

THE HISTORICAL ROOTS OF CONTEMPORARY EMOTION THEORY

PHIL 8330 – CRN 92362

Seminar Room, Philosophy Department

Mondays 6:00 pm - 8:30 pm

Instructor: Andrea Scarantino

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

Office hours: Mondays 3:00pm-6:00pm 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

This course has two related objectives. The main objective is to understand continuities and discontinuities between theories of the emotions developed in Ancient Greece, in the Middle Ages, and throughout the 17th, 18th, 19th and 20th centuries. We will combine secondary sources and primary readings of authors such as Aristotle, Aquinas, Descartes, Hume, Darwin, James, Sartre and others. The second objective of the course is to become familiar with the three currently dominant research programs in emotion theory, namely basic emotion theory, psychological constructionism and appraisal theory. We will try to understand the conceptual and empirical arguments that have led to their emergence, in the hope of ascertaining their strengths and weaknesses.

2. Readings

All required texts for this class will be made available in electronic format and stored on the class website on iCollege. Fair warning: this class will be reading-intensive.

3. Course Requirements

(1) *Attendance & Participation (12%):* The class will be run as a discussion seminar, so your active participation is vital. You are expected to take part in every class discussion, and will receive credit for that. 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. During the final class you will give a brief presentation of your paper (≤6 minutes, with ≤1 page handout). You will often be asked to introduce your discussion questions, and summarize your critical responses. Impromptu contributions, discussion questions and critical responses will affect your participation grade.

(2) *Six skills-building exercises (20%),* to be submitted in six different weeks, with final deadline for all submissions on **October 28** (no late submissions accepted). There are 8 possible weeks for which to do a skills-building exercise, so you skip two. All skills-building exercises must be submitted via email to me **by 2pm on Sunday**, and they must **focus on readings due on the following Monday** (note that 'Further readings' are not available for skills-building exercises: their function is to allow you to begin further research on a topic). Send all of your exercise as Word files, with the following file name: Your Last Name Discussion Question 1 (Sorabji), Your Last Name Summary 2 (Perler). Include a word count and a clear indication of the article you are summarizing/criticizing/raising questions about.

- *2 discussion questions (200 words max, 5%, 2.5% each exercise):* a first skill to develop is to learn how to discuss philosophical materials. You will write two substantive critical discussion questions over the semester on the week's materials meant to encourage seminar discussions. You do not

need to be able to answer them, but you need to be able to explain why they are interesting questions. The questions may be singular or multiple, and they ought to show engagement with the readings and not mere demand for additional expository details. The discussion questions must focus on one of the readings due. I will frequently ask folks to introduce their questions in class and lead the discussion on them. Discussion questions will be graded on a S/U scale (S=100; U=0).

- *2 one-page summaries* (500 words max, 5%, 2.5% each exercise): a second skill to develop is to learn how to summarize complex philosophical materials succinctly and completely. To this end, you will submit two one-page summaries over the semester of one of the readings for the week, presented in whatever form you consider most useful to you (words, charts, tables, diagrams, etc.). The objective here is to reduce a selected target reading to its core ingredients, ideally organized in a logical form. Include all and only essential information. These will be graded on a S/U scale (S=100; U=0).
- *2 critical responses* (700 words max, 10%, 5% each exercise): a third skill to develop is to learn how to develop a critical response to a target reading. Critical responses must articulate a thoughtful, nicely written critique of a specific point of analysis raised in one of the texts assigned for the week in which they are submitted. They are designed to improve your ability to write clear and insightful responses and to ultimately to find a suitable paper topic. I will often ask students to present the contents of their critical responses 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 interesting (so you need a 5-minute capsule version of your CR ready to go at all times). You will receive a numerical grade for your 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 (A90, B80, C70, D60, F60).

(3) Paper Proposal (1,000 words max, 4%)

Your 2-page, single spaced term paper proposal is due via email on **Oct 14 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. Include bibliography of relevant texts you plan on consulting (biblio does not count towards the 1000-word limit). I will give you feedback on your paper proposal and you will then proceed to write up a full draft of your paper. Your paper proposal will be graded on a S/U scale (S=100; U=0).

(4) Paper Draft and Referee Report (5,000 words max for the paper, including everything, 4%)

A complete draft of your term paper will be due via email to me and to a fellow student referee (we will pair students on the first day of class) by **Nov 11 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 4% of 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 **Nov 21 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 letter grade. Your draft + referee report will be graded on a S/U scale (S=100; U=0).

(5) Term Paper (60%)

You will revise your paper based on your peer's review and on my report and email the final version to me (max 5,000 words, including everything) as a Word attachment on **Dec 7 by midnight**. Late submissions will lose 4 points per day. Your paper will be graded based on: (a) Soundness of the arguments presented, (b) Originality/relevance of the arguments presented, (c) Accuracy when stating the views of others, (d) Clarity, (e) Organization, (f) Spelling, punctuation, grammar and conformity to general paper writing requirements (e.g. word limit, accurate references, etc.), (g) quality of writing (e.g. narrative voice, flow, etc.).

To sum up:

- *Attendance & Participation (12%)*
- *Six skills-building exercises (20%),*
 - *2 discussion questions (5%)*
 - *2 one-page summaries (5%)*
 - *2 critical responses (10%)*
- *Paper Proposal (4%)*
- *Paper Draft and Referee Report (4%)*
- *Term Paper (60%)*

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/~wwwfhh/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
Aug 27	<ul style="list-style-type: none">• TIPS ON CRITICAL RESPONSES

	<ul style="list-style-type: none"> • Introduction to class
HISTORICAL ROOTS	
Sept 2	<ul style="list-style-type: none"> • Labor Day
Sept 9	<ul style="list-style-type: none"> • Rosenthal, Philosophy and Its Teaching • Perler, Introduction to <i>Feelings Transformed</i> • Solomon, The Philosophy of Emotions • Dixon, "Emotion": The History of a Keyword in Crisis • Essary, Passions, Affections or Emotions?
Sept 16	<ul style="list-style-type: none"> • Campeggiani and Konstan, Emotions in Ancient Greece and Rome, <i>Routledge Handbook of Emotion Theory</i> • Aristotle, <i>Rhetoric</i>, Book II, chapters 1-11 • Sorabj, Introduction to <i>Emotion and Peace of Mind</i> <p><i>Further readings:</i></p> <ul style="list-style-type: none"> • S. James, Passion and Action in Aristotle • Stoics on emotions, Posidonius and Chrysippus
Sept 23	<ul style="list-style-type: none"> • Knuuttila, Emotions in Medieval Thought, <i>Routledge Handbook of Emotion Theory</i> • Aquinas, <i>Summa Theologica</i>, excerpts from Treatise on the Passions • King, Aquinas on the Emotions <p><i>Further readings:</i></p> <ul style="list-style-type: none"> • Lohr, The Ancient Philosophical Legacy and its Transmission to the Middle Ages (BAD, ELIMINATE NEXT TIME)
Sept 30	<ul style="list-style-type: none"> • Shapiro, Emotions in the 17th century, <i>Routledge Handbook of Emotion Theory</i> • Descartes, Passions of the Soul • S. James, Descartes on the passions <p><i>Further readings:</i></p> <ul style="list-style-type: none"> • Schmitter, Descartes and Hobbes on the passions
Oct 7	<ul style="list-style-type: none"> • TIPS ON PAPER WRITING • Wilson, Emotions in the 18th century, <i>Routledge Handbook of Emotion Theory</i> • Hume, <i>A Treatise of Human Nature</i>, excerpts from Book 2 • McIntyre, Hume's "New And Extraordinary" Account of the Passions <p><i>Further readings:</i></p> <ul style="list-style-type: none"> • Alanen, The Powers and Mechanisms of the Passions
Oct 14	<ul style="list-style-type: none"> • DEADLINE FOR PAPER PROPOSAL • Reizenzein and Schönplflug, Emotions in the 19th century, <i>Routledge Handbook of Emotion Theory</i> • James, <i>Principles of Psychology</i>, chapter 25 • Deigh, Emotions: The Legacy of James and Freud

	<p><i>Further readings:</i></p> <ul style="list-style-type: none"> • Damasio and Damasio, James Then and Now
Oct 21	<ul style="list-style-type: none"> • Darwin, <i>The Expression of Emotions</i>, chapter 1 • Browne, Darwin and the Expression of Emotions • Dewey, the Theory of Emotion I and II <p><i>Further readings:</i></p> <ul style="list-style-type: none"> • Fridlund, Darwin's Anti-Darwinism
Oct 28	<ul style="list-style-type: none"> • DEADLINE FOR ALL SUMMARIES, DISCUSSION QUESTIONS AND CRS • Vendrell Ferran, Emotions in the 19th-20th Cent. Phenomenological Tradition, <i>Routledge Handbook of Emotion Theory</i> • Sartre, <i>Sketch for a Theory of Emotions</i> • Vanello, Sartre on emotions <p><i>Further readings:</i></p> <ul style="list-style-type: none"> • Hatzimoysis, Sartre on Affectivity
Nov 4	<ul style="list-style-type: none"> • Kennedy and Oatley, Emotions in early 20th century psychology, <i>Routledge Handbook of Emotion Theory</i> • McDougall, excerpts from <i>Introduction to Social Psychology</i> • Shand, Of Impulse, Emotion, and Instinct <p><i>Further readings:</i></p> <ul style="list-style-type: none"> • Leeper, Motivational Theory of Emotions • Duffy, Leeper's Motivational Theory of Emotions
CONTEMPORARY ACCOUNTS	
Nov 11	<ul style="list-style-type: none"> • PAPER DRAFT DUE • Shiota, Basic/Discrete Emotion Theories, <i>Routledge Handbook of Emotion Theory</i> • Tomkins, The Quest for Primary Motives • Ekman, An Argument for Basic Emotions <p><i>Further readings:</i></p> <ul style="list-style-type: none"> • Scarantino and Griffiths, Don't Give Up on Basic Emotions
Nov 18	<ul style="list-style-type: none"> • Gendron and Barrett, Reconstructing the Past • Barrett, Constructionist Approaches to Emotion • Barrett, Emotions are Real <p><i>Further readings:</i></p> <ul style="list-style-type: none"> • Scarantino, Basic emotions, psychological construction and the problem of variability
Nov 21	<ul style="list-style-type: none"> • PEER REFEREE REPORT DUE
Nov 25	<ul style="list-style-type: none"> • Thanksgiving Break
Dec 2	<ul style="list-style-type: none"> • Ellsworth, Appraisal Theories, <i>Routledge Handbook of Emotion Theory</i> • Reisenzein, Arnold's theory of emotion in historical perspective • Scherer and Moors, the Emotion Process <p><i>Further readings:</i></p> <ul style="list-style-type: none"> • Moors, Integration of two skeptical emotion theories

Dec 7	<ul style="list-style-type: none"> • FINAL PAPER DUE
Dec 9	<ul style="list-style-type: none"> • Paper presentations

Department of Philosophy
 General Syllabus Statement Fall 2019

- 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, October 15**. 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 proper 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. Testing Request Forms are due at least 5 days before the test or exam.
- 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. At the end of 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 and the value of philosophy courses 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).