Psychology 733: Topics in Perception - Part 2
Top-Down Effects in Perception
Spring 2012

Instructor: Prof. Gary Lupyan; lupyan@wisc.edu
Meetings: W 9:30-12:00 Psych (Brogden) 634
Office Hours: By appt. Rm 419
Class Website: http://sapir.psych.wisc.edu/wiki/index.php/Psych733

Course Description
This graduate seminar will give students an overview of top-down effects on perception. Among the topics to be discussed will be: modularity of perception, its (im)penetrability by cognitive factors, interactive information processing in perception, and effects of "high-level" factors on "low-level" processes. Although the readings primarily focus on visual perception, I will introduce examples from other modalities such as audition, olfaction, and proprioception during the discussions. The subject matter we will cover is relevant not only for understanding perception, but comprises an ideal test-bed for contrasting fundamentally different ways of understanding the relationship between brain, world, and behavior.

Readings
Students are expected to read all the assigned papers for each class. We will set up a rotating schedule for several students to organize a presentation for each class. Long papers will be presented by several students. I will do the presentation for the first class as a demonstration, but I encourage each presenter to be innovative and entertaining. It may appear that there is a lot of reading. I will give you strategies at the start of the term for how to quickly read these papers. Readings are available for download on the course site. For copyright reasons, they are password-protected. If you do not know the password, contact me by email.

Expectations
Each student is expected to do all the readings for each week, to participate actively in the discussions, and to write a research paper due March 13th. Many of the readings are filled with jargon and use methods you may not be familiar with. That’s ok. I do not expect you to understand the readings from beginnnig to end. What is most important is that you understand the big picture. We’ll sort out the details in class.

Evaluation
Participation: 20%
Presentation and leading discussions: 30%
Research paper (2000-3000 words not including refs.): 50%

Here’s how to get yourself an A:
(1) Question everything and everyone and do it out loud. It doesn’t matter if your question or comment is half-baked. Just say it.
(2) During your presentations, focus on the big picture and don’t sweat the small stuff.
(3) In your paper, try to draw original connections between the different topics we are covering. Many of the authors we will be reading are not aware of each other’s work, so there is plenty of room to draw such new connections.
(4) Clear your paper topic with me by week 6. I am happy to guide you and provide topic suggestions.

**Philosophical Foundations (week 1)**


**Empirical/Neural Foundations (week 2):**


**Further Reading:**

**Object Recognition (week 3)**


Further Reading:

Adaptation and category-level effects (week 4)

Further Reading:

Information flow and Reverse Hierarchy Theory (week 5)

**Speech (week 6)**


**Further Reading:**


**Language and Vision (week 7)**


**Further Readings:**


**Consciousness and Hallucinations (week 8)**


Further Readings:


Where to take complaints about a Teaching Assistant or Course Instructor:
Occasionally, a student may have a complaint about a Teaching Assistant or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. If you do not want to approach the instructor, make an appointment to speak to the Department Chair, Professor Patricia Devine: chair@psych.wisc.edu.

If your complaint has to do with sexual harassment, you may also take your complaint to Vicky Lenzlinger, Instructional Program Manager, vlenzlinger@psych.wisc.edu. Her office is located on the second floor of the Psychology building, room 222.

If you believe the TA or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, or ethnic background, you also may take your complaint to the Office of Equity and Diversity, room 179-A Bascom Hall, or go to: http://www.oed.wisc.edu/

UW Code of Conduct
The UW Student Code of Conduct, including an explanation of what constitutes plagiarism, can be found at http://students.wisc.edu/saja/misconduct/UWS14.html. For your own good, Please do not plagiarize.

Ethics of being a student in the Department of Psychology
The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor. For detailed information on how to avoid plagiarism, please see the following website: http://writing.wisc.edu/Handbook/QuotingSources.html

Your instructor will contact you if he has concerns about academic misconduct. You will have an opportunity to explain your work and address your instructor’s concerns. Following the meeting, if your instructor believes that you engaged in misconduct, he will decide on an action. Following UW protocol, your instructor will inform the Dean of Students’ Office of the outcome of the meeting and proposed sanction. Penalties for substantiated cases of academic misconduct include a zero on the assignment or exam, a lower grade in the course, and failure in the course. Repeated acts of academic misconduct may result in more serious actions such as probation or suspension. For complete information on proper conduct, academic misconduct, and sanctions, please see UWS Chapter 14: http://students.wisc.edu/saja/misconduct/UWS14.html

Special Needs
The McBurney Disability Resources Center provides a variety of services for those who might need special accommodations. Services can include counseling, testing, and recommending accommodations. Please let us know 2 weeks before each exam if you need extra accommodations, as documented by a McBurney Visa. Contact them at 1305 Linden Drive, 263-2741, or http://www.mcburney.wisc.edu/. In addition, the TRIO Student Support Services provides support for low-income families, first generation college students, and students with disabilities. Contact them at 16 Ingraham Hall, 1155 Observatory Drive, 265-5106, or http://www.education.wisc.edu/trio/.