Multiple Intelligences and Christian Education

Louisville Seminary: Spring 2023
Tuesday/Thursdays 1:30-2:50, Schlegel 121
Professor: J. Bradley Wigger (bwigger@lpts.edu)

Course Description
This course is an opportunity to study theories of intelligence and learning that recognize multiple domains of human knowing and to reflect upon their significance in relation to the life of faith and educational ministries. We will explore theological, ethical, cultural, and artistic implications of multiple intelligence theory as well as the themes of *multiplicity* and *creativity* in faith and church life. Great consideration will be given to imagining and implementing a multiple intelligences perspective in Christian education, both in Church school settings and beyond classrooms.

The course fulfills a framework elective for the area of Building Communities and Nurturing Relationships (CR) in the MDiv curriculum. As such it primarily contributes to Student Learning Outcome 5 (see end of syllabus). The course also contributes to the course work for the MDiv concentration in educational ministry (see the professor for more information).

For MFT and MAR students, the course is a general elective.

Teaching and Learning Methods
The course begins with the strengths of familiar methods for seminary classrooms—relying heavily upon readings, writing, short lectures, and discussions for the first half of the course (i.e., linguistic, inter-personal, intra-personal intelligences). The second half of the course will explore in depth each of the individual intelligences identified by Howard Gardner (below):

Linguistic
Inter-personal
Intra-personal
Musical
Logical-mathematical
Spatial
Bodily-kinesthetic
Naturalist

Importantly this will be an opportunity to learn and attend to each of these through the medium of the particular intelligence, for example, using music to explore

musical intelligence, architecture or iconography to explore spatial intelligence, or group tasks to explore inter-personal intelligence. Class sessions will be devoted to each of these intelligences and students will practice teaching in class in relation to them and in relation to subject matters relevant to ministry and the life of faith.

Hopes

The overall aim for the course is that students will be able to employ a "multiple intelligences perspective" in church educational situations and be able to express why it matters.

There are multiple dimensions to this aim, and the following are some of the key ones to be addressed, as well as the ways in which coursework helps do so.

Through the readings and weekly assignments (e.g., reflective writing, artwork, music) and through in-class discussions and sharing, students will have the opportunity to:

- gain an overview of the recent history of intelligence debates and the significance of theories of multiple intelligences in relation to this background;
- gain a disciplined understanding of Howard Gardner's particular theory of multiple intelligences, describe what constitutes an "intelligence" in this theory, and be able to critique the theory;
- explore the ethical implications of multiple intelligences—the desires, practices, and policies that flow from assumptions about intelligence (what is valued, who is smart, what is rewarded, where authority rests, what is "normal");
- explore the relationship between multiple intelligences and other educational movements such as critical and feminist pedagogies, multi-cultural education, or abolitionist teaching;
- recognize the promise and limits of a multiple intelligences approach to education particularly in relation to developmental and learning differences;
- explore understandings of intelligence in relation to theological anthropology (who we are in relation to God).

Through the practice of teaching in class, students will have the opportunity to:

- practice the use of multiple intelligences and various entry points for learning in their own teaching or for teacher training;
- be able to create lesson plans and evaluate curricula that reflect the engagement of multiple intelligences and entry points for a variety of subjects;

- explore in depth a particular intelligence and learn from other students as they teach.

By keeping a notebook of assignments, students will have the opportunity to:
- recognize the exercise of various intelligences in their own lives in order to build upon them for lifelong learning and teaching;
- explore multiple intelligences in relation to faith and practice;
- express why multiple intelligences matters to the life of faith.

There will be several options for a final project (for example, a research paper, constructing a curriculum, carrying out a teaching project in a church, evaluating curricula), but in all the project will be an opportunity to:
- demonstrate or articulate how multiple intelligences can be used in a church educational situation, or
- explore in greater depth a particular intelligence in relation to teaching ministries.

Evaluation (from a logical-mathematical perspective)
1/3 course engagement (weekly reading and notebook assignments)
1/3 teaching sessions (in class)
1/3 final project

Course Engagement
In notebooks (either physical or electronic) students will log their assignments. In addition to readings/viewings/listenings, these assignments may range from writing reflections upon a reading to making sketches to simply describing an activity carried out (for example, "prayed for an hour at the *Falls of the Ohio*"). We will use the notebooks in class in various ways.

In addition, after each teaching group session—the students who are not leading the class will make a Notebook entry about the session (10 total). You do not need to do this for your own teaching sessions.

For many reasons relevant to the nature of this particular course, these notebooks will operate on a self-evaluated (intra-personal intelligence) honor system, with the professor retaining the responsibility for adjusting the grade if blatantly necessary. The last notebook assignment will be a one-page evaluation by each student reflecting upon their own engagement with the course, and it will include the grade. Notebooks are turned in on the last meeting of the class.

More detailed guidance will be provided as needed, but in general, the following (logical-mathematical intelligence) should be used:

A= 95% of the reading and weekly assignments, finished on time (before class with thoughtfulness and reflection.

B=85% ….

C=75% ….

D=65% ….

Know that **attendance and participation are assumed**—adjust your grade for unexcused absences, leaving class early, doing email or using social media in class, or other forms of non-participation.

Teaching Sessions (Preparing, Doing, Reflecting)
With further guidance from the professor, students will teach in class twice and as part of teaching teams (inter-personal intelligence). The size of the teams depends upon the class size. Two weeks before the teaching session, students will meet briefly with the professor, typically before or after class, to discuss ideas for teaching.

At the time of teaching, preparation materials and a lesson plan will be turned in. Reflections (roughly 600 words) from each member of the teaching team are due one week after teaching. Because thoughtful preparation and honest self-evaluation are essential dimensions of the practice of teaching these will be considered part of the "teaching" grade.

Final Project
Students will design their own final projects, with various options available. The projects must be of obvious relevance to the course. The work involved should be roughly the equivalent of the time and energy involved in a 20-page research paper, but practice-oriented projects or those employing various intelligences are highly valued as well. The time could be spent teaching, writing, interviewing, organizing, creating, or providing resources for your project. Typically, a 20-page paper is calculated at approximately 20 to 30 hours of work. Some possibilities are:

Writing an MI curriculum for a Christian educational setting
> (for example, 6-week adult Bible study; new member preparation; stewardship and church finances; parent-child classes for communion; anti-racism and justice; church officer training; teacher education)

Writing a research paper on a relevant subject
> (for example, neurodiversity, history of intelligence debates, visual thinking, critical pedagogy, Paulo Freire and religious education)

Conducting qualitative research
>   (for example, interviewing Sunday school teachers, parents, or children; interviewing artists or musicians about creative processes). This option may warrant IRB approval from the seminary.

Designing and implementing a teaching project intentionally using multiple intelligences
>   (for example, teaching children to drum or dance for worship; working with a sewing circle to design stoles or paraments; creating an educational video with a youth group)

Designing a project using other than linguistic intelligence
>   (for example, create a painting or film, compose music, or generate a political action, that explores the relevant intelligence with that intelligence, or a theological subject or ministry with other (than linguistic) intelligences.

Students must get approval for their projects, submitting a brief provisional idea by **March 9**, with a progress report due **April 11.** Submitting these on time will be part of the final project grade.

Primary Resources

Armstrong, Thomas. *Multiple Intelligences in the Classroom,* 2nd edition. Alexandria, VA: Association for Supervision & Curriculum Development, 2000. (Chs. 1 and 2 on Canvas)

Armstrong, Thomas. *The Power of Neurodiversity. Unleashing the Advantages of Your Differently Wired Brain* (Published in Hardcover As Neurodiversity). Da Capo Lifelong, 2011. (Ch. 1 on Canvas)

Baldwin, James. "A Talk to Teachers," *The Saturday Review,* December 21, 1963, reprinted in *The Price of the Ticket, Collected Non-Fiction 1948-1985*, Saint M Martin's, 1985. Baldwin Link (web)

Campbell, Linda; Bruce Campbell; and Dee Dickinson. *Teaching and Learning through Multiple Intelligences*, 3rd edition. Boston: Allyn & Bacon, 2003

Fujimura, Makoto. *Faith and Art: A Theology of Making*. Yale University Press, 2021. (Ch. 2 Link)

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, 2011.

Gardner, Howard. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic, 1999.

Gladwell, Malcom (interview). "IQ Test Is Also a Measure of Society, Author Says," *Talk of the Nation*. December 19, 2007. Link.

Gladwell, Malcom. "None of the Above: What intelligence doesn't tell you about race," *The New Yorker*, Dec.17, 2007. Gladwell article link (web)

Grandin, Temple. *Thinking in Pictures. And Other Reports from My Life with Autism*. Vintage, 1996. (Library Reserve)

Grandin, Temple. *Visual Thinking. The Hidden Gifts of People Who Think in Pictures, Patterns, and Abstractions*. Riverhead Books, 2022. (Ch. 1 on [Canvas](#))

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994. (selections)

hooks, bell. *Teaching Community: A Pedagogy of Hope*. Routledge, 2003. "Teachers of Hope" on *[Canvas](#)*.

hooks, bell. *Art on My Mind: Visual Politics*. New York: New Press, 1995. (ch. 1. [Link](#))

Herring, Jennifer. *Multiple Intelligences and African American Children*. China Faculty Exchange, Heilonjiang University, Harbin, PRC, China, 2006. (slide show presentation—using with author's permission). [Herring Presentation](#)

Jennings, Willie James. *After Whiteness: An Education in Belonging*. Grand Rapids: Eerdmans, 2020. (Prologue: "Secrets" [Link](#))

Love, Bettina. *We Want to Do More Than Survive. Abolitionist Teaching and the Pursuit of Educational Freedom*, Beacon Press, 2019.

Marshall, Molly T. "Participating in the Life of God: A Trinitarian Pneumatology," *Perspectives in Religious Studies*, Vol. 30, No. 2, Summer 2003. (access through ATLA via your library account)

Mosaic of Louisville Seminary: The Intersection of Art and Theology. Vol. 14, no. 1. Spring, 2007. [Link](#)

Tammet, Daniel. *Born on a Blue Day: Inside the Extraordinary Mind of an Autistic Savant*. New York: Free Press, 2007.

Walker Joyce MacKicham. "The Art of Asking Good Questions." *The Thoughtful Christian*, 2006. [Link](#)

(Working) Calendar and Assignments

If you have not taken Worship, Community, and Pedagogy, please read before the first class these short chapters 1 and 2 (pp. 1-26) in Thomas Armstrong, Multiple Intelligences in the Classroom. [Canvas Link](#)

Feb. 2
Introduction and Course Expectations

You will need to begin reading Tammet for discussion on Feb. 21. In Notebook, write one discussion question for each Tammet chapter, and 3 additional questions for the book as a whole in relation to multiple intelligences theory. These will shape our class discussions the week of Feb. 21. For a brief, but helpful, guide to creating good discussion questions see Walker, "The Art of Asking Good Questions." [Link](#)

Feb. 7
Intelligence Theory
Read Gardner, *Intelligence Reframed*, chs. 1-3
Notebook: create or download this log page. Record all
reading/listening/viewing and assignments completed from here on.

Feb. 9
Arts in Ministry and Teaching
Read *Mosaic,* Spring 2007, all. Mosaic link
Recommended: Jennings, *After Whiteness* (Prologue: "Secrets" Link)
Notebook: Bring something to class that reflects your strengths from an MI
perspective. Record in Notebook, what you brought.

Feb. 14
Debating Intelligence
Listen: Gladwell NPR interview (17 mins.). Gladwell on NPR link
Read: Read: James Baldwin, "A Talk to Teachers." Baldwin Link
Read: Gardner, *Reframed*, ch. 6.
Recommended: Gladwell, "None of the Above: What intelligence doesn't tell
you about race," Gladwell article link (web)
Notebook: What is intelligence? Answer the question without words.
Teaching sign-ups

Feb. 16
Neurodiversity
Read Armstrong, *The Power of Neurodiversity*. (Ch. 1 on Canvas)
Read Grandin, *Visual Thinking*. (Ch. 1 on Canvas)
Recommended: Grandin, Temple. *Thinking in Pictures*. (on reserve)
Notebook: Take the test (p. 19). Based upon it, where do you fall on the
visual-verbal continuum? Does that seem right? Record your thoughts in
whatever form you like.

Feb. 21
Born on a Blue Day
Read Tammet, all
Notebook: discussion questions (see Feb. 2)

Feb. 23
Born on a Blue Day (cont.)

Feb. 28

Spiritual or Moral Intelligence?

        Read: Gardner, *Intelligence Reframed*, Chs. 4-5

        Read: Marshall, "Participating in the Life of God" (accessed through ATLA via your library account). Once logged in, this link may get you there. If not search the title and author in ATLA.

        Notebook: Address this question—Do you believe there is a spiritual intelligence? Answer using one of your stronger intelligences (Gardner) or style of thinking (Grandin).

Mar. 2

Words and the Word (led by Wigger)

        Read Gardner, *Frames of Mind*, ch. 5 "Linguistic Intelligence." This session models the approach to teaching in relation to an intelligence.

        Notebook (after class): Make a Notebook entry about the session. It can be a paragraph, list, drawing, or other expression regarding what you appreciated or not, or an insight you had about teaching/learning, or an idea you want to remember to try yourself. We will call these "Teaching Notes."

Mar. 7

Teaching and Understanding

        Read: Gardner, *Intelligence Reframed*, ch.10

        View/listen to website video: Introduction Video called "Why Critical Pedagogy?" at the Paulo and Nita Freire International Project for Critical Pedagogy (15 mins.) Why Critical Pedagogy

        Read: Love, "We Who Are Dark," Link.

        Notebook: Assign yourself.

Mar. 9

Creativity, Faith, and Revolution

        Read: Fujimura, Makoto. *Faith and Art*, 2021 (ch. 1 Link)

        Read: hooks, bell. *Art on My Mind* (ch. 1. Link)

        View: Howard Gardner/Ellen Winner on Arts Education: Link 11 mins.

        Notebook: Identify a time in your life when you felt particularly creative; or identify a moment of creative breakthrough. What intelligence/s were in play?

        Submit on Canvas a brief proposal for a final project—just an idea/paragraph.

Mar. 14 and 16
Research and Study:

Notebook: Any time between now and last day of class meeting, spend an hour nurturing each of the 8 intelligences (8 hours total) however you would like (all in one week; one or so per week, all in one day. Describe or display what you did in your Notebooks, and briefly express any insights or reflections in relation to that intelligence. These nurturing activities can be connected to faith practices explicitly (for example, listening to gospel music, walking a labyrinth, writing a prayer) or not.

First Round of Teaching: understanding intelligences on their own terms

The first round of teaching enters each intelligence as the subject for the session and approaches the subject primarily through engaging that intelligence, with special attention to its core aspects. Briefly meet with the professor two weeks prior to teaching, to discuss ideas.

Notebook: "Teaching Notes." After each teaching group session, make a Notebook entry about the session. It can be a paragraph, list, drawing, or other expression regarding what you appreciated, or an insight you had about teaching/learning, or an idea you want to remember to try yourself.

Mar. 21
Group 1—**Musical Intelligence**

Read: *Frames of Mind,* ch. 6
Teachers read Campbell, ch. 5 (before meeting with professor)
Notebook: Teaching Notes

Mar. 23
Group 2—**Logical Mathematical Intelligence**

Read: Frames, 7
Teachers read Campbell, ch. 2 (before meeting with professor)
Notebook: Teaching Notes

Mar. 28
Group 3—**Spatial Intelligence**

Read Frames, 8
Teachers read Campbell, ch. 4 (before meeting with professor)
Notebook: Teaching Notes

Mar. 30
Group 4—**Bodily-Kinesthetic Intelligence**
    Read Frames, 9
    Teachers read Campbell, ch. 3 (before meeting with professor)
    Notebook: Teaching Notes

Apr. 4
Group 5—**Personal Intelligences**
    Read Frames 10
    Teachers read Campbell, chs. 6-7 (before meeting with professor)
    Notebook: Teaching Notes

Apr. 6 no class (Maundy Thursday)

Apr. 11
Group 6—**Natural Intelligence**
    Teachers read Campbell, ch. 8 (before meeting with professor)
    Notebook: Teaching Notes

    Submit on Canvas a project proposal and any progress made or questions you have.

Second Round of Teaching: Faith and Multiple Intelligences
    The second round of teaching asks you to enter a faith-related subject (biblical passage, spiritual practice, church activity, theological doctrine)
    Stay in the same groups, but change intelligences.

Apr. 13
Naturalist—Group:
    Notebook: Teaching Notes

Apr. 18
Personal—Group:
    Notebook: Teaching Notes

Apr. 20
Bodily-Kinesthetic—Group:
    Notebook: Teaching Notes

Apr. 25
Spatial—Group:
    Notebook: Teaching Notes

Apr. 27
Logical-Mathematical—Group:
    Notebook: Teaching Notes

May 2
Musical—Group:
    Notebook: Teaching Notes

May 4
Wrap up—What have we learned?
Come prepared to talk about/present final project.
Notebook: One page self-evaluation for *Course Engagement* (including grade!).
Turn in Notebook

Final Project: Graduating Seniors, Tuesday, May 9, 5 p.m.
              Everyone else, Thursday May 11, 5 p.m.

Late projects are not accepted unless approved before the due date. Generally, even if approved, may be graded down a letter grade per day and will not receive the level of feedback ordinarily provided.

USE OF INCLUSIVE LANGUAGE: In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

ACADEMIC HONESTY: All work turned in to the instructor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see the Policy for Academic Honesty in the Student Handbook.

[A special form of plagiarism is self-plagiarism or "double-dipping": reusing an assignment written for another course (whether at LPTS or elsewhere) or incorporating a substantial portion of work submitted for another course in an assignment submission.]

SPECIAL ACCOMMODATIONS: Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

CITATION POLICY: Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association.* 7th ed. Washington, DC: American Psychological Association, 2020.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers.* 9th ed. Chicago: University of Chicago Press, 2020.

The Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center. See also the library's citation help page:
https://lpts.libguides.com/digitalresources/citingsources

ATTENDANCE POLICY: According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

Student Learning Outcome 5

Students will acquire the knowledge and skill sets necessary for the practice of Christian ministry – as demonstrated by effectiveness in and reflection upon such activities as:

• Offering leadership that emerges from the framework of a congregation's or organization's communions, confessions, and polity
• Preaching, teaching, and leading worship
• Praying and teaching others to pray
• Leading an organization effectively
• Providing public leadership and witness
• Inviting others into the Christian faith
• Offering pastoral care
• Participating in constructive intra-Christian and interreligious engagement.

Further study/general bibliography

This list also represents resources that may feed class presentations, final projects, research, and further study. This list has been built up over time and does not include the kinds of non-linguistic resources (for example, music, artwork, etc.) I hope we gather through the course.

Teaching and MI theory

Armstrong, Thomas. *Multiple Intelligences in the Classroom,* 2nd edition. Alexandria, VA: Association for Supervision & Curriculum Development, 2000.

_____. *You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences.* Minneapolis, MN: Free Spirit Publishing, 2000.

Bruce, Barbara. *7 Ways of Teaching the Bible to Children.* Nashville, TN: Abingdon Press, 1996.

_____. *7 Ways of Teaching the Bible to Adults: Using Our Multiple Intelligences to Build Faith.* Nashville, TN: Abingdon Press, 2000.

Campbell, Linda; Bruce Campbell; and Dee Dickinson. *Teaching and Learning through Multiple Intelligences*, 3rd edition. Boston: Allyn & Bacon, 2003

Gardner, Howard. *The Unschooled Mind: How Children Think and How Schools Should Teach.* New York: Basic Books, 1991.

Herring, Jennifer. *Multiple Intelligences and African American Children.* China Faculty Exchange, Heilonjiang University, Harbin, PRC, China, 2006. (slide show presentation—using with author's permission)

Ribot, Nelly. "My Experience Using Multiple Intelligences." http://www.newhorizons.org/trans/international/ribot.htm. March 2004.

Schaler, Jeffrey A., Ed. *Howard Gardner Under Fire: The Rebel Psychologist Faces His Critics*. Chicago: Open Court, 2006.

Weber, Ellen. *Roundtable Learning: Building Understanding Through Enhanced MI Strategies.* Chicago: Zephyr Press Learning Materials, 1997.

Critical/multicultural pedagogies

Delgado Bernal, Dolores. "Learning and living pedagogies of the home: the mestiza consciousness of Chicana students."In *Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy And Epistemology*, edited by Dolores Delgado Bernal; C. Alejandra Elenes; Francisca E. Godinez; and Sofia Villenas. Albany, NY: State University of New York Press, 2006.

Freire, Paulo. Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2001.

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom.* New York: Routledge, 1994.

_____. *Teaching Community: A Pedagogy of Hope*. New York: Routledge, 2003.

Illich, Ivan. *Deschooling Society*. London/New York: Marion Boyars Publishers, Ltd., 1999. (available for free online: [Illich Writings](), along with several other of his writings).

Perry, Theresa, and James Fraser, eds. *Freedom's Plow: Teaching in the Multicultural Classroom*. New York: Routledge, 1993.

Schipani, Daniel. *Concientization and Creativity*. Lanham, MD: University Press of America, 1984.

_____. *Religious Education Encounters Liberation Theology*. Birmingham, AL: Religious Education Press, 1988.

Simonson, Rick and Scott Walker, eds. *Multi-Cultural Literacy*: *Opening the American Mind*. St. Paul, MN: Graywolf Press, 1988.

Wikerson, Barbara, ed. *Multicultural Religious Education*. Birmingham, AL: Religious Education Press, 1997.

Theories of knowing/intelligence

Belenky, Mary; Blythe Clinchy; Nancy Goldberger; and Jill Tarule. *Women's Ways of Knowing: The Development of Self, Voice, and Mind 10th Anniversary Edition*. New York: Basic Books, 1986, 1997.

Flynn, James R. *What is Intelligence? Beyond the Flynn Effect*. Cambridge: Cambridge University Press, 2007.

Gardner, Howard. *Frames of Mind: The Theory of Multiple of Intelligences*. New York: Basic Books, 1983.

_____. *The Mind's New Science: A History of the Cognitive Revolution*. New York: Basic Books, 1987.

_____. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books, 1999.

Fodor, Jerry. *The Modularity of Mind*. Cambridge, MA: The MIT Press, 1983, 2000.

Gladwell, Malcom. "None of the Above: What intelligence doesn't tell you about race," *The New Yorker*, Dec.17, 2007.

Karmiloff-Smith, Annette, *Beyond Modularity: A Developmental Perspective on Cognitive Science*. Cambridge, MA: The MIT Press, 1995.

Mithen, Steven. *The Prehistory of the Mind: The Cognitive Origins of Art, Religion, and Science*. New York: Thames & Hudson, 1999.

Ornstein, Robert. *Multimind: A New Way of Looking at Human Behavior*. Cambridge, MA: Ishk, 2003.

Tomasello, Michael. *The Cultural Origins of Human Cognition*. Cambridge, MA: Harvard University Press, 1999.

Wigger, J. Bradley. *Original Knowing: How Religion, Science, and the Human Mind Point to the Irreducible Depth of Life*. Eugene, OR: Cascade, 2012.

Particular Intelligences (eventually would like to build resources for each
particular intelligence)

Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development.*
Cambridge, MA: Harvard University Press, 1993.

Eisner, Elliot W. *The Arts and the Creation of Mind.* Harrisonburg, VA: R.R. Donnelley
& Sons, 2002.

Coles, Robert. *The Moral Intelligence of Children: How to Raise a Moral Child.* New
York: The Penguin Group, 1997.

Gardner, Howard. *Creating Minds: An Anatomy of Creativity as Seen Through the Lives of
Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi.* New York: Basic
Books, 1994.

_____. *Extraordinary Minds: Portraits of 4 Exceptional Individuals and an Examination
of Our Own Extraordinariness* (Mastermind Series). New York: Basic Books,
1998.

_____. *The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education
that Every Child Deserves.* New York: Penguin, 2000.

_____. *Five Minds for the Future.* Boston: Harvard Business School Press, 2007.

Goleman, Daniel. *Social Intelligence: The New Science of Human Relationships.* New
York: Bantam Books, 2007.

_____. *Emotional Intelligence: Why It Can Matter More than IQ*, 10th Anniversary
Edition. New York: Bantam Books, 2006.

Hoffstadler, Douglas R. *I Am a Strange Loop.* New York: Basic Books, 2008.

Kapikian, Catherine. *Art in Service of the Sacred.* PAP, DVD ed. Nashville, TN:
Abingdon Press, 2006.

Mithen, Steven. *The Singing Neanderthals: The Origins of Music, Language, Mind and
Body.* Cambridge, MA: Harvard University Press, 2007.

Sacks, Oliver. *Musicophilia: Tales of Music and the Brain.* New York: Knopf, 2007.

Tammet, Daniel. *Born on a Blue Day: Inside the Extraordinary Mind of an Autistic Savant,*
Reprint ed. New York: Free Press, 2007.

Theologies/Theological Anthropologies (emphasizing relationality or issues of knowing)

Boff, Leonardo. *Trinity and Society.* Translated by Paul Burns. Eugene, OR: Wipf &
Stock Publishers, 2005.

Cook, Carol J. "Singing a New Song: Relationality as a Context for Identity
Development, Growth in Faith, and Christian Education." Ph.D. dissertation,
Princeton Theological Seminary, 1994.

Gonzalez, Michelle A. *Created in God's Image: An Introduction to Feminist Theological
Anthropology.* Maryknoll, NY: Orbis, 2007.

Johnson, Elizabeth A. *She Who Is: The Mystery of God in Feminist Theological Discourse*. New York, Crossroad, 1992.

Moltmann, Jürgen. *God in Creation: A New Theology of Creation and the Spirit of God*. Translated by Margaret Kohl. Minneapolis, MN: Fortress Press, 1993.

_____. *The Trinity and the Kingdom: The Doctrine of God.* Translated by Margaret Kohl. Minneapolis, MN: Fortress Press, 1993.

_____. *Experiences in Theology: Ways and Forms of Christian Theology*. Minneapolis, Fortress, 2000.

O'Hara, Ann. *In the Embrace of God: Feminist Approaches to Theological Anthropology*. Maryknoll, NY: Orbis Books, 2003.

Pannenberg, Wolfhart. *Anthropology in Theological Perspective.* Translated by Matthew J. O'Connell. Philadelphia: Westminster Press, 1985.

Shults, F. LeRon. *Reforming Theological Anthropology: After the Philosophical Turn to Relationality*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2003.

Thurman, Howard. *The Search for Common Ground: An Inquiry into the Basis of Man's Experience of Community*. New York: Harper& Row, 1971.

Van Huyssteen, J. Wentzel. *Alone in the World? Human Uniqueness in Science and Theology*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2006.

World Council of Churches, *Christian Perspectives on Theological Anthropology: A Faith and Order Study Document*. Geneva: World Council of Churches, 2005.