

# PSY 511 Fall 2019 Syllabus

## Foundations of Cognitive and Affective Neuroscience

**PSY 511.001, Fall 2019**

### Instructor

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<http://www.personal.psu.edu/rog1> <http://gilmore-lab.github.io> <http://databrary.org>

### Meeting Location and Time

Wed & Fri 2:30-3:45 pm, 444 Moore August 28 - December 13, 2019 Course 15384

### Syllabus

You can find a PDF version of the syllabus at <https://psu-psychology.github.io/psy-511-scan-fdns-2019/psy-511-2019-fall-gilmore-syllabus.pdf>.

### About the course

The first scientific psychologists were physiologists fascinated by the possibility of understanding the mind by studying the brain. In this course, we will explore the historical roots and contemporary challenges associated with the study of biological approaches to complex adaptive behavior. In doing so, we will read and examine critically primary source readings that discuss basic patterns and processes of brain structure and function. The goal is to provide students with a basic foundation of knowledge about the structures and functions of the nervous system that can provide the basis for future study.

This course is one of two required courses for the Specialization in Cognitive and Affective Neuroscience (SCAN).

### Prerequisites

Undergraduate coursework in neuroscience or physiological psychology such as the equivalents of PSYCH 260 or BIO 469/470.

### Schedule

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## Week 1

Wed, Aug 28

NO CLASS

Fri, Aug 30

- Topics
    - Structure of the course, Read BW<sup>1</sup> 1:1-21.
    - Does neuroscience need behavior? Does behavioral science need the brain?
    - Methods in neuroscience
  - Readings
    - (recommended) Krakauer, J. W., Ghazanfar, A. A., Gomez-Marin, A., MacIver, M. A., & Poeppel, D. (2017). Neuroscience needs behavior: Correcting a reductionist bias. *Neuron*, 93(3), 480–490. Retrieved from <http://dx.doi.org/10.1016/j.neuron.2016.12.041>
    - [https://en.wikibooks.org/wiki/Cognitive\\_Psychology\\_and\\_Cognitive\\_Neuroscience/Behavioural\\_and\\_Neuroscience\\_Methods](https://en.wikibooks.org/wiki/Cognitive_Psychology_and_Cognitive_Neuroscience/Behavioural_and_Neuroscience_Methods).
  - Materials
    - Lecture notes | HTML slides
    - More on MRI physics
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## Week 2

Wed, Sep 4

- Topics
  - Methods in neuroscience, Read BW 2:51-57, 3:88-92.
- Materials
  - Lecture notes | HTML slides
  - [https://en.wikibooks.org/wiki/Cognitive\\_Psychology\\_and\\_Cognitive\\_Neuroscience/Behavioural\\_and\\_Neuroscience\\_Methods](https://en.wikibooks.org/wiki/Cognitive_Psychology_and_Cognitive_Neuroscience/Behavioural_and_Neuroscience_Methods)
  - Methods outline
  - (Optional) Cohen, M. X. (2017). Where Does EEG Come From and What Does It Mean? *Trends in Neurosciences*, 40(4), 208–218. Retrieved from <http://dx.doi.org/10.1016/j.tins.2017.02.004>
  - (Optional) Logothetis, N. K., Pauls, J., Augath, M., Trinath, T., & Oeltermann, A. (2001). Neurophysiological investigation of the basis of the fMRI signal. *Nature*, 412(6843), 150–157. Retrieved January 20, 2016, from <http://www.nature.com/nature/journal/v412/n6843/abs/412150a0.html>
  - (Optional) Hillman, E. M. C. (2014). Coupling mechanism and significance of the BOLD signal: a status report. *Annual Review of Neuroscience*, 37, 161–181. Retrieved from <http://dx.doi.org/10.1146/annurev-neuro-071013-014111>.

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<sup>1</sup>BW refers to the *Behavioral Neuroscience* text by Breedlove and Watson.

### Fri, Sep 6

- Topics
    - Neuroanatomy. Read BW 2:36-51.
  - Materials
    - Lecture notes | HTML slides
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## Week 3

### Wed, Sep 11

- Topics
  - Neuroanatomy. Read BW 2:36-51.
- Materials
  - Lecture notes | HTML slides

### Fri, Sep 13

- Topics
    - Wrap-up on neuroanatomy
  - Materials
    - Neuranatomy outline | HTML |
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## Week 4

### Wed, Sep 18

- Topics
  - **Neuroanatomy Lab.**
- Materials
  - Neuranatomy lab handout

### Fri, Sep 20

- Topics
  - Cellular neuroanatomy. Read BW 2:24-35.
- Reading
  - Zeng, H., & Sanes, J. R. (2017). Neuronal cell-type classification: challenges, opportunities and the path forward. *Nature Reviews Neuroscience*. Retrieved from <http://dx.doi.org/10.1038/nrn.2017.85>.

- Oliveira, J. F., Sardinha, V. M., Guerra-Gomes, S., Araque, A., & Sousa, N. (2015). Do stars govern our actions? Astrocyte involvement in rodent behavior. *Trends in Neurosciences*, 38(9), 535–549. Retrieved from <http://dx.doi.org/10.1016/j.tins.2015.07.006>
  - Materials
    - Cellular outline | [HTML](#) |
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## Week 5

### Wed, Sep 25

- Topics
  - **Quiz 1.** | Download |. Due at start of class on Friday, September 27, 2019.
  - Neurophysiology. Read BW 3:61-78.
- Materials
  - Cellular outline | [HTML](#) |

### Fri, Sep 27

- **Quiz 1 due.** Bring your copy to class.
  - Topics
    - Neural communication. Read BW 3:78-92.
    - Neurochemistry. Read BW: 4:95-100.
  - Materials
    - Cellular outline | [HTML](#) |
    - Chemical communication outline | [HTML](#) |
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## Week 6

### Wed, Oct 2

- Topics
  - Neurochemistry II. Read BW 4:101-130.
- Materials
  - Chemical communication outline [HTML](#)

4:00 pm Mark Blumberg (University of Iowa) Neuroscience Seminar

## Fri, Oct 4

- Topic
    - Hormones. 5:125-154. Read BW 5:131-159.
    - Brain/gut connection
  - Reading
    - Sarkar, A., Lehto, S. M., Harty, S., Dinan, T. G., Cryan, J. F., & Burnet, P. W. J. (2016). Psychobiotics and the manipulation of bacteria-gut-brain signals. *Trends in Neurosciences*, 39(11), 763–781. Retrieved from <http://dx.doi.org/10.1016/j.tins.2016.09.002>
  - Materials
    - Chemical communication outline | [HTML](#) |
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## Week 7

### Wed, Oct 9

- Topics
  - Planning session for student symposium

### Fri, Oct 11

- Topics
    - Evolution & Development. Read BW 6 & 7.
  - Reading
    - Optional Hofman 2014.
    - Rakic, P. (2009). Evolution of the neocortex: a perspective from developmental biology. *Nature Reviews Neuroscience*, 10(10), 724–735. Retrieved October 5, 2015, from <http://www.nature.com/nrn/journal/v10/n10/abs/nrn2719.html>.
    - Cao, M., Huang, H., & He, Y. (2017). Developmental connectomics from infancy through early childhood. *Trends in Neurosciences*, 40(8), 494–506. Retrieved from <http://dx.doi.org/10.1016/j.tins.2017.06.003>
  - Materials
    - Evo/devo outline | [HTML](#) |
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## Week 8

### Wed, Oct 16

- Topics
  - Brain development.
- Materials
  - Evo/devo outline | [HTML](#) |

## Fri, Oct 18

- Topics
    - Perception. Read BW 8:230-241.
  - Reading
    - Murray, M. M., Lewkowicz, D. J., Amedi, A., & Wallace, M. T. (2016). Multisensory Processes: A Balancing Act across the Lifespan. *Trends in Neurosciences*, 39(8), 567–579. Retrieved July 28, 2016, from <http://www.sciencedirect.com/science/article/pii/S0166223616300480>
  - Materials
    - Perception outline HTML
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## Week 9

### Wed, Oct 23

- Topics
  - Perception and Action. Read BW 10: 301:335, 11: 341:368.
- Reading
  - Nielsen, J. B. (2016). Human spinal motor control. *Annual Review of Neuroscience*, 39, 81–101. Retrieved from <http://dx.doi.org/10.1146/annurev-neuro-070815-013913>
- Materials
  - Perception outline | HTML |

### Fri, Oct 25

- Topics
    - Action II
  - Reading
    - Shenoy, K. V., Sahani, M., & Churchland, M. M. (2013). Cortical control of arm movements: A dynamical systems perspective. *Annual Review of Neuroscience*, 36, 337–359. Retrieved from <http://dx.doi.org/10.1146/annurev-neuro-062111-150509>.
  - Materials
    - Perception outline | HTML |, Action outline | HTML |
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## Week 10

Wed, Oct 30

- Topics
  - **Quiz 2** distributed. | Download |. Due at start of class on Friday, November 1, 2019.
  - Wrap-up on action
  - Cognition & language. Read BW 19.
- Reading
  - Hagoort, P., & Indefrey, P. (2014). The neurobiology of language beyond single words. *Annual Review of Neuroscience*, 37, 347–362. Retrieved from <http://dx.doi.org/10.1146/annurev-neuro-071013-013847>.
- Materials
  - Cognition & language outline | HTML |

Fri, Nov 1

- Topics
    - Continue cognition & language. Read BW 19.
  - Reading
    - Hagoort, P., & Indefrey, P. (2014). The neurobiology of language beyond single words. *Annual Review of Neuroscience*, 37, 347–362. Retrieved from <http://dx.doi.org/10.1146/annurev-neuro-071013-013847>.
  - Materials
    - Cognition & language outline | HTML |
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## Week 11

Wed, Nov 6

- Topics
  - Wrap-up on language.
  - Learning & memory. Read BW 17.
- Reading
  - Squire, L. R., & Zola-Morgan, J. (1991). The cognitive neuroscience of human memory since H.M. *Annual Review of Neuroscience*, 14, 259–288. Retrieved from <http://dx.doi.org/10.1146/annurev-neuro-061010-113720>.
- Materials
  - Learning and memory outline | HTML |

## Fri, Nov 8

- Topic
    - Wrap-up on learning and memory
    - Emotion. Read BW 15.
  - Materials
    - Emotion outline | [HTML](#) |
  - Readings
    - Pellman, B. A., & Kim, J. J. (2016). What can ethobehavioral studies tell us about the brain's fear system? *Trends in Neurosciences*, 39(6), 420–431. Retrieved from <http://dx.doi.org/10.1016/j.tins.2016.04.001>
    - Hu, H. (2016). Reward and aversion. *Annual Review of Neuroscience*, 39, 297–324. Retrieved from <http://dx.doi.org/10.1146/annurev-neuro-070815-014106>
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## Week 12

### Wed, Nov 13

- Topics
  - Wrap-up on emotion
  - Fear, stress, & reward. Read BW 15.
  - Submit title and three sentence abstract for student presentation.
- Materials
  - Emotion outline | [HTML](#) |
  - Fear, stress, & reward outline | [HTML](#) |
- Readings
  - Musazzi, L., Tornese, P., Sala, N., & Popoli, M. (2017). Acute or chronic? A stressful question. *Trends in Neurosciences*. Retrieved from <http://dx.doi.org/10.1016/j.tins.2017.07.002>
  - Watabe-Uchida, M., Eshel, N., & Uchida, N. (2017). Neural circuitry of reward prediction error. *Annual Review of Neuroscience*, 40, 373–394. Retrieved from <http://dx.doi.org/10.1146/annurev-neuro-072116-031109>

### Fri, Nov 15

- Topics
    - Wrap-up on fear, stress & reward
    - Disorder and Disease. Read BW 16.
  - Reading
    - Hunt, M. J., Kopell, N. J., Traub, R. D., & Whittington, M. A. (2017). Aberrant network activity in schizophrenia. *Trends in Neurosciences*, 40(6), 371–382. Retrieved from <http://dx.doi.org/10.1016/j.tins.2017.04.003>
  - Materials
    - Fear, stress, & reward outline | [HTML](#) |
    - Schizophrenia outline | [HTML](#) |
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## Week 13

Wed, Nov 20

- Topics
  - **Quiz 3.** | Download |. Due at start of class on **Friday, November 22, 2019.**
  - Prep for student symposium

Fri, Nov 22

- Topics
    - Disorder and Disease. Read BW 16.
  - Reading
    - Pawluski, J. L., Lonstein, J. S., & Fleming, A. S. (2017). The neurobiology of postpartum anxiety and depression. *Trends in Neurosciences*, 40(2), 106–120. Retrieved from <http://dx.doi.org/10.1016/j.tins.2016.11.009>
    - Namkung, H., Kim, S.-H., & Sawa, A. (2017). The insula: An underestimated brain area in clinical neuroscience, psychiatry, and neurology. *Trends in Neurosciences*, 40(4), 200–207. Retrieved from <http://dx.doi.org/10.1016/j.tins.2017.02.002>
    - Volk, L., Chiu, S.-L., Sharma, K., & Huganir, R. L. (2015). Glutamate synapses in human cognitive disorders. *Annual Review of Neuroscience*, 38, 127–149. Retrieved from <http://dx.doi.org/10.1146/annurev-neuro-071714-033821>
  - Materials
    - Depression outline | HTML |
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Thanksgiving Break, November 25 - 29, 2019

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## Week 15

Mon, Dec 2

- Quiz 3 extended deadline noon.

Wed, Dec 4

- Topics
  - Prep for student symposium

Fri, Dec 6

- Topics
    - Prep for student symposium
  - Final copies of title and abstract due. Send via email.
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## Week 16

Wed, Dec 11

- Topics
  - Student symposium
    - \* Development & disorder
      - “Where the research stands on ADHD and the gut-brain axis”, Alexandra Roule
      - “Stimulant use in ADHD: Pathways of activation, immediate effects, and long-term neurological changes”, Tyler Warner
      - “Exploring the neuropsychology of intellectual disability: Multisystemic and dimensional views of intellectual and adaptive functioning”, Chelsea Mayo
      - “The biological basis of learning disabilities in children”, Rachel Level
      - “Understanding autism: Social perception and underlying processes”, Tawni Stoop
    - \* Psychotherapy and the brain
      - “Neurobiology of psychotherapy”, Haruka Notsu

Fri, Dec 13

- Topics
    - Student symposium
      - \* Psychotherapy and the brain
        - “Assessing and applying clinically-relevant and actionable findings from neuroscience to psychotherapy”, Ryan Kilcullen
      - \* Language
        - “What can time frequency analysis tell us about language processing?”, Holly Zaharchuk
        - “Word learning and consolidation”, Daisy Lei
        - “Language impairment and electroencephalography (EEG)”, So Yeon Chun
      - \* Emotion
        - “Testing the effectiveness of a fMRI-based neurofeedback training of emotion regulation in borderline personality disorder”, Young In Chung & Jacob Martin
        - “Neural networks underlying emotions and task performance”, Leslie Ho
      - \* Music and the brain
        - “The cognitive neuroscience of musical improvisation”, Hannah Merseal
    - Slides by noon
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## Week 17

Wed, Dec 18

- Symposium write-up/review papers due by **noon**.

## Evaluation

PSY 511 course performance will be evaluated based on the following scheme:

Component	Points	% of Grade
Quizzes	10 pts * 3 quizzes = 30	30
Symposium presentation	40 pts	40
Paper	30 pts	30
<b>TOTAL</b>	<b>100</b>	<b>100</b>

## Grading Scheme

Points	Percent	Grade
100+	100+	A+
94-100	94-99	A
90-93	90-93	A-
87-89	87-89	B+
84-86	84-86	B
80-83	80-83	B-
77-79	77-79	C+
70-76	70-76	C
60-69	60-69	D
<59	<59	F

## Student symposium presentation

We will plan and host a student symposium with individual and group presentations at the end of the semester.

## Resource write-up

Please write-up a review of i) one of the references you discuss in your symposium presentation or ii) another paper of your choosing in the style of a *Neuron* “Preview” or a *Nature* “Research Highlights” paper (example).

Your review should be 2,000-2,500 words (6-10 pp in length) and is due by **noon on Wednesday, December 18, 2019**.

### Do's

- Put your last name and first name in the file name of your submitted paper. `gilmore-rick-psy-511-2018-final-paper.docx` works fine.
- Submit your paper as a MS Word document or as a Google drive document that I can comment on using the track changes feature.
- Include a cover page and title. Make sure to add page numbers.
- Unpack and define all acronyms when you first mention them. Define or explain technical terms and concepts.
- Include all end-of-paper citations in a format that is convenient to you and easy to extract from your reference manager.
- Include author-date citations in the text, even if the article type (e.g., a newspaper or magazine) would not typically use them.
- Use double-spacing.
- Run spell-check on your paper before you submit. I also suggest reading your paper out loud as a way to catch run-on sentences, awkward phrasing, and odd word choices.

## Resources

### Text

Breedlove, S. M. & Watson, N.V. (2018). *Behavioral Neuroscience (8th ed.)*. Sunderland, MA: Sinauer.

### Web sites

- Course home page: <http://psu-psych.github.io/psy-511-scan-fdns-2019>
- Interactive Human Brain Atlas: <http://www.med.harvard.edu/aanlib/cases/caseNA/pb9.htm>
- Neurosynth (fMRI meta-analysis): <http://neurosynth.org>
- *Neuron* Brainview

### Data repositories

- OpenNeuro
- OpenfMRI