UN1001-06 Perspectives on Inquiry: What is Intelligence?  
Syllabus, Fall 2007

Professor Victoria Bergvall (HU)  
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Classroom: 11-116  
Time: MWF 2:05-2:55  
Class e-list: UN1001-06-1  
Office hours: M 4-5, F 11-12

by Web page: www.hu.mtu.edu/~vbergval & by appointment  
(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? Why should we care about intelligence?

These represent just some of the many questions concerning intelligence that we will consider this semester, as we examine one of the most debated topics in recent academic and social history (including the debate spawned by the publication of The Bell Curve: Intelligence and Class Structure in American Life in 1994, which ignited debates about race and intelligence, to the 2006 resignation of Harvard President Larry Summers following of his comments on gender and intelligence.) We will study this issue from a number of different perspectives, considering evidence from neurology, history, psychology, statistics, social policy, education, anthropology, prime 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 will be required, available as pdf's on my web-page (password protected) or in the 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 your cognitive and analytic skills, and prepare you for active engagement in discussion. 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 (minimum 20 pages) 20%

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

Papers on readings (25%; 10+ pp)  
• #1: History & IQ testing (10/1, 4+ pp) 10%  
• #2: Group presentation: paper (6+ pp) 15%  
• Reflection "What I learned" (12/14, 1-2pp) (required, but ungraded)

Research paper (35%; 10+ pp)  
• Preliminary prospectus (10/8) 1%  
• Conference with VB (Weeks 4-5) 1%  
• Rev. prospectus/annotated bib (10/22) 1%  
• Draft and visuals, day of pres (Wks 12-13) 2%  
• Oral presentation (Wks 12-13; -10 min.) 10%  
• Formal research paper & portfolio (due 12/12, 10 p) 20%

Participation 20%
• 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.

At the top of each page turned in, write your name, class and section number, the date, "Informal Assignment #_", and word count.

Formal Writing
The first parts of the formal writing (25%; about 10 pages) are based on analysis and responses to class readings and discussion, ending with a 1-2 page reflection on what you 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 (35%) is the completion of a research paper, presented to the class with appropriate visual support. We build towards this assignment 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 (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 Wednesday, Week 14. Students MUST save copies of all writing for the class until grades are completed for the whole semester.

Important Format NOTE: All formal writing assignments must have a relevant title, page numbers, be typed on one side of the paper, double spaced, with 12 pt. font, 1" margins. Put your name, class and section number, date, and word count, 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).

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.
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<thead>
<tr>
<th>Wk</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1</td>
<td>9/3 LABOR DAY, NO CLASS</td>
<td>9/5 Introduction, overview, goals <strong>Writing:</strong> (Informal #1: def.)</td>
<td>9/7 K-DAY, NO CLASS (read Gould 51-61, skim 62-81; read 82-104). E-mail IF#2: intro</td>
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<td>2</td>
<td>9/10 History of intelligence testing • Gould: Intro (51-61) Ch. 2: 62- (04)</td>
<td>9/12 History of I-testing • Gould: Ch. 3: 105-41 Discussion of research topics</td>
<td>9/14 History of I-testing • Gould: &quot;Hereditary&quot; 176-263</td>
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<td>3</td>
<td>9/17 History of I-testing • Gould (skim 264-350) (351-64) • Brody (16-31)</td>
<td>9/19 Contemporary views of I • Sternberg* (3-13) • Davidson &amp; Downing* (34-49)</td>
<td>9/21 Testing IQ Samples &amp; Types of questions • Kaufman (445-472)</td>
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<td>4</td>
<td>9/24 Testing IQ <strong>Confstart w/ Dr. Bergvall</strong></td>
<td>9/28 Discuss IQ testing Research topics</td>
<td>9/28 Using Library Data bases?? TBA</td>
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<td>5</td>
<td>10/1 Biology: Anatomy of the Brain • Vernon, et al. (245-64) <strong>PAPER #1 DUE</strong></td>
<td>10/3 Biology: more on Size, White vs. Gray matter, architecture</td>
<td>10/5 Genes: Heritability Twin studies • Grigorenko (53-85)</td>
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<td>6</td>
<td>10/8 ~Kinds of Intelligence</td>
<td>10/24</td>
<td>10/12</td>
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<td>[<em>PROSPECTUS DUE</em>]</td>
<td><strong>Mid-term evaluations</strong></td>
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<td>7</td>
<td>10/15 ~Education</td>
<td>10/17</td>
<td>10/19</td>
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<td>8</td>
<td>10/22 ~Diet &amp; Exercise ~ *REV PROSPECTUS &amp; ANNOTATED BIB</td>
<td>10/26</td>
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<td>9</td>
<td>10/29 ~Group factors: Race/Ethnicity: Gender</td>
<td>10/31</td>
<td>11/2 <strong>PAPER #2 DUE</strong></td>
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<td>10</td>
<td>11/5 ~Animals</td>
<td>11/7</td>
<td>11/9</td>
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<td>11</td>
<td>11/12 ~AI</td>
<td>11/14</td>
<td>11/17</td>
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<td>11/19 Thanksgiving Break</td>
<td>11/21</td>
<td>11/23</td>
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<td>12</td>
<td>11/26 Portfolio requirements On giving oral presentations</td>
<td>11/28 ORAL PRES., *DRAFT DUE</td>
<td>11/30 ORAL PRES., *DRAFT DUE</td>
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<tr>
<td>13</td>
<td>12/3 ORAL PRES., *DRAFT DUE</td>
<td>12/5 ORAL PRES., *DRAFT DUE</td>
<td>12/7 ORAL PRES., *DRAFT DUE</td>
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<tr>
<td>14</td>
<td>12/10 Reflections on IQ testing, again</td>
<td>12/12 So what is intelligence? Course evaluations</td>
<td>12/14 What have we learned <strong>WHAT HAVE I LEARNED?</strong></td>
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*Formal writing assignments are given in boldface capitals; other major assignments are given in bold. Informal writing assignments are not all listed; will be given weekly.*