**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? Is intelligence affected by the language that we use?

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**


Orwell, George (1948) /1984. (use any edition that has the appendix on Newspeak.)

Anderson, M.T. (200_ ) *Feed.*

Additional articles will be distributed by e-mail or available on my web-page (password protected).

**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:

**Informal writing** (20 pages) 20%

- Weekly 1-2 pp. responses to readings and issues raised in class

**Formal writing** (FW) (20 pages) 60%

- Papers on readings (20%; 8 pages)
  - Definition of intelligence (revised) (1/17, 1+ p) 2%
  - Analysis & Reaction to History & IQ testing (2/7, 2+ p) 5%
  - Analysis & Reflection on Multiple Intells (2/23, 2+ p) 5%
  - Analysis & Reflect: Nature, Nurture & Intell (3/23, 2+p) 5%
  - Reflection "What I learned" (4/20, 1+ pp) 3%

- Research paper (40%; 12+ pages)
  - Preliminary prospectus (2/28, 1 p) 1%
  - Conference with VB (Week 7) 1%
  - Rev. prospectus/annotated bib (3/14, 1 p) 3%
  - Draft and visuals, day of pres (Wks 12-13, 4+ p) 5%
  - Oral presentation (Wks 12-13; ~10 min.) 10%
  - Formal research paper & portfolio (4/20, 6-10 p) 20%

**Participation**

- Attendance 5%
- Active engagement in classroom & group activities 15%

**TOTAL** 100%
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 1-2 pages of informal writing per week (for a total of ~20 pages), handed in when asked and to be kept in a folder throughout the 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,” brainstorming exercises, and reactions to readings and movies, class questions and comments. 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 regularly; no late informal assignments will be accepted unless absences are excused.

Formal Writing
The first parts of the formal writing (20%; about 8 pages) are based on analysis and responses to class readings, beginning with a personal definition of intelligence and ending with a 1-2 page reflection on what they have learned (for university evaluation purposes). These are intended to develop your analytical and formal writing skills, and keep you up-to-date with class readings.

The major project for the class (40%) is the completion of a research paper, presented to the class with appropriate visual support. We build towards this project by completing various stages, with a preliminary statement of topics (informally written), followed by a formal research prospectus (outlining a proposed topic for the final paper), with an annotated bibliography. During Weeks 12 & 13, students will give an oral presentation (about 10 min. each) of their research project, and turn in a preliminary draft, along with all visuals used for the presentation, and a bibliography of works cited. Turn in a formal research paper (which I will comment upon and return). The final draft of the research paper, in a portfolio with all previous prospectuses and drafts is due the last day of class. Students MUST save copies of all writing for the class until grades are completed for the whole semester.

NOTE: All formal writing assignments must have page numbers, be typed on one side of the paper, double spaced, with 12 pt. font, 1" margins; with your name, class, and section number, and date, all on the top right-hand corner or title page.

No late assignments will be accepted (unless I receive formal notification regarding illness, emergencies, or university-excused absences).

NOTE: All formal writing assignments must have page numbers, be typed on one side of the paper, double spaced, with 12 pt. font, 1" 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 lend you notes.

Each student may have two unexcused absences (except on dates when they are due to present); after that, each absence 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).

Schedule of Course Activities
The following schedule of course readings and assignments may be adjusted to account for class interests/difficulties, etc.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Readings</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/10 <strong>Introductions</strong></td>
<td>Goals; guidelines. Overview. Reading critically. Definitions. <strong>DUE</strong>: In-class writing, 1 p</td>
<td>1/12 <strong>Facts &amp; trust</strong></td>
</tr>
<tr>
<td>2</td>
<td><em>Sternberg</em>; <em>Davidson &amp; Downing</em>; <em>Brody</em>; Gould</td>
<td>1/17 <strong>Concepts &amp; models</strong></td>
<td>S, Ch1 “The concept of I” (3-15) <strong>DUE</strong>: Definition, rethought, 1 p</td>
</tr>
<tr>
<td>3</td>
<td>Gould</td>
<td>1/24 Testing for Intelligence</td>
<td>2B or not 2B</td>
</tr>
<tr>
<td>4</td>
<td>Gould Herrnstein &amp; Murray</td>
<td>1/31 <strong>Number Theories</strong></td>
<td>G, Ch6 “The real error” (264-350); Ch7 A pos. concl. (351-64) <strong>DUE</strong>: Reaction to testing. 2p</td>
</tr>
<tr>
<td>5</td>
<td>Gould Herrnstein &amp; Murray</td>
<td>2/7 Re Research</td>
<td>Brainstorming topics; citation practices; integrity redux. Creating visual arguments, (assign Mls) <strong>DUE</strong>: Analysis of &amp; Reaction to Hist. &amp; Theory of I Tests, 3p</td>
</tr>
<tr>
<td>6</td>
<td>Gardner (3 groups presenting Thursday)</td>
<td>2/14 <strong>Class in Library</strong></td>
<td>Library research methods and resources available G, Intro Ch4 “Background” <strong>DUE</strong>: Possible topics, 1 p</td>
</tr>
<tr>
<td>7</td>
<td>Gardner (3 groups presenting Tuesday); Herrnstein &amp; Murray Conf w/VB</td>
<td>2/21 MI2</td>
<td>G, Ch8-10: Group Pres • Spatial 1 (170-204) • Bodily-Kines 1 (205-236) • Personal I (237-276) <strong>DUE</strong>: 2p outline of pres contrib. (on the day you present)</td>
</tr>
<tr>
<td>8</td>
<td>Herrnstein &amp; Murray</td>
<td>2/28 <strong>Bell Curve</strong></td>
<td>H&amp;M Ch 13 (267-315);</td>
</tr>
<tr>
<td>Off</td>
<td>3/7</td>
<td>3/9</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Herrnstein &amp; Murray; Gould; Goldman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Blum, *other rdgs; Orwell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orwell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/4 Oral presentations-Group 1 DUE: Draft, 4-7p &amp; visuals, Due on the day you present</td>
<td>4/6 Oral presentations-Group 2 (DUE: Draft &amp; visuals)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/18 Review/revise? definitions. So what have we learned? DUE: In class: Comparing end to initial defn., 1 p.</td>
<td>4/20 Summary. Evaluations DUE: What I learned from this class (aside from content) 1-2p DUE: Final Paper, 6-10p &amp; Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fin</td>
<td>No class, no exams</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY**

Readings: Listed by author in 2nd col. ; those with asterisks (*) will be pdf files

Writing assignments: Assumption that one page = about 250 words

**Blue:** Informal writings (ungraded; typed pages strongly preferred)

**Red:** Formal writings

- graded, double-spaced, typed, 1” margins, size 12 font
- Put word count at end of page.
- Put name and page numbers on all pages!