

Cognitive Neuroscience



Current Debates, Research & Reports

ISSN: (Print) (Online) Journal homepage: https://www.tandfonline.com/loi/pcns20

A Unified Neural Theory of Conscious Seeing, Hearing, Feeling, and Knowing

Stephen Grossberg

To cite this article: Stephen Grossberg (2020): A Unified Neural Theory of Conscious Seeing, Hearing, Feeling, and Knowing, Cognitive Neuroscience, DOI: <u>10.1080/17588928.2020.1839401</u>

To link to this article: https://doi.org/10.1080/17588928.2020.1839401

	Published online: 06 Nov 2020.
	Submit your article to this journal 🗷
ılıl	Article views: 64
Q ^L	View related articles 🗷
CrossMark	View Crossmark data 🗗





A Unified Neural Theory of Conscious Seeing, Hearing, Feeling, and Knowing

Stephen Grossberg

Center for Adaptive Systems, Graduate Program in Cognitive and Neural Systems, Departments of Mathematics & Statistics, Psychological & Brain Sciences, and Biomedical Engineering, Boston University, Boston, MA USA

ABSTRACT

Adaptive Resonance Theory does more than satisfy 'hard criteria' for ToCs.

ARTICLE HISTORY

Received 30 July 2020 Revised 13 October 2020 Published online xx xxx xxxx

KEYWORDS

Consciousness; adaptive resonance; neural network; biological vision; binocular rivalry; gamma oscillations; social cognition; mental disorders

Hard criteria or explanatory scientific theory?

Doerig, Schurger, and Herzog list 'hard criteria for empirical theories of consciousness'. Their abstract notes that 'many Theories of Consciousness (ToCs) have been proposed,' 'diverse in nature,' that exhibit a 'lack of stringent criteria specifying how empirical data constrains ToCs'. They 'review 13 of the most influential ToCs' and 'their strengths and weaknesses from a strictly empirical point of view'.

Listing 'stringent criteria' is not how scientific progress on developing theories of mind and brain usually occurs. Typical humans have conscious experiences of seeing, hearing, feeling, and knowing. Thousands of psychological and neurobiological experiments about vision and these other faculties have been carried out for over a century. The psychological experiments clarify how visual stimuli cause conscious experiences of visual qualia – including perceived form, color, brightness, depth, and motion – and when consciousness fails. Many neurobiological experiments have correlated conscious experiences with brain dynamics.

To understand these data, theorists discover organizational principles that are embodied in a small number of equations. In mind/brain studies, these equations help to define modules, or microcircuits, which are specialized in *modal* neural architectures, where 'modal' stands for different modalities of biological intelligence, including vision. An integrated self with a conscious mind is possible because it builds on a shared set of

equations and modules within modal architectures that can interact seamlessly together to generate emergent properties that mimic detailed properties of conscious psychological experiences (Grossberg, 2017b).

The foundational equations describe short-term memory, or STM; medium-term memory, or MTM; and long-term memory, or LTM, that were introduced in Grossberg (1968, 1969); see Grossberg (2013b) for a review.

In Section 1, Doerig et al. write about 'whether we can close the explanatory gap or whether it is impossible for principled reasons'. This gap actually started to be closed 40 years ago (Grossberg, 1980). They mention only a few data, and write that 'maybe the plethora of ToCs simply reflects the fact that we have too few experimental constraints' (Section VI), despite the existence of huge databases about conscious experiences that have been getting explained and simulated on the computer for many years. Their underconstrained analysis cannot lead to mechanistic understanding.

All conscious states are resonant states, but not conversely

Humans also have conscious experiences of hearing, feeling, and knowing, and huge interdisciplinary databases describe them. In all these areas, the interdisciplinary computational neural theory called Adaptive Resonance Theory, or ART, links brain mechanisms to their emergent, or interactive, properties that embody psychological

functions and conscious experiences. ART shows how *adaptive resonances* enable us to be conscious of all these kinds of experiences, while binding them together into coherent moments of unified conscious awareness. ART provides detailed mechanistic explanations of all the issues and data mentioned by Doerig et al., as sketched below.

ART has been incrementally developed since it was proposed in Grossberg (1976) to explain and predict how humans learn to attend, recognize, and predict objects and events in a changing world. ART was not derived to explain consciousness. However, as its unifying explanations became increasingly mature, it became clear that 'all conscious states are resonant states, but not conversely'. For recent reviews, see Grossberg (2013a, 2017b, 2018, 2021). For a summary of resonances that support different conscious experiences, see Figure 1.

A thought experiment shows that ART solves a universal problem of error correction

ART design principles and mechanisms can be derived from a thought experiment that asks the question: How can a coding error be corrected in a changing world if no individual cell knows that one has occurred (Grossberg, 1980)? Using only familiar environmental facts as hypotheses, every step of the thought experiment is translated into processes operating autonomously in real time with only locally computed quantities. Thus, when familiar environmental constraints on incremental knowledge discovery are overcome in a self-organizing manner, then ART circuits naturally emerge as a universal solution to correcting errors in a changing world.

Resonances that are not conscious

Resonant states that are not conscious include parietal-prefrontal resonances that trigger selective opening of basal ganglia gates to enable the read-out of contextually-appropriate thoughts and actions (Brown et al., 2004; Buschman & Miller, 2007; Grossberg, 2016b) and entorhinal-hippocampal resonances that dynamically stabilize the learning of entorhinal grid cells and hippocampal place cells during spatial navigation (Grossberg and Pilly, 2014; Kentros et al., 2004; Morris & Frey, 1997). These resonances do not include feature detectors that are activated by external senses, such as those that support vision or audition, or internal senses, such as those that support emotion.

"ALL CONSCIOUS STATES ARE RESONANT STATES"

Grossberg (1980)

Surface-shroud resonances support conscious seeing of visual qualia

Feature-category resonances support conscious recognition of visual objects and scenes

Stream-shroud resonances support conscious hearing of auditory qualia

Spectral-pitch-and-timbre resonances support conscious recognition of sources in auditory streams

Item-list resonances support conscious recognition of speech and language

Cognitive-emotional resonances support conscious feelings and recognition of them

Figure 1. Some known conscious resonances and their psychological functions.



Why did evolution discover consciousness? Seeing is for reaching

Evolution may have discovered conscious states because multiple processing stages carry out three functionally distinct processes of 'hierarchical resolution of uncertainty' to construct brain representations that are sufficiently complete, context-sensitive, and stable to control effective actions (Grossberg, 2017b). The visual representation on the retina is noisy and incomplete. For example, the large blind spot and retinal veins prevent the processing of connected objects that are registered by the retina at their positions. Multiple stages of boundary completion and surface filling-in complete the retinal representation (Grossberg, 2016a).

How do our brains select sufficiently complete visual representations to control actions? My answer is that brain resonance, and with it conscious awareness, is triggered at complete representational stages to escape the disastrous consequences that could occur were actions based on incomplete representations at earlier processing stages. For example, we consciously see in order to look and reach based upon a surface-shroud resonance (Figure 2) that occurs between cortical area V4 and the posterior parietal cortex (PPC). The selected V4 representations attend objects to act upon via PPC (Grossberg, 2017b, 2019). We consciously recognize what we see using a feature-category resonance V4 and the inferotemporal cortex (IT); see Figures 2 and 3. These two resonances synchronize when we see and know about a familiar object.

Explaining mental disorders using ART

Resonances can fail or be degraded due to anatomical lesions or improperly functioning neuromodulators. ART provides neural explanations of psychological symptoms and neurobiological data about how consciousness is altered during mental disorders like Alzheimer's disease, autism, amnesia, Fragile X syndrome, and neglect, including a key role for acetylcholine neuromodulation in regulating the vigilance with which cognitive learning, attention, and consciousness occur (Franklin & Grossberg, 2017; Grossberg, 2017a, 2017b; Grossberg & Kishnan, 2018; Grossberg & Seidman, 2006).

Rivalry, change blindness, crowding, masking, attentional blink, and Hermann grid

Doerig et al. mention several visual phenomena, notably those in this section's title, that have all been explained by interactions between model visual cortical processes that preprocess visual inputs and the surface-shroud resonances that support consciously seeing them; e.g., binocular rivalry and percepts of unimodal vision (Grossberg et al., 2008); change blindness, motioninduced blindness, masking, and attentional blink (Grossberg, 2017b); crowding (Foley et al., 2012); and

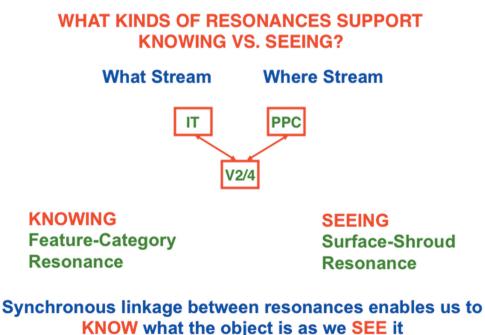
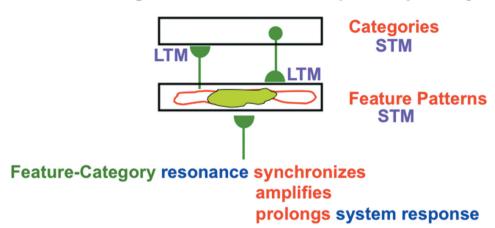


Figure 2. Seeing and knowing. A surface-shroud resonance that supports conscious seeing and a feature-category resonance that supports conscious knowing, or recognition, can occur simultaneously and be supported by a synchronous resonance that bridges the What and Where cortical streams. [Adapted with permission from Grossberg (2017b).].

ADAPTIVE RESONANCE

Attended feature clusters reactivate bottom-up pathways

Activated categories reactivate their top-down pathways



Resonance triggers learning in bottom-up and top-down adaptive weights: adaptive resonance!

Figure 3. During a feature-category resonance, a bottom-up input pattern activates a distributed pattern of feature-selective cells which send bottom-up signals to a category coding level. These bottom-up signals are multiplied by adaptive weights, or long-term memory (LTM) traces, that are tuned by learning. An activated category reads out a top-down expectation. These top-down signals are also multiplied by LTM traces. These expectations help to focus *attention* upon expected combinations of cues, called *critical feature patterns*, that control learning and action. If a good enough match occurs between the top-down expectation and a currently active bottom-up feature pattern, then a feature-category resonance begins to form between them via the active bottom-up and top-down excitatory pathways. This resonance supports conscious recognition of the object that is represented by the attended critical feature pattern. [Reprinted with permission from Grossberg (2019).].

Hermann grid (Grossberg and Todorovic, 1988). Scores of additional visual percepts have also been explained in a unified way; see sites.bu.edu/steveg.

Cortical synchronization, gamma and beta oscillations, and wakefulness and sleep

The authors mention gamma oscillations in Section IV.4.a. In spiking laminar thalamocortical ART models, faster gamma oscillations emerge during a good enough match between bottom-up and top-down signals, as during a feature-category resonance (Figure 3), whereas a big enough mismatch causes slower beta oscillations (Grossberg & Versace, 2008), a prediction with subsequent support from neurophysiological experiments on V1, V4, and hippocampus.

ART clarifies how brains switch between wakefulness and sleep, and explains UP and DOWN sleep states (Grossberg, 2017a).

Gaze direction and social cognition

How gaze direction enables us to 'infer the mental state of others and to predict their behavior' (Section IV.4.b) is explained by how joint attention supports goal-oriented orienting, reaches, and tool use during social cognition (Grossberg & Vladusich, 2010).

Unfolding and large and small networks

The authors note that 'any function can be implemented by different physical systems' (Section III.4). However, sufficiently rich multiplexed combinations of functions cannot be so implemented. Indeed, ART uniquely follows from a thought experiment about a universal problem about error correction in a changing world (Grossberg, 1980).

ART feedback circuits that functionally link Consciousness, Learning, Expectation, Attention,



Resonance, and Synchrony - the CLEARS processes cannot be unfolded into a feedforward network (Grossberg, 2019).

Classifying biological neural models like ART as either small or large is unhelpful because, to explain why we are conscious, ART's multiple processing stages carry out a 'hierarchical resolution of uncertainty' in a particular order.

Disclosure statement

No potential conflict of interest was reported by the author.

References

- Brown, J. W., Bullock, D., & Grossberg, S. (2004). How laminar frontal cortex and basal ganglia circuits interact to control planned and reactive saccades. Neural Networks, 17(4), 471-510. https://doi.org/10.1016/j.neunet.2003.08.006
- Buschman, T. J., & Miller, E. K. (2007). Top-down versus bottom-up control of attention in the prefrontal and posterior parietal cortices. Science, 315(5820), 1860–1862. https:// doi.org/10.1126/science.1138071
- Foley, N. C., Grossberg, S., & Mingolla, E. (2012). Neural dynamics of object-based multifocal visual spatial attention and priming: Object cueing, useful-field-of-view, and crowding. Cognitive Psychology, 65(1), 77-117. https://doi. org/10.1016/j.cogpsych.2012.02.001
- Franklin, D. J., & Grossberg, S. (2017). A neural model of normal and abnormal learning and memory consolidation: Adaptively timed conditioning, hippocampus, amnesia, neurotrophins, and consciousness. Cognitive, Affective, and Behavioral Neuroscience, 17, 24-76.
- Grossberg, S. (1968). Some physiological and biochemical consequences of psychological postulates. Proceedings of the National Academy of Sciences, 60, 758-765.
- Grossberg, S. (1969). On the production and release of chemical transmitters and related topics in cellular control. Journal of Theoretical Biology, 22(2), 325-364. https://doi.org/10. 1016/0022-5193(69)90009-5
- Grossberg, S. (1976). Adaptive pattern classification and universal recoding, II: Feedback, expectation, olfaction, and illusions. *Biological Cybernetics*, 23, 187–202.
- Grossberg, S. (1980). How does a brain build a cognitive code? Psychological Review, 87(1), 1-51. https://doi.org/10.1037/ 0033-295X.87.1.1
- Grossberg, S. (2013a). Adaptive resonance theory: How a brain learns to consciously attend, learn, and recognize a changing world. Neural Networks, 37, 1-47. https://doi. org/10.1016/j.neunet.2012.09.017
- Grossberg, S. (2013b). Recurrent neural networks. Scholarpedia, 8(2), 1888. https://doi.org/10.4249/scholarpedia.1888
- Grossberg, S. (2016a). Cortical dynamics of figure-ground separation in response to 2D pictures and 3D scenes: How V2 combines border ownership, stereoscopic cues, and gestalt grouping rules. Frontiers in Psychology. 6. 26 January 2016. http://journal.frontiersin.org/article/10.3389/ fpsyg.2015.02054/full

- Grossberg, S. (2016b). Neural dynamics of the basal ganglia during perceptual, cognitive, and motor learning and gating. In -J.-J. Soghomonian (Ed.), The basal ganglia: Novel perspectives on motor and cognitive functions (pp. 457-512). Springer.
- Grossberg, S. (2017a). Acetylcholine neuromodulation in normal and abnormal learning and memory: Vigilancecontrol in waking, sleep, autism, amnesia, and Alzheimer's disease. Frontiers in Neural Circuits. 11. November 2, 2017. https:// www.frontiersin.org/articles/10.3389/fncir.2017.00082/full
- Grossberg, S. (2017b). Towards solving the hard problem of consciousness: The varieties of brain resonances and the conscious experiences that they support. Neural Networks, 87, 38-95. https://doi.org/10.1016/j.neunet.2016.11.003
- Grossberg, S. (2019). The resonant brain: How attentive conscious seeing regulates action sequences that interact with attentive cognitive learning, recognition, and prediction. Attention, Perception & Psychophysics, 81(7), 2237–2264. Published online: June 19, 2019 https://link.springer.com/ article/10.3758/s13414-019-01789-2
- Grossberg, S. (2021). Conscious Mind/Resonant Brain: How Each Brain Makes a Mind. New York: Oxford University Press.
- Grossberg, S., & Kishnan, D. (2018). Neural dynamics of autistic repetitive behaviors and Fragile X syndrome: Basal ganglia movement gating and mGluR-modulated adaptively timed learning. Frontiers in Psychology, Psychopathology, 9. https:// doi.org/10.3389/fpsyg.2018.00269
- Grossberg, S., and Pilly, P. K. (2014). Coordinated learning of grid cell and place cell spatial and temporal properties: multiple scales, attention, and oscillations. Philosophical Transactions of the Royal Society B., 369, 20120524, https://royalsocietypublishing.org/doi/pdf/10.1098/rstb. 2012.0524
- Grossberg, S., & Seidman, D. (2006). Neural dynamics of autistic behaviors: Cognitive, emotional, and timing substrates. Psychological Review, 113(3), 483-525. https://doi.org/10. 1037/0033-295X.113.3.483
- Grossberg, S. and Todorovic, D. (1988). Neural dynamics of 1-D and 2-D brightness perception: A unified model of classical and recent phenomena. Perception & Psychophysics, 43, 241-
- Grossberg, S., & Versace, M. (2008). Spikes, synchrony, and attentive learning by laminar thalamocortical circuits. Brain Research, 1218, 278-312. https://doi.org/10.1016/j.brainres. 2008.04.024
- Grossberg, S., & Vladusich, T. (2010). How do children learn to follow gaze, share joint attention, imitate their teachers, and use tools during social interactions? Neural Networks, 23(8-9), 940-965. https://doi.org/10.1016/j.neunet.2010.07.011
- Grossberg, S., Yazdanbakhsh, A., Cao, Y., & Swaminathan, G. (2008). How does binocular rivalry emerge from cortical mechanisms of 3-D vision? Vision Research, 48(21), 2232-2250. https://doi.org/10.1016/j.visres.2008.06.024
- Kentros, C. G., Agniotri, N. T., Streater, S., Hawkins, R. D., & Kandel, E. R. (2004). Increased attention to spatial context increases both place field stability and spatial memory. Neuron, 42(2), 283-295. https://doi.org/10.1016/S0896-6273(04)00192-8
- Morris, R. G. M., & Frey, U. (1997). Hippocampal synaptic plasticity: Role in spatial learning or the automatic recording of attended experience? Philosophical Transactions of the Royal Society of London B: Biological Sciences, 1360, 1469–1503.