



HRVATSKO  
KATOLICKO  
SVEUČILIŠTE  
ZAGREB  
UNIVERSITAS  
STUDIORUM  
CATHOLICA  
CROATICA  
ZAGREBIA

# Detailed Course Syllabus

**Academic year:**

2023/2024

**Semester:**

Summer semester

**Study Program:**

Sociologija (dvopredmetni)

(R) (elective)

Komunikologija (R)

(elective)

**Year of study:**

1

## I. BASIC COURSE INFORMATION

**Name:** Introduction to Mind and Brain

**Abbreviation:** IZBP243

**ECTS:** 4

**Code:** 264641

**Prerequisites:** No

*Total Course Workload*

**Teaching Mode**

**Total Hours**

Lecture

15

Seminar

30

**Class Time and Place:** HKS - according to the published schedule

## II. TEACHING STAFF

*Course Holder*

**Name and Surname:** Knežević Martina

**Academic Degree:**

**Professional Title:** izvanredni profesor

**Contact E-mail:**

[martina.knezevic@unicath.hr](mailto:martina.knezevic@unicath.hr)

**Telephone:**

**Office Hours:** According to the published schedule

*Course Assistant*

## III. DETAILED COURSE INFORMATION

**Teaching Language:** Hrvatski

<b>Course Description</b>	<p>This course introduces students to the basics of brain functioning and mind-brain-behaviour interaction. The general aim is to help students understand the essentials of human behaviour. Students will have the opportunity to discuss and evaluate the importance of education from an early age, inquire how basic math and learning skills are acquired and compare similar behaviours in distinct species. They will explore the impact of social media on the brain, how brain, mind and body function during and after the psychological trauma and are the brains of people who commit crimes different from the brains of people who do not. The course places a strong emphasis on interdisciplinary dialogue. No background is assumed.</p>	
<b>Educational Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand the foundational information regarding the relationship between brain, mind and behavior.</li> <li>2. Distinguish scientific facts from misconceptions about the mind and the brain.</li> <li>3. Explain the nature of some basics psychological processes and their relation to brain function.</li> <li>4. Present seminar paper(s) on selected topic.</li> </ol>	
<i>Textbooks and Materials</i>		
<b>Required</b>	<ol style="list-style-type: none"> <li>1. Notes from the lectures</li> </ol>	
<b>Supplementary</b>	<p><b>Books</b></p> <ol style="list-style-type: none"> <li>1. Blakemore, S. J. &amp; Firth, U. (2005). <i>The learning brain. Lessons for education.</i> Blackwel Publishing</li> <li>2. Geary, D. C. (2004). <i>The Origin of Mind: Evolution of Brain, Cognition, and General Intelligence.</i> American Psychological Association</li> <li>3. Gellaty, A. &amp; Zarate, O. (2018). <i>Introducing the Mind and Brain: A Graphic Guide.</i> Icon Books</li> <li>4. Redish, A. D. (2013). <i>The Mind within the Brain. How We Make Decisions and How Those Decisions Go Wrong.</i> Oxford University Press</li> <li>5. Van der Kolk, B. (2015). <i>The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma.</i> The Book Service.</li> </ol> <p><b>Scientific Articles</b></p> <ol style="list-style-type: none"> <li>1. Macdonald, K., Germine, L., Anderson, A., Christodoulou, J., McGrath, L. M. (2017). Dispelling the Myth: Training in Education or Neuroscience Decreases but Does Not Eliminate Beliefs in Neuromyths. <i>Frontiers in Psychology</i>, 8: 1314. <a href="https://doi.org/10.3389/fpsyg.2017.01314">https://doi.org/10.3389/fpsyg.2017.01314</a></li> <li>2. Santos, L.R. &amp; Rosati A. G. (2015). The evolutionary roots of human decision making. <i>Annual Review of Psychology</i>, 3(66): 321-347 <a href="https://doi.org/10.1146/annurev-psych-010814-015310">https://doi.org/10.1146/annurev-psych-010814-015310</a>.</li> <li>3. Stevens, J. R. (2010). The challenges of understanding animal minds. <i>Fontiers in Psychology</i>, 19(1): 203. <a href="https://doi.org/10.3389/fpsyg.2010.00203">https://doi.org/10.3389/fpsyg.2010.00203</a></li> <li>4. Stiles, J. &amp; Jeringan, T. L. (2010). The Basics of Brain Development. <i>Neuropsychological Review</i>, 20(4): 327-348. <a href="https://doi.org/10.1007/s11065-010-9148-4">https://doi.org/10.1007/s11065-010-9148-4</a></li> <li>5. Walhovd, K. B., Lövden, M. &amp; Fjell, A. M. (2023). Timing of lifespan influences on brain and cognition. <i>Trends in Cognitive Sciences</i>, 27(10): 901-915. <a href="https://doi.org/10.1016/j.tics.2023.07.001">https://doi.org/10.1016/j.tics.2023.07.001</a>.</li> </ol>	
<i>Examination and Grading</i>		
<b>To Be Passed DA</b>	<b>Exclusively Continuous Assessment NE</b>	<b>Included in Average Grade DA</b>
<b>Prerequisites to Obtain Signature and Take Final Exam</b>	<ul style="list-style-type: none"> <li>• Regular class attendance (at least 70%).</li> <li>• Fulfilled obligations of seminar presentations and teamwork</li> <li>• Obtaining a minimum of 35% points during classes through assigned course activities - cumulatively achieved through seminars, class discussions and teamwork.</li> </ul>	
<b>Examination Manner</b>	Continuous evaluation of student's work leads to the total grade assessment.	
<b>Grading Manner</b>	<ul style="list-style-type: none"> <li>• Continuous evaluation of student work throughout the course.</li> <li>• Final exam (minimum 50%)</li> </ul>	
<b>Detailed Overview of Grading within ECTS</b>		

ACTIVITY TYPE	ECTS Student Workload Coefficient	GRADE PERCENTAGE (%)
Class Attendance	1	0
1 <sup>st</sup> seminar	1.25	35
2 <sup>nd</sup> seminar	1.25	35
<b>Total in Class</b>		
Final Exam	0.5	30
<b>TOTAL ECTS</b> (Classes + Final Exam)	<b>4</b>	<b>100</b>

#### IV. WEEKLY CLASS SCHEDULE