

GENES, RACE AND INTELLIGENCE

[UPDATED]

The latest findings on race, genes and intelligence show that **the gap in intelligence** between Europeans and Africans is **caused partly by irreducible genetic factors**. These findings conclusively put an end to the theory that the gap is caused solely by socio-economic factors.

The following genes are present in at least **one third of the European population** and are known to **increase intelligence** with **genome-wide levels of significance**:

SNP	Distribution
rs159428 (T)	Europeans are 4192% more likely to have this gene than Africans
rs589249 (A)	Europeans are 658% more likely to have this gene than Africans
rs602512 (A)	Europeans are 388% more likely to have this gene than Africans
rs604149 (A)	Europeans are 403% more likely to have this gene than Africans
rs685958 (A)	Europeans are 733% more likely to have this gene than Africans
rs761718 (A)	Europeans are 659% more likely to have this gene than Africans
rs801742 (A)	Europeans are 433% more likely to have this gene than Africans
rs803379 (T)	Europeans are 866% more likely to have this gene than Africans
rs1050847 (T)	Europeans are 639% more likely to have this gene than Africans
rs1083845 (A)	Europeans are 574% more likely to have this gene than Africans
rs1167627 (A)	Europeans are 1092% more likely to have this gene than Africans
rs1291823 (A)	Europeans are 1050% more likely to have this gene than Africans
rs1408579 (T)	Europeans are 1487% more likely to have this gene than Africans
rs1519799 (A)	Europeans are 589% more likely to have this gene than Africans
rs1521162 (C)	Europeans are 926% more likely to have this gene than Africans
rs1963395 (A)	Europeans are 544% more likely to have this gene than Africans
rs2005827 (A)	Europeans are 1490% more likely to have this gene than Africans
rs2084131 (A)	Europeans are 468% more likely to have this gene than Africans
rs2221534 (A)	Europeans are 584% more likely to have this gene than Africans
rs2885198 (A)	Europeans are 468% more likely to have this gene than Africans
rs3748400 (T)	Europeans are 569% more likely to have this gene than Africans
rs3809912 (T)	Europeans are 863% more likely to have this gene than Africans
rs4242099 (A)	Europeans are 683% more likely to have this gene than Africans
rs4370753 (T)	Europeans are 1141% more likely to have this gene than Africans
rs4508164 (T)	Europeans are 626% more likely to have this gene than Africans

More: rs4693234 (A), rs4744250 (A), rs4792250 (A), rs4881269 (A), rs4895650 (T), rs4985417 (A), rs6119267 (C), rs6535809 (A), rs6546856 (T), rs6752813 (T), rs6823836 (T), rs7197830 (A), rs7403957 (A), rs7534577 (A), rs7896910 (A), rs7963801 (T), rs9556702 (A), rs10078630 (A), rs10432638 (A), rs10821080 (T), rs10821977 (A), rs10863246 (A), rs11125721 (A), rs11210394 (T), rs11576565 (A), rs11775314 (T), rs11793831 (T), rs11864066 (G), rs12146618 (T), rs12491181 (T), rs12712764 (T), rs13004882 (T), rs13116036 (T), rs13270346 (A), rs13413443 (T), rs13428598 (T), rs17048855 (A), rs34389480 (A), rs61816194 (T), rs62383977 (T), rs66493370 (A), rs10411958 (T), rs4860797 (A), rs10401883 (T), rs7779072 (T), rs6873367 (T), rs2678897 (G)...

Key points:

- The **effect size** of these genes can account for roughly **a full standard deviation in cognitive ability**.
- These genes are **at least 100% more likely** to exist in Europeans, can be found in **at least one third of Europeans**, and **positively affect Europeans**. **More than 200 genes** that meet these requirements can be estimated to exist.
- These genes are known to influence mainly the **hippocampus, brain, limbic system, central nervous system, cerebral cortex, cerebrum, parahippocampal gyrus, telencephalon, temporal lobe, brain stem, prosencephalon, rhombencephalon, occipital lobe, cerebellum, visual cortex, parietal lobe, retina, basal ganglia, neural stem cells, corpus striatum and frontal lobe**.
- The **differences between populations might be even larger** since the African sample included cohorts with European admixture.

References:

- Lee, James et al. "Gene discovery and polygenic prediction from a genome-wide association study of educational attainment in 1.1 million individuals." *Nat Genet.* 2018 Aug;50(8):1112-1121. doi: 10.1038/s41588-018-0147-3. Epub 2018 Jul 23. *Supplementary data*.
- The 1000 Genomes Project Consortium, "A global reference for human genetic variation", *Nature* 526, 68-74 (01 October 2015) doi:10.1038/nature15393. *Superpopulations*.

Myths Intelligence Mind Race Genes

Claude S. Fischer



Myths Intelligence Mind Race Genes:

Myths of Intelligence Anderson,2013-07-19 **The Myth of the Jewish Race** Raphael Patai,Jennifer Patai,1989 In this carefully researched analysis Raphael and Jennifer Patai begin by defining race They then develop the idea of the existence of races through history In rich and fascinating detail the authors consider the effects of intermarriage interbreeding proselytism slavery and concubinage on the Jewish population from Biblical times to the present New material explores the psychological aspects of the Jewish race issue the Jewish psyche and the consequences of the 1975 United Nations resolution equating Zionism with racism A revised and updated scientific section on the measurable genetic morphological and behavioral differences between Jews and non Jews supports the conclusion that the idea of a Jewish race is indeed a myth **Race and the Genetic Revolution** Sheldon Krimsky,Kathleen Sloan,2011 A project of the Council for Responsible Genetics **Tall Tales about the Mind and Brain** Sergio Della Sala,2007-01-11 Does listening to Mozart make us more intelligent Is there such a thing as a gay gene Does the size of the brain matter Does the moon influence our behaviour Can we communicate with the dead Can graphology tell us anything about a person s character Is the human brain clonable What role do dreams have in cognition Can mind conquer matter and diseases Are out of body experiences possible Can we trust our intuitions To some the answer to all these questions might well be a resounding no but to many people these represent serious beliefs about the mind and brain beliefs that drive their everyday behaviour beliefs that cost them huge amounts of money Whole industries have developed founded on these dubious claims about the mind and brain Even major corporations have dabbled with assessment methods such as those advocated by graphology accepting and rejecting candidates on the basis of their handwriting Expectant parents buy books and tapes by the dozen showing them how to improve the intelligence of their child by playing them classical music People subscribe to expensive therapies founded on beliefs rather than science or risk their health buying books that tell them how they can conquer illness through positive thinking perhaps at the expense of more scientifically proven treatments Tall Tales about the Mind and Brain presents a sweeping survey of common myths about the mind and brain In a lighthearted and accessible style it exposes the truth behind these beliefs how they are perpetuated why people believe them and why they might even exist in the first place

The Making and Breaking of Minds: How social interactions shape the human mind Isabella Sarto-Jackson,2022-04-05 The human brain has a truly remarkable capacity It reorganizes itself flexibly adjusting to fluctuating environmental conditions a process called neuroplasticity Neuroplasticity provides the basis for wide ranging learning and memory processes that are particularly profuse during childhood and adolescence At the same time the exceptional malleability of the developing brain leaves it highly vulnerable to negative impact from the surroundings Abusive or neglecting social environments as well as socioeconomic deprivation and poverty cause toxic stress and complex traumas that can severely compromise cognitive development emotional processing self perception and executive brain functions The

neurophysiological changes entailed impair emotional regulation lead to heightened anxiety and afflict attachment and the formation of social bonds Neuroplastic changes following severely adverse experiences are not something that a person grows out of and gets over These experiences alter the neurobiological and biochemical makeup and cause people to live in an emotionally relabeled world in which the evaluation of any social cue their behavior cognition and state of mind are biased towards the negative Even more worrying detrimental neurophysiological consequences are not limited to the traumatized individual but are often transmitted to subsequent generations through a process of social niche construction thereby creating a vicious cycle Thus the making and breaking forces of the brain are epitomized by parents alloparents peers and our socioeconomic niche This book expounds on the formative role that the social environment plays in healthy brain development especially during infancy childhood and adolescence Based on scientific findings the book advocates for bold measures and responsible stewardship to combat child abuse maltreatment and child poverty By bringing together insights from neuroscience evolutionary biology and social education work it lays out a fact based transdisciplinary endeavor that aims at rising to the societal challenge of providing a rewarding perspective to youth at risk It will be a valuable resource for academics from social education pedagogy cognitive science neuroscience as well as professionals in the fields of social work pedagogy education child welfare

The Color of Mind Derrick Darby, John L. Rury, 2018-01-24 An indispensable text for understanding educational racial injustice and contributing to initiatives to mitigate it Educational Theory American students vary in educational achievement but white students in general typically have better test scores and grades than black students Why is this the case and what can school leaders do about it In *The Color of Mind* Derrick Darby and John L Rury answer these pressing questions and show that we cannot make further progress in closing the achievement gap until we understand its racist origins Telling the story of what they call the Color of Mind the idea that there are racial differences in intelligence character and behavior they show how philosophers such as David Hume and Immanuel Kant and American statesman Thomas Jefferson contributed to the construction of this pernicious idea how it influenced the nature of schooling and student achievement and how voices of dissent such as Frederick Douglass Frances Ellen Watkins Harper and W E B Du Bois debunked the Color of Mind and worked to undo its adverse impacts Rejecting the view that racial differences in educational achievement are a product of innate or cultural differences Darby and Rury uncover the historical interplay between ideas about race and American schooling to show clearly that the racial achievement gap has been socially and institutionally constructed School leaders striving to bring justice and dignity to American schools today must work to root out the systemic manifestations of these ideas within schools while still doing what they can to mitigate the negative effects of poverty segregation inequality and other external factors that adversely affect student achievement While we can't expect schools alone to solve these vexing social problems we must demand that they address the injustices associated with how we track discipline and deal with special education that reinforce long standing racist ideas That is the only way to expel the

Color of Mind from schools close the racial achievement gap and afford all children the dignity they deserve **Poverty and Power** Edward Royce, 2009 Poverty and Power suggests that today's poverty results from deep rooted disparities in income wealth and power The rate and severity of poverty remain high because millions of Americans are trapped in low wage jobs inadequately served by government policy excluded from mainstream policy debates and victimized by discrimination and social exclusion *Brain & Behavior* Bob Garrett, Gerald Hough, 2017-10-04 Ignite your students excitement about behavioral neuroscience with Brain Behavior An Introduction to Behavioral Neuroscience Fifth Edition by best selling author Bob Garrett and new co author Gerald Hough Garrett and Hough make the field accessible by inviting students to explore key theories and scientific discoveries using detailed illustrations and immersive examples as their guide Spotlights on case studies current events and research findings help students make connections between the material and their own lives A study guide revised artwork new animations and an interactive eBook stimulate deep learning and critical thinking A Complete Teaching Learning Package Contact your rep to request a demo answer your questions and find the perfect combination of tools and resources below to fit your unique course needs SAGE Premium Video Stories of Brain Behavior and Figures Brought to Life videos bring concepts to life through original animations and easy to follow narrations Watch a sample Interactive eBook Your students save when you bundle the print version with the Interactive eBook Bundle ISBN 978 1 5443 1607 9 which includes access to SAGE Premium Video and other multimedia tools Learn more SAGE coursepacks SAGE coursepacks makes it easy to import our quality instructor and student resource content into your school's learning management system LMS Intuitive and simple to use SAGE coursepacks allows you to customize course content to meet your students needs Learn more SAGE edge This companion website offers both instructors and students a robust online environment with an impressive array of teaching and learning resources Learn more Study Guide The completely revised Study Guide offers students even more opportunities to practice and master the material Bundle it with the core text for only 5 more Learn more [The IQ Mythology](#) Elaine Mensh, Harry Mensh, 1991-04-20 Ever since Alfred Binet carried out a 1904 commission from France's minister of public instruction to devise a means for deciding which pupils should be sent to what would now be called special education classes IQ scores have been used to label and track children Those same scores have been cited as proof that different races classes and genders are of superior and inferior intelligence The Menshes make clear that from the beginning IQ tests have been fundamentally biased Offered as a means for seeking solutions to social problems the actual measurements have been used to maintain the status quo Often the most telling comments are from the test makers themselves whether Binet little girls weak in orthography are strong in sewing and capable in the instruction concerning housekeeping and all things considered this is more important for their future or Wigdor and Garner naive use of intelligence tests to place children of linguistic or racial minority status in special education programs will not be defensible in court Among the disturbing facts that the authors share is that there is mounting political pressure for more tests and

testing despite a court trial in which the judge stated that defendants expert witnesses even those clearly affiliated with the companies that devise and distribute the standardized intelligence tests agreed with one exception that we cannot truly define much less measure intelligence The testing firms have responded to this carefully orchestrated need with new products that extend even to the IQ testing of three month old infants The authors stress that if the testers prevail there is little doubt that these and similar tests would be used ad infinitum to justify superior and inferior education along class and racial lines

The Myth of Human Races Alain F. Corcos,2016-07-25 The idea that there are different human races is false It is a socially constructed myth that has no grounding in science Protagonists of race theory have tried to prove that human races exist with flawed research The Myth of Human Races unravels these flaws and exposes the theory s underlying prejudice of race superiority

The Science of Human Intelligence Richard J. Haier,Roberto Colom,Earl Hunt,2023-08-03 In this revised and updated edition of Hunt s classic textbook Human Intelligence two research experts explain how key scientific studies have revealed exciting information about what intelligence is where it comes from why there are individual differences and what the prospects are for enhancing it The topics are chosen based on the weight of evidence allowing readers to evaluate what ideas and theories the data support Topics include IQ testing mental processes brain imaging genetics population differences sex aging and likely prospects for enhancing intelligence based on current scientific evidence Readers will confront ethical issues raised by research data and learn how scientists pursue answers to basic and socially relevant questions about why intelligence is important in everyday life Many of the answers will be surprising and stimulate readers to think constructively about their own views

50 Great Myths of Human Evolution John H. Relethford,2017-01-17 50 Great Myths of Human Evolution uses common misconceptions to explore basic theory and research in human evolution and strengthen critical thinking skills for lay readers and students Examines intriguing yet widely misunderstood topics from general ideas about evolution and human origins to the evolution of modern humans and recent trends in the field Describes what fossils archaeology and genetics can tell us about human origins Demonstrates the ways in which science adapts and changes over time to incorporate new evidence and better explanations Includes myths such as Humans lived at the same time as dinosaurs Lucy was so small because she was a child Our ancestors have always made fire and There is a strong relationship between brain size and intelligence Comprised of stand alone essays that are perfect for casual reading as well as footnotes and references that allow readers to delve more deeply into topics

The Myth of Race Robert Wald Sussman,2014-10-06 Although eugenics is now widely discredited some groups and individuals claim a new scientific basis for old racist assumptions Pondering the continuing influence of racist research and thought despite all evidence to the contrary Robert Sussman explains why when it comes to race too many people still mistake bigotry for science

Inequality by Design Claude S. Fischer,1996-07-28 And recent policies have on the whole widened the gap between the rich and the rest of Americans since the 1970s

Man's Most Dangerous Myth: The Fallacy of Race Ashley

Montagu, 2011-11-29 DR ASHLEY MONTAGU S book possesses two great merits rarely found in current discussions of human problems Where most writers over simplify he insists on the principle of multiple and interlocking causation And where most assume that facts will speak for themselves he makes it clear that facts are mere ventriloquists dummies and can be made to justify any course of action that appeals to the socially conditioned passions of the individuals concerned These two truths are sufficiently obvious but they are seldom recognized for the good reason that they are very depressing To recognize the first truth is to recognize the fact that there are no panaceas and that therefore most of the golden promises made by political reformers and revolutionaries are illusory And to recognize the truth that facts do not speak for themselves but only as man s socially conditioned passions dictate is to recognize that our current educational processes can do very little to ameliorate the state of the world In the language of traditional theology so much more realistic in many respects than the liberal philosophies which replaced it most ignorance is voluntary and depends upon acts of the conscious or subconscious will Thus the fallacies underlying the propaganda of racial hatred are not recognized because as Dr Montagu points out most people have a desire to act aggressively and the members of other ethnic groups are convenient victims whom one may attack with a good conscience This desire to act aggressively has its origins in the largely unavoidable frustrations imposed upon the individual by the processes of early education and later adjustments to the social environment Dr Montagu might have added that aggressiveness pays a higher dividend in emotional satisfaction than does co peration Co peration may produce a mild emotional glow but the indulgence of aggressivness can be the equivalent of a drinking bout or sexual orgy In our industrial societies the goodness of life is measured in terms of the number and intensity of the excitements experienced Popular philosophy is moulded by and finds expression in the advertising pages of popular magazines Significantly enough the word that occurs more frequently in those pages than any other is thrill Like sex and alcohol aggressiveness can give enormous thrills Under existing social conditions it is therefore easy to represent aggressiveness as good Concerning the remedies for the social diseases he has so penetratingly diagnosed Dr Montagu says very little except that they will have to consist in some process of education But what process It is to be hoped that he will answer this question at length in another work ALDOUS HUXLEY Bringing the Neuroscience of Learning to Online Teaching Tracey Tokuhama-Espinosa, 2021 This book draws on the best of neuroscience to inform decision making about digital learning to help teachers and administrators see the many advantages of online instruction *The Race Myth* Joseph Graves, 2005-06-28 Graves integration of science and objective analysis with popular biological assumptions of race makes this an enlightening and provocative work Booklist DOES RACE AS WE KNOW IT REALLY EXIST Preeminent evolutionary biologist Joseph Graves proves once and for all that it doesn t Through accessible and compelling language he makes the provocative argument that science cannot account for the radical categories used to classify people and debunks ancient race related fallacies that are still held as fact from damaging medical profiles to misconceptions about sports He explains why

defining race according to skin tone or eye shape is woefully inaccurate and how making assumptions based on these false categories regarding IQ behavior or predisposition to disease has devastating effects Demonstrating that racial distinctions are in fact social inventions not biological truths The Race Myth brings much needed sound science to one of America s most emotionally charged debates *Neuromyths: Debunking False Ideas About The Brain* Tracey

Tokuhamma-Espinosa,2018-09-25 A guide to the science behind the art of teaching Not every teaching method touted as brain friendly is supported by research findings and misconceptions about the brain have the capacity to harm rather than help In her new book Tracey Tokuhamma Espinosa untangles scientific fact from pedagogical fiction debunking dozens of widely held beliefs about the brain that have made their way into the education literature In ten central chapters on topics ranging from brain structure to classroom environments the text traces the origins of common neuromyths from categorizing individuals as right brained or left brained to prevailing beliefs about multitasking or the effects of video games and corrects the record with the most current state of knowledge Rather than offering pat strategies Tokuhamma Espinosa challenges teachers curious about the brain to become learning scientists and supplies the tools needed to evaluate research and put it to use in the classroom **The Myth of Post-Racial America** H. Roy Kaplan,2011-01-16 The Myth of Post Racial America provides a history of race and racism in the United States These concepts became integral parts of American society through social psychological and political decisions which are documented so readers can learn about the origin of myths and stereotypes that have created schisms in our society from its founding to the present day This information is essential reading for students and teachers so they can become more effective in their work and value cultural differences modes of expression and learning styles **Man's Most Dangerous Myth** Ashley Montagu,2001-04-19 Man s Most Dangerous Myth was first published in 1942 when Nazism flourished when African Americans sat at the back of the bus and when race was considered the determinant of people s character and intelligence It presented a revolutionary theory for its time breaking the link between genetics and culture it argued that race is largely a social construction and not constitutive of significant biological differences between people In the ensuing 55 years as Ashley Montagu s radical hypothesis became accepted knowledge succeeding editions of his book traced the changes in our conceptions of race and race relations over the 20th century Now over 50 years later Man s Most Dangerous Myth is back in print fully revised by the original author Montagu is internationally renowned for his work on race as well as for such influential books as The Natural Superiority of Women Touching and The Elephant Man This new edition contains Montagu s most complete explication of his theory and a thorough updating of previous editions The Sixth Edition takes on the issues of the Bell Curve IQ testing ethnic cleansing and other current race relations topics as well as contemporary restatements of topics previously addressed A bibliography of almost 3 000 published items on race compiled over a lifetime of work is of enormous research value Also available is an abridged student edition containing the essence of Montagu s argument its policy implications and his thoughts on contemporary race

issues for use in classrooms Ahead of its time in 1942 Montagu s arguments still contribute essential and salient perspectives as we face the issue of race in the 1990s Man s Most Dangerous Myth is the seminal work of one of the 20th century s leading intellectuals essential reading for all scholars and students of race relations

Unveiling the Magic of Words: A Review of "**Myths Intelligence Mind Race Genes**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Myths Intelligence Mind Race Genes**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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