

## **EMOTION THEORY: HISTORY, THEORETICAL OPTIONS AND CHALLENGES**

FALL 2023 (PHIL 8330, CRN 86616)

Mondays, 12:30-15:00, 25 Park Place, Room 1618 (philosophy department)

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Office hours: 3-6pm on Mondays via Webex (you need to book it on iCollege) or by appointment in person

**Course Description:** We will be reading several chapters from the forthcoming *Emotion Theory: The Routledge Comprehensive Guide*, an all-encompassing 62-chapter collection I edited over the past six years. These chapters will be integrated with additional topical readings, in some cases unpublished. The three areas we will cover are: (a) History of emotion theory, (b) Contemporary theories of emotion, (c) Challenges for emotion theory. First, we will familiarize ourselves with the lay of the theoretical land by reading some historical chapters that describe emotion theory in Ancient Greece, in the 19<sup>th</sup> century and in the early 20<sup>th</sup> century. As we cover these three theoretically fertile time periods, we will zero in on three historical figures: Aristotle, James and Dewey. Each of these authors has exerted a deep influence on the history of emotion theory, which we will try to understand. Second, we will read chapters that outline pros and cons of the main contemporary theoretical options in the philosophy and science of emotions, including appraisal theory, basic emotion theory, psychological constructionism, perceptualism and motivationalism. The objective of this second component of the class is to offer you an up-to-date overview of what we have learned about emotions, and of what we still struggle to understand. Third, we will discuss three outstanding challenges of interest to philosophers and affective scientists alike: the challenge of emotions and fiction (why do we feel sad for Anna Karenina?), the challenge of emotional communication (how does nonverbal emotional communication work?), and the challenge of emotional development in children (how does the ability to emote emerge and what are the main developmental milestones?).

### **Readings**

All required texts for this class will be made available in electronic format and stored on the class website on iCollege. All modules on iCollege have two elements: the readings individually stored, and the combined readings assigned on Perusall for your annotations. Once you click on the [last hyperlinked item](#) in each module, you will be automatically sent to Perusall and can start annotating.

### **Course Objectives**

The goals of this course are (a) to familiarize you with historical, philosophical and scientific texts on the history of emotion theory, on the main options available to contemporary theorists, and on some central challenges facing emotion theory, (b) to promote informed, careful and critical reflection on these topics, and (c) to sharpen your ability to write polished, scholarly philosophical papers.

### **Prerequisites**

Graduate standing or permission of instructor.

### **Course Requirements**

(1) *Attendance & Participation (10%)*: The class will be run as a discussion seminar, so your active

participation is essential. 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. During the final class you will give a brief presentation of your paper at a paper workshop, which will affect your participation grade ( $\leq 5$  minutes, with  $\leq 1$  page handout).

(2) *Perusall annotations* (25%): Perusall is a new type of collaborative text reader developed at Harvard University by Gary King, Brian Lukoff, Eric Mazur, Kelly Miller on the basis of extensive data analytics, behavioral science, and educational research. The purpose of the software is to turn a solitary reading experience into a collective one, with the added payoffs associated to shared human experiences (compare cost of concert ticket with cost of recording of the same concert!). How does Perusall work? You will basically be collaboratively annotating the required class readings along with everyone else in the class. The help you'll get and provide your classmates will get you past confusions quickly and will hopefully make the process way more fun. You may receive your peer's answers to your questions, help others resolve their questions (which also helps you learn), and give your instructor key leads about how to make class time most productive. You can start a new annotation thread in *Perusall* by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. And you can upvote interesting questions or comments. Commenting, replying and upvoting will all earn you credit points. Your annotations will be evaluated for quality by me with assistance from the Perusall software, which I have tailored to specific assessment criteria. The scholars who developed Perusall recommend that instructors do not share the precise grading algorithm used, in order to avoid that students try to game the system or consider annotations mere "busy work". They also recommend that teachers do not contribute to the discussions (with rare possible exceptions), in order to make the annotation process entirely student-driven. I may or may not follow the latter suggestion, we will see how things go. I can tell you this: if you engage with the materials in the way required to understand them well, and organically annotate the file by sharing your motivated first impressions, possible objections, relevant analogies that come to mind, clarificatory questions, or questions useful for in-class discussion, and if you reply to other students comments when you find them stimulating or when you are in a position to help another student understand some point, you will get full credit for your weekly annotations.

Number of annotations and deadline: Include at least 5 high quality annotations throughout the assigned pdf (click on the last hyperlink in each module from iCollege to be transferred to the annotation section of Perusall). Complete your annotations by 9 am on the Sunday before class meets if you want them to count for credit (no annotations are due on week 1). You are welcome to start annotating any assigned readings ahead of time - check out the schedule to have a sense of our trajectory. You can still reply to other people's comments after the deadline (for credit if the reply is within 1 day of the deadline), and I encourage you to do so. You will receive a total of eleven annotation scores, each out of 10 points (one overall score per module). I will use your best ten scores to determine your final annotation grade. This entails that you can skip up exactly one week of annotations throughout the semester and in principle still get full credit for annotations. Here are some scoring samples, to give you an idea of how the assessment works: <https://perusall.com/downloads/scoring-examples.pdf>. And here are some FAQs on Perusall you can read up on: <https://support.perusall.com/hc/en-us/categories/360002173133-Students>

(3) *Term paper* (65%): The term paper is between 3,000 and 5,000 words, and it is due electronically as a Word attachment on December 7 at 11:59pm. In the paper, you are expected to motivate, develop, and defend a substantial position of your own. The topic may be anything that we have

covered in class, plus anything that bears a close conceptual relation to the course materials. Paper topics must be cleared with me in advance, and you must submit a formal paper proposal to me no later than Oct 30. Failure to submit a paper proposal by the deadline will result in a grade deduction of 5% for this portion of your course grade. Your paper proposal should be between 250 and 500 words excluding bibliography, and it should allow me to evaluate the promise of your project, and make detailed suggestions for improvement. The clearer your main thesis, your main argument and your main objections and counter objections, the better. You are welcome to use the annotation threads in our weekly assignments as a springboard for developing your project. Feel free to set up an appointment with me during office hours well in advance of Oct 30 to discuss your proposed final paper topic. Extensions will only be given in very special circumstances (e.g., illness or family emergency) and in all cases must be asked for in advance. Late papers will be accepted but will be graded down a letter grade (e.g., an "A-" submitted late will be a "B-"). All late papers must be submitted no later than Dec. 10 (no exceptions). Final papers must be typed, double-spaced, have a 12 point font and one-inch margins. Chicago, MLA, or Harvard-style citations are all fine. Your paper will be graded based on: (a) Soundness of the arguments presented, (b) Originality/relevance of the arguments presented, (c) Quality of objections and counter-objections, (d) Accuracy when stating the views of others, (e) Clarity, (f) Organization, (g) Spelling, punctuation, grammar and conformity with general paper writing requirements (e.g. word limit, complete bibliography, 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.

### **Writing Studio**

Writing may cause anxiety. But you can get personalized help, in person or online, at almost any time. The [Writing Studio](#) offers tutoring on essay organization, picking a topic, getting started, doing research, using sources, and a variety of other things.

### **Counseling Center**

The [GSU Counseling and Testing Center](#) has lots of resources to help you in a crisis, or just to manage everyday stress, including meditation, massage, a relaxation room, and nutrition counseling. You can even visit the [Mind-Body Clinic](#) for biofeedback analysis if you have performance anxiety or trouble sleeping.

### **Basic Needs**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify your instructor if you are comfortable in doing so. The [Embark Program at GSU](#) provides resources for students facing homelessness.

### **Intellectual Property**

The selling, sharing, publishing, presenting, or distributing of instructor-prepared course materials, lecture notes, videos, and audio recordings from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu, and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of

the instructor's intellectual property and the privacy rights of students attending the class and is prohibited.

### Academic integrity

I expect students to strictly 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>). You must acknowledge when/how you use ChatGPT or other Large Language Models (LLM) for any assignment in a separate document called "What Help Did I Receive from LLM?". Specifically, include any prompt[s] you used (e.g. "What are the defects of James' theory of emotions?"), the exact LLM's reply, and how/why you adapted the information you received. If you have any doubts on what constitutes an appropriate use of sources, please contact me.

### Disabilities

If you have a disability that requires special accommodations, I would like you to notify both me and the Disability Services (Student Center, 2<sup>nd</sup> 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.

### CLASS SCHEDULE (subject to revisions)

All chapters from ETRCG (*Emotion Theory: the Routledge Comprehensive Guide*) are forthcoming and not to be shared with anyone outside this seminar unless explicit permission is granted by the authors.

Modules	Topics	Assignments
Module 0 (starts Aug 21)	CLASS INTRODUCTION	<ul style="list-style-type: none"> <li>Scarantino and De Sousa, Emotion entry, in Stanford Encyclopedia of Philosophy, <a href="https://plato.stanford.edu/entries/emotion/">https://plato.stanford.edu/entries/emotion/</a></li> </ul>
Module 1 (starts Aug 28)	EMOTION THEORY IN ANCIENT GREECE AND ARISTOTLE	<ul style="list-style-type: none"> <li>Emotion Theory in Ancient Greece and Rome (Pia Campeggiani and David Konstan, Chapter 1, ETRCG)</li> <li>Aristotle, Excerpts from <i>Rhetoric</i></li> <li>Rapp, Emotions in Aristotle's <i>Rhetoric</i></li> </ul>
NO CLASS (Sept 4)	LABOR DAY	<ul style="list-style-type: none"> <li>None</li> </ul>
Module 2 (starts Sept 11)	EMOTION THEORY IN THE 19 <sup>TH</sup> CENTURY AND JAMES	<ul style="list-style-type: none"> <li>Emotion Theory in the 19th Century at the Rise of Scientific Psychology (Rainer Reisenzein, Chapter 8, ETRCG)</li> <li>James, The Physical Basis of Emotion</li> <li>Reisenzein and Stephan, More on James and the Physical Basis of Emotions</li> </ul>

<p><b>Module 3</b> (starts Sept 18)</p>	<p><b>EMOTION THEORY IN THE FIRST HALF OF THE 20<sup>TH</sup> CENTURY AND DEWEY</b></p>	<ul style="list-style-type: none"> <li>• Emotion Theory in the First Half of the 20th Century (Anna Kennedy and Keith Oatley, Chapter 10, ETRCG)</li> <li>• Dewey, Theory of Emotion I and II</li> <li>• Garrison, Dewey's Theory of Emotions</li> </ul>
<p><b>Module 4</b> (starts Sept 25)</p>	<p><b>OVERVIEW OF CONTEMPORARY EMOTION THEORY IN PHILOSOPHY AND PSYCHOLOGY</b></p>	<ul style="list-style-type: none"> <li>• An Overview of Contemporary Theories of Emotions in Philosophy (Michael Brady, Chapter 11, ETRCG)</li> <li>• An Overview of Contemporary Theories of Emotions in Psychology (Agnes Moors, Chapter 12, ETRCG)</li> </ul>
<p><b>Module 5</b> (starts Oct 2)</p>	<p><b>PHILOSOPHY OF EMOTIONS I</b></p>	<ul style="list-style-type: none"> <li>• Tappolet, The Receptive Theory of Emotions</li> <li>• Ballard, Content and the Fittingness of Emotions</li> <li>• Deonna and Teroni, A Defense of Attitudinalism</li> </ul>
<p><b>Module 6</b> (starts Oct 9)</p>	<p><b>PHILOSOPHY OF EMOTIONS II</b></p>	<ul style="list-style-type: none"> <li>• Müller, The World Directedness of Emotional Feelings</li> <li>• Moors, Commentary 1 on Müller</li> <li>• De Sousa, Commentary 2 on Müller</li> </ul>
<p><b>Module 7</b> (starts Oct 16)</p>	<p><b>PHILOSOPHY OF EMOTIONS III</b></p>	<ul style="list-style-type: none"> <li>• Scarantino, The Motivational Theory of Emotions</li> <li>• Del Giudice, A General Motivational Architecture for Human and Animal Personality</li> <li>• Scarantino, Commentary on Del Giudice</li> </ul>
<p><b>Module 8</b> (starts Oct 23)</p>	<p><b>HIGHLIGHTS FROM CONTEMPORARY PSYCHOLOGY OF EMOTIONS</b></p>	<ul style="list-style-type: none"> <li>• Constructionist Theories of Emotion in Psychology and Neuroscience (Lisa Barrett and Tsiona Lida, Chapter 17, ETRCG)</li> <li>• Moors, Response Evaluation Theories</li> </ul>
<p><b>Module 9</b> (starts Oct 30)</p>	<p><b>EMOTIONS AND FICTION</b></p>	<ul style="list-style-type: none"> <li>• <b>DEADLINE FOR YOUR PAPER PROPOSAL IS OCT 30</b></li> <li>• How Does Fiction Elicit Emotions? (Florian Cova and Stacie Friend, Chapter 51, ETRCG)</li> <li>• Radford, How Can We Be Moved by the Fate of Anna Karenina?</li> <li>• Walton, Fearing Fictions</li> </ul>
<p><b>Module 10</b> (starts Nov 6)</p>	<p><b>EMOTIONS AND COMMUNICATION</b></p>	<ul style="list-style-type: none"> <li>• Scarantino, The Theory of Affective Pragmatics Extended</li> <li>• Scotto, A Pragmatics-First Account of Faces</li> <li>• Crivelli and Fridlund, Facial Displays Are Tools for Social Influence</li> </ul>

<b>Module 11</b> (starts Nov 13)	<b>EMOTIONS AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• How Do Emotions Develop in Children? (Linda Camras, Chapter 56, ETRCG)</li> <li>• Holodynski and Seeger, Expressions as Signs and Their Significance for Emotional Development</li> <li>• Hoemann et al., Emotion Words, Emotion Concepts, and Emotional Development in Children</li> </ul>
<b>NO CLASS</b> (Nov 20-25)	<b>THANKSGIVING</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
(Nov 27)	<b>PAPER WORKSHOP</b>	<ul style="list-style-type: none"> <li>• Present your final paper</li> </ul>
Dec 7		<ul style="list-style-type: none"> <li>• Final paper due by 11:59pm</li> </ul>

## Department of Philosophy: General Syllabus Statement: Fall 2023

**Diversity and Inclusion:** GSU is home to a highly diverse student body. In our classrooms, this diversity is a source of strength and a resource for teaching and learning. The Department of Philosophy welcomes voices and viewpoints that have been historically marginalized or underrepresented within the discipline. Faculty and students in Philosophy courses commit to creating an intellectual environment that is inclusive of students' experiences, beliefs, and perspectives, regardless of their race, religion, language, immigration status, sexual orientation, gender identification, ability status, socioeconomic status, national identity, or any other identity markers.

**Respect & Civility:** All students in this course should be treated with respect and dignity and provided an equitable opportunity to participate, contribute, and succeed. Disagreement is part of philosophical discussion. But students should avoid language that is demeaning or stigmatizing, particularly when addressing other members of the class and responding to their views.

Students who wish to use a name or pronoun other than what is available on the class roll or iCollege may introduce themselves to the class using it or inform the instructor via email. Students should use the names and pronouns preferred by students and faculty.

- **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" for **Fall 2023** is **October 10<sup>th</sup>**. A student may be awarded a **W** no more than 6 times in their career at Georgia State. After 6 **W**'s, a withdrawal is recorded as a **WF**, which counts as an **F** in a GPA.
- **The customary penalty for any violation of academic honesty is an "F" in the course, which cannot be replaced by repeating the course or with a withdrawal.** See selections from the University Policy on Academic Honesty below. **Copying or using any material from the internet in any way without proper citation is a violation of the policy.**
- Students who wish to request an accommodation for a disability may do so by registering with the [Access and Accommodation Center \(AACE\)](#). Students may only be accommodated upon issuance by AACE of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are 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, emailed, 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 on PAWS.**

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**Please subscribe to one of our department listservs for current information and events:**

<https://philosophy.gsu.edu/listserve-form/>

**For more information on the philosophy program and the value of philosophy courses visit:** <http://philosophy.gsu.edu>

**For more information on GSU Code of Conduct visit:**  
<https://codeofconduct.gsu.edu/>

**For more information on student accommodations visit the AACE website:**  
<https://access.gsu.edu/>

**For more information on assistance for students visit the Dean of Students website:**  
<https://deanofstudents.gsu.edu/student-assistance/>

## **Policy on Academic Honesty, from the GSU Student Code of Conduct**

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).