



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2019/2020

Name Face Perception and Person Identification
Teaching staff (Also indicate the Professor in charge) Prof. Paulo Ventura
ECTS 6 ECTS
Functioning 1 st semester
Learning goals Know and understand the cognitive processes underlying the processing of information extracted from faces in the context of social interaction. Knowing and understanding how the brain processes different messages conveyed by faces. Know and understand the development processes of perception of faces and their disorders after injury or illness. Know the main applications of the study of face perception.



Know and value the joint contributions of cognitive, social, developmental and neuroscience perspectives

Skills to be developed

Understanding the specificity and importance of the various methods of study in the field of Face Perception and Recognition

Acquisition of a multidisciplinary conceptual framework for the study of Face Perception and Person Identification

Acquisition of nuclear expertise in the area of Face Perception and Person Identification

Acquisition of nuclear knowledge in the area of Face Perception and Person Identification

Understanding the application areas of the study of Face Perception and Person Identification.

Autonomy literature review

Ability to analyze and interpret scientific articles in the field of Face Perception and Person Identification.

Ability to critically reflect on scientific texts

Oral communication skills and effective writing

Critical evaluation of research in the area

Prerequisites (precedences) *

None



Contents

Introduction: exemplary empirical data of research on face perception

Research methods in the field of face perception and face recognition

Physical categorization of faces: age, gender, race

Inference of attractiveness, reliability, intelligence from faces

Inference of social information from faces

Viewing direction, visual attention to people and social cognition

Emotions inference from faces and lipreading

Perception of mind and mentalist assignments from faces

Recognizing familiar faces and recall of unfamiliar faces

Recovery of semantic information from the faces and recovery of names

Facial recognition and criminal identification

Development of face recognition

Disturbances in face recognition: prosopagnosia and Caprgas syndrome

Disturbances in the extraction of information from faces

Cognitive neuroscience of processing faces and extracting different information types

Bibliography

Bruce, V, & Young, A. W. (1998). In the eye of the beholder: the science of face perception. Oxford University Press.

Bruce, V, & Young, A. W. (2012). Face perception. Psychology Press.

G. Rhodes, A. Calder, M. Johnson, & J. V. Haxby (Eds) (2012). Oxford handbook of face perception. Oxford University Press.



Perrett, D. (2010). In your face: the new science of human attraction. Palgrave Macmillan.

Ward, J. (2012). The student's guide to social neuroscience. Psychology Press

Teaching methods

Theoretical classes

General thematic presentation

In class, the teacher proceeds to a thematic presentation, introducing the elements considered essential to a proper understanding of the matter, linking this matter and establishing appropriate conceptual relationships with other relevant content of Cognitive Neuropsychology, Psychology in general, the Cognitive Sciences and Cognitive Neuroscience. Although classes have an expository nature, students are often asked to participate critically in class.

Practice classes

Presentation and discussion of topics

Evaluation Regimes (General and/or Alternative)

. General regime

The UC evaluation includes the themed presentation and the poster presentation and multiple-choice tests to be taken in class during the semester (see evaluation elements)

In the case of a second wave of the COVID-19 pandemic, an alternative evaluation plan will take place, using the e-learning platform (e.g., to hand in assignments) and replacing the multiple-choice tests by a final exam.

Evaluation Elements

(Dates due, weights, minimum required grades)

Assessment elements of Theoretical Classes



Two frequencies (5 points each)

Assessment elements of Practice Classes

A. Lectures/oral presentation. In addition to the text (s) contained in the presentation of a theme, students must consult at least one additional paper. Students hand in class a paper version of the visual material used (maximum 5 points).

B. Preparation and exhibition of themed Posters. Students hand in class a paper version of the visual material used (maximum 5 points).

For approval at the UC, students must achieve a minimum of 8.5 (on a scale of 0 to 20) in each of the evaluation elements and the sum of all elements should reach a minimum of 9.5 (on a scale from 0 to 20).

In order to be evaluated at UC, students will be required to carry out all elements of evaluation

Participation in experimental work: Students will have the opportunity to enroll in experimental sessions (0.5 up to a maximum bonus of 1.0): There is also the embodiment of a more active role in research (research assistants / collaborators) (1.5 bonus)

Alternative Regime

Students perform a final exam (worth 20 points); no attendance control; students who opt for this regime can not enroll in the experiments

Rules for grade improvement

The grade improvement can be made only to the questions concerning the theoretical lectures.

Rules for students having previously failed the course unit *

If students have a positive grade in the practice evaluation in a previous year they do not need to do the practice evaluation

Requirements on attendance and punctuality

In General Regime (obligatory presence in two thirds of practice classes).



In the Final Regime (Alternative): no attendance requirements

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

According to legislation

Language of instruction

Portuguese

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;



i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable