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, 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 will be required, available as pdfs on my webpage (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%
- Weekly 1-2 pp. responses to readings and issues raised in class

**Formal writing (FW)** (minimum 20 pages) 60%
- Papers on readings (25%; 10+ pp)
  - #1: History & IQ testing (9/29, 4+ pp) 10%
  - #2: Group MI presentation; paper (Weeks 5-6, 4+ pp) 15%
  - Reflection "What I learned" (12/14, 1-2pp) (required, but ungraded)

- Debate & Research paper (35%; 10+ pp)
  - Preliminary prospectus 1%
  - Conference with VB 1%
  - Rev. prospectus/annotated bib 1%
  - Draft and visuals, day of pres 2%
  - Oral presentation (Wks 8-12) 10%
  - Formal research paper & portfolio (due 12/5, 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 informal "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 debate/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 8-12, students will give a debate of their research topic. The final draft of the research paper, in a portfolio with all previous prospectuses and drafts is due Friday, Week 13. 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 zeros 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.

Other Important Course Policies

Academic Integrity
Linguists often do their best work in consultation with others; in fact, we must observe how people talk in order to gather our data. But data are not solutions. Taking the work of others and passing it off as your own is academic theft and will be punishable by failing the assignment/course or dismissal from school. Cases of plagiarism will be turned over to the Dean of Students’ Office. See details about Michigan Tech’s Academic Integrity definitions, policies, and enforcement procedures at http://www.sa.mtu.edu/dean/judicial/airc/ and http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html.

You may consult with others as you work on take-home problem sets, but you will hurt yourself if you simply copy others’ answers. All exams must be done on your own.

You may also consult with others on your research papers, but you must document all sources used, and you must write up the final form of the paper yourself (or clearly document your contributions to a group project).

We will discuss the proper practice of research and citation during the term. See me or visit the Writing Center (http://www.hu.mtu.edu/wc/) if you have any questions about appropriate research processes or writing concerns.

Equal Opportunity/Affirmative Programs
Michigan Tech strives to offer equal opportunity to all of its employees, students, applicants for employment, and applicants for admission without regard to race, religion, color, national origin, age, gender, sexual orientation, height, weight, marital status, disabled veteran status, veteran status, arrest record, or disability. See http://www.admin.mtu.edu/admin/boc/policy/ch3/ch3p7.htm.

The Affirmative Programs Office (commonly called the Affirmative Action Office, or AAO) facilitates Michigan Tech’s development of an environment that is free from prejudicial discrimination or harassment and that is conducive to learning and individual growth for all campus members and visitors. Contact the Affirmative Programs Office, Room 207, Administration Building. Phone: 906-487-3310, Fax: 906-487-2842; E-mail Sherry Kauppi, Director, for more information.

Accommodation for Disabilities
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 see the Dean of Students (x7-2212) as soon as possible. See the student handbook regarding Disability Services:
For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (x7-3310).

**Electronics in the classroom**
I appreciate your full attention in class: you need to be present (not just physically, but also mentally), prepared, and ready to participate in class. Thus, **ELECTRONIC DEVICES** such as laptops, cell phones, Blackberries, iPods, PDAs, etc. **MUST BE TURNED OFF** in the classroom (unless there is a compelling need and arrangements are made in advance with the professor).

If you are expecting an important phone call and need to keep your cell phone on, let me know in advance. The phone should be set on *vibrate*; take the call outside the classroom.

Any information exchanges on these devices during exams are also prohibited and violate the Academic Integrity Code of Michigan Tech.

**Schedule of Course Assignments**
The following schedule presents my best estimate of the progress through the class; it may be subject to change to meet class needs.
## UN1001 Perspectives on Inquiry: What is Intelligence? (may be revised to fit class needs)

### Fall 2008

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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>9/1 LABOR DAY, NO CLASS</td>
<td>9/3 Introductions, overview, goals&lt;br&gt;Writing: Informal #1: defn.</td>
<td>9/5 K-DAY, NO CLASS&lt;br&gt;E-mail a personal bio (~250 words): who you are, where you’re from, what you read.</td>
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<td>2</td>
<td>9/8 The concept of Intelligence&lt;br&gt;READ Sternberg* (3-13)&lt;br&gt;QUIZ on syllabus</td>
<td>9/10 History of theory and measurement of Intelligence&lt;br&gt;READ Brody* (14-33)</td>
<td>9/12 Good research practices; research topics. Contemporary models&lt;br&gt;READ Davidson &amp; Downing* (34-49)</td>
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<td>3</td>
<td>9/15 Testing IQ; types of questions&lt;br&gt;History of intelligence testing&lt;br&gt;READ Gould: Intro (51-61); (skim Ch. 2: 62-104)</td>
<td>9/17 More on testing IQ</td>
<td>9/19 History of I-testing, measurement&lt;br&gt;Choosing topics/teams for debates.&lt;br&gt;READ Gould: Ch. 3 (105-41)</td>
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<td>4</td>
<td>9/22 History of I-testing&lt;br&gt;READ Gould: “Hereditarian” 176-263&lt;br&gt;Confs start w/ Dr. Bergvall</td>
<td>9/24 History of I-testing&lt;br&gt;READ Gould (skim 264-350) focus on: 351-64</td>
<td>9/26 Using Library Data bases&lt;br&gt;Meet at Van Pelt 2nd Floor&lt;br&gt;Reference Desk (class will move to Library Room 242)</td>
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<td>5</td>
<td>9/29 Intro to Multiple Intelligences; Linguistic Intelligence&lt;br&gt;READ Gardner (pp. 3-70; 73-98) PAPER #1 DUE</td>
<td>10/1 Multiple Intelligences: Logical-Mathematical I.&lt;br&gt;READ Gardner (128-69)</td>
<td>10/3 Multiple Intelligences: Spatial I.&lt;br&gt;READ Gardner (170-204) *PROSPECTUS DUE</td>
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<td>6</td>
<td>10/6 Multiple Intelligences: Musical I.&lt;br&gt;READ Gardner (99-127)</td>
<td>10/8 Multiple Intelligences: Bodily-Kinesthetic I.&lt;br&gt;READ Gardner (205-36) Mid-term evaluations</td>
<td>10/10 Multiple Intelligences: Personal I.; Emotional I.&lt;br&gt;READ Gardner (237-76); Goldman* (33-45, 78-95)</td>
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<td>7</td>
<td>10/13 selections from The Bell Curve&lt;br&gt;READ Herrnstein &amp; Murray*</td>
<td>10/15 selections from The Bell Curve&lt;br&gt;READ Herrnstein &amp; Murray*</td>
<td>10/17 “Mainstream” views of Intelligence&lt;br&gt;READ Gottfredson* (13-23) REV PROSP &amp; ANN BIB DUE</td>
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<td>8</td>
<td>10/20 Stand and Deliver&lt;br&gt;PAPER #2 DUE</td>
<td>10/22 Stand and Deliver</td>
<td>10/24 DEBATE topic:</td>
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<td>9</td>
<td>10/27 DEBATE topic:</td>
<td>10/29 DEBATE topic:</td>
<td>10/31 DEBATE topic:</td>
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<td>11/3 DEBATE topic:</td>
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<td>12</td>
<td>11/17 DEBATE TOPIC:</td>
<td>11/19 DEBATE topic:</td>
<td>11/21 Portfolio requirements</td>
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<tr>
<td>13</td>
<td>11/24 Thanksgiving Break</td>
<td>11/26</td>
<td>11/28</td>
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<tr>
<td>14</td>
<td>12/1 Creating a new IQ test</td>
<td>12/3 Intelligence in a new age</td>
<td>12/5 Research paper due</td>
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<td>15</td>
<td>12/8 Acting intelligently in your education</td>
<td>12/10 So what is intelligence? Course evaluations</td>
<td>12/12 What have we learned&lt;br&gt;*WHAT HAVE I LEARNED?</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 about 2x weekly.**

* Reading can be found on my website: [http://www.hu.mtu.edu/~vbergvall/intelligence/1001rdgs/](http://www.hu.mtu.edu/~vbergvall/intelligence/1001rdgs/) (password protected)