Visual Intelligence

Cognitive Science 401

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Overview:

Although seeing appears to be effortless, in fact, every aspect of the world that we perceive must be painstakingly constructed by our visual system. The images projected on our retinas are two-dimensional, unstructured, and always changing. The world as we see it, however, is three-dimensional, highly structured (consisting of objects and surfaces embedded in 3D space), and fairly stable. How is it possible for our brains—or indeed any computational system—to transform incoming 2D images into a stable representation of a three-dimensional environment.

This course will introduce students to the study of visual intelligence from a computational perspective. The emphasis in the approach is on understanding the *representations* that our visual system generates, and the *computations* that are used to generate these representations.

Learning Goals:

Learning goals include: (1) To develop scientific and critical reasoning skills; (2) To learn how the eyes and brain function, and contribute to our perception of the world; (3) To learn about computational and behavioral methods in the study of visual perception; (4) To appreciate the complexities of the connection between the mind, the brain, and the world.

SYNCHRONOUS REMOTE (SR) FORMAT

This course is designated as SR or “Synchronous Remote”. This means that lectures are given synchronously, i.e. given “live” at the designated class meeting times. This means that students are expected to be available during these class times, and attend them live just as in a “regular” in-person course. This is especially important for an advanced and technically oriented course such as this, where the material will build up quickly after the first couple of introductory lectures.

If this format is not what you thought you were signing up for, then probably you were looking for an AR (“Asynchronous Remote”) course. This course is SR, not AR.

ONLINE LECTURES AND OFFICE HOURS

Lectures and office hours will be held via Zoom through the Canvas LMS. This means that you’ll need to be signed-in to Canvas and Zoom* with your RU credentials in order to attend the online lectures and office hours.

***Important:** When you sign up for a Rutgers-based Zoom account, the email you use must have the format: NetID@rutgers.edu (rather than say xxyy@scarletmail.rutgers.edu or xxyy@psych.rutgers.edu).*

In order to attend the online lectures, you will need to pair your Zoom and Canvas accounts. To do this, you must first change your default email on Canvas to the NetID@rutgers.edu format.

Grading:

Grades will be based on 3-4 homework assignments, a final exam, and class participation.

Homework assignments: 40%

Final exam: 40%

Class participation: 20%

Text and Readings:

Most readings will consist of research papers and book chapters which are available for download on Canvas (see below for the weekly reading schedule). In addition, the following will serve as a background text, and chapters from this book will often be assigned as readings.

Textbook:

Frisby, J. P. & Stone, J. V. (2010). *Seeing: The Computational Approach to Biological Vision.* (MIT Press)

Reading Schedule:

Week 1: Introduction

- Chapter 1 from: Hoffman, D. (1998). *Visual Intelligence: How we create what we see.* W. W. Norton & Company.

Week 2: Inverse Optics and the Fundamental Problem of Vision

- Adelson, E. H. & Pentland, A. (1996). The perception of shading and reflectance. In: D. Knill & W. Richards, *Perception as Bayesian Inference*.

Week 3: Computation and Representation

- Chapter 1 from: Marr, D. (1982). *Vision: A computational investigation into the human representation and processing of visual information.* W. H. Freeman Press.
- "Representations" (pp. 15-29). Chapter 2 from: Gallistel, C. R. (1993). The Organization of Learning. MIT Press: Cambridge, MA.
- In the Frisby & Stone text, please consult Chapter 1.

Week 4: Early vision: From the eye to the brain

- Chapter 4, pp. 145-158, from: Palmer, S. E. (2000). *Vision Science: Photons to Phenomenology.* MIT Press.
- In the Frisby & Stone text, please consult Chapters 5 and 6.

Week 5: Visual representation of shape

- Hoffman, D. & Richards, W. (1984). Parts of recognition. *Cognition, 18,* 65-96.
- Pasupathy, A. & Connor, E. (2002). Population coding of shape in area V4. *Nature Neuroscience, 5,* 1332-1338.

Week 6: Inverse probabilities and Bayes Rule

- Chapters on the basics of probability theory from Hacking's book. (For Bayes Theorem, see pp. 69-77).
- Chapter 2 ("Bayesian updating") from *Memory and the Computational Brain: Why Cognitive Science will transform Neuroscience,* by C. R. Gallistel and A. P. King (2009). Wiley-Blackwell.
- In the Frisby & Stone text, please consult Chapter 13.

Week 7: Visual perception as probabilistic inference

- M. Albert, D. Hoffman. *Genericity in spatial vision.* In D. Luce, K. Romney, D. Hoffman, & M. D'Zmura (Eds.), Geometric Representations of Perceptual Phenomena: Articles in Honor of Tarow Indow's 70th Birthday. 1995, Erlbaum, New York.
- Mamassian, P., Landy, M. and Maloney, L. T. (2003). Bayesian modeling of visual perception. In: R Rao, B. Olzhausen and M. Lewicki (Eds.), *Probabilistic models of the brain: Perception and neural function.* Cambridge, MA: MIT Press.
- In the Frisby & Stone text, please consult Chapter 13.

Week 8: Perceptual Grouping and Contour Integration

- Field, D., Hayes, A. & Hess, R. (1993). Contour integration by the human visual system: evidence for a local "association field". *Vision Research, 33, 2*, 173-193.
- In the Frisby & Stone text, please consult Chapter 7 (for Gestalt "grouping principles").

Week 9: Natural Image Statistics (or "Where do Priors come from?")

- Geisler, W. S., Perry, J. S., Super, B. J., & Gallogly, D. P. (2001). Edge co-occurrence in natural images predicts contour grouping performance. *Vision Research, 41(6),* 711–724.

Week 10: Visually-guided motor behavior as optimal decision-making

- Koerding, K. (2007). Decision theory: What "should" the nervous system do? *Science, 318,* 606-610.
- Trommerhaeuser, J., Maloney, L. T., and Landy, M. S. (2008). Decision making, movement planning, and statistical decision theory. *Trends in Cognitive Sciences, 12,* 291-297.

Week 11. Fundamentals of binocular vision; cues to depth; stereopsis - depth from disparity; binocular rivalry

- Julesz, B., (1964) "Binocular depth perception without familiarity cues," Science 145, p. 356-362.
- Kovács I, Papathomas TV, Fehér A, Yang M. (1996) "When the brain changes its mind: Interocular grouping during binocular rivalry," *Proceedings of the National Academy of Sciences USA*, 93, 15508-15511

- Logothetis, N. K., Leopold, D. A. & Sheinberg, D. L. (1996) What is rivalling during binocular rivalry?" *Nature (London)* **380,** 621–624.
- Textbook by Frisby & Stone, pp. 419-434, 451, 454-464.

Week 12. Computational models for stereopsis; Marr & Poggio global algorithm; Frequency domain analysis; combining cues for depth

- Marr D., Poggio T. (1976) Cooperative computation of stereo disparity. Science, Oct 15;194(4262):283-287.
- Held, R.T., Cooper, E.A., and Banks, M.S. (2012). Blur and disparity are complementary cues to depth. Curr. Biol. 22, 426–431. (Read's paper below introduces Held et al.'s 2012 paper)
- Jenny C.A. Read (2012) Visual Perception: Understanding Visual Cues to Depth, Current Biology 22, RT163-R165. (This paper introduces Held et al.'s 2012 paper)
- Textbook by Frisby & Stone, pp. 434-443

Week 13: Motion: psychophysics and models – motion aftereffect

- J. A. Movshon and W. T. Newsome (1992) "Neural Foundations of Visual Motion Perception", Current Directions in Psych Science, vol 1, 35-39.
- Adelson, E. H. & Bergen, J. R. (1985) Spatiotemporal energy models for the perception of motion. J. Opt. Soc. Am. A 2, 284-299.
- Lu Z-L, Sperling G (1996) "Three systems for visual motion perception", Current Directions in Psychological Science, 5, 44-53,
- See also ReichardtMotionModelCartoon.ppt
- Textbook by Frisby & Stone, pp. 325-330, 334-338, 340-350.

Week 14: Converging evidence for top-down influences in vision - 3D illusions - hollow mask and reverspectives - clinical relevance

- Papathomas TV, Bono L. "Experiments with a hollow mask and a reverspective: Top-down influences in the inversion effect for 3-D stimuli," *Perception,* **33**, 1129-1138, 2004.
- Keane B. P., Silverstein, S. M., Wang, Y., Papathomas T. V., (2013) "Reduced depth inversion illusions in schizophrenia are state-specific and occur for multiple object types and viewing conditions," *Journal of Abnormal Psychology*, 122(2), 506-512.
- Frisby & Stone, pp. 22-23, 162, 171, 201.

Course Policies:

1. **Attendance and missed classes:** Class attendance and participation are among the most important components of this course. You must attend each class prepared to discuss the assigned reading(s). You are responsible for the material covered in any class you miss. If you must miss a class, or even a portion of a class, be sure to find out what was covered by borrowing notes from another student. Then, to get additional explanation, or to ask questions, come to office hours.

2. **Academic Integrity:** Rutgers University takes academic dishonesty very seriously. Students are expected to maintain the highest level of academic integrity. You should familiarize yourself with the university policy on academic integrity. This policy will be adhered to strictly.

   See also: https://nbprovost.rutgers.edu/academic-integrity-students

   Use of external website resources to obtain solutions to homework assignments, quizzes, or exams is cheating and a violation of the University Academic Integrity Policy. Cheating in the course may result in grade penalties, disciplinary sanctions or educational sanctions. Posting homework assignments, or exams, to external sites without the instructor's permission may be a violation of copyright and may constitute the facilitation of dishonesty, which may result in the same penalties as plain cheating.

   The Rutgers honor pledge will be included on all exams for you to sign: *"On my honor, I have neither received nor given any unauthorized assistance on this examination."*

3. **Accommodations for students with disabilities:** Students with disabilities requesting accommodations must follow the procedures outlined at https:// ods.rutgers.edu/ students/registration-form. Full disability policies and procedures are at https:// ods.rutgers.edu/

Technology Requirements:

Given the online format of the course, you will need a laptop or desktop computer to join the lectures and office hours on Zoom, to access the course site on Canvas, and to take all quizzes and exams.

Please visit the Rutgers Student Tech Guide page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students at deanofstudents@echo.rutgers.edu for

assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at https://financialaid.rutgers.edu/

Questions:

If you have general questions, or need further clarification on the class material, please attend our weekly office hours on Zoom.

To contact either of us by email, please use the Inbox tool on Canvas.
