



Human Intelligence

Human Intelligence is the most comprehensive, current, and readable textbook on human intelligence available today. Written by leading experts in the field, the text includes IQ-test-based, biological, cognitive, cultural, and systems-based perspectives. It also addresses genetic and environmental influences, extremes of intelligence, group differences, lifespan development, the relationship of intelligence to other psychological attributes, and educational interventions.

Specific pedagogical features make the text ideal for teaching. Introductions briefly preview what is to come in each chapter. Key terms and concepts are bolded and defined in the text as they are introduced and also found in a glossary at the end of the book. Chapter summaries highlight major points of each chapter, and “Comprehension and Reflection” questions help students check their understanding of the material they have just read. Each chapter also includes a “Focus on Contemporary Research” box that describes in vivid detail the chapter author’s current research. A rich program of tables, figures, photos, and samples from research tools throughout helps students understand the material in a concrete way.

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Human Intelligence

An Introduction

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Preface

Some people are better at some things than others; some of those people who are better are better not only at some things, but at lots of things. The study of intelligence evolved in part to try to explain these individual differences. As time has gone by, the field of human intelligence has addressed many other questions as well. But this problem of accounting for individual differences in performance that seem at least in part based on “mental abilities” has driven the field ever since its beginning. *Human Intelligence: An Introduction* offers an up-to-date survey of the latest knowledge about intelligence by the very researchers who have been at the forefront of this investigation. It provides students with a thorough yet accessible account of this research by looking at the big questions about intelligence that have persisted over the years.

Organization and Pedagogy

The 16 chapters of this text are divided into four parts. Part I, “Introduction,” consists of Chapters 1, 2, and 3, setting the stage and defining important terms, questions, and approaches. Part II, “Approaches to Studying Intelligence,” includes Chapters 4 through 8 and covers the major psychological schools of thought used to examine human intelligence. Where there is disagreement in the field about the importance or relevance of one theory compared to another, the authors present various sides with evidence but without partisanship.

Chapters 9 through 11 comprise Part III, “Theories on the Development of Intelligence.” These chapters explore in greater depth the theories used to explain intelligence. Chapters 12 to 16 make up Part IV, “Applications of Intelligence Research.” These chapters offer some wider applications of human intelligence in research and education. Chapter 16, in particular, will give students a sense of how intelligence research can broadly apply across many societal interests.

The chapters in the text are all written by experts in those particular areas, thus arming readers with the most current and well-informed scholarship about this topic. Chapters are written to be accessible to undergraduates and graduate students taking a course on human intelligence, human abilities, cognitive abilities, or a related topic for the first time. The chapters all follow a similar format, beginning with a brief introduction, with key terms defined where they are first introduced,

and figures and tables integrated where they can provide additional context and illustration. At the end of every chapter, a Chapter Summary, list of the Key Terms, “Comprehension and Reflection Questions,” and list of References used in the chapter give students both the pedagogical handles they need to fully grasp the chapter content and also the means to further investigate their own areas of interest. A glossary of all the terms and definitions is included at the end of the book.

Every chapter also contains a box titled “Focus on Contemporary Research.” These boxes are meant to give students a sense of how the research in the specific area has unfolded, along with some insights that might spark their interest for additional study. The boxes generally focus on a chapter author’s own research directions and often include the topics of research that are considered most cutting-edge today.