

Introduction to Neuroscience  
Neuromorphic Engineering

**'Organizing principles'**  
in neural and neuromorphic electronic systems

Part 1: Motivation, history, community  
Part 2: Organizing principles  
Part 2a: The physiologist's friend chip  
Part 2b: The dynamic vision sensor

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Your neuroscience exam question will be based on this lecture and the following reading

1. Mead, **Neuromorphic Electronic Systems**, Proc. IEEE, 1990
2. Delbruck & Liu, **A silicon visual system as a model animal**, Vision Research, 2004
3. Boahen, **Mimic the Nervous System with Neuromorphic Chips**, Scientific American, 2005

You can get these papers via the ZNZ Neuroscience Course web page.

Part 1: Motivation for neuromorphic engineering, history, community

**Natural computation**




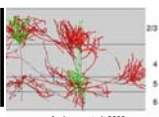
Flies acrobatically  
Recognizes patterns  
Navigates  
Forages  
Communicates

$10^{-15}$  J/op

Digital silicon  $10^{-7}$  to  $10^{-11}$  J/op

$10^8$  to  $10^4$  times as efficient as digital silicon

**Computer vs. Brain**


Anderson et al. 2003

**At the system level, brains are about 1 million times more power efficient than computers. Why?**  
Cost of elementary operation (turning on transistor or synapse) is about the same.  
It's not some magic about physics.

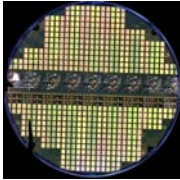
Computer	Brain
Fast global clock	Self-timed
Bit-perfect deterministic logical state	Synapses are stochastic! Computation dances: digital→analog→digital
Memory distant to computation	Memory at computation
Fast high precision power hungry ADCs	Low resolution adaptive data-driven quantization
Devices frozen on fabrication	Constant adaptation and self-modification

Technology development has enabled this approach

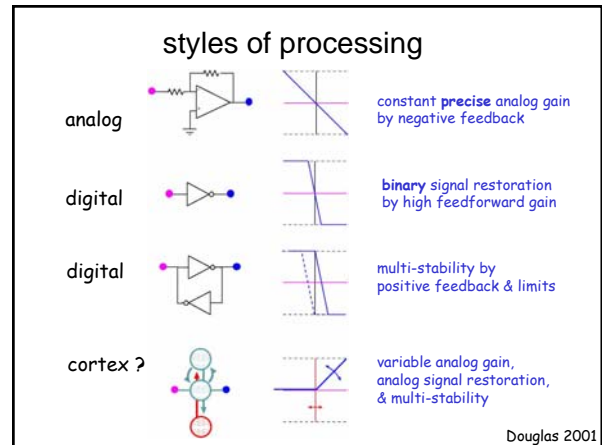
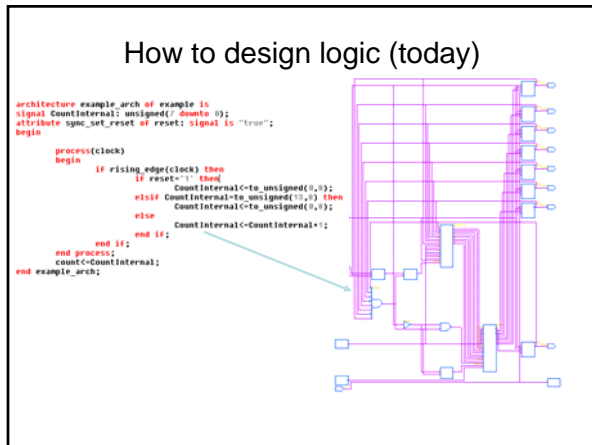
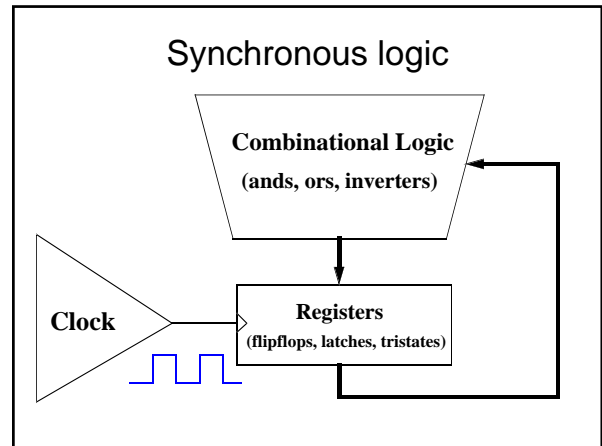
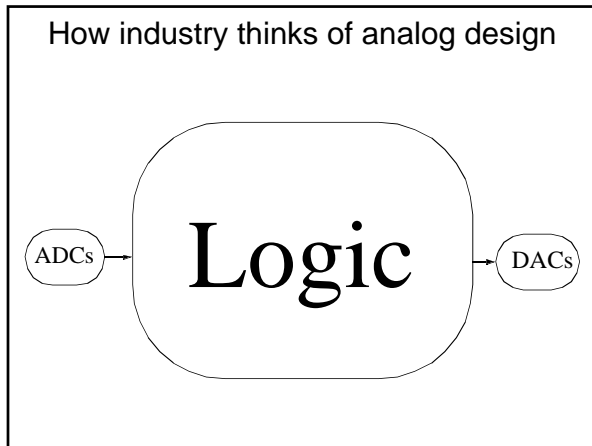
1947  
1 transistor



1997  
 $10^9$  transistors



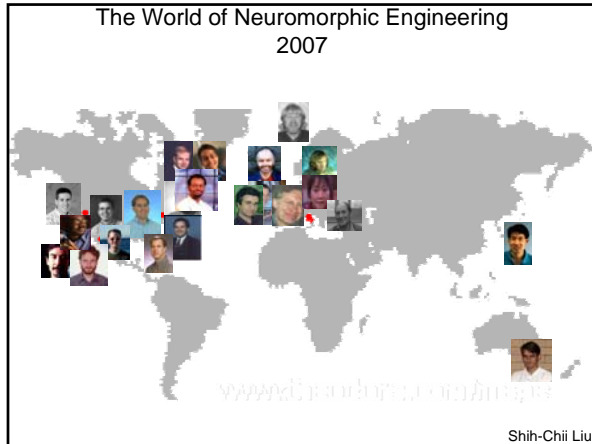
1. Moore's law: Number of transistors per chip doubles every 1.5 to 2 years
2. Cost/bit drops 29%/year
3. True for last 45 years! Will continue at least another ~15y.



Brief history of neuromorphic engineering

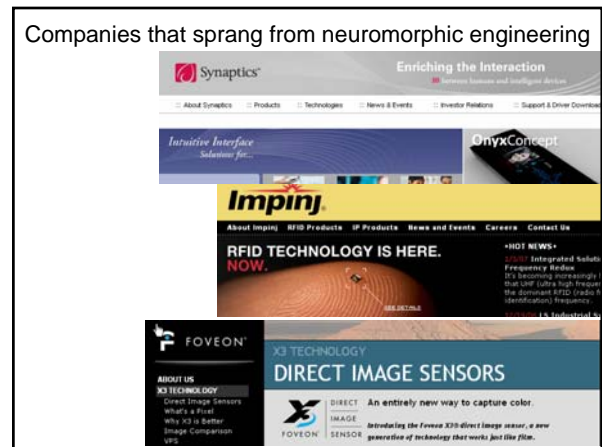
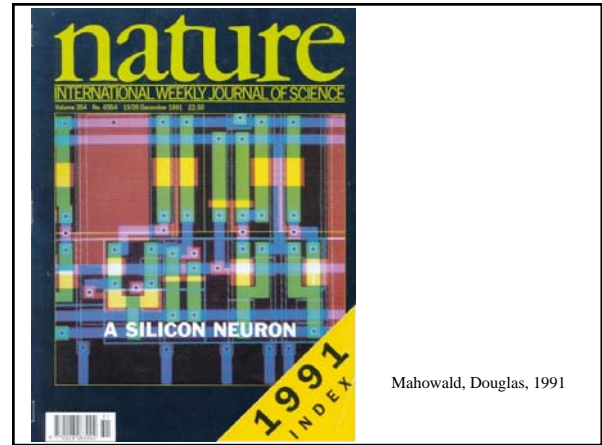
Physics of Computation Course

1982		
	Carver Mead	Dick Feynman
1985		
		John Hopfield



- ### Types of neuromorphic systems
- **Silicon retinas**—electronic models of retinas
  - **Silicon cochleas**—electronic models of cochleas
  - **Smart sensors** (e.g. tracking chips, motion sensors, presence sensors, auditory classification and localization sensors)
  - **Networks of spiking neurons** – with self-modifying adaptive synapses
  - **Central pattern generators** – for locomotion or rhythmic behavior
  - **Models of specific systems:** e.g. bat sonar echolocation, lamprey spinal cord for swimming, lobster stomatogastric ganglion, electric fish lateral line
  - **Multi-chip systems** that use the *address-event representation* (spikes) for inter-chip communication

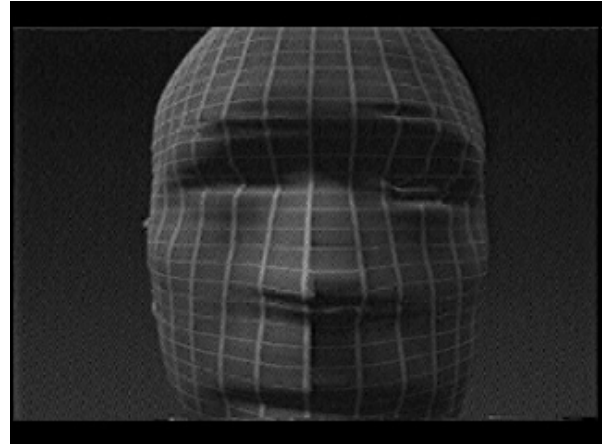
Accomplishments of neuromorphic engineering



The Telluride Neuromorphic Engineering Workshop

- Focus is on
  - tutorials, hands-on workgroups
  - fostering the neuromorphic community
  - establishing long-lasting collaborations
- Running 12 years now, started by Rodney Douglas and Misha Mahowald.
- Funded by NSF & others, steadily at about \$110k/yr.
- 60 people each year, about half invited and half applicants – **you can apply. Housing and part of travel is covered.**
- 3 weeks long each July, in the mountains in Colorado, USA.

Google “Telluride Neuromorphic” for more information



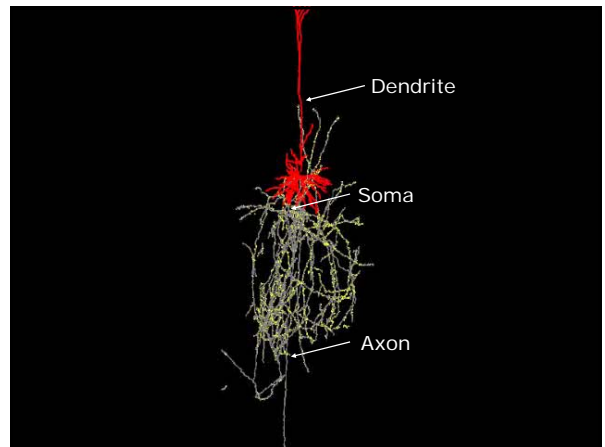
Part 2:  
What are “organizing principles” as applied in neuromorphic engineering?

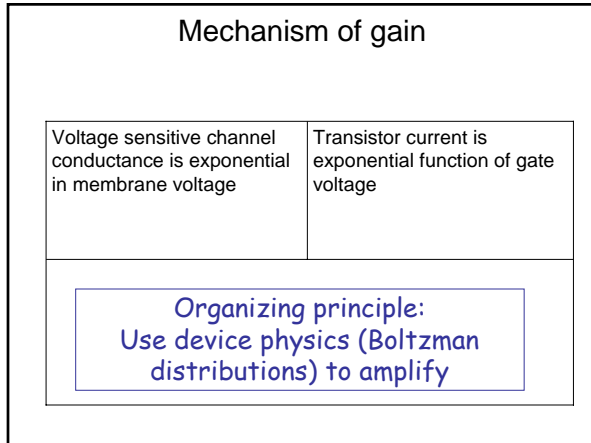
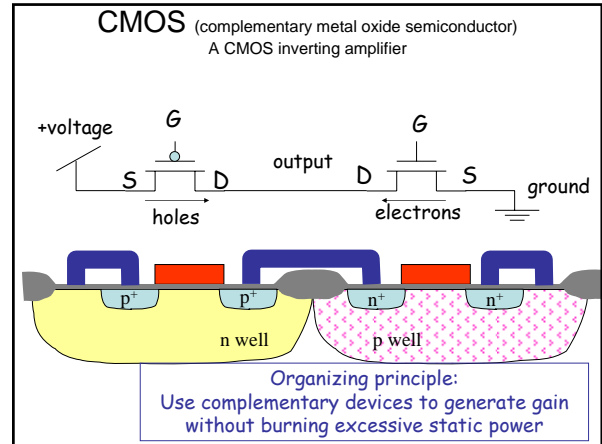
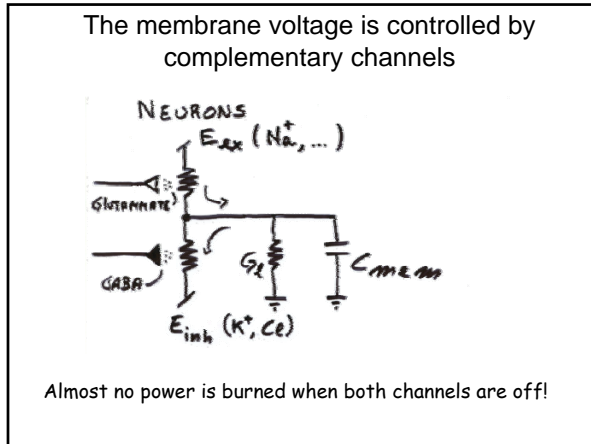
The fact that we can build devices that implement the same basic operations as those the nervous system uses leads to the inevitable conclusion that we should be able to build entire systems based on the **organizing principles** used by the nervous system.

*Mead, 1990*

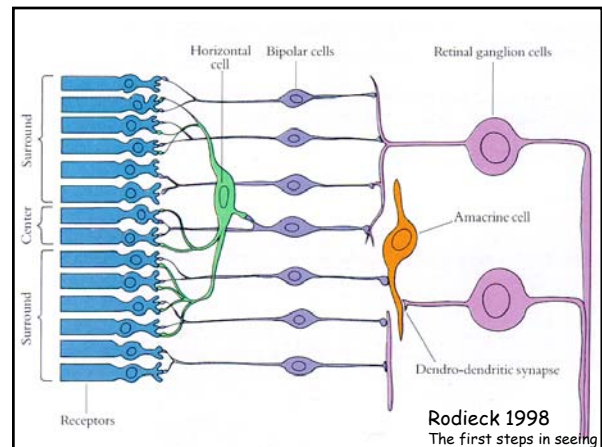
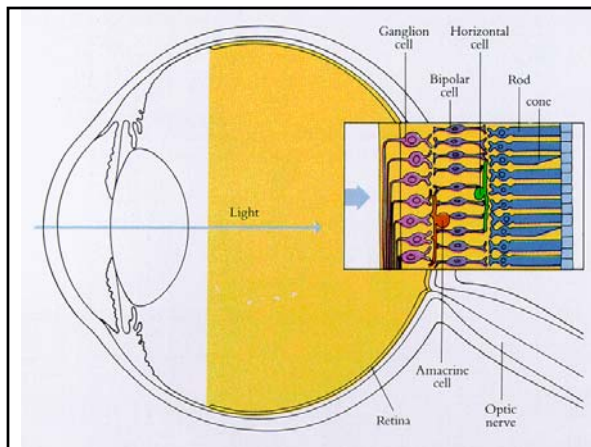
Complementary devices,  
amplification

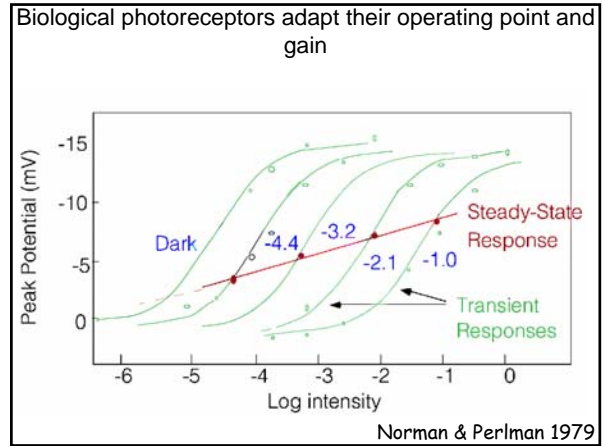
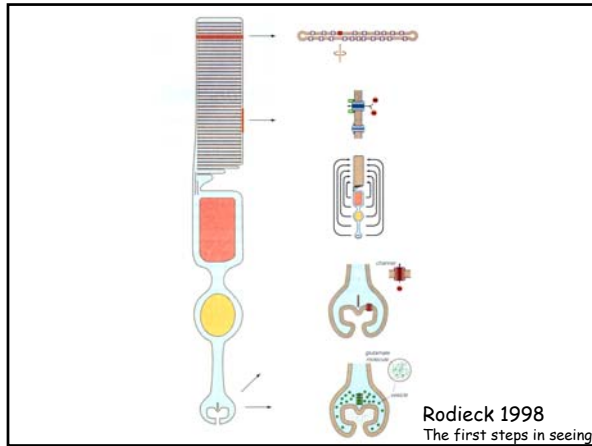
(Example #1)





Part 2a:  
Structure and function of the retina, as expressed in the "Physiologist's Friend Chip"





A logarithm is self-normalizing

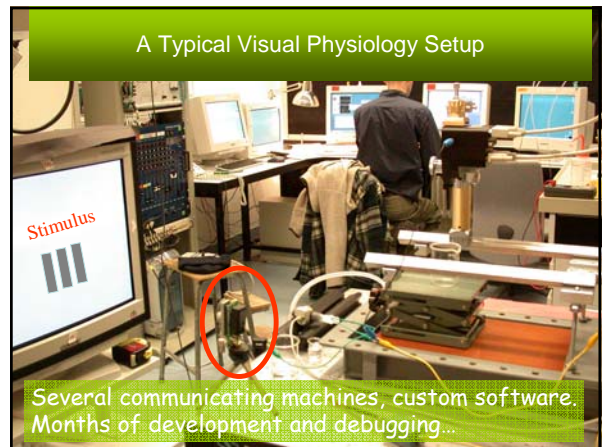
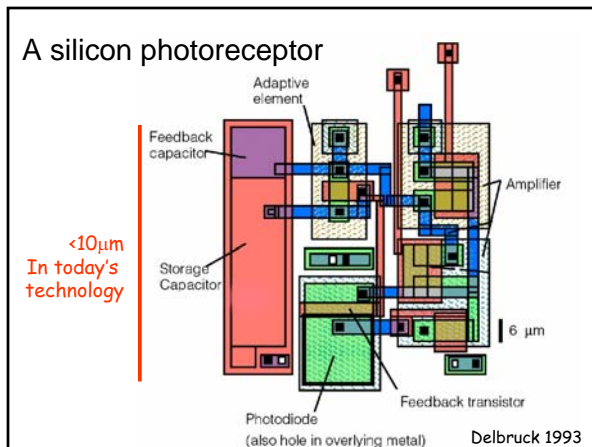
$$d(\log X) = dX/X$$

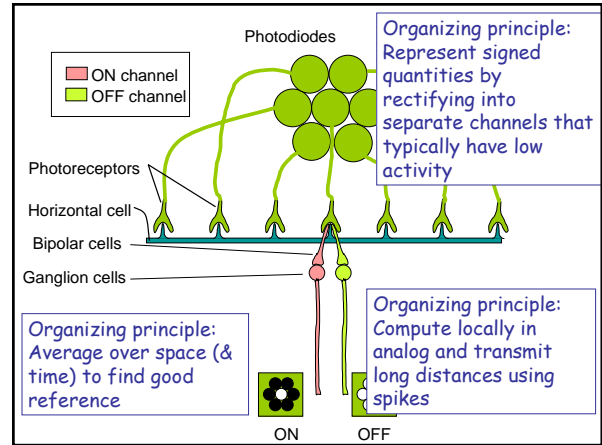
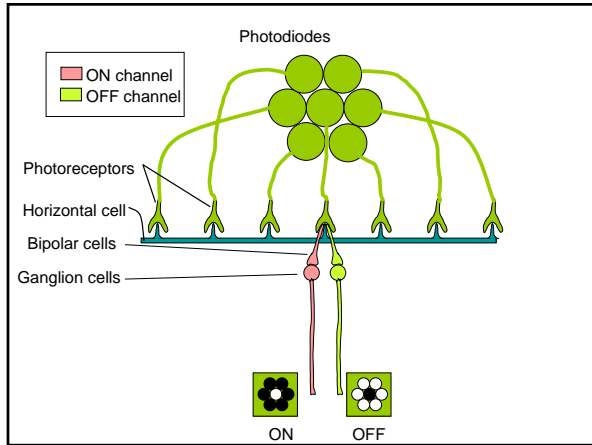
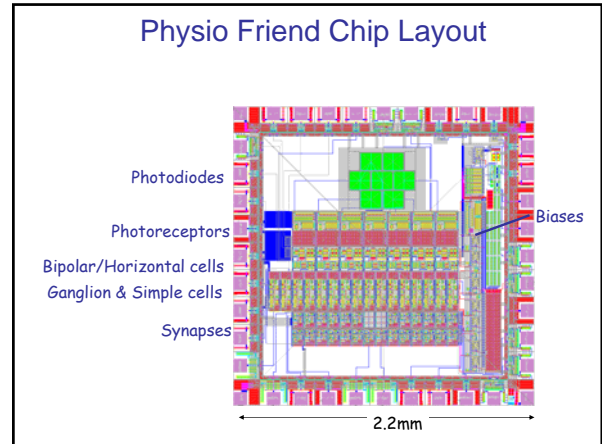
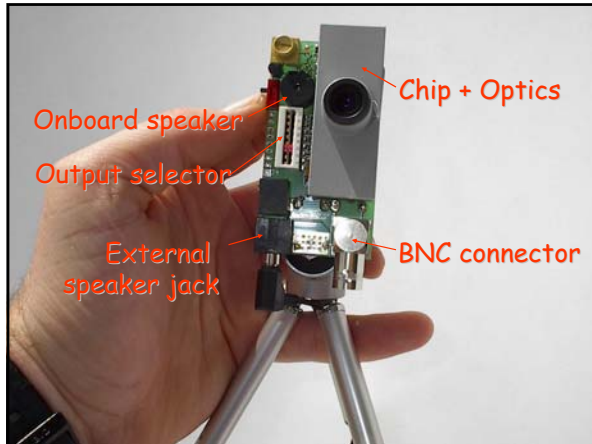
Organizing principle: **Normalize** by value of signal

Biological photoreceptors adapt their operating point and gain

A graph showing Peak Potential (mV) on the y-axis (ranging from 0 to -15) versus Log intensity on the x-axis (ranging from -6 to 0). The graph displays several sigmoidal curves representing the response of photoreceptors at different adaptation levels. A red line indicates the 'Steady-State Response', and green arrows point to 'Transient Responses'. Specific values are marked on the curves: -4.4, -3.2, -2.1, and -1.0. The word 'Dark' is written in blue on the left side of the graph. The text 'Norman & Perlman 1979' is at the bottom right.

Organizing principle: **Use adaptation to amplify novelty, not familiarity**



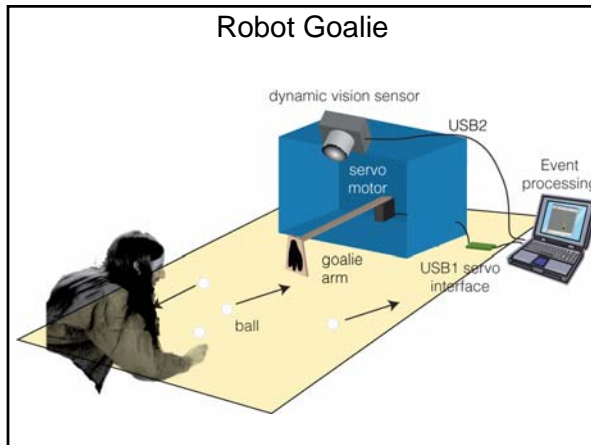
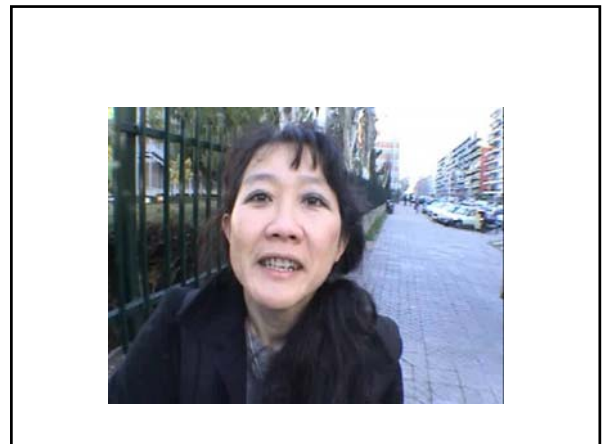
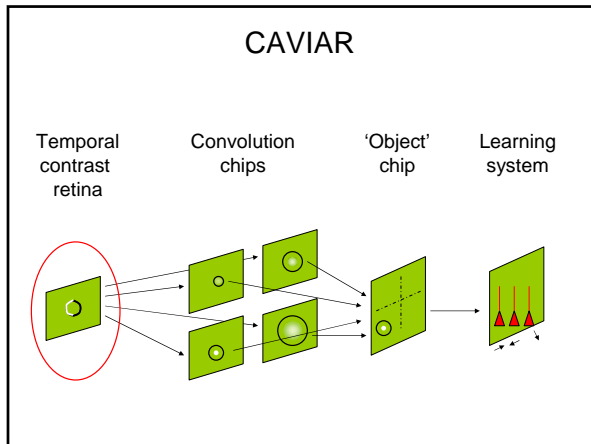


Part 2b:  
The dynamic vision sensor  
(asynchronous temporal contrast silicon retina)

**Dynamic vision sensor**

1. This silicon retina **asynchronously** outputs **pixel addresses (spikes)**.
2. The pixels respond to **temporal contrast**, like transient ganglion cells.

Lichtsteiner et al. ISSCC 2006



- Review: Organizing principles**
1. Use device physics for computation
    1. Sum currents onto nodes
    2. Use capacitance to integrate over time
    3. Use Boltzman physics to amplify
  2. Use complementary devices to amplify without burning excessive static power
  3. Average over space (& time) to find correct context and reduce noise
  4. Normalize by value of signal
  5. Represent signed quantities by rectifying into separate ON and OFF channels
  6. Use adaptation to amplify novelty, not familiarity
  7. Compute locally in analog, communicate remotely using events

- IF WE ARE TO AVOID THE AI TRAP WE HAD BETTER EVOLVE OUR SYSTEMS WITH REAL INPUT DATA (BOTTOM UP)**
- THE AI TRAP:**
1. ANNOUNCE INTENTION TO SOLVE AN OBVIOUSLY DIFFICULT PROBLEM
  2. WORK LONG ENOUGH TO LEARN THAT IT IS MUCH MORE DIFFICULT THAN WAS INITIALLY SUPPOSED
  3. FIND A TOY EXAMPLE THAT CONTAINS ONLY THE EASY PARTS OF THE PROBLEM
  4. MAKE DEMO OF TOY EXAMPLE
  5. DECLARE THE PROBLEM SOLVED WITHOUT REVEALING WHAT HAS BEEN LEARNED ABOUT THE HARD PARTS
  6. GO TO STEP 1. OF A MORE DIFFICULT PROBLEM
- Mead ca. 1990