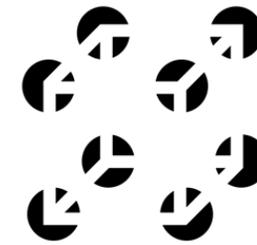


82:468 – Perception – Winter 2025

Mon & Wed – 3:40pm – 5:00pm – BB 1-35

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Moodle Key: thereisnospoon



#	Problem / Topic	Evaluation Deadlines and Weights
0	Introduction	Engagement (30%) – All Semester
I	How do we see?	IDEA (70%) – Apr 14 th by 5:00pm
II	What is the brain doing?	
III	Why do errors in visual perception occur?	Conjecture Due Dates
IV	Where do colors come from?	#1 – Jan 13 #2 – Jan 20
V	Where do tastes come from?	#3 – Jan 22 #4 – Jan 29
VI	The CRAACK in the Forest	#5 – Feb 5 #6 – Feb 10
VII	Flatlands and Depth Perception	#7 – Mar 03 #8 – Mar 10
VIII	Interactionism and Constructivism	#9 – Mar 19 #10 – Mar 26
IX	Is touch more secure than our other senses?	
X	Why does time feel like it slows down or speeds up?	● +
XI	Epistemology and University Education	
XII	Closure	— — +

IDEA: You are tasked with subjecting yourself to a semester-long personal reflection exercise aimed at developing your intellectual sensitivity to the following problem: *What is a percept?* Exactly how you go about answering that problem and demonstrating your insights into the problem is up to you. However, your response must address how your understanding of perception has changed throughout the semester and the reasons for those changes. Ultimately, you must convince me that you learned something in this course. More information about the assignment is posted on Moodle.

Engagement: Each class will involve a discussion around students' intuitions and provisional understanding about a topic or problem in perception. Consequently, you will be expected to express your thoughts, no matter how obvious or inconsequential they may seem to you (which they are anything but). Your responses can be personal, informal, and speculative in nature. You can contribute to the class discussions by responding to my questions and demonstrations, by responding to other students, or by raising issues that you consider to be relevant. You are encouraged to offer resistance to the professor and question the arguments that are advanced in class. *Your thoughts are valued here.* So much so that class engagement is worth 30% of your grade. That said, some students prefer to listen rather than speak, some require more time to reflect on an issue before expressing their thoughts, and others experience various levels of discomfort when speaking in a group setting. In order to accommodate these individual differences, your engagement can also be demonstrated by submitting **conjectures**: brief (1 pg. max, single spaced) written responses to questions posted on Moodle. There are thus multiple avenues to demonstrate engagement with the course material: 1) Frequent contributions to the class discussions; 2) Frequent submissions of conjectures; or 3) An appropriate mix of both. A grading rubric for class engagement is posted on Moodle.

Textbook: A textbook is not required for this course. For reasons that will be discovered over the unfolding of the semester, students are encouraged to actively develop their own understanding of perception rather than encode information from a textbook. Films, short-stories, poems, quotes, art, exercises and demonstrations will be used to supplement the course topics, and prompt speculation and discussion in the classroom. Optional academic articles about perception are posted on Moodle for those who are interested.

Workload: Given that you are not expected to read weekly chapters in a textbook, memorize content for a test, write essays, research proposals or literature reviews, the weekly workload outside of class is relatively light. As a tradeoff, I do expect a high degree of engagement with the course material during class time.

Course Description (From Course Calendar): Prerequisite: 82:266. This course examines human senses and the functioning of the nervous system in perception. Topics include the study of sensation and perception as a central area in the development of experimental psychology, from early Gestalt and psychophysical approaches to recent discoveries in cognitive neuroscience.

Spirit of the Course (From Xenophanes): “The gods did not reveal, from the beginning, all things to us, but in the course of time through seeking we may learn and know things better. But as for certain truth, no man has known it, nor shall he ever know it, neither of the gods, nor yet of all the things of which I speak. For even if by chance, he were to utter the perfect truth, he would himself not know it: *For all is but a woven web of guesses*”

Extensions: If you are unable to submit an evaluation item, you must notify me prior to the due date. In general, if you require an extension, I will grant one. Unless otherwise requested, I do not need supporting documentation. I understand that moments occasionally arise where it seems that factors beyond worldly comprehension have manifested and conspired to solely undermine your ability to perform and focus on your studies (e.g. death, illness, family responsibilities). These moments, while distressing, should not ultimately impede your progress, as long as you have been taking your studies seriously up to that point. As such, an extension is reasonable accommodation to grant. That said, if I obtain the impression that students are taking advantage of me or are simply trying to avoid responsibility, no extension will be granted, and you will receive a late penalty whose magnitude is determined by individual circumstances, including a grade of zero.

Accessibility Services: Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. The Student Accessibility Services (SAS) office works with students who have permanent, chronic, or temporary disabilities. SAS will provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical, or temporary), you are invited to contact Student Accessibility Services to arrange confidential discussion at (204) 727-9759. If you are registered with SAS and have a letter requesting accommodations, you are encouraged to contact the instructor early in the term to discuss the accommodations outline in your letter. Additional information is available at the Student Accessibility Services website.

Psychology Department Statements Regarding Rewrites & Waiving Pre-Requisites:

The Psychology Department does not permit individual student rewrites of any exams (or any other alternate form of assessment). The Psychology Department will not waive prerequisites unless the student can display sufficient background knowledge and/or experience. The student must provide the request to the department in writing for approval with appended documentation.

Letter Grade Equivalents:

A+ 90-100%	B+ 75-79%	C+ 61-64%	D 50-53%
A 85-89%	B 70-74%	C 57-60%	F Below 50%
A- 80-84%	B- 65-69%	C- 54-56%	

Academic Integrity: Departures from academic integrity will not be tolerated. Such departures include, but are not limited to: plagiarism, cheating, submitting assignments from other courses, and misuse of AI to complete assessment items. As stated in the Senate Policy on Academic Integrity (<https://www.brandonu.ca/senate-office/senate-policies/>) students that are suspected of departing from academic integrity will have a hold placed on their course withdrawal eligibility, will meet with the professor to determine the student’s responsibility for the suspected departure, and if the student was deemed responsible, face sanctions from the Dean, including: a grade of zero on the assignment, a grade of F-AD in the course, or expulsion from the university.