

**George Mason University  
College of Education and Human Development**

**EDEP 653 Culture and Intelligence**

**Spring 2011**

**Instructor: Anthony E. Kelly, Ph.D.**

**Class Date & Time: Mondays, 7:20 PM - 10:00 PM in Robinson A350**

**Office Hours:** Office Hours: 4:30-5:30 M, T 2:30—3:30, and by appointment  
(contact by email preferred)

**Office Location: Commerce II Room 113B. Office Phone: 703-993-9713.**

**Email: [akelly1@gmu.edu](mailto:akelly1@gmu.edu)**

**COURSE DESCRIPTION**

Explores different theoretical perspectives on intelligence as they relate to individual and cultural differences. Explores models of intelligence drawn from studies in artificial intelligence and cognitive science. Examines issues related to heritability and measures of intelligence, and intelligence in a global, cultural context.

**Prerequisite**

None

**REQUIRED TEXTS**

Frankl, V. (2006). Man's search for meaning. Boston MA: Beacon Press.

Gazzaniga, M. A. (2008). Human: The Science Behind What Makes Us Unique. New York: HarperCollins.

Sternberg, R. J. (Ed.) (2007). Wisdom, intelligence and creativity synthesized. Cambridge, UK. Cambridge University Press.

Sternberg, R. J. & Grigorenko, E. L. (2007). Teaching for Successful Intelligence: To Increase Student Learning and Achievement. Thousand Oaks, CA. Corwin Press.

On Reserve in Library

Sternberg, R. J. (Ed.) (2004). International handbook of intelligence. Cambridge, UK. Cambridge University Press.

**Recommended:**

Ben-Shahar, T. (2007). Happier. New York: McGraw-Hill.

Dehaene, S. (2009). *Reading in the brain: The science and evolution of a human invention*. New York: Viking Penguin.

Gould, S. J. (1996). *The mismeasure of man*. New York: W.W. Norton.

Kashdan, T. (2009). *Curious?* New York: HarperCollins.

Media sources: e.g., TED.com, <http://thedianerehmshow.org/>,  
<http://www.npr.org/programs/fresh-air/> <http://www.pbs.org/wgbh/pages/frontline/view/>

### **NATURE OF COURSE DELIVERY**

The course is structured around readings, reflections on those readings, class projects, technology activities, and papers. This course will be taught using lectures, discussions, and relevant group activities.

### **STUDENT OUTCOMES**

This course 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.

- Students will be able to develop an understanding of the educational implications of theories and research on intelligence as they relate to culture
- Students will be able to understand the historical context of research on cultural differences in intelligence
- Students will be able to identify alternative assessments with racial and ethical differences in intellectual performance
- Students will be able to develop a basic understanding of alternative methods and intelligence as they relate to culture
- Students will be able to discuss the educational challenges associated with assessment on intelligence
- Students will be able to understand factors associated with cultural differences in intelligence including genetics, SES, and environmental complexity
- Students will become familiar with misconceptions about cultural group differences in intelligence
- Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills

### **RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION**

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.

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

American Psychological Association (1997). Learner-Centered Psychological

Principles: *Guidelines for the Teaching of Educational Psychology in Teacher Education Programs.*

**Class activities.** Supplementary learning/reading assignments may be assigned during class periods. Please plan to attend each class session. Active class participation is required. Please be sure the instructor has your email address for communication purposes.

Date	Class activity	Readings/ Assignments
	Krasnow visit Monday 3/21 or 3/28	Some readings are noted; more may be added; assignments
1/24 Wk 1	Introduction to course, description of syllabus, and introduction to theories of intelligence; impact of beliefs about intelligence. <a href="http://www.garysturt.free-online.co.uk/gould.htm">http://www.garysturt.free-online.co.uk/gould.htm</a> <a href="http://wilderdom.com/personality/intelligenceCulturalBias.html">http://wilderdom.com/personality/intelligenceCulturalBias.html</a> <a href="http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?_frol02p66&amp;continuous=1">http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?_frol02p66&amp;continuous=1</a> <a href="http://www.oprah.com/oprahshow/Oprahs-Top-20-Moments/6">http://www.oprah.com/oprahshow/Oprahs-Top-20-Moments/6</a>	Selection of student topics...
1/31 Wk 2	The effects of beliefs in differences in intelligence. Anglo-US theories of intelligence. Spearman's g; and psychometric views of intelligence. <a href="http://www.udel.edu/educ/gottfredson/reprints/2008WISC.pdf">http://www.udel.edu/educ/gottfredson/reprints/2008WISC.pdf</a>  <a href="http://www.udel.edu/educ/gottfredson/reprints/2005suppressingintelligence.pdf">http://www.udel.edu/educ/gottfredson/reprints/2005suppressingintelligence.pdf</a>	Read Steele (1997).  <a href="http://www.theatlantic.com/doc/199908/student-stereotype">http://www.theatlantic.com/doc/199908/student-stereotype</a>  and one other Steele article (see readings at end)
2/7 Wk 3	(continued) Anglo-US theories of intelligence. Spearman's g; and psychometric views of intelligence. Discussion of perspectives on g, and its critiques Relationships to cross-cultural perspectives on humanness	See references Gazzaniga
2/14 Wk 4	A framework of "successful intelligence"	Sternberg and Grigorenko
2/21 Wk 5	A framework of "successful intelligence" – classroom implications	
2/28 Wk 6	Creativity. Synthesizing the relationships between intelligence, and creativity. Expanding definitions of intelligence to include models of creativity with a framework of "successful intelligence" View and discuss a presentation or interview on creativity (e.g., TED.com, <a href="http://thedianerehmshow.org/">http://thedianerehmshow.org/</a> , <a href="http://www.npr.org/programs/fresh-air/">http://www.npr.org/programs/fresh-air/</a> )	First article reviews due
3/7 Wk 7	Wisdom. Synthesizing the relationships between intelligence, and wisdom. Expanding definitions of intelligence to include models of wisdom with a framework of "successful intelligence" View and discuss a presentation or interview on wisdom (e.g., TED.com, <a href="http://thedianerehmshow.org/">http://thedianerehmshow.org/</a> , <a href="http://www.npr.org/programs/fresh-air/">http://www.npr.org/programs/fresh-air/</a> )	Frankl
3/14	Spring Break –	

3/21 Wk 8	Somatic and brain-based views of intelligence Layne Kalbfleisch	
3/28 Wk 9	Somatic and brain-based views of intelligence – Raja Parasuraman	
4/4 Wk 10	Somatic and brain-based views of intelligence – guest speaker	
4/11 Wk 11	AERA. No face-to-face class	Second article reviews due (email)
4/18 Wk 12	Student Projects: perspectives on intelligence	
4/25 Wk 13	Student Projects: perspectives on intelligence	
4/26 Wk 14	Student Projects: perspectives on intelligence	
5/3 Wk 15	Student Projects: perspectives on intelligence Reflections and discussions on cultural definitions and theories of intelligence through the lenses of humanness, creativity, wisdom, and “successful” intelligence	Final research paper due, 5/8 electronically <a href="mailto:Akelly1@gmu.edu">Akelly1@gmu.edu</a> Subject: “EDEP 652 Spring 2011 <your name>”

## COURSE REQUIREMENTS

**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). There is a list of articles attached to this syllabus to which more will be added. You may choose from that list (or substitute others with approval, see below). Four pages each article, single-spaced. **[CREDIT: a rubric score of 20 translates to 10 points per assignment; 20 POINTS total]. Quantitative critiques due week 7, and qualitative critiques due week 11.**

**2. Research Paper:** Students will write a comprehensive literature review and considered analysis examining how practices in different cultures influence US-Anglo definitions of intelligence as reflected through the readings and class discussions on creativity, wisdom and successful intelligence. Students may consider definitions of intelligence in other cultures to form the basis of the critique of Anglo-American perspectives on intelligence. Other themes to consider include: nature vs. nurture; ethnicity and culture; test-based or psychometric models of intelligence cultural bias, culture-fair tests; gender differences within and between cultures. 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. **20 pages, double-spaced, not including references.**

Research papers must adhere to the APA Publication Manual Guidelines. **[CREDIT: Rubric score of 30 translates to 50 POINTS] DUE: 5/8 by electronic submission to [akelly1@gmu.edu](mailto:akelly1@gmu.edu).**

**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 50-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.** [You may draw, sparingly, on media sources: e.g., TED.com, <http://thedianerehmshow.org/>, <http://www.npr.org/programs/fresh-air/>]

**4. Class Participation:** Because of the importance of lecture and discussion in the total learning experience, students are encouraged to both attend and participate in class 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: 10 POINTS]**

**TOTAL CREDIT: 100 POINTS**

**Letter grades will be assigned as follows:**

A+ 98-100% A 93-97.49% A- 90-92.49%  
B+ 88-89.49% B 83-87.49% B- 80-82.49%  
C 70-79.49% F below 70%

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.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## ASSESSMENT RUBRIC FOR ARTICLE CRITIQUES

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 (3)	Contains few significant errors in style (2)	Paper does not adhere to APA-Style format (1)
Abstract	Conveys clearly and sequentially the content of paper (3)	Gives a general overview of paper topic, but no sequential elaboration of contents (2)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (1)
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 (5)	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 (3)	Primarily repeats material in the studies without analysis, critique or interpretation (3)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, 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 (5)	Analytical, draws logical conclusions based upon evidence from literature (4)	Paper primarily repeats interpretations/conclusions of others (3)

## ASSESSMENT RUBRIC FOR RESEARCH PAPER

Criteria	Excellent	Adequate	Needs Significant Changes
Peer-Reviewed Research	Contains references to 10 or more empirical studies (5)	Contains references to 8-9 studies (4)	Does not include at least 7 peer reviewed studies (1-3)
APA Style	No significant errors (3)	Contains few significant errors in style, reader can still interpret and appreciate the content of the paper (2)	Paper does not adhere to APA-Style format (1)
Abstract	Conveys clearly and sequentially the content of paper (5)	Gives a general overview of paper topic, but no sequential elaboration of contents (4)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (3)
Discussion of the Literature	Insightful, and critical; clearly written, technical terms are well-defined, does not overly rely on quotes from papers or includes them strategically (5)	Clearly written, most technical terms, author includes lengthy quotes from papers, but less analytical or insightful (4)	Over reliance on quotations, little evidence of student's own analysis or synthesis of the topic (3)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (4)	Paper adequately conveys the main points of the topic (3)	Errors in style format make it difficult to appreciate the content of this paper (1-2)



Technical Merit	Contains NO major misspellings or repetitive grammatical mistakes (3)	Contains few major misspellings or repetitive grammatical mistakes (2)	Contains major misspellings and repetitive grammatical mistakes (1)
Interpretations	Insightful, original synthesis, goes beyond the scope of the literature (5)	Analytical, draws logical conclusions based upon evidence from literature (4)	Discussion mostly summarizes the main points of the literature to support conclusions (3)

### 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 classes, is on time, is prepared and follows outlined procedures in case of absence, the student actively participates and supports the members of the learning group and the members of the class.	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 learning group and class.	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 section of the syllabus is followed.	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 and does not actively participate in discussions.

### ACADEMIC INTEGRITY

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

**MASON EMAIL ACCOUNTS** Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

**OFFICE OF DISABILITY SERVICES** If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

### OTHER USEFUL CAMPUS RESOURCES:

**WRITING CENTER:** A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

**UNIVERSITY LIBRARIES** "Ask a Librarian" <http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;  
<http://caps.gmu.edu>

UNIVERSITY POLICIES The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

### **Statement of Expectations**

The College of Education and Human Development expects that all students abide by the following:

- Commitment to the profession
- Commitment to honoring professional ethical standards
- Commitment to key elements of professional practice
- Commitment to being a member of a learning community
- Commitment to democratic values and social justice

See for details of these 5 expectations: <http://gse.gmu.edu/facultystaffres/profdisp.htm>

### READINGS:

#### **Work of Claude Steele**

Cohen, G., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. [\*Personality and Social Psychology Bulletin\*](#), 25, 1302-1318.

Josephs, R. A., Larrick, R.P, Steele, C. M., & Nisbett, R. E. (1992). Protecting the self from the negative consequences of risky decisions. [\*Journal of Personality and Social Psychology\*](#), 62(1), 26-37.

Marx, D., Brown, J., & Steele, C. M. (1999). Allport and stereotype threat: On being the target of a negative stereotype. *Journal of Social Issues*, 55(3), 491-502.  
DOI:10.1111/0022-4537.00129.

Steele, C. M. (1997). A threat in the air: How stereotypes shape the intellectual identities and performance of women and African-Americans. *American Psychologist*, 52, 613-629.

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African-Americans. [\*Journal of Personality and Social Psychology\*](#), 69, 797-811.

Spencer, S.J., Steele, S.M. & Quinn, D.M. (1999). Stereotype Threat and Women's Math Performance. *Journal of Experimental Social Psychology* 35, 4-28 (1999)

**ARTICLES FOR INDIVIDUAL REVIEWS. You are encouraged to pick articles from this list. If you wish to review relevant, but different article(s), please discuss your choice(s) with the instructor before beginning your reviews. List will be updated during the semester.**

Bidell, T. T., & Fischer, K. W. (1997). Between nature and nurture: The role of human agency in the epigenesis of intelligence. In R. J. Sternberg & E. L. Grigorenko (Eds.) *Intelligence, heredity and environment* (pp. 193-242). Cambridge, England: Cambridge University Press.

- Birenbaum, M., & Kelly, A. E., & Levi-Keren, M. (1994). Stimulus features and sex differences in mental rotation test performance. *Intelligence*, 19(1), 51-64.
- Brody, N. (1997). Intelligence, schooling, and society. *American Psychologist*, 52, 1046-1050.
- Brooks-Gunn, J., Klebanov, P. K., & Duncan, G. J. (1996) Ethnic differences in children's intelligence test scores: Role of economic deprivation, home environment, and maternal characteristics. *Child Development*, 67, 396-408.
- Brown, J. & Hudson, T. (1998). The Alternatives in Language Assessment: Advantages and disadvantages. *University of Hawaii working papers in ESL*, 16(2), 79-103.
- Chi, M., Feltovich, P., & Glaser, R. (1981). Categorization and representation of physics problems by experts and novices. *Cognitive Science*, 5, 121-152.
- Garcia, G., & Pearson, D. (1994). Assessment and diversity. In L. Darling-Hammond. *Review of Research in Education*, 20. Washington, DC. AERA
- Gardner, H. (1995). Reflections on multiple intelligences: Myths and messages. *PhiDelta Kappan*, 77, 200-209.
- Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (1994). Role of parental motivational practices in children's academic intrinsic motivation and achievements. *Journal of Educational Psychology*. 86, 104-113.
- Greenbaum, P. & Greenbaum, S. (1983). Cultural differences, nonverbal regulation, and classroom interaction: Sociolinguistic interference in American Indian education. *Peabody Journal of Education*, 61, 16-33.
- Hill, C. (1999). A national reading rest for fourth graders: A missing component in the policy debate, In B. Preseissen (Ed.). *Teaching for Intelligence 1* (pp. 128-152). Chicago, IL: Skylight,
- McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185-140.
- Miller, P.H. (2002). Vygotsky and the Sociocultural approach (pp. 367-419) *Theories of Developmental Psychology*. New York: W. H. Freeman & Company.
- Neisser, U., Boodoo, G., Bouchard, T. J., Boykin, A.W., Brody, N., Ceci, S. J., Halperin, D. F., Loehlen, J. C., Perloff, R., Sternberg, R. J., & Urbina, S. (1996). Intelligence: Knowns and unknowns. *American Psychologist*, 51, 77-101.
- Nendoza-Denton, R., Shoda, Y., Ayduk, O., & Mischel, W. (1999). Applying cognitive- affective processing system theory to cultural differences in social behavior. In *Merging Past, Present and future in cross-cultural psychology* (pp. 205-217). Lisse, Netherlands: Swets and Zeitlinger.
- Ogbu, J. U. (1992). Understanding cultural diversity and learning. *Educational Researcher*, 21(8), 5-14, 24.
- Ogbu, J. U. (1994). From cultural differences to differences in cultural frame of references. In P. M. Greenfield and R. R. Cocking (Eds.), *Cross-cultural roots of minority child development*. Hillsdale, NJ: Erlbaum.
- Perkins, D. N. (1990). The nature and nurture of creativity. In B.F. Jones & L. Idol (Eds.) *Dimensions of thinking and cognitive instruction*. Hillsdale, NJ: Earlbaum.
- Steele, C. M. (1997). A threat in the air: How stereotypes shape the intellectual identities and performance of women and African-Americans. *American Psychologist*, 52, 613-629.
- Sternberg, R. J. (1997). The concept of intelligence and its role in lifelong learning and success. *American Psychologist*, 52, 1030-1037.
- Sternberg, R. J. (1998). Abilities are forms of developing expertise. *Educational Researcher*, 27(3), 11-20.

Waterhouse, Lynn. (2006). Multiple Intelligences, the Mozart Effect, and Emotional Intelligence: A critical review. *Educational Psychologist*, 41(4), Fall 2006, pp. 207-225.

Gardner, Howard, and Seana Moran. (2006). The science of Multiple Intelligences theory: A response to Lynn Waterhouse. *Educational Psychologist*, Volume 41, Issue 4, Fall 2006, pp. 227-232.

Those interested in the Bell Curve book and psychometric views of intelligence:

Herrenstein, R. J., & Murray, C. (1994). *Bell Curve: Intelligence and Class Structure in American Life*. New York: Free Press.

See [http://en.wikipedia.org/wiki/The\\_Bell\\_Curve](http://en.wikipedia.org/wiki/The_Bell_Curve) for a comprehensive review of the controversy.

Neisser, U., Boodoo, G., Bouchard, T. J., Boykin, A. W., Brody, N., Ceci, S. J., Halpern, D. F., Loehlin, J. C., Perloff, R., Sternberg, R. J., & Urbina, S. (1996). Intelligence: Knowns and unknowns. *American Psychologist*, 51, 77-101. WEB version: [http://www.lrainc.com/swtaboo/taboos/apa\\_01.html](http://www.lrainc.com/swtaboo/taboos/apa_01.html).

Perloff, R.; Sternberg, R.J.; Urbina, S. (1996). "Intelligence: knowns and unknowns". *American Psychologist*.

Early writings on eugenics:

[Osborn, F.](#) (1937). "[Development of a Eugenic Philosophy](#)". *American Sociological Review* 2 (3): 389–397. (see p. 396).

Croizet, J-C. & Claire, T. (1998). Extending the Concept of Stereotype Threat to Social Class: The Intellectual Underperformance of Students from Low Socioeconomic Backgrounds. *Pers Soc Psychol Bull* June 1998 vol. 24 no. 6 588-594.

Devlin, B. (1997). *Intelligence, Genes, and Success* New York: Springer Press;

Fraser, S (1995). *The Bell Curve Wars*. New York: Basic Books.

The APA 1996 Intelligence Task Force Report

<http://www.indiana.edu/~intell/apa96.shtml>

Time period and people: <http://www.indiana.edu/~intell/periodIndex.shtml>

Interactive Map: <http://www.indiana.edu/~intell/map.shtml>

Hot topics: <http://www.indiana.edu/~intell/hotTopics.shtml>

Schlinger, H.D. (2003). "[The Myth of Intelligence](#)". *The Psychological Record* 53 (1): 15–33.

Deary, I. J., Austin, E. J., & Caryl, P. G. (2000). Testing Versus Understanding Human Intelligence. *Psychology, Public Policy, and Law*, Vol. 6, No. 1, 180-190.  
<http://psycnet.apa.org/journals/law/6/1/180.pdf>

## Classics

Binet's early work:

Binet, Alfred (1916) [1905]. "[New methods for the diagnosis of the intellectual level of subnormals](#)". *The development of intelligence in children: The Binet-Simon Scale*. E.S. Kite (Trans.). Baltimore: Williams & Wilkins. pp. 37–90.

<http://psychclassics.asu.edu/Binet/binet1.htm>.

Spearman, early work:

Spearman, C. (1 April 1904). "[General intelligence, Objectively Determined and Measured](#)". *American Journal of Psychology* **15** (2): 201–293.  
<http://www.jstor.org/stable/1412107>

Modern commentary on Spearman:

Lubinski, D. (2004). "Introduction to the special section on cognitive abilities: 100 years after Spearman's (1978) 'General Intelligence, Objectively Determined and Measured'". *Journal of Personality and Social Psychology* **86** (1): 96–111.

Other early work:

Thurstone, L.L. (1934). "The vectors of the mind". *Psychological Review* **41**: 1–32.

[Terman, Lewis M.](#) (1916). *The Measurement of Intelligence*. Boston: Houghton Mifflin.

Thurstone, L.L. (1938). *Primary mental abilities*. Chicago: University of Chicago.

Cattell, R.B. (1943). "The measurement of adult intelligence". *Psychological Bulletin* **40**: 153–193.

Horn, J.L., & Cattell, R.B. (1966). "Refinement and test of the theory of fluid and crystallized general intelligences". *Journal of Educational Psychology* **57** (5): 253–270.

Guilford, J.P. (1956). "The structure of intellect". *Psychological Bulletin* **53** (4): 267–293. [doi:10.1037/h0040755](https://doi.org/10.1037/h0040755). [PMID 13336196](https://pubmed.ncbi.nlm.nih.gov/13336196/).

School related:

Naglieri, J.A., & Das, J.P. (2002). "Planning, attention, simultaneous, and successive cognitive processes as a model for assessment". *School Psychology Review* **19**: 423–442.

## Mathematics

Taub, G.E.; Keith, T.Z.; Floyd, R.G.; McGrew, K.S. (2008). "Effects of general and broad cognitive abilities on mathematics achievement". *School Psychology Quarterly* **23** (2): 187–198.

## Work:

Ree, M.J.; Earles, J.A. (1992). "Intelligence Is the Best Predictor of Job Performance". *Current Directions in Psychological Science* **1** (3): 86–89.

## Sternberg:

Multiple papers: (including related to creativity, schooling, and controversies)

<http://europa.sim.ucm.es/compludoc/AA?a=Sternberg%2c+Robert+J&donde=otras&zfr=0>

Sternberg, R.J. (2003). "A broad view of intelligence: The theory of successful intelligence". *Consulting Psychology Journal: Practice & Research* **55**: 139–154.

## And analysis:

Brody, N. (2003). "Construct validation of the Sternberg Triarchic Abilities Test: Comment and reanalysis". *Intelligence* **31**: 319–329.

Brody, N. (2003). "What Sternberg should have concluded". *Intelligence* **31**: 339–342.

Gottfredson, L.S. (2003). "Dissecting practical intelligence theory: Its claims and evidence". *Intelligence* **31**: 343–397.

[Sternberg, R J](#) (2003). Our research program validating the triarchic theory of successful intelligence: reply to Gottfredson." [Intelligence, 2003; 31 \(4\)](#)

Gottfredson, L.S. (2003). "On Sternberg's 'Reply to Gottfredson'". *Intelligence* **31**: 415–424.

## Sympathetic to Sternberg

Stanovich, K. (2009). *What Intelligence Tests Miss: The Psychology of Rational Thought*. New Haven (CT): Yale University Press.

## Multiple intelligences:

Web review: <http://www.indiana.edu/~intell/mitheory.shtml>