

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer

In this course we will discuss the cognitive neuroscience of face perception. Topics will include the structural and functional mechanisms of face processing and recognition, cognitive processes such as attention allocation and memory, and dysregulation and dysfunction of face perception. Practical applications and social implications will be discussed.

Upon successful completion of this course students will be able to

1. Identify the underlying neural structures and processes involved in face perception
2. Discuss neuropsychological models of face perception, their limitations, and applications
3. Evaluate appropriate methodological approaches for investigating face perception
4. Understand the social implications and practical application of face perception theories and research

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend in class, studying course material, and completing homework or preparing for your assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) that distributes the 8-10 hours per week and avoid 'cramming'. This way you will be more likely to complete the course successfully and remember what you learned longer.

: Throughout the term, I will routinely post course news in the Announcements section of the course homepage. I encourage you to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities.

The following schedule reflects the order of topics. Lecture topics may be covered before/after the scheduled date depending upon factors such as topic progression. The instructor reserves the right to modify the contents of this syllabus as necessary. Any changes made to the course calendar will be communicated to students in a timely manner. All dates and times in this syllabus are EDT/EST.

---

Jan 10

Jan 13

All components of this course will receive numerical percentage marks. The

During the term, students will develop and research a selected topic within face perception. Students will consult with their peers and instructor regarding their focal topic, thesis, background literature, and paper structure throughout the term. Additional details will be posted via onQ and discussed in-class. The final submission will be no longer than 10 double-spaced pages, formatted according to the 7<sup>th</sup> edition of the APA manual, and will qualitatively include 5 empirical papers from the primary literature.

All assignments are submitted through the course onQ. Emailed assignments are not accepted and will not be graded. Students may access MS word via Microsoft 365: -

5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
- 6.

becomes apparent and to contact their professor as soon as possible once consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

[Queen's students, faculty, administrators and staff](#) all have responsibilities for upholding the [fundamental values of academic integrity](#); honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the [Arts and Science website](#), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. Issues of academic integrity that are particularly relevant to this course are as follows (adapted from <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>):

1. Presenting another's ideas or phrasings as one's own without proper acknowledgement. For example: Copying and pasting from the internet, a printed source, or other resource without proper acknowledgement, copying from another student, using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement, or submitting the same piece of work in more than one course without the permission of the instructor(s).
2. , such as possessing or using unauthorized study materials or aids during a test copying from another's test paper, using unauthorized calculator or other aids during a test, unauthorized removal of materials from the library, or deliberate concealment of library materials.
- 3.

examination written, in whole or in part, by someone else, or fabricating or falsifying laboratory or research data.

\_\_\_\_\_ Unless otherwise stated, all course materials are copyrighted and are



race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples.

: Students in this course are expected to attend (in both body *and* mind) lecture and labs, be prepared to learn, participate, and



Attention

Palermo, R., & Rhodes, G. (2007). Are you always on my mind? A review of how face perception and attention interact. *Neuropsychologia*, 45, 75-92.

