

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

Shih-Chii Liu for Tobi Delbruck  
Inst. of Neuroinformatics  
[www.ini.unizh.ch/~tobi](http://www.ini.unizh.ch/~tobi)


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**


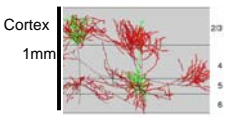


Flies acrobatically  
Recognizes patterns  
Navigates  
Forages  
Communicates

$10^{-15}$  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.

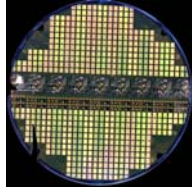
Computer	Brain
Fast global clock	Self-timed
Bit-perfect deterministic logical state	Synapses are stochastic! Computation dances: digital→analog→digital
Memory distant to computation	Memory at computation
Fast high precision power hungry ADCs	Low resolution adaptive data-driven quantization
Devices frozen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

Technology development has enabled this approach

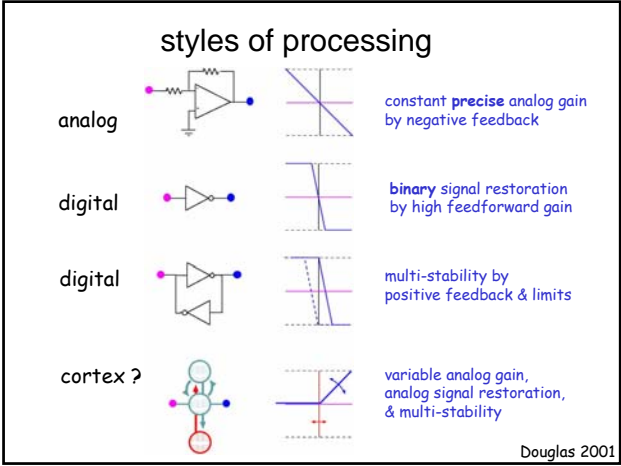
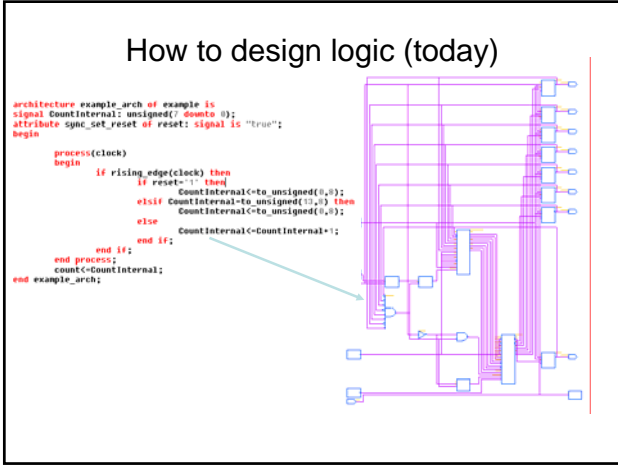
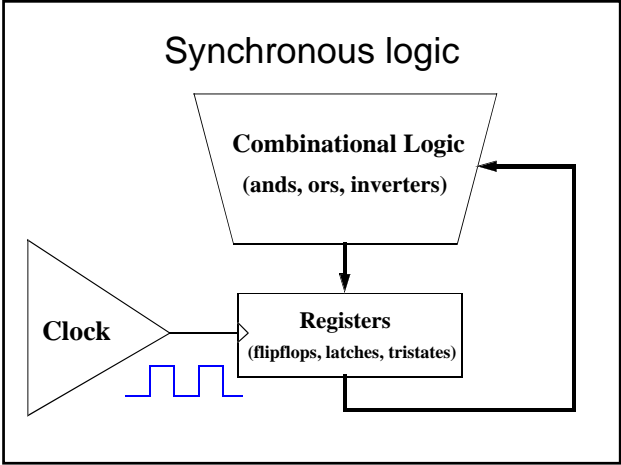
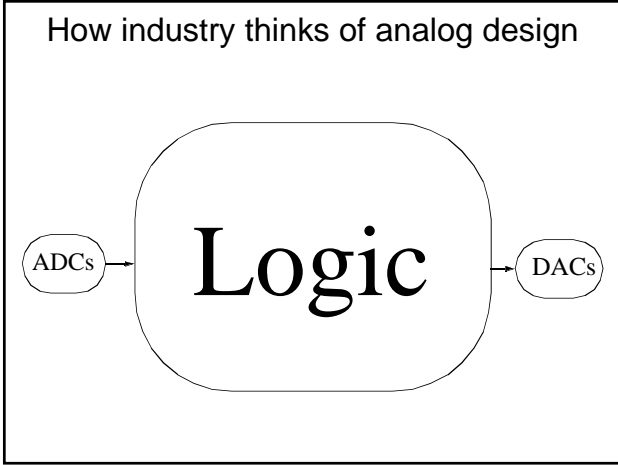
1947  
1 transistor



1997  
 $10^9$  transistors



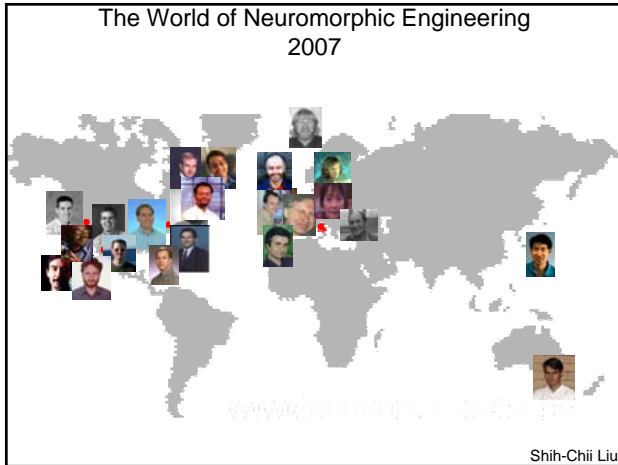
1. Moore's law: Number of transistors per chip doubles every 1.5 to 2 years
2. Cost/bit drops 29%/year
3. True for last 45 years! Will continue at least another ~15y.



### Brief history of neuromorphic engineering

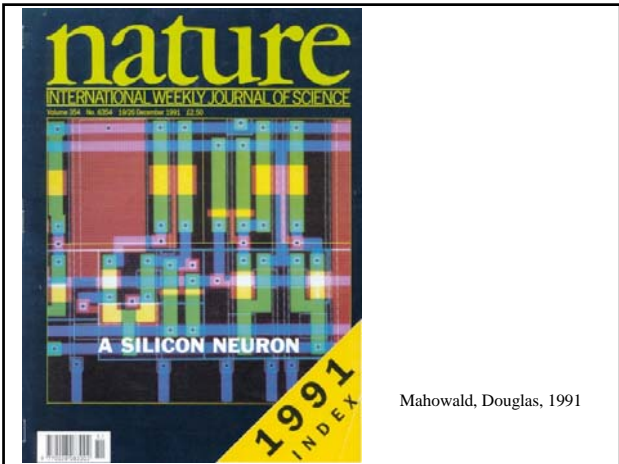
### Physics of Computation Course

1982		
1985	Carver Mead	Dick Feynman
		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

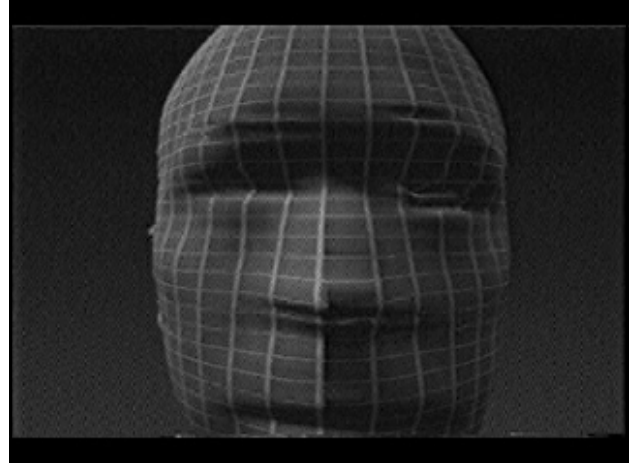


### Companies that sprang from neuromorphic engineering

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, Misha Mahowald, Terry Sejnowski, and Christof Koch.
- 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



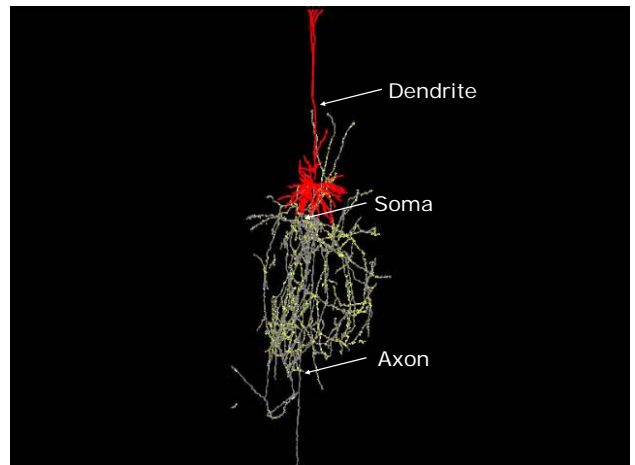
Part 2:  
What are “organizing principles” as applied in neuromorphic engineering?

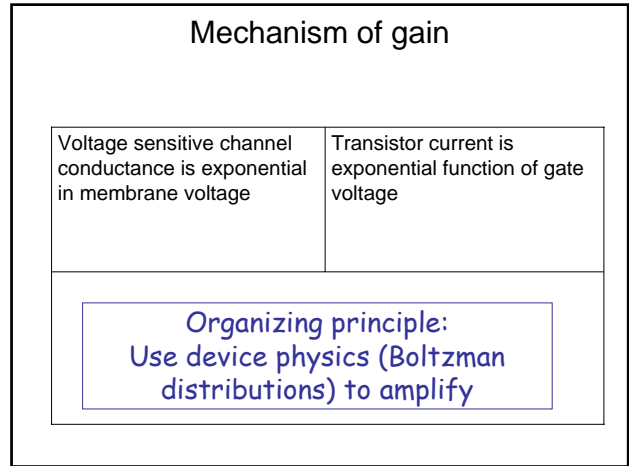
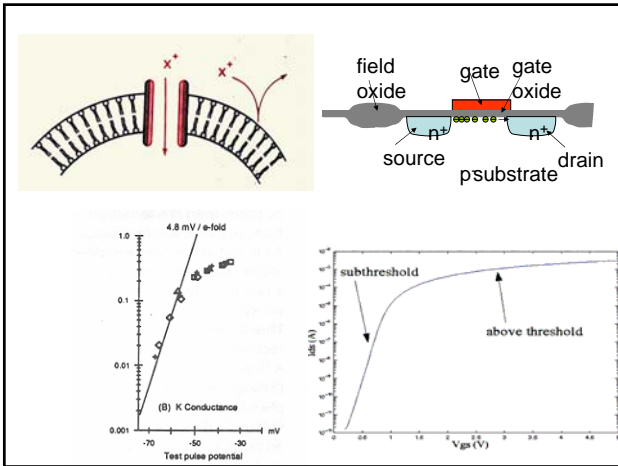
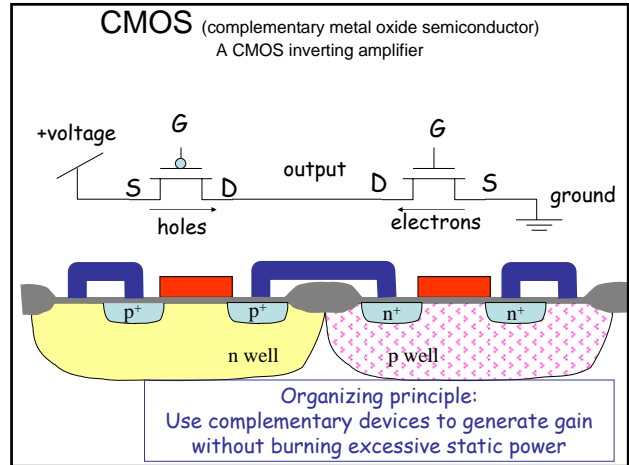
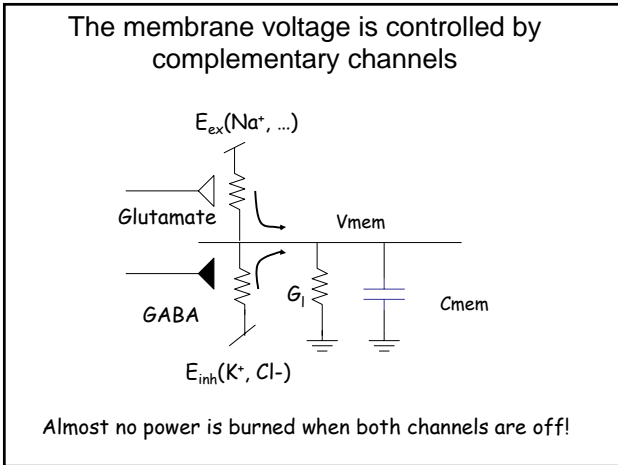
The fact that we can build devices that implement the same basic operations as those the nervous system uses leads to the inevitable conclusion that we should be able to build entire systems based on the [organizing principles](#) used by the nervous system.

*Mead, 1990*

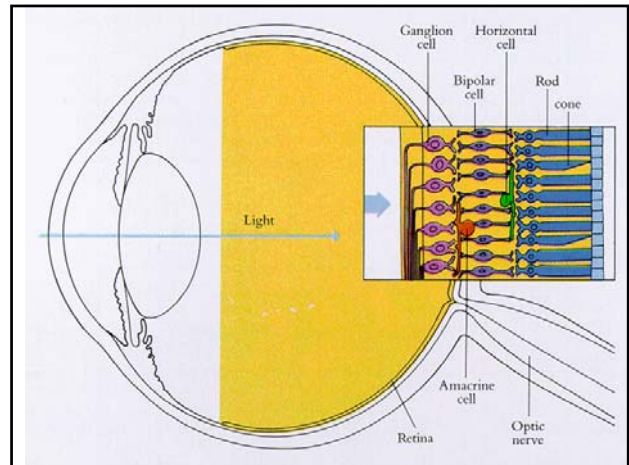
Complementary devices,  
amplification

(Example #1)

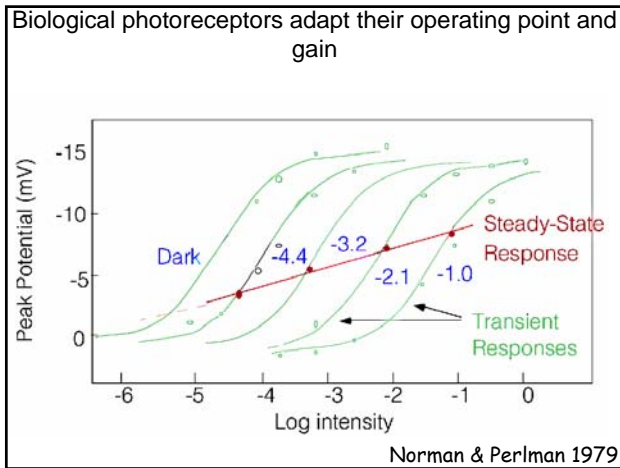
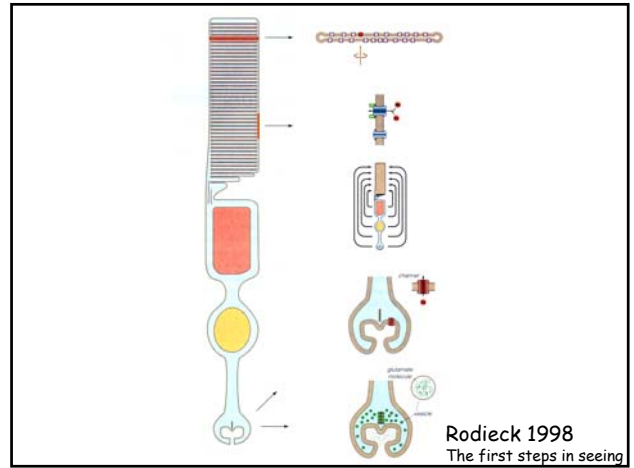
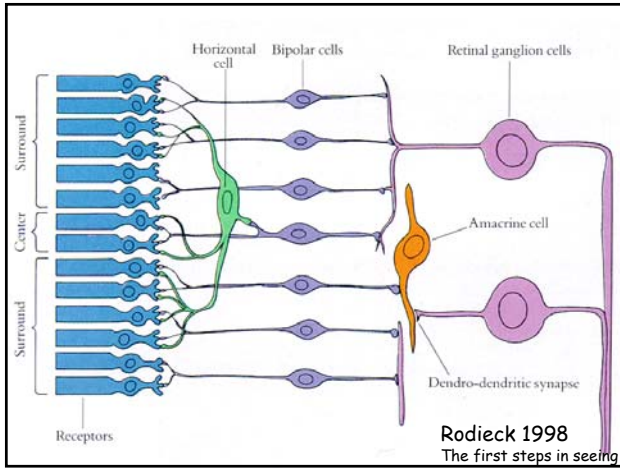




Part 2a:  
Structure and function of the retina, as expressed in the "Physiologist's Friend Chip"



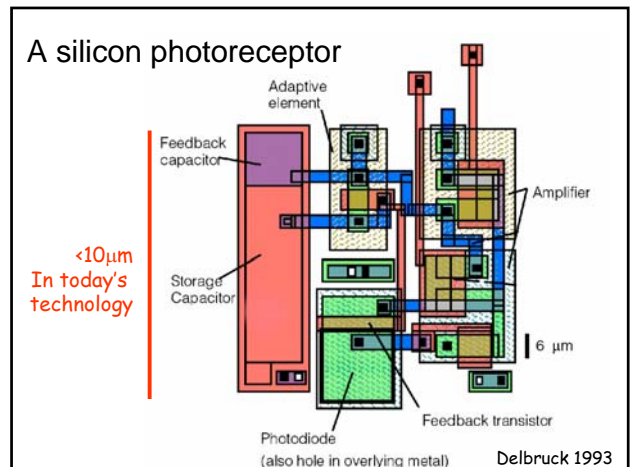
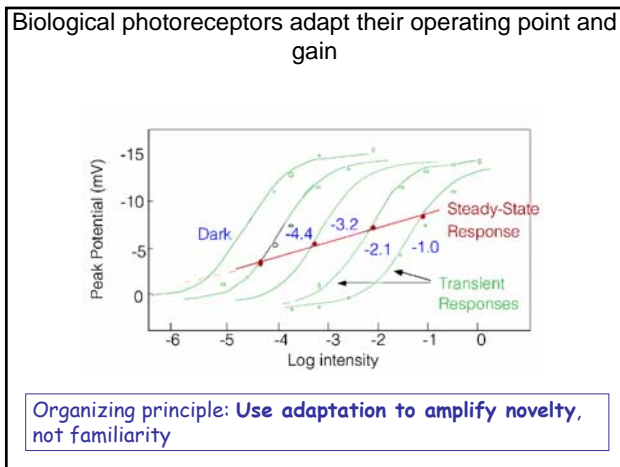


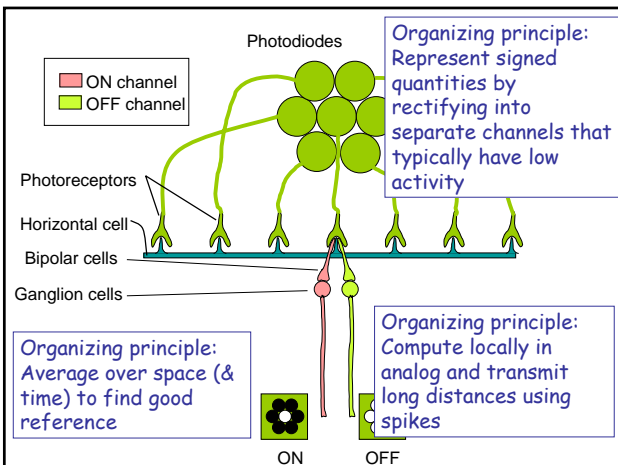
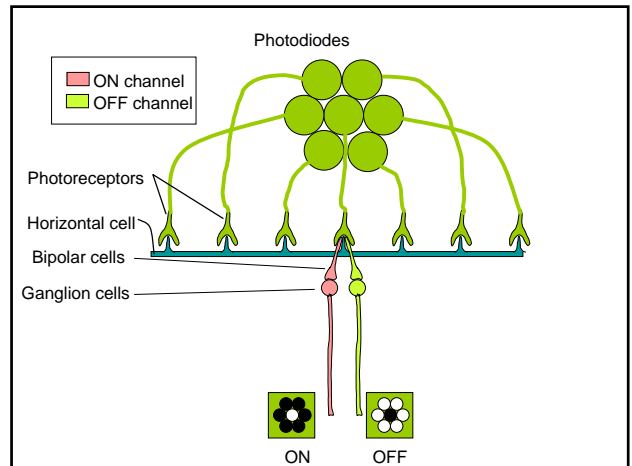
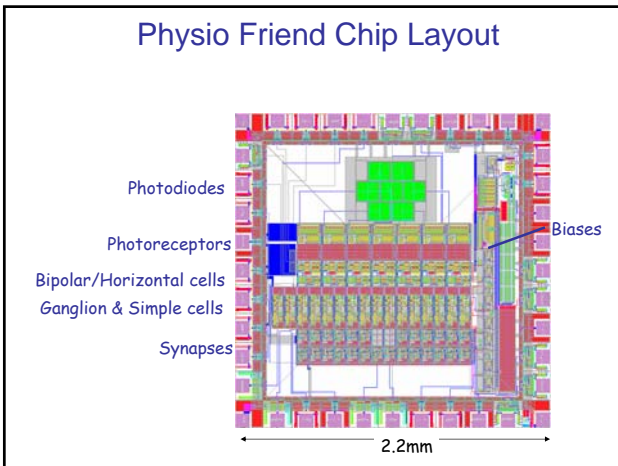
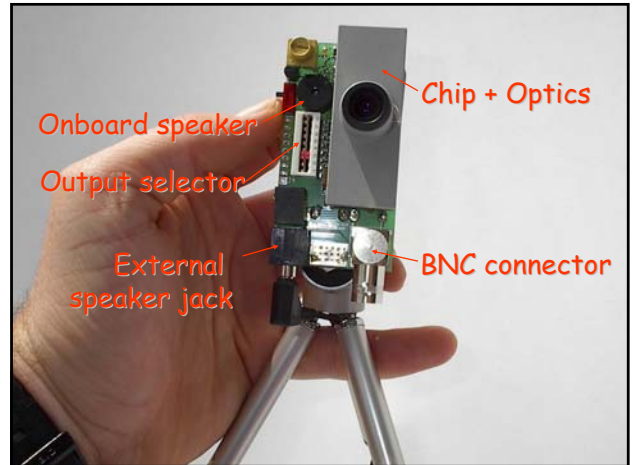
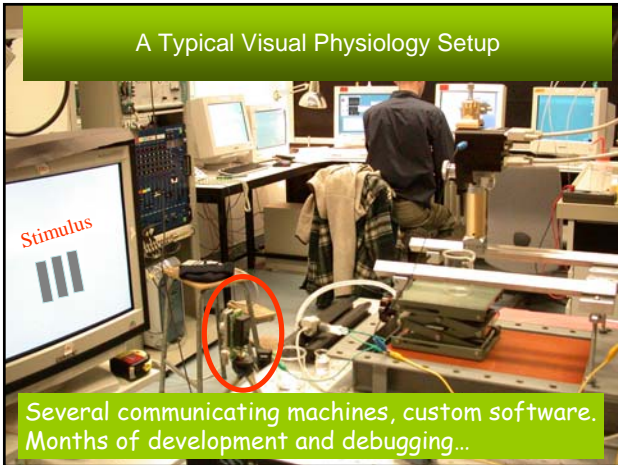


A logarithm is self-normalizing

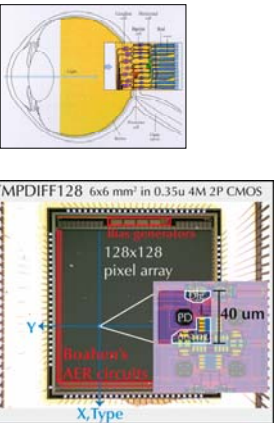
$$d(\log X) = dX/X$$

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





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

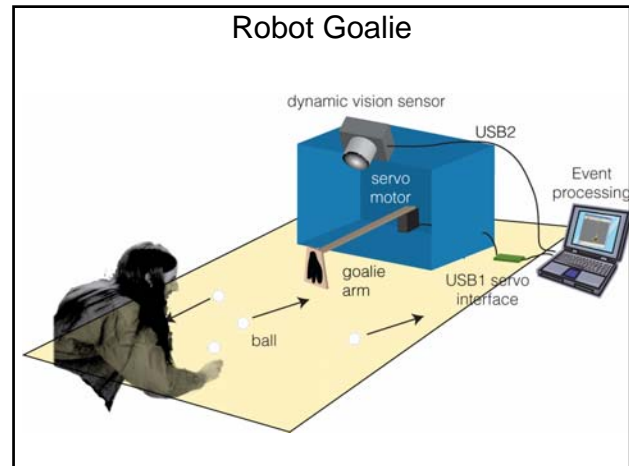
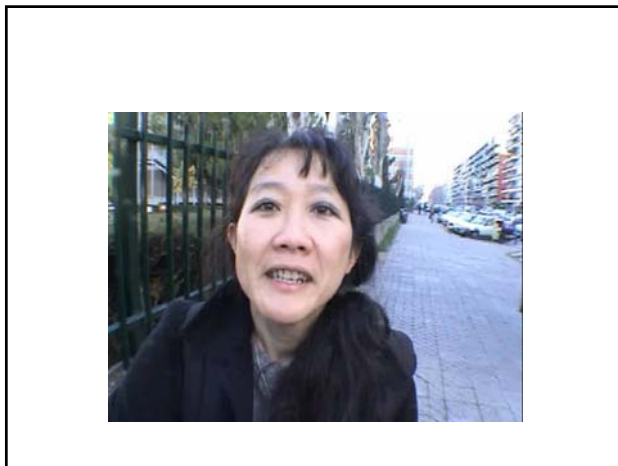
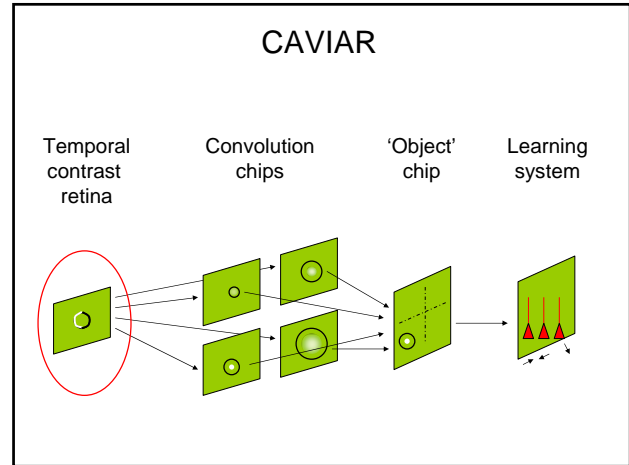


**Dynamic vision sensor**

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

TMPDIFF128 6x6 mm<sup>2</sup> in 0.35u 4M 2P CMOS  
128x128 pixel array  
40 um  
X, Y type

Lichtsteiner et al. ISSCC 2006



Achieves 550 "FPS" and 3 ms reaction time at 4% processor load



RoboGoalie  
www.ini.uzh.ch  
2007

- ### 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