

NEW THEORIES OF EMOTIONS IN PHILOSOPHY AND AFFECTIVE SCIENCE

FALL 2025 (PHIL 8330, CRN 92318)

08/25/2025 - 12/16/2025

Fridays, 9:30am-12:00pm, 25 Park Place, Room 1618 (Philosophy Department)

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Course Description: In this seminar, we will first familiarize ourselves with the main theories of emotions in philosophy and affective science, and then critically examine the most exciting new theories that have emerged over the past 10 years or so. A significant portion of the work we will read is either recently published or forthcoming, and some of it was shared with me by the authors with a binding request not to share it or cite it without permission. The theories we will consider include the following: Neo-Stoic and Neo-Aristotelian theories of emotions, Moors' goal-directed theory of emotions, Adolphs' functionalist theory of emotions, the new literature on pain and imperative content, Deonna and Teroni's attitudinal theory, Scarantino's motivational theory, Prinz's Neo-Jamesian theory, the situated affectivity and predictive processing revolutions in affective science and Barrett's theory of constructed emotions. By the time we are done, you will have explored some of the most influential theories at the cutting edge of contemporary emotion theory, and will be well positioned to make a theoretical move of potential interest to the field.

Readings

All required texts for this class will be made available in electronic format and stored on the class website on iCollege. 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 seminal philosophical and scientific texts on emotions, with special focus on theories developed over the past 10 years, (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.

Use of AI

It is strictly prohibited and grounds for an F in the class if you are caught using it to complete any of the course requirements.

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 rule, you should not go more than a couple of classes without contributing to class discussion. You should also try not to dominate every class discussion, and instead work towards creating a class atmosphere where everyone is encouraged to participate. During the final class you

will give a brief presentation of your term paper, which will affect your participation grade (≤ 5 minutes, with ≤ 1 page handout). Missing more than one class session unexcused will adversely affect your grade.

(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. How does Perusall work? You will basically be collaboratively annotating the 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 coming 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 contentious 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. Complete your annotations **by 9:30 am on the Thursday** before class meets if you want them to count for credit (no annotations are due on the first week of classes). 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 one day of the deadline), and I encourage you to do so. **You will receive a total of 12 annotation scores, each out of 10 points (one overall score per week). I will use your best 10 scores to determine your final annotation grade. This entails that you can skip exactly 2 weeks 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) *Mini-paper* (15%): The mini-paper should be between 800 and 1,500 words long (biblio excluded), and it is due electronically to me at ascarantino@gsu.edu as a Word attachment at any point in time between now and October 24. The mini-paper can be on a *past* reading, on a *current* reading or on a *future* reading for the class. Please do not wait until the last minute to submit it! Instead, follow the spur of the moment: you will have some immediate reactions to certain readings – this can't be right! – and you should build around them. In your mini-paper, you are expected to summarize *one* central

argument from one of the assigned readings, and then present *one* compelling objection to it. This mini-paper may or may not be the basis for your term paper. Your mini-paper will be graded based on: (a) Soundness of the objection presented, (b) Accuracy when reconstructing the target argument, (c) Clarity, (d) Organization, (e) Spelling, punctuation, grammar and conformity with general paper writing requirements (e.g. word limit, complete bibliography, etc.).

(4) *Term paper, paper draft, peer review* (40%+5%+5%): The term paper is between 3,000 and 4,000 words long (biblio excluded), and it is due electronically to me at ascarantino@gsu.edu as a Word attachment on December 9 by 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 31. Failure to submit a paper proposal by the deadline will result in a grade deduction of 3%. Your paper proposal should be between 250 and 500 words excluding bibliography, and it should allow me to evaluate how promising your project is. The clearer your main thesis, your main argument and your main objections and counter objections are going to be, the better. You are welcome to use the annotation threads in our weekly assignments or your mini-paper as a springboard for developing your term paper project. Feel free to set up an appointment with me during office hours well in advance of Oct 31 to discuss your proposed final paper topic. Once your paper is green lighted, you should write a full draft of it, and submit it to me and to your peer reviewer – we will pair reviewers on day 1 – by November 21 (this counts for 5% of your final grade). You will then read a fellow classmate’s paper and submit a 3-5 page referee report to me and to your peer by Dec 1 (this counts for 5% of your final grade). Your final paper should take into account your peer’s review, your own continued thinking about the paper, and my comments on it. 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. 11 (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. The use of ChatGPT or other Large Language Models (LLM) to complete any assignment will be considered a violation of academic integrity. If you have any doubts on what constitutes an appropriate use of sources, please contact me. In turn, if I have any doubts about whether you used sources appropriately, or if your written work is under-referenced, or if I do not understand a specific idea in your writing, I can ask you to deliver an oral defense of your written work in a 20-30 minute in-person conversation with me. Your oral defense may then determine the ultimate assessment of your written work.

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.

CLASS SCHEDULE (subject to revisions)

Modules	Topics	Assignments
Week 0 (class meets Aug 29)	CLASS INTRODUCTION	<ul style="list-style-type: none">Scarantino and De Sousa, Emotion entry, in Stanford Encyclopedia of Philosophy, https://plato.stanford.edu/entries/emotion/

<p>Week 1 (class meets Sept 5)</p>	<p>EMOTION THEORY IN ANTIQUITY AND STOIC EMOTIONS</p>	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS, CONSIDER SUBMITTING YOUR MINI-PAPER • Campeggiani and Konstan, Emotion Theory in Ancient Greece and Rome • Graver, Stoic Emotions and Apatheia
<p>Week 2 (class meets Sept 12)</p>	<p>FROM ANTIQUITY TO CONTEMPORARY PHILOSOPHY OF EMOTIONS</p>	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS, CONSIDER SUBMITTING YOUR MINI-PAPER • Brady, An Overview of Contemporary Theories of Emotion in Philosophy • Konstan, Emotions and Morality: The View from Classical Antiquity • Nussbaum, Powerlessness and the Politics of Blame
<p>Week 3 (class meets Sept 19)</p>	<p>AN OVERVIEW OF CONTEMPORARY AFFECTIVE SCIENCE</p>	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS, CONSIDER SUBMITTING YOUR MINI-PAPER • Moors, What is an Emotion? • Adolphs, Overview of the Science of Emotions
<p>Week 4 (class meets Sept 26)</p>	<p>MOORS' NEW THEORY OF EMOTIONS AS DECISIONS</p>	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS, CONSIDER SUBMITTING YOUR MINI-PAPER • Moors, Emotions as High Value Decisions • Scarantino, Moors' Eliminativism Cross-Examined • Moors, Reply on Irrationality
<p>Week 5 (class meets Oct 3)</p>	<p>ADOLPHS' NEW FUNCTIONALIST THEORY OF EMOTIONS</p>	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS, CONSIDER SUBMITTING YOUR MINI-PAPER • Adolphs, A New Functionalist Theory of Emotions
<p>Week 6 (class meets Oct 10 from 11:30am to 2pm in JBB room)</p>	<p>THE IMPERATIVE CONTENT OF PAIN</p>	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS, CONSIDER SUBMITTING YOUR MINI-PAPER • Barlassina and Hayward, More of Me! Less of Me! • Martinez, Imperative Transparency
<p>Week 7 (class meets Oct 17)</p>	<p>DEONNA AND TERONI'S ATTITUDINAL THEORY</p>	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS, CONSIDER SUBMITTING YOUR MINI-PAPER • Deonna and Teroni, A Defense of Attitudinalism • Kauppinen, How Emotions Grasp Value
<p>Week 8 (class meets Oct 24)</p>	<p>WHAT DO EMOTIONS REPRESENT?</p>	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS, CONSIDER SUBMITTING YOUR MINI-PAPER (LAST POSSIBLE DAY TO SUBMIT THE MINI-PAPER)

		<ul style="list-style-type: none"> • Ballard, The Non-Arbitrary Link between Feeling and Value • Prinz, What Do Emotions Represent
Week 9 (class meets Oct 31)	THE SITUATED AFFECTIVITY REVOLUTION	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS • DEADLINE FOR YOUR PAPER PROPOSAL IS OCT 31 • Griffiths and Scarantino, Emotions in the Wild • Colombetti and Roberts, Extending the Extended Mind • Clark, Extending Minds with Generative AI
Week 10 (class meets Nov 7)	THE PREDICTIVE PROCESSING REVOLUTION	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS • Wiese and Metzger, Vanilla PP for Philosophers • Kiefer and Hohwy, A Predictive Architecture for the Attitudes • Yon et al, Beliefs and Desires in the Predictive Brain • Berridge, Separating desire from prediction of outcome value
Week 11 (class meets Nov 14)	BARRETT'S CONSTRUCTIVIST THEORY OF EMOTIONS	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS • Barrett and Theriault, What's real? • Barrett and Lida, Constructionist Theories of Emotion in Psychology and Neuroscience
Week 12 (class meets Nov 21)	CAN BASIC EMOTION THEORY AND CONSTRUCTIVISM BE RECONCILED?	<ul style="list-style-type: none"> • COMPLETE PERUSALL ANNOTATIONS • DEADLINE FOR YOUR TERM PAPER DRAFT IS NOV 21 (EMAIL IT TO ME AND TO YOUR PEER REVIEWER) • Van Heist et al, Basic Emotions or Constructed Emotion? • Barrett et al, The Theory of Constructed Emotion: More Than a Feeling
NO CLASS (Nov 24-28)	THANKSGIVING HOLIDAYS	
Week 13 (class meets Dec 5 in conference room on the 17 th floor)	PAPER WORKSHOP	<ul style="list-style-type: none"> • DEADLINE FOR YOUR PEER FEEDBACK IS DEC 1 (EMAIL IT TO ME AND TO THE PAPER'S AUTHOR) • Present your term paper at our final meeting
Dec 9		<ul style="list-style-type: none"> • Final paper due by 11:59pm

Department of Philosophy: General Syllabus Statement: FALL 2025

Respect & Civility: Faculty and students in Philosophy courses commit to creating an intellectual environment that is respectful 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.

All students in this course should be treated with respect and dignity and provided with 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 other than what is available on the class roll or iCollege should use the Preferred Name Change form on PAWS to indicate their preference no later than the end of the first week of class.

- **This syllabus provides a general plan for the course. Deviations may be necessary.**
- The **withdrawal period** for a course with the possibility of receiving a "W" for **FALL 2025, Sept. 2nd till Oct. 24th, for the full semester**. 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.**

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://deanofstudents.gsu.edu/>

For more information on student accommodation 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-conduct/>

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 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 it 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).