Intelligence Seminar

Spring 2014
Time: Monday 12:00-1:50
Location: LISB

Instructor: Nash Unsworth
Office: LISB 327
Contact: nashu@uoregon.edu

COURSE DESCRIPTION
In this seminar, we will examine variation in intelligence. Topics will include intelligence tests, psychometric, cognitive, and neural theories of intelligence, developmental changes in intelligence, group differences in intelligence, as well as validity of intelligence tests.

We follow a seminar format, so we learn from each other. That means you need to come to class. You need to speak up, ask questions, provide answers or indicate confusion (no shame in that!). You also will lead a discussion of a topic or paper. You will also write a final paper which is a research proposal.

HOW TO USE THIS SYLLABUS
This syllabus contains most of the information that you need for understanding how the course is organized. I will not take up your time by going over all of the material in the syllabus in class. You should read the syllabus and make sure that you understand it. If you have a question, first check the material in the syllabus and if you still need information, by all means ask.

COMPONENTS OF THE COURSE GRADE
Discussion Lead: Students will be required to lead the discussion on papers throughout the semester. The discussion of each article will be led by one student. That student is responsible for a clear, concise (10-12 min) presentation of the article, including the critical questions asked, the methods, the findings and the conclusions. You will also tell us your take on the paper, and provide a few questions to discuss. To do this well, the leader may need to read an additional article or two. Doing a good job in leading a discussion requires that you (a) understand the paper and its issues and findings and (b) use your own words to describe the paper.

Final Paper: Each student will write a final paper of no more than 15 pages (1 inch margins, doubled spaced, 11-12 pt font, excluding references) on a topic of your choice closely related to IQ and intelligence due on May 31. The paper should culminate in a proposal for an experiment that could be conducted on this topic. As a model, I would recommend organization similar to the Introduction section in a Journal of Experimental Psychology article. Your experiment should be tractable and concrete. You do not need to include a complete Methods section. Primary source material for your paper must be peer review journals from some area of experimental psychology. There must be a minimum of 10 such references. Books, tech reports, and other sources are acceptable but are not a substitute for peer reviewed research and these do not count towards the minimum references required. Please be aware that it is inappropriate to cite papers that you have not actually read. If you wish to refer to sources that you have not directly accessed, you should refer to it "as cited in ...".

If you have never written a research paper of this type, I also strongly recommend speaking with me soon.

GRADING BREAKDOWN:
- 50% will be based on the final paper
- 25% leading discussion of papers
- 25% will be based on class participation
Total = 100%

A straight grading scale is the default (e.g., 90-100=A, 80-89=B, 70-79=C, 60-69=D, 59 or lower=F). However, I reserve the right to adjust the grades up depending on the distribution of scores (i.e., curve). Grades will never be adjusted downward. Those taking the class Pass/Fail must obtain a “C” to pass.

Criteria used in making grading decisions:
- I will usually round up, for example from 79.5% to 80%, but do not count on it (sometimes the tests may have been extra easy, for example—then the cutoffs will be firm).
- As a general principle, I will never work harder for your grade than you do. Students who have poor attendance should not expect me to “make up” points for them. Students who have done all that is in their power to do their best can be assured that will be carefully considered in making any borderline decision. I try to apply consistent standards and treat students fairly, as well as fulfill my responsibilities to UO in making difficult decisions about grades.

**Grading problems:** If you feel there has been an error in working out your grade please let me know as soon as possible. Work out your grade as described above and specify the reason for your concern when contacting me. I want you to get every point you have earned. If you are unhappy with your final grade but agree that it has been worked out correctly as described above, please don't ask for a better grade, or extra opportunities to make a better grade, as a "favor" at the end of the semester. The answer to such unfair requests must always be "no".
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<th>Tentative Date</th>
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<td><strong>Week 2</strong></td>
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<td><strong>Week 3</strong></td>
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**All readings, and assignments dates are tentative and subject to change. Any revisions to this syllabus will be announced during class time. It is your responsibility to make a note of any changes in this syllabus.**

## Readings

### Week 2


### Week 3


### Week 4


### Week 5


**Week 6**


**Week 7**


**Week 8**


**Week 10**


