



HRVATSKO
KATOLICKO
SVEUČILIŠTE
ZAGREB
UNIVERSITAS
STUDIORUM
CATHOLICA
CROATICA
ZAGREBIA

Detailed Course Syllabus

Academic year:

2024/2025

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

Telephone:

Office Hours: According to the published schedule

Course Assistant

III. DETAILED COURSE INFORMATION

Teaching Language: Hrvatski

Course Description	<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>	
Educational Outcomes	<ol style="list-style-type: none"> 1. Understand the foundational information regarding the relationship between brain, mind and behavior. 2. Distinguish scientific facts from misconceptions about the mind and the brain. 3. Explain the nature of some basics psychological processes and their relation to brain function. 4. Present seminar paper(s) on selected topic. 	
<i>Textbooks and Materials</i>		
Required	<ol style="list-style-type: none"> 1. Notes from the lectures 	
Supplementary	<p>Books</p> <ol style="list-style-type: none"> 1. Blakemore, S. J. & Firth, U. (2005). <i>The learning brain. Lessons for education.</i> Blackwel Publishing 2. Geary, D. C. (2004). <i>The Origin of Mind: Evolution of Brain, Cognition, and General Intelligence.</i> American Psychological Association 3. Gellaty, A. & Zarate, O. (2018). <i>Introducing the Mind and Brain: A Graphic Guide.</i> Icon Books 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 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. <p>Scientific Articles</p> <ol style="list-style-type: none"> 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. https://doi.org/10.3389/fpsyg.2017.01314 2. Santos, L.R. & Rosati A. G. (2015). The evolutionary roots of human decision making. <i>Annual Review of Psychology</i>, 3(66): 321-347 https://doi.org/10.1146/annurev-psych-010814-015310. 3. Stevens, J. R. (2010). The challenges of understanding animal minds. <i>Fontiers in Psychology</i>, 19(1): 203. https://doi.org/10.3389/fpsyg.2010.00203 4. Stiles, J. & Jeringan, T. L. (2010). The Basics of Brain Development. <i>Neuropsychological Review</i>, 20(4): 327-348. https://doi.org/10.1007/s11065-010-9148-4 5. Walhovd, K. B., Lövden, M. & Fjell, A. M. (2023). Timing of lifespan influences on brain and cognition. <i>Trends in Cognitive Sciences</i>, 27(10): 901-915. https://doi.org/10.1016/j.tics.2023.07.001. 	
<i>Examination and Grading</i>		
To Be Passed DA	Exclusively Continuous Assessment NE	Included in Average Grade DA
Prerequisites to Obtain Signature and Take Final Exam	<ul style="list-style-type: none"> • Regular class attendance (at least 70%). • Fulfilled obligations of seminar presentations and teamwork • Obtaining a minimum of 35% points during classes through assigned course activities - cumulatively achieved through seminars, class discussions and teamwork. 	
Examination Manner	Continuous evaluation of student's work leads to the total grade assessment.	
Grading Manner	<ul style="list-style-type: none"> • Continuous evaluation of student work throughout the course. • Final exam (minimum 50%) 	
Detailed Overview of Grading within ECTS		

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

IV. WEEKLY CLASS SCHEDULE

[Predavanja]

#	Topic
1	Introduction.
2	Brain myths or misconceptions about the brain.
3	Brain basics: know your brain.
4	Roots of human behavior: comparison across species.
5	Roots of human behavior: comparison across species.
6	The mathematical brain.
7	The science of reading.
8	The secret life of the adolescent brain.
9	Social media and the brain.
10	Lifespan changes in brain and behavior.
11	Anatomy of emotions.
12	Trauma, body and the brain.
13	The criminal mind.
14	Clinical tales about the brain.
15	Concluding remarks.

[Seminari]

#	Topic
1	Introduction.
2	Seminars and student presentations.
3	Seminars and student presentations.
4	Seminars and student presentations.
5	Seminars and student presentations.
6	Seminars and student presentations.
7	Seminars and student presentations.
8	Seminars and student presentations.
9	Seminars and student presentations.
10	Seminars and student presentations.
11	Seminars and student presentations.
12	Seminars and student presentations.
13	Seminars and student presentations.
14	Seminars and student presentations.
15	Seminars and student presentations.