4 On intelligence, IQ, measurements, statistics</strong></td>
<td><strong>Cognitive elites</strong></td>
<td><strong>Spatial, Personal</strong></td>
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<td>7</td>
<td><strong>10/11 National contexts</strong></td>
<td><strong>Living together</strong></td>
<td><strong>No class: Research &amp; Data Collection Day</strong></td>
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<td>8</td>
<td><strong>10/18 Stand &amp; Deliver</strong></td>
<td><strong>Student presentations of articles pro &amp; con</strong></td>
<td><strong>No class: Research &amp; Data Collection Day</strong></td>
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<td><strong>FW: BC/BC response paper due</strong></td>
<td><strong>Student presentations of articles pro &amp; con</strong></td>
<td><strong>No class: Research &amp; Data Collection Day</strong></td>
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<td>9</td>
<td><strong>10/25 Emotional Intelligence</strong></td>
<td><strong>Student presentations of articles pro &amp; con</strong></td>
<td><strong>No class: Research &amp; Data Collection Day</strong></td>
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<td><strong>Goldman 33-45, 78-95</strong></td>
<td><strong>Student presentations of articles pro &amp; con</strong></td>
<td><strong>No class: Research &amp; Data Collection Day</strong></td>
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<td><strong>FW: Rev. prosp. &amp; annotated bib. due</strong></td>
<td><strong>Student presentations of articles pro &amp; con</strong></td>
<td><strong>No class: Research &amp; Data Collection Day</strong></td>
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<td>10</td>
<td><strong>11/1 Evaluating animal intelligence, Can Chimps Talk</strong></td>
<td><strong>Can Chimps Talk, Parrots, dolphins, etc.?</strong></td>
<td><strong>AI, Artificial Life, 3 Laws of Robotics, Prey ix-139</strong></td>
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<td>11</td>
<td><strong>11/8 Nanotechnologies</strong></td>
<td><strong>Technology out of control?</strong></td>
<td><strong>Frankenstein, tech., &amp; responsibility</strong></td>
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<td>12</td>
<td><strong>11/15 On giving oral pres Blade Runner</strong></td>
<td><strong>Blade Runner</strong></td>
<td><strong>Blade Runner</strong></td>
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<td><strong>Rdg: 141-135</strong></td>
<td><strong>FW: Research papers due</strong></td>
<td><strong>Blade Runner</strong></td>
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<td><strong>11/10 Technology out of control?</strong></td>
<td><strong>Rdg: 337-502</strong></td>
<td><strong>Blade Runner</strong></td>
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<td>13</td>
<td><strong>12/6 Oral presentations</strong></td>
<td><strong>Blade Runner</strong></td>
<td><strong>Blade Runner</strong></td>
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<td>14</td>
<td><strong>12/8 Oral presentations</strong></td>
<td><strong>Blade Runner</strong></td>
<td><strong>Blade Runner</strong></td>
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<td><strong>SUMMARY</strong></td>
<td><strong>Blade Runner</strong></td>
<td><strong>Blade Runner</strong></td>
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<td></td>
<td><strong>What I learned</strong></td>
<td><strong>Blade Runner</strong></td>
<td><strong>Blade Runner</strong></td>
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