

CONTEMPORARY EMOTION THEORY: THE CENTRAL CHALLENGES



PHIL 8330 – CRN 20888
Seminar Room, Philosophy Department
Wednesdays 4:30 pm - 7:00 pm

Instructor: Andrea Scarantino

Office: Department of Philosophy, 34 Peachtree Street, 11th Floor, Suite 1100

Office hours: Mondays 3:30pm-5:00pm, Wednesdays 3:30pm-4:30pm, and by appointment

Course Website: go to iCollege, and login with your GSU username and password

Best way to contact me: email me at ascarantino@gsu.edu

1. Course Overview

The objective of this course is to survey the central challenges of contemporary emotion theory, both in philosophy and in the sciences of mind. We will begin from an overview of theories of emotions from Ancient Greece to the 1950s, considering some of the themes that have emerged as especially prominent at each historical juncture. We will then consider all and only the main contemporary theories of emotions, investigating their basic motivations, tenets, costs and benefits. Thirdly, we will zero in on a variety of theoretical puzzles that are currently attracting a great deal of attention in philosophical and scientific journals. Finally, we will consider a handful of especially important emotions, trying to figure out how they should be defined and measured and what roles they play in our lives.

2. Readings

All required texts for this class will be made available in electronic format and stored on the class website on iCollege. The readings will be in the form of chapter drafts for the forthcoming *Handbook of Emotion Theory* I am editing for Routledge. Fair warning: this class will be very reading-intensive.

3. Course Requirements

(1) *Attendance and Participation (10%):* The class will be run as a discussion seminar, so your active participation is important. You are expected to take part in every class discussion, and will receive credit for that. We will read several Handbook chapters each week, and you should always come to class prepared to make comments on the readings. Since the readings will often be complex, you should summarize in writing their main points for your own benefit. As a general rule, you should not go more than a couple of classes without contributing to class discussion. Missing more than one class without a legitimate excuse will adversely affect your A&P grade.

(2) *Three Critical Responses, with In-Class Follow-Ups (15%):* You should submit a total of 3 critical responses (CRs): the first by **Jan 31**, the second by **Feb 21**, and the third by **March 21**. The deadlines are spread out so as to encourage you to contribute regularly, and not leave all CRs at the end. If you do not meet a CR deadline, you will lose 5% of your grade (and you cannot submit two CRs later on to make up for the loss!). After March 21, your main focus should be on the term paper. CRs must be in the 400-700 words range, and they must articulate a thoughtful, nicely written critique of a specific point raised in one of the texts assigned for the week in which they are submitted. CRs are NOT summaries of a paper or chapter, nor randomly assembled thoughts or

interesting questions prompted by the readings. They are designed to improve your ability to read philosophical and scientific texts critically, to write clear and concise arguments in response to them and ultimately to find a suitable paper topic. CRs must be emailed to me by noon on Tuesdays as a Word attachment and they must respond to one of the primary readings assigned for the class on the following day. Late submissions will not be accepted. I will often ask students to present the contents of their CRs in class, whenever the discussion is likely to benefit from it. So you should always be prepared to provide a 3-minute summary of the points you raise in your CR, jointly with a 2-minute summary of the background information necessary to understand why the issue you raised in your CR is philosophically or scientifically relevant (so you need a 5-minute capsule version of your CR ready to go at all times). You will receive a numerical grade for each CR, based on the accuracy of your interpretation of the target view, the relevance of your objections, the strength of your arguments, and the quality of your writing.

(3) Paper Proposal (2.5%)

Your 2-page, single spaced term paper proposal is due on **Feb 28** via email by midnight and it should include the following: (1) a clear description of the problem your paper will tackle, (2) an account of the philosophical and/or scientific issues at stake and, (3) an indication of the solution you will try to defend, with its basic argumentative structure and empirical basis. I will give you feedback on your paper proposal and you will then proceed to write up a full draft of your paper. Failure to complete a paper proposal by the deadline will lead you to lose 2.5% of the grade.

(4) Referee Report (2.5%)

A complete draft of your term paper (15-20 pages, max 6000 words, including everything) will be due via email to me and to a fellow student referee (we will pair students on the first day of class) by **April 1 by midnight**. Failure to submit your draft by the deadline may lead you to not getting any feedback on it, either from your fellow student or from me, and you will lose 5 points on your final paper grade. You will then read your designated student paper and write a referee report on it. Your referee report should have two parts. Part 1: A set of comments on form and content throughout the paper (using the Review function of Word). Part 2: A final 1-page, single-spaced set of highly specific recommendations on how to improve the paper. The model for this exercise is a professionally done journal referee report, designed to be helpful to the report's recipient. Your referee report must be emailed to me and to the paper's author by **April 11 by midnight** (but you should send it as soon as you are done with it, so as to give your fellow student as much time for revisions as possible). I will also give you feedback on your draft by that date, so that you can improve on it. Your first draft will not receive a grade. Failure to complete a referee report by the deadline will lead you to lose 2.5% of your grade.

(5) Term Paper (70%)

You will revise your paper based on your peer's review and on my report and email the final version (15-20 pages, max 6000 words, including references) as a Word attachment by midnight on **April 26**. Late submissions will lose 5 points per day. Your paper will be graded based on: (1) Soundness of the arguments presented, (2) Originality/relevance of the arguments presented, (3) Accuracy when stating the views of others, (4) Clarity, (5) Organization, (6) Spelling, punctuation, grammar and conformity to general paper writing requirements (e.g. word limit, accurate references, etc.).

Concerning course requirements, be aware that the course syllabus provides only a general plan, and that deviations may be necessary. I reserve the right to introduce modifications along the way to improve aspects of class participation and performance.

4. Academic integrity

I expect students to adhere to standards of academic integrity. Cheating or plagiarism will not be tolerated in any form and may result in severe penalties (read GSU's Policy on Academic Honesty at <http://www2.gsu.edu/~wwwfhb/sec409.html>). If you have any doubts on what constitutes an appropriate use of sources, please contact me.

5. Disabilities

If you have a disability that requires special accommodations, I would like you to notify both me and the Disability Services (Student Center, 2nd floor, suite 230, web: <http://disability.gsu.edu/>) before the end of the first week of class. You will be asked to provide documentation concerning your disability to determine the appropriateness of accommodations.

6. Class Schedule

All readings will be posted to the course website and should be read before class.

DATES	READINGS & DEADLINES
Jan 10	<ul style="list-style-type: none"> Introduction to Class
Jan 17	<ul style="list-style-type: none"> Emotions in Ancient Greece (Plato, Aristotle, Hellenistic schools, etc.) (David Konstan and Pia Campeggiani) Emotions in Medieval Thought (Augustin, Anselm, Abelard, Aquinas, etc.) (Peter King) Emotions in the Renaissance (Machiavelli, Vives, Montaigne, etc.) (Sabrina Ebbersmeyer) Emotional Experience: Necessary or Dispensable? (Richard Dub)
Jan 24	<ul style="list-style-type: none"> Emotions in the 17th century (Descartes, Spinoza, Malebranche, etc.) (Lisa Shapiro) Emotions in the 18th century (Hume, Smith, Hutcheson, Kant, German tradition, etc.) (Eric Wilson) Emotions in the 19th century at the rise of scientific psychology (Darwin, James, Freud, Meinong, etc.) (Rainer Reisenzein) Can Emotions Be Collective? (Mikko Salmela)
Jan 31	<ul style="list-style-type: none"> DEADLINE FOR CRI Emotions in the early 20th century (McDougall, Shand, Cannon, etc.) (Anna Kennedy and Keith Oatley) Overview of Theories of Emotions in Philosophy (Michael Brady) Cognitivist/Perceptualist Theories of Emotions in Philosophy and Affective Science (Bennett Helm) How Do Emotions Ground Values? (Justin D'Arms)
Feb 7	<ul style="list-style-type: none"> Overview of Theories of Emotions in Psychology (Agnes Moors) Overview of Theories of Emotions in Neuroscience (Stephan Hamann) Overview of Theories of Emotions in Sociology (Kathryn Lively and Emi A. Weed) Do Animals Have Emotions, and If So Which Ones? (Eliza Bliss-Moreau and Sarah Brosnan)
Feb 14	<ul style="list-style-type: none"> Basic/Discrete Emotion Theories (Michelle Shiota) Psychological Constructionism (Lisa Barrett) Appraisal Theories (Phoebe Ellsworth) How Can Valence and Arousal Be Defined? (Giovanna Colombetti and Peter Kuppens)
Feb 21	<ul style="list-style-type: none"> DEADLINE FOR CR2 Social Constructionism (Batja Mesquita and Brian Parkinson) Non-Western Theories of Emotions (Owen Flanagan and Wenqing Zhao) Theories of Emotions in Evolutionary Psychology (Colin Holbrock) How Do Emotions Differ from Moods? (Carolyn Price)
Feb 28	<ul style="list-style-type: none"> DEADLINE FOR PAPER PROPOSAL

(note that Feb 27 is the last day to withdraw)	<ul style="list-style-type: none"> • Are Emotional Expressions Universal or Culturally Specific? (Disa Sauter and Jim Russell) • Is Emotion Physiology More Compatible with Discrete or Dimensional or Appraisal Accounts? (Bruce Friedman and Julian Thayer) • How can Brain Data Be Used to Arbitrate Between Emotion Theories? (David Sander, Kevin LaBar, Philip Kragel) • In What Sense Are Aesthetic Experiences Emotional? (Cain Todd)
March 7	<ul style="list-style-type: none"> • What is the Role of Emotions in Grounding Beliefs and Knowledge? (Julien Deonna and Fabrice Teroni) • How Does Music Elicit Emotions? (Bill Thompson and Robina Day) • How Do Emotions Develop in Children? (Linda Camras) • Fear and Anxiety (Daniela Schiller and Bram Vervliet)
March 14	SPRING BREAK
March 21	<ul style="list-style-type: none"> • DEADLINE FOR CR3 • How Does Fiction Elicit Emotions? (Stacie Friend and Florian Cova) • What Can Anthropological Theories Teach Us About Emotions? (Andrew Beatty) • How Do Emotions Become Dysfunctional? (Kathy Dixon-Gordon) • Happiness and Well-Being (Ed Diener and Jing-Ha Sim)
March 28	<ul style="list-style-type: none"> • What Roles Do Emotions Play in Morality? (Antti Kauppinen) • Disgust (Joshua Tybur) • Shame, Guilt and Embarrassment (Jerry Parrott) • Empathy and Sympathy (Karsten Steuber)
April 1	<ul style="list-style-type: none"> • DEADLINE FOR PAPER DRAFT
April 4	<ul style="list-style-type: none"> • Sadness, Grief and Depression (Jutta Joormann and Matthias Siemer) • Gratitude, Awe and Compassion (Jennifer Stellar and Amie Gordon) • Pride (Jessica Tracy and Aaron C. Weidman) • Regret (Marcel Zeelenberg)
April 11	<ul style="list-style-type: none"> • DEADLINE FOR FEEDBACK ON YOUR PEER'S PAPER • Culturally Specific Emotions (amae, shadenfreude, saudade) (Michael Boiger, Yukiko Uchaida and Igor de Almeida) • Hope and Enthusiasm (Michael Milona, Philip Gable and Hunter Threadgill) • Love (Sue Carter and Elaine Hatfield) • Amusement (Ruch Williband and Jenny Hofmann)
April 18	<ul style="list-style-type: none"> • Stress (Sonia Lupien) • Interest (Dustin Thoman and Christina Curti) • Lust/sexual desire (Frederick Toates) • Envy and Jealousy (Kristján Kristjánsson)
April 26	<ul style="list-style-type: none"> • FINAL PAPER DUE VIA EMAIL BY MIDNIGHT

- This syllabus provides a general plan for the course. Deviations may be necessary.
- The last day to **withdraw** from a course with the possibility of receiving a W is **Tuesday, February 27**. A student may be awarded a grade of "W" no more than 6 times in their careers at Georgia State. After 6 Ws, a withdrawal is recorded as a WF on the student's record. A WF counts as an F in a GPA.
- The customary penalty for any violation of the academic honesty rules is an "F" in the course, which cannot be replaced by repeating the course. See selections from the University Policy on Academic Honesty on the reverse of this sheet. **Copying or using any material from the internet without citation is a violation of the academic honesty rules.**
- Students who wish to request accommodation for a disability must do so by registering with the Office of Disability Services in Suite 230 of the Student Center. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan as soon as possible to instructors of all classes in which an accommodation is sought.
- Students are responsible for confirming that they are attending the course section for which they are registered. Failure to do so may result in an F for the course.
- By University policy and to respect the confidentiality of all students, **final grades** may not be posted or given out over the phone. To see your grades, use PAWS.
- Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing the course, please take the time to fill out the online course evaluation.

Subscribe to one of our department listservs for current information and events:

1. Undergraduate Students: <http://philosophy.gsu.edu/undergraduate/listserv>
 2. Graduate Students: <http://philosophy.gsu.edu/graduate/listserv>
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For more information on the philosophy program visit:

<http://philosophy.gsu.edu>

Policy on Academic Honesty, from the GSU Catalog

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the *Faculty Handbook* and *On Campus: The Student Handbook* and is available to all members of the university community. The policy represents a core value of the university, and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community—students, faculty, and staff—are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any para-phrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic

honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, falsification of the results of experiments or computer data, false or misleading information in an academic context in order to gain an unfair advantage).