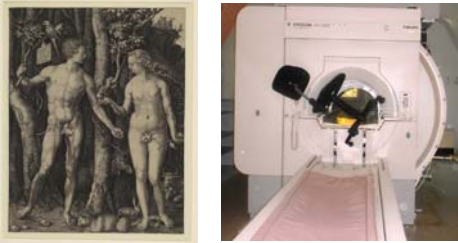



2006 Summer School, Sofia, Bulgaria Cognitive Neuroscience of Thought
July 3, 2006 Kalina Christoff

Cognitive Neuroscience of Thought



History, evolution, and methods

Plato		Aristotle
<i>Pointing skyward</i>		<i>Pointing to the earth</i>
The Abstract		The Concrete
<i>Ideas</i>		<i>Experiences</i>
<i>Forms</i>		<i>Perceptions</i>
<i>Universals</i>		<i>Particulars</i>

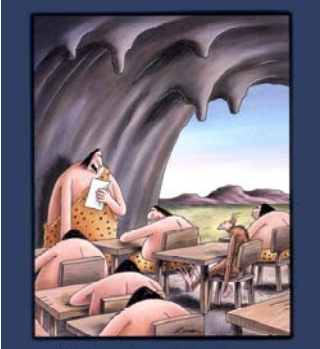
The School of Athens, Raphael (1509)

The modern study of thought

- Emphasis on mental processes and mechanisms
- Strives to determine the “building blocks” or elemental processes of thought
 - e.g., monitoring, manipulation, evaluation, integration, retrieval (all still hotly debated)
- Empirically oriented

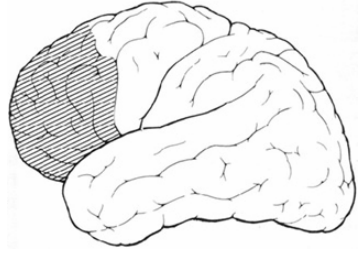
Cognitive neuroscience of thought

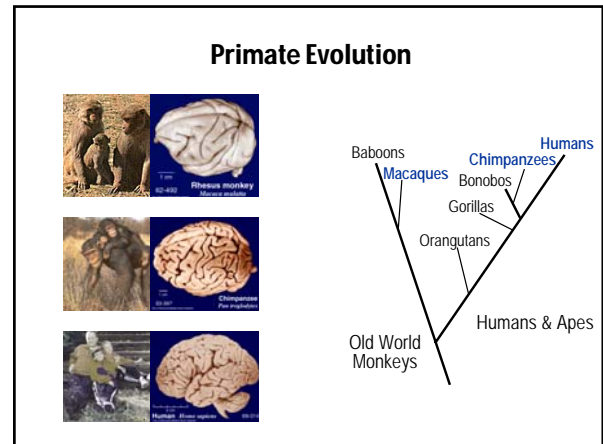
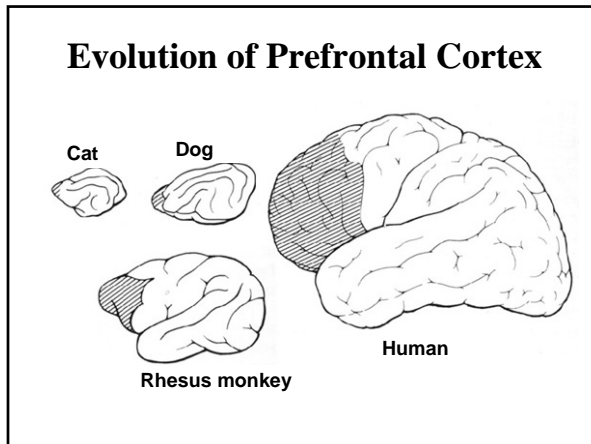
- Uses an empirical approach grounded in the neuroscience field
- Aims to determine the basic psychological processes that comprise human thought
- Combines two parallel levels of scientific investigation
- Borrows additional from a range of disciplines
 - e.g., computational modeling, anthropology, comparative primatology, etc



“Well, I’ve got your final grades ready, although I’m afraid not everyone here will be moving up”

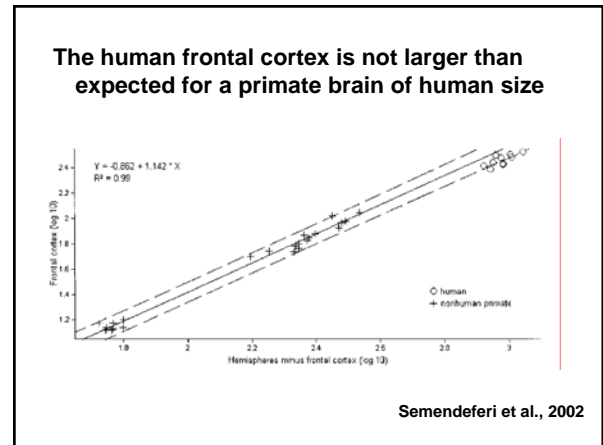
The prefrontal cortex





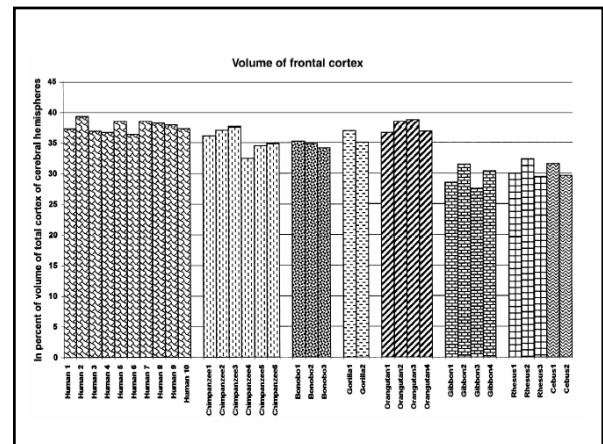
Frontal cortex: absolute size

Human:	238.8 cm³ – 329.8 cm³
Great apes:	50.4 cm³ – 111.6 cm³ (chimp to orangutan)
Lesser apes:	13.2 cm³ – 16 cm³ (gibbons)
Monkeys:	13.3 cm³ and 15.1 cm³ (rhesus, cebus)



The relative size of the frontal cortex

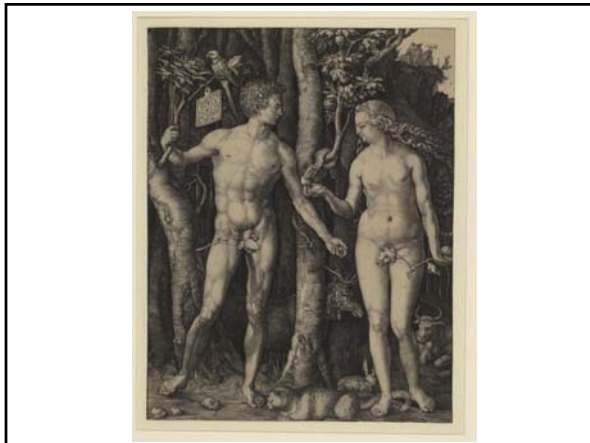
Human	37.7 (± 0.9)
Chimpanzee	35.4 (± 1.9)
Bonobo	34.7 (± 0.6)
Gorilla	35.0 and 36.9
Orangutan	37.6 (± 1.1)
Gibbon	29.4 (± 1.8)
Macaque	30.6 (± 1.5)
Cebus	29.6 and 31.5





Uniquely human abilities

- **Cognitive**
 - exploration and exploitation of the environment
- **Social**
 - interactions with others, emotions, social hierarchies
- **Self-awareness and self-consciousness**



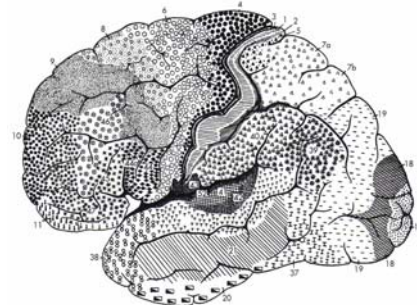
Uniquely human abilities are most likely due to

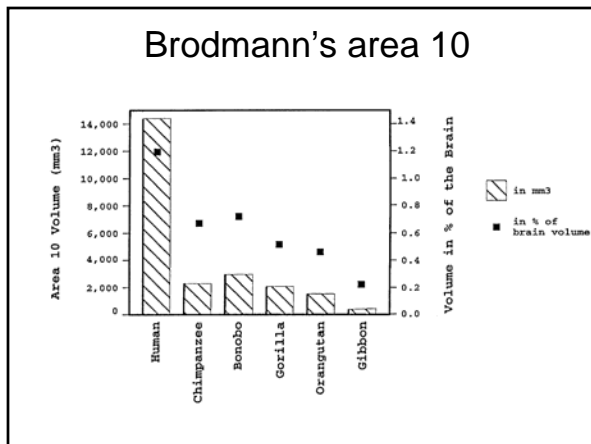
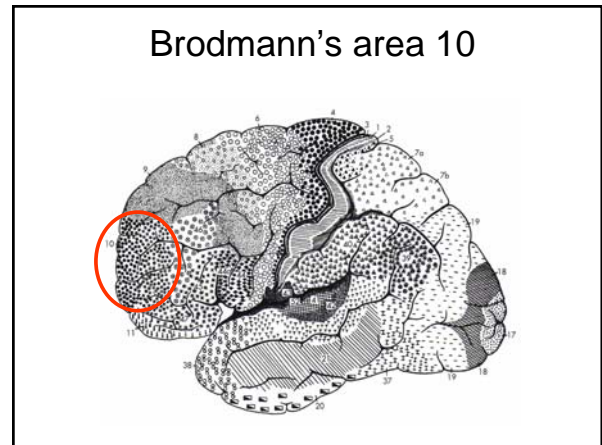
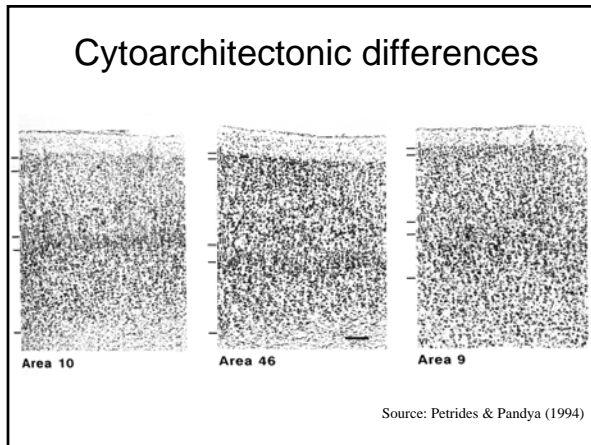
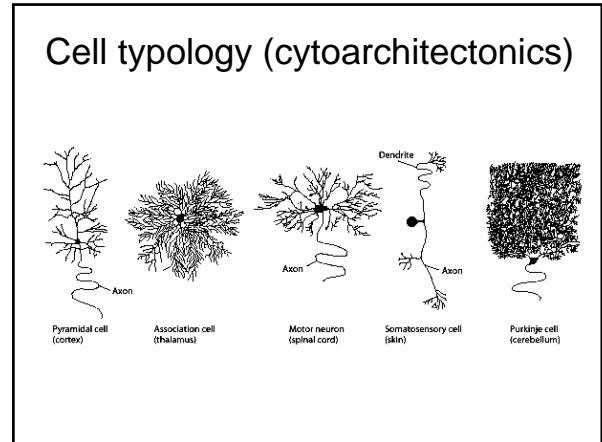
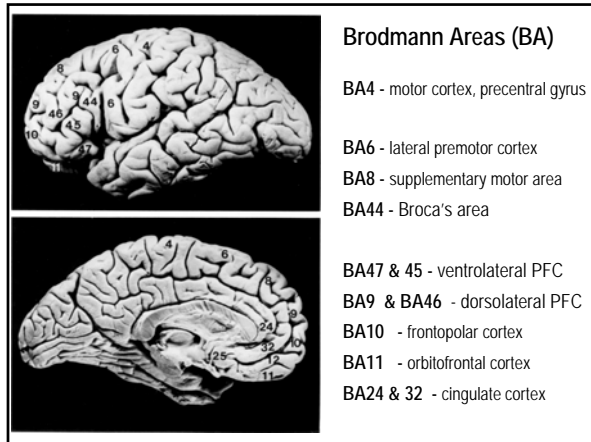
- 1. differences in individual frontal cortical areas**
- 2. richer interconnectivity**

Uniquely human abilities are most likely due to

- 1. differences in individual frontal cortical areas**
- 2. richer interconnectivity**

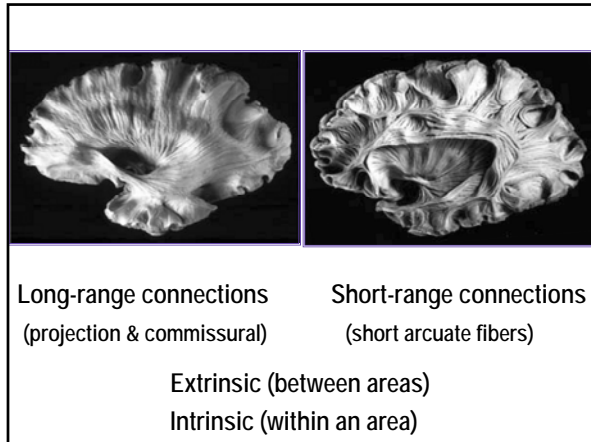
Brodmann's areas Cytoarchitectonic classification





Uniquely human abilities are most likely due to

1. differences in individual frontal cortical areas
2. richer interconnectivity

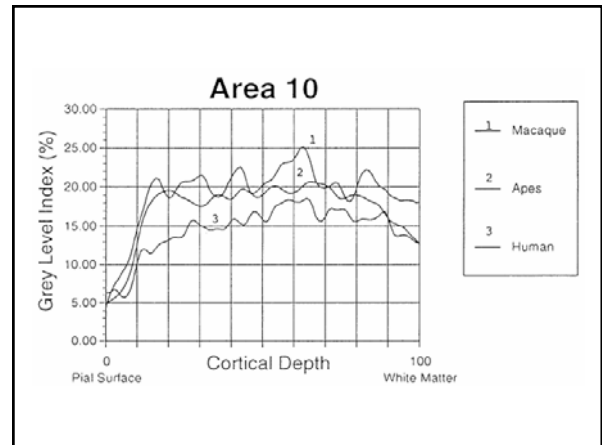


Grey Level Index

- The ratio of grey matter to white matter in particular brain region
- Lower gray level index means
 - higher proportion of white matter
 - richer intrinsic and extrinsic connectivity in this region

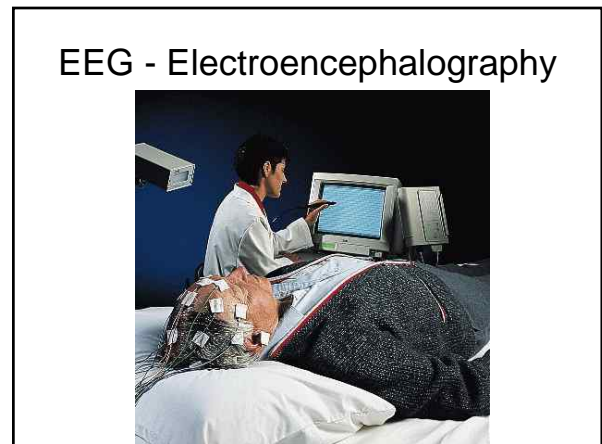
*Neuronal density (per mm³)
 in area 10*

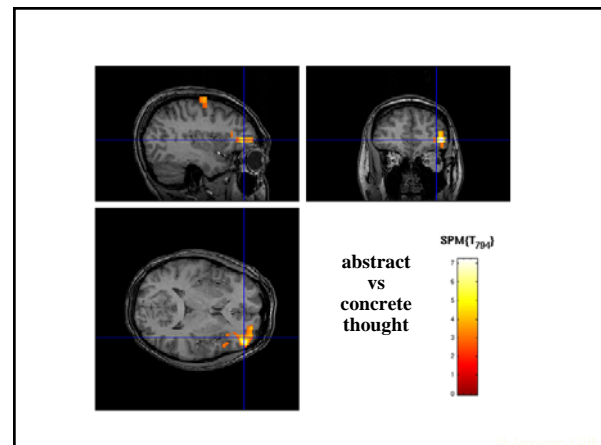
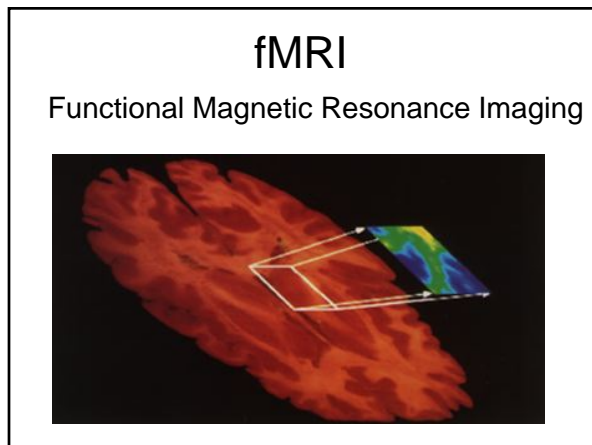
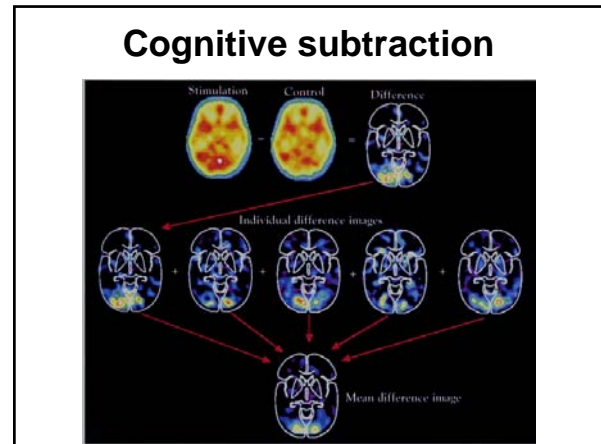
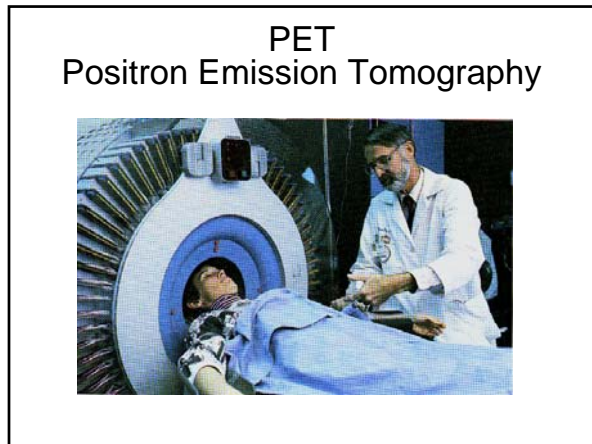
Species	Density of neurons
Human	34,014
Chimpanzee	60,468
Bonobo	55,690
Gorilla	47,300
Orangutan	78,182
Gibbon	86,190



Methods for Observing Neural Activity

- EEG (Electroencephalography)
- MEG (Magnetoencephalography)
- PET (Positron Emission Tomography)
- fMRI (functional Magnetic Resonance Imaging)
- TMS (Transcranial Magnetic Stimulation)







Static magnetic fields

Units:

- Tesla - SI Unit of magnetic flux density
- Gauss - old measure
- 1 Tesla = 10,000 Gauss

Source	Gauss (G)	Tesla (T)
Earth	0.6G	0.06mT
Controlled zone	5G	0.5mT
Fridge magnet	20G	2mT
Loudspeaker	50G	5mT
MRI system	30,000G	3T

Artefacts

- Metal objects distort magnetic field and give rise to image artefacts

Hair grip Metal dental work



fMRI vs. PET

- **Advantages of PET**
 - Chemical specificity
 - Not subject to magnetic artifacts
 - Better understood
 - Quiet -- verbal responses allowed
 - Motion not as devastating to analysis
- **Advantages of fMRI**
 - Cheaper, more accessible
 - Better spatial and temporal resolution
 - Noninvasive (repeated experiments possible)
 - Can collect both structural and functional images

Discussion groups

- Discuss ideas for **experiments** (addressing topics raised in class - or others).
- Discuss ideas and methods for **meta-analyses** of neuroimaging studies.
- **To receive credit:** write a 5-page paper, proposing an experiment to study a question related to one of the topics covered in the lectures.