



Master program “Mind and Brain”

Berlin School of Mind and Brain

Humboldt-Universität zu Berlin

Summer semester 2016

ALL TIMES ARE MEANT S.T. (SHARP)!

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:30 Dziobek Empirical Research Training (I) (Brain Track)			9:00 – 10:30 Finke Tutorial Clinical Neuroscience	9:00 – 10:30 Dziobek Empirical Research Training (I) (Mind Track)
10:45 – 12:15 Dziobek Empirical Research Training (II) (Brain Track)	10:00 – 11:30 Moore Hobbes and Rousseau on the Origins of Mind, Language and Society (M)	10:00 – 11:30 Meshi / Bender Cognitive Neuroscience of Aging (B)	11:00 – 12:30 Finke / Herbst Tutorial Neuroimaging	10:45 – 12:15 Dziobek Empirical Research Training (II) (Mind Track)
13:15 – 14:45 Knoeferle / Pulvermüller Language and the Brain	12:30 – 14:00 Mikhalevich Philosophy of Experiment (M)	12:30 – 14:00 Bruno Tutorial Ethics and Neuroscience	12:15 – 13:45 Dziobek Research Colloquium	13:15 – 14:45 Tutorial: Schomers / Rotem Stibbe Language and the Brain
15:15 – 16:45 Staudacher Philosophy of Mind	14:15 – 15:45 Kästner Causality (M)	14:15 – 15:45 Pourabdollahim Mental Modules (M)	13:30 – 15:00 Tudge Advanced Statistics	15:15 – 16:45 Tutorial: Bräuer Philosophy of Mind
	16:15 – 17:45 Staudacher The Self- representational Theory of Consciousness (M)	16:15 – 17:45 Staudacher Freedom of Will (M)		
	18:15 – 19:45 Pauen Philosophical Colloquium			

Comprehensive Course Calendar

Mandatory Lectures

Monday 9:00 – 12:15 (Brain Track)

start: 18 April 2016

Friday 9:00 – 12:15 (Mind Track)

start: 22 April 2016

Empirical Research Training

Prof. Dr. Isabel Dziobek (Institut für Psychologie, HU Berlin & Berlin School of Mind and Brain)

venue: Invalidenstraße 110, 10115 Berlin, room 449

*Mind and Brain students **only!***

In the empirical-experimental exercise students extend their basic knowledge of neurocognitive research methods gained in the research methods lecture and tutorial series and deepen their knowledge of theoretical principles and practical applications of neurocognitive methods. The objective of the class is to familiarize students with experimental (as well as descriptive) research methods by providing "hands-on" experiences in designing, conducting, analyzing, interpreting, and writing up one experimental neurocognitive research study. The empirical-experimental exercise is concluded with a documented individual report on the empirical project following APA guidelines.

As a result of careful study and fulfillment of the course assignments, students should be able to:

1. Develop experimental research problems in cognitive neuroscience
2. Conduct reviews of the scientific literature relevant to a chosen research problem
3. Formulate research hypotheses
4. Design experimental neurocognitive studies
6. Execute experimental studies by collecting research data under carefully controlled conditions
7. Summarize and statistically analyze research data
8. Evaluate research results and draw conclusions pertaining to hypotheses
9. Communicate research studies in oral, written, and poster formats

Monday 13:15 – 14:45

start: 18 April 2016

Language and the Brain

Prof. Dr. Pia Knoeferle (Institut für deutsche Sprache und Linguistik, HU Berlin) / Prof. Dr. Dr. Friedemann Pulvermüller (Institut für Deutsche und Niederländische Philologie, FU Berlin)

venue: Bernstein Center for Computational Neuroscience, Philippsstraße 12, Haus 6, 10115 Berlin, Lecture Hall

Language has been investigated from a range of perspectives. Linguists have described it as a formal system focusing on levels that range from phonology to syntax, semantics and pragmatics. Both linguists and psychologists worked on models focusing on the time course of linguistic processing in production and understanding, so that these psycholinguistic models could be tested in behavioral experiments. Most recently, neuro- and cognitive scientists attempt at spelling out the brain mechanisms of language in terms of neuronal structure and function. These efforts are founded in neuroscience data about the brain loci that activate when specific linguistic operations occur, the time course of their activation and the effects of their specific lesion. The lecture series will provide a broad introduction into these linguistic, psycholinguistic and neurolinguistics research streams and highlight a range of cutting edge behavioral and neuroscience findings addressing a broad range of linguistic issues, including, for example, the recognition of words, the parsing of sentences, and the computation of the meaning and communicative function of utterances. Language development and language disorders caused by disease of the brain will also be in the focus. The experimental approaches under discussion will range from behavioral (reaction time studies, eye tracking) to neuroimaging methods (EEG, MEG, fMRI, NIRS) and neuropsychological ones (patient studies, TMS, tDCS). A discussion of major theoretical approaches to language in the human mind and brain will round up the lectures.

This lecture series is open to students at the Berlin School of Mind and Brain as well as for students of linguistics at both HU and FU Berlin.

Preparatory readings:

Pulvermüller, F. & Fadiga, L. 2016. Brain Language Mechanisms Built on Action and Perception. In G. Hickok & S. Small (Eds.), *Handbook of Neurobiology of Language*, Elsevier, Amsterdam, pp 311-324. doi: 10.1016/B978-0-12-407794-2.00026-2

Monday 15:15 – 16:45

start: 18 April 2016

Basic Philosophical Concepts and Philosophy of Mind

PD Dr. Alexander Staudacher (Department of Philosophy, HU Berlin)

venue: Bernstein Center for Computational Neuroscience, Philippstraße 12, Haus 6, 10115 Berlin, Lecture Hall

The course provides a systematic overview over the most central issues in the philosophy of mind. Participating students will learn to apply relevant philosophical concepts, they will be taught to construct a valid argument; they will learn how to distinguish between the most important options in the mind–body debate and how to assess the consequences of neuroscientific research.

Mandatory Tutorials

Wednesday 12:30 – 14:00

start: 20 April 2016

Tutorial: Ethics and Neuroscience

Daniele Bruno (Department for Philosophy, HU Berlin)

venue: Invalidenstraße 110, 10115 Berlin, room 449

The course will be concerned with issues at the intersection of neuroscience and philosophical ethics that comprise what has come to be known as *Neuroethics*. The course will be divided into two main sections. In the first half, we will deal with matters concerning what can be called the *ethics of neuroscience*: we will discuss a number of concrete ethical questions that arise as a consequence of advances in neuroscience, such as whether neural enhancements are morally permissible and whether courts should have the power to order CNS-interventions. Going beyond questions of applied ethics, we will, secondly, take a closer look at what is sometimes called the *neuroscience of ethics*, exploring potential implications of neuroscientific findings for a number of longstanding issues within moral philosophy. Amongst other things, we will discuss the relevance of neuroscientific discoveries for debates about free will and moral responsibility, as well as for so-called metaethical questions regarding the nature, scope and presuppositions of moral thought and talk in general. Finally, throughout the course we will also work on a number of key methodological competences for work in the area of philosophical ethics.

Introductory Literature:

Farah, Martha J. (2002), Emerging Ethical Issues in Neuroscience, *Nature Neuroscience*, 5: 1123-1129.

Roskies, A.L. (2002), Neuroethics for the New Millenium, *Neuron*, 35:21-23.

Levy, N. (2012), Neuroethics. *WIREs Cogn Sci*, 3: 143–151

Thursday 9:00 – 10:30

start: 21 April 2016

Please note tha the tutorial does not take place at 19 May / 2 June / 23 June. The canceled sessios will be made up for with double sessions (9:00 – 12:30) at the following dates: 12 May / 26 May / 16 June.

Tutorial: Clinical Neuroscience

Prof. Dr. Carsten Finke (Berlin School of Mind and Brain)

venue: Invalidenstraße 110, 10115 Berlin, room 449

*Mind and Brain students **only!***

The tutorial accompanies the lecture “Clinical Neuroscience”. We will read and discuss book chapters and papers that complement and extend the content of the lectures. A specific focus of the class is on recent research questions and applied methods in the field of Cognitive Neuroscience.

Thursday 19 May / 2 June /23 June 9:00 – 17:00

All other M&B courses on Thursday are canceled on these three dates and will be made up for at other dates!

Tutorial: Neuroimaging

*Mind and Brain students **only!***

Prof. Dr. Carsten Finke (Berlin School of Mind and Brain), Dr. Sophie Herbst (Berlin School of Mind and Brain), N.N.

venue: Computer Pool BCCN, Institut für Biologie, Philippstr. 13, Haus 2, 10115 Berlin

The course consists out of three block courses providing hands-on experience with EEG (19 May), functional MRI (2 June) and structural MRI (23 June).

Friday 13:15 – 14:45

start: 22 April 2016

Tutorial: Language and the Brain

Malte Schomers (Berlin School of Mind and Brain), Lialin Rotem-Stibbe (Berlin School of Mind and Brain)

venue: Invalidenstraße 110, 10115 Berlin, room 449

The tutorial will complement the lecture “Language and the Brain” by discussing particular articles that investigate specific aspects of language-related behavior and its neural implementation, and that use a variety of experimental techniques. Together with the course, students will be familiarized with current research questions in the field of language and the brain, and in the current methods and paradigms to address these questions.

Friday 15:15 – 16:45

start: 22 April 2016

Tutorial: Philosophy of Mind

Felix Bräuer (Department of Philosophy, HU Berlin)

venue: Invalidenstraße 110, 10115 Berlin, room 449

Elective Courses:

Focus MIND

Tuesday 10:00 – 11:30

start: 26 April 2016

Dr. Richard Moore (Berlin School of Mind and Brain)

Hobbes and Rousseau on the Origins of Mind, Language and Society

venue: Invalidenstraße 110, 10115 Berlin, room 449

MIND

Thomas Hobbes (1588-1679) argued that in a state of nature, people would serve their own interests, and that nothing would protect their weak from exploitation by the powerful. Thus, for many at least, life would be “nasty, brutish, and short” (*Leviathan*). He argued that only with the existence of a government recognised by all could properties and rights be protected, and culture emerge. In a recent book Philip Pettit has proposed a new reading of Hobbes, according to which the origins of government are made possible only by the advent of language.

In contrast to Hobbes, *Jean-Jacques* Rousseau (1712-1778) held that people are intrinsically good; but that they are corrupted by society. He also held that the advent of language was central to the development of human thought and society, since “grammar trains and facilitates the operations of the mind” (*Second Discourse*); and he proposed a novel account of the evolution of language from within the state of nature.

In this Proseminar, we will contrast and evaluate the views of Hobbes and Rousseau, as a means of considering and appraising fundamental questions about human nature, and about the role of language in the formation of human nature.

Readings:

Hobbes, T. (1651). *Leviathan*.

Pettit, P. (2009). *Made with Words: Hobbes on Language, Mind, and Politics*. Princeton UP.

Rousseau, J-J. (1754). *Discourse on Inequality*.

Rousseau, J-J. (1781). *Essay on the Origin of Languages*.

Tuesday 12:30 – 14:00

start: 19 April 2016

Dr. Irina Mikhalevich (Department of Philosophy, Washington University, St. Louis)

Philosophy of Experiment

venue: Invalidenstraße 110, 10115 Berlin, room 449

MIND

Responding to the teleological, alchemical, and mystical approaches to natural science of his day, Francis Bacon famously set modern science on its current path by arguing that nature should be investigated by what we would today call experimentation. Bacon's views are now so common, that many people weigh the maturity of a science by the frequency and quality of its experiments. In fact, a common understanding of science is that experimentation is the heart of scientific activity; the courtroom in which hypotheses are tried and tested; the crucible in which reliable empirical knowledge is forged. Experimentation is clearly a critical, and perhaps indispensable, component of scientific activity. But, what *is* an experiment? Scientific investigations take on a vast variety of forms across a plurality of disciplines, using tools as different as electron telescopes to computers to simple tape recorders. A scientific investigation of what a hyena knows about her world will require a very different method than an investigation in subatomic physics. What, then, drives the intuition that experiments broadly construed give us better or more reliable information than other activities in science; and is this intuition defensible? In other words, what can be learned from experimentation and does the information gained from experimenting stand on firmer epistemic footing than information gained through other scientific approaches? These questions form the overarching theme of this course. We will draw on examples from a variety of disciplines, though with an emphasis on comparative "animal" cognition research in order to ask questions such as the following:

- Given the wide range of scientific investigations, where can and ought we to draw the boundaries between an experimental and non-experimental investigation and what consequences might this have for how we interpret the data? For example, can observational studies that do not involve direct manipulation in a system come to count as an experiment? What about computer simulation "experiments" that test a target system without having many of the same properties as that system, such as material existence?
- How, if at all, do statistical models transform experimental information into evidence for the truth or likelihood of a hypothesis?
- Is manipulation or intervention a necessary condition of an experiment?

- How important is repeatability, and can natural experiments come to count as experiments proper?

Readings will include selections from the following: Mark L. Taper's and Subash R. Lele's (2004) *The Nature of Scientific Evidence: Statistical, Philosophical, and Empirical Considerations*; Lorraine Daston's and Elizabeth Lunbeck's (2011) *Histories of Scientific Observation*, and Eric Winsberg's (2010) *Science in the Age of Computer Simulation*, and Ian Hacking's *Representing and Intervening*.

Tuesday 14:15 – 15:45

start: 19 April 2016

Dr. Lena Kästner (Berlin School of Mind and Brain)

Causality

venue: Invalidenstraße 110, 10115 Berlin, room 449

MIND

What is this curious relation between causes and their effects? And what exactly is the nature of the relata themselves? To capture causal relationships, philosophers have drawn on a rich collection of concepts including laws, regularities, processes, probabilities, and manipulability. In this course, we will explore different conceptions of causality and causal relata discussed in contemporary literature. We will link classical philosophical work with causal inferences in the sciences. Students are expected to engage with both philosophical and empirical work throughout this course.

Tuesday 16:15 – 17:45

start: 19 April 2016

PD Dr. Alexander Staudacher (Department of Philosophy, HU Berlin)

The Self-representational Theory of Consciousness (Uriah Kriegel: Subjective Consciousness. A Self-Representational View).

venue: Invalidenstraße 110, 10115 Berlin, room 449

MIND

According to the self-representational theory of consciousness our experiences owe their phenomenal character at least partly to the fact that these experiences represent themselves to us, the experiencing subject. Defenders of this view claim that their conception of self-representation is

indispensable when it comes to explain the peculiar intimate epistemic relationship we seem to entertain to our own present experiences. The most elaborate version of this theory can be found in Uriah Kriegel's book *Subjective Consciousness. A Self-Representational View*. This book is not only a highly original vindication of a naturalist theory of consciousness, it contains also illuminating discussions of many other central issues concerning the philosophical study of consciousness such as e.g.: How are the different concepts of consciousness related to each other and which one of them is the most fundamental one? How should we understand the notorious problem of the explanatory gap and how can it be resolved within a materialist framework?

Reading: Uriah Kriegel, *Subjective Consciousness. A Self-Representational View* (OUP 2009).

Wednesday 14:15 – 15:45

start: 20 April 2016

Lara Pourabdollahim (Berlin School of Mind and Brain)

Mental Modules

venue: Invalidenstraße 110, 10115 Berlin, room 449

MIND

The question whether the mind is modular has been recurring for more than a century. It became prevalent when Jerry Fodor published his "Modularity of Mind" in 1983, has later been one of the building blocks of many theories in Evolutionary Psychology and recently lived through a renaissance with theories about "Impure Perception". These question, among others', Fodor's view that perceptual systems are informationally encapsulated, hence that beliefs, desires and other "higher-level" states cannot influence our perceptual contents.

We are going to discuss classical and more recent concepts of mental modularity, whether they hold up to empirical results and their implications for philosophical topics.

Wednesday 16:15 – 17:45

start: 20 April 2016

PD Dr. Alexander Staudacher (Department of Philosophy, HU Berlin)

The Freedom of the Will

venue: Invalidenstraße 110, 10115 Berlin, room 449

MIND

The problem of free will is among the most debated questions in the history of philosophy. Recently this discussion has acquired further momentum with a number of neuroscientists claiming to have discovered empirically that we are never free in our decisions, because these are determined by mechanisms in our brain beyond our control. It has been further argued, that we should give up the idea that we are ever *responsible* for our actions. In consequence this raises the issue, whether we *deserve* punishment for actions that are considered to be wrong for moral and/or legal reasons.

On the other hand, many philosophers have tried to show that claims of this type result from a deep misunderstanding about the real presuppositions of moral responsibility and the ability to make one's decisions freely. According to them the type of freedom required for moral responsibility is *compatible* with the truth of determinism, the doctrine that everything happening (including our decisions and deliberations) is determined. This has led many of these philosophers to conclude that the findings of neuroscience do not give us compelling reasons to revise our moral and legal practices and our self-image as free persons. Against this view, known as "*Compatibilism*", other philosophers have argued, that freedom and determinism are incompatible, so that the answer to the question whether we have a free will or not depends on whether we can repudiate determinism or not. In this course we will discuss current contributions to this debate as well as classical texts that have framed it.

Reading: The papers to be read will be made available on Moodle.

A helpful introductory reading: R. Kane: *A Contemporary Introduction to Free Will*. OUP 2005

Focus BRAIN

Wednesday 10:00 – 11:30

start: 20 April 2016

Cognitive Neuroscience of Aging

Dr. Dar Meshi (FU Berlin), Dr. Drew Bender (MPI for Human Development, Berlin)

venue: Invalidenstraße 110, 10115 Berlin, room 449

BRAIN

As the populations of many countries get older, understanding how brain and behavioral changes occur during aging becomes essential to improving cognitive functioning and promoting successful aging. Furthermore, although much of what we know about the neural correlates of cognitive abilities is based on studies of young adults, and many of these relationships change through adulthood. For example, speed of processing, executive abilities, episodic memory, and fluid reasoning all show marked declines in older age.

This seminar will cover a wide range of topics on the cognitive neuroscience of aging. Across a variety of methodologies, students will learn about age-related differences and changes in brain structure and function, and behavior. These include cognitive abilities and behaviors, plastic changes in the brain, genetic differences, neurotransmitter differences, and differences in brain integrity. Students will also learn about the neural correlates of dementia and age-associated neurodegenerative disease. In addition, class attendees will be educated on the neuroimaging techniques involved in this type of human research, as well as the methodology and different types of relevant analyses in the field. Finally, students will critically discuss the usefulness of this field of research.

Thursday 13:30 – 15:00

start: 21 April 2016

Please note that the class does not take place at 19 May / 2 June / 23 June. The canceled sessions will be made up for with double session (11:00 – 15:00, including lunch break: 12:30 – 13:30) at the following dates: 28 April / 9 June / 30 June

Advanced Statistics

Luke Tudge (Berlin School of Mind and Brain)

venue: Invalidenstraße 110, 10115 Berlin, room 449

BRAIN

This course follows 'Introduction to Statistics'. Although 'Introduction to Statistics' is not a prerequisite, a basic acquaintance with the content of that course is assumed. In 'Statistics II', we will cover three main topics: 1) Regression-based methods for multivariate analysis, including multiple regression, mixed-effects and different methods of model comparison and validation; 2) Dimension reduction / factor analysis; 3) Resampling-based methods, including permutation tests. Approximately two-thirds of the classes will cover theory, the other third will cover the implementation of statistical methods using the *R* package. An introductory session will cover the basics of *R* for those not familiar with it. After completing this course, students should be able to describe, interpret and assess multivariate models of their data, to summarize large numbers of variables in composite measures, and to implement the new methods in *R*, including writing a simple permutation test.

Colloquia:

Tuesday 18:15 – 19:45

start: 19 April 2016

Prof. Dr. M. Pauen (Institut für Philosophie, HU Berlin & Berlin School of Mind and Brain)

Philosophical Colloquium

venue: Berlin School of Mind and Brain, Luisenstraße 56, 10117 Berlin, room 220

MIND

The weekly colloquium is open for advanced students and doctoral students who are interested in current debates in the philosophy of mind. We will discuss recent research papers as well as papers by the participants.

Participation by appointment only. Please contact my secretary Anja Mayer if you want to sign up for the colloquium: anja.mayer@hu-berlin.de.

Thursday 12:15 – 13:45

start: 21 April 2016

Prof. Dr. Isabel Dziobek (Institut für Psychologie, HU Berlin & Berlin School of Mind and Brain)

Research Colloquium

venue: Berlin School of Mind and Brain, Luisenstraße 56, 10117 Berlin, room 419

BRAIN

Block Courses:

25 – 29 July 2016, 10:00 – 18:00

Prof. Dr. M. Fischer (Universität Potsdam), Prof. Dr. M. Pauen (Berlin School of Mind and Brain) / Prof. Dr. Dr. F. Pulvermüller (FU Berlin)

Embodied Cognition

venue: Will be announced at the preparatory meeting.

Preparatory meeting: 12 May 2016, 18:15

venue: Freie Universität Berlin, Habelschwerdter Allee 45, 14195 Berlin, room KL 32-202

MIND / BRAIN

Traditionally, philosophy, psychology, and linguistics used to focus on abstract descriptions when it comes to explain and understand cognition. In particular, the conceptual or semantic system has been framed in terms of a symbolic system in which meaning is defined in terms of abstract features or relationships between symbols. This view has been challenged in recent years both by philosophical arguments and empirical evidence showing that cognitive processes can only be understood if bodily processes are taken into account, that is, if meaning and concepts are 'grounded' in the world and in human actions and emotions. In addition, results from brain research have been interpreted to provide strong evidence that concepts are grounded and 'embodied'. The current 'embodiment debate' aims at an integrative account that tackles relevant philosophical issues and explains a broad range of psychological and neuroscience data.

The seminar will start with a discussion of the main philosophical issues. Afterwards, empirical papers from psychology, linguistics and neuroscience which fueled the debate about embodied cognition will be read.

1 – 5 August 2016, 9:00 – 17:00

Prof. Dr. Henrik Walter (Charité – Universitätsmedizin Berlin) / Dr. Lena Kästner (Berlin School of Mind and Brain)

Strange Beliefs: A Neurophilosophical Look at Faith and Delusions

venue: Luisenstraße 56, 10117 Berlin, room 220 (first floor)

Preparatory meeting: 8 July 2016, 16:00

venue: Luisenstraße 56, 10117 Berlin, room 122 (ground floor)

MIND

What are beliefs? Why do you believe (in) something? And what happens in your brain when you do? How is believing that Rome is the capital of Italy different from religious belief, or faith? And what goes wrong in patients suffering from delusions? – These are some of the questions we are going to explore throughout this course. We will delve into recent discussions of beliefs, faith, and delusions from philosophical, anthropological, biological and clinical perspectives. Students are expected to engage with materials from the various relevant fields. The course will be held as a block course; the exact format and schedule will be discussed in a preparatory meeting.

6 – 8 October 2016, 9:00 – 17:00

Dr. Richard Moore (Berlin School of Mind and Brain) / Dr. Gema Martín-Ordás (Institute of Neuroscience, Newcastle University)

Metarepresentation

venue: Invalidenstraße 110, 10115 Berlin, room 449

MIND

Metarepresentation - the ability to think about our own thoughts and the thoughts of others – has been hypothesised to play a number of key roles in human life. For example, it has been supposed to play important roles in action guidance and control (Proust), mental time-travel, including both episodic memory and future planning (Corballis, Suddendorf), and social cognition (Sperber). In this seminar, we will set out to clarify the nature of metacognition – by considering whether metacognition is a single ability, or a number of related abilities; and the relationship of metacognition to recursion. We will also consider and evaluate competing claims about the extent to which meta-cognition is implicated in different aspects of human life, and possible sources of the development of metacognition in ontogeny and phylogeny.

This class will be suitable for advanced students in the Philosophy of Mind and Psychology, and related cognitive sciences. It is not recommended to students with no background in this area of research.

Likely readings:

- Proust, J. (2013). *The Philosophy of Metacognition: Mental Agency and Self-Awareness*. Oxford: OUP.
- Sperber, D. (ed.) (2000). *Metarepresentations: A Multidisciplinary Perspective*. Oxford: OUP.
- Suddendorf, T. & Corballis, M. (2007). The evolution of foresight: What is mental time travel, and is it unique to humans? *Behavioural and Brain Sciences*, 30(3).

Thursdays next semester (18 April – 23 July 2016)

Please note that on the days of the double sessions there is also (!) a regular session of either Clinical Neuroscience *before* the Advanced Statistics courses (28 April, 9 June, 30 June) or an Advanced Statistics class *after* the Clinical Neuroscience courses (12 May, 26 May, 16 June).

21 April	First week (regular classes of L. Tudge Adv. Stats and C. Finke Clin. Neurosc.)
28 April	1 st double session L. Tudge Adv. Stats (11:00-12:30 and after break 13:30–15:00)
5 May	Holiday (Ascension Day)
12 May	1 st double session C. Finke Clinical Neuroscience (9:00 – 12:30)
19 May	EEG day long block session Computer Pool BCCN (S. Herbst) – NO other classes!
26 May	2 nd double session C. Finke Clinical Neuroscience (9:00 – 12:30)
2 June	Functional MRI day long block session Computer Pool BCCN (N.N.)– NO other classes!
9 June	2 nd double session L. Tudge Adv. Stats (11:00-12:30 and after break 13:30–15:00)
16 June	3 rd double session C. Finke Clinical Neuroscience (9:00 – 12:30)
23 June	Structural MRI day long block session Computer Pool BCCN (C. Finke) – NO other classes!
30 June	3 rd double session L. Tudge Adv. Stats (11:00-12:30 and after break 13:30–15:00)
7 July	One regular class Clin. Neurosc. and Adv. Stats
14 July	Tests Clinical Neuroscience and Stats on different days in the last but one week!
21 July	One regular class Clin. Neurosc. and Adv. Stats

If you have questions, please contact

Dr. Dirk Mende

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NB: The lectures/courses which are flagged as “For Mind and Brain students only!” are for Mind and Brain students only!

If you are a student of Humboldt-Universität zu Berlin, please register for our courses in the *überfachlicher Wahlpflichtbereich* section of AGNES.

If you are a student of another university, please print out the Registration as guest auditor / visiting student form you find on our website: <http://www.mind-and-brain.de/master/course-calendars/>. The form has to be signed by the lecturer of the class you plan to attend and the master’s program coordinator (Dirk Mende).