

## **Cognitive Studies**

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**Website:** [www.tulane.edu/~phil/undercognitive2.html](http://www.tulane.edu/~phil/undercognitive2.html)

### **Program Administrators**

Radu Bogdan, Philosophy, (Director)

Jeffrey J. Lockman, Psychology

### **COORDINATE MAJOR**

The coordinate major in cognitive studies combines a regular major with a core curriculum in three tracks: formal disciplines, philosophical foundations and psychology. The program is designed to provide basic knowledge of current research on mind, cognition, and language.

The major consists of ten courses of which six are required and four elective. At least one elective must be in each of the three component tracks. With the director's consent, work in a different but relevant discipline may be substituted for, at most, one elective course. It is suggested that students interested in philosophy take an introductory course, preferably Philosophy 104, Beginning with Minds or Philosophy 220 Matter and Consciousness.

### **REQUIRED COURSES**

*(six courses, two in each track)*

#### *I. Formal Disciplines Track*

##### **Computer Science**

CPSC 101 Software Design and Programming

CPSC 102 Object-Oriented Design

CPSC 319 Symbolic Computing

##### **Logic**

PHIL 121 Elementary Symbolic Logic

PHIL 304 Mathematical Logic

#### *II. Philosophical Foundations Track*

PHIL 326 Mind and Knowledge

PHIL 374 Consciousness

PHIL 380 Language and Thought

### *III. Psychology Track*

PSYC 100, 101, 102 Introduction to Psychology  
and one of the following:

PSYC 307 Thinking and Information Processing

PSYC 367 Brain and Behavior

PSYC 657 Cognitive Neuroscience

### **ELECTIVES**

*(four courses, a minimum of one in each track)*

#### *I. Formal Disciplines Track*

##### **Computer Science**

\*CPSC 300 Principles of Computer Science

\*CPSC 466 Artificial Intelligence

##### **Logic**

PHIL 343 Semantics of Natural Languages

PHIL 662 Philosophical Logic

##### **Linguistics**

ANTH 359 Introduction to Syntax

LING 411 Brain and Language

#### **II. Philosophical Foundations Track**

PHIL 376, PSYC 376 Interpreting Minds

PHIL 387 Mind in Evolution

PHIL 617 Philosophy of Perception

PHIL 618 Mental Representation

#### **III. Psychology Track**

PSYC 321 Child Psychology

PSYC 326 Infancy

PSYC 345 Research Methods in Social Cognition

*\* Non-LAS course. See the college SPC restrictions.*

## **Colloquia**

**Office:** 119 Norman Mayer

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### **Program Administrator**

Jean Danielson, Political Science (Director, The Tulane Honors Program)

Colloquia usually meet once a week in a seminar format with the emphasis upon class discussion. Honors colloquia, designated by the prefix H, are open only to students in the Tulane Honors Program, to those on the dean's list, or to candidates for degrees with departmental honors. Honors colloquia on the 400 level are open to juniors and seniors (sophomores by special permission). The other colloquia listed below are open to any student in good standing. Colloquia may be used for elective credit. Consult the director of the Honors Program regarding credit for individual colloquia. For many of the colloquia listed below, the specific topic varies from semester to semester, consult the *Schedule of Classes* for further information or request a current course description from the Honors Program office.

### **COLQ H101 Honors Freshman Colloquium (1-3)**

#### **COLQ H201 Honors Sophomore Colloquium (1-3)**

Staff. A general colloquium built around some significant concept or problem which may be approached from many different points of view.

#### **COLQ H301 Science and Human Values (3)**

Mr. Birtel. The prohibition against confusion of "is" and "ought" has not prevented scientific theories from impinging on sociopolitical and religious values. The purpose of this colloquium is to examine specific instances of the interaction of science and values in order to gain insights into various ways in which these interactions occur. What is science? What are values? Is the methodology of science relevant to the methodology of ethics? What is the role of theology in science and in ethics? Is science objective and are values subjective? Is science value-free? The emphasis is on the interaction of science and values, not on the history of science or on the growth of knowledge.

#### **COLQ H302 God(s) and Science (3)**

Mr. Birtel. Is it not all over with belief in God? Has religion any future? Can we have morality without religion? Is not science sufficient? Has atheism not been proved and is nihilism not refutable? And, if God does exist, what kind of God is He? How has science changed theology? Is there any similarity between the two enterprises? Are there really different ways of knowing? What alternatives exist to replace the legacy of dualism? Are the god of philosophy, the god of history, and the god of nature and god of faith different gods?

**COLQ H303 Science and Religion (3)**

Mr. Birtel. Two great themes have shaped Western civilization during the last ten centuries: science and the Judeo-Christian tradition. The Enlightenment, by enthroning science, increasingly has rejected the Judeo-Christian tradition. But now science itself has come under attack. If those two principal cultural influences diminish, some alternative must be found to spawn a new ethos, or a new paradigmatic view relating science and religion is needed to give intelligibility to the relation of God, man, and nature. A dialogue has begun to emerge redefining and unifying the roles of theology and science. This seminar examines the current status of post-modern science and theology and probes alternative themes for the evolution of Western civilization under the influence of the present "revolution by consciousness."

**COLQ H304 Honors Junior Colloquium (3)****COLQ H401, H402 Humanities Colloquium (1-3, 1-3)**

Staff. Built around some concept or problem which may be viewed from many different vantage points, thus relating the various disciplines within the humanities. Does not meet the college humanities distribution requirement.

**COLQ H407 Student-Initiated Interdisciplinary Colloquium (3)**

Staff. A student-initiated colloquium for juniors and seniors. It is the students' obligation to find the director. More than one section may be approved. Enrollment in each section is limited to 12.

**COLQ H420 Honors Senior Colloquium (3)****COLQ 102 Freshman Colloquium (1-3)****COLQ 203 Sophomore Colloquium (1-3)****COLQ 305 Junior Colloquium (3)****COLQ 388 Writing Practicum (1)**

Staff. Prerequisite: successful completion of the First-Year Writing Requirement. Corequisite: three-credit departmental course. Fulfills the college intensive-writing requirement.

**COLQ 412 The Grand Canyon (3)**

Mr. Parsley, professor-in-charge. No prerequisite. A study of the anthropology, archaeology, biology, geology, and history of the southern Colorado plateau region, especially the Grand Canyon. Lectures, readings, and research paper followed by a post-semester, eight-day float trip through the Marble and Grand Canyons. Open to freshmen through seniors.

**COLQ 414 The Natural History of Mesoamerica (3)**

Mr. Flowers, Mr. Nelson. Geologic history of Mesoamerica, archaeology of Mesoamerica, history of the conquest and colonial period, flora and economic botany of the region. Lectures, readings, and a two-week, post-semester field trip to the region are required.

**COLQ 421 Senior Colloquium (3)**

**COLQ 601, 602 The Andrew W. Mellon Professorship in Humanities (3, 3)**

An interdisciplinary course offered by a scholar of notable achievements both in teaching and research in humanistic learning. This course is not assigned to any particular discipline but spans the broad area of the humanities: classical, English, and foreign languages and literatures, history, history of fine arts, and philosophy. Ordinarily, appointments to the Mellon Professorship are for one semester. Enrollment open to juniors, seniors and graduate students.