

MOTIVATION AND EMOTION

FALL 2021 (CRN 90756)

Thursdays, 16:30-19:00

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Office hours: 2-5pm on Tuesdays via Webex (you need to book an appointment on iCollege)

Course Description: Having an emotion customarily involves *evaluating* a stimulus a particular way, *feeling* a particular way, and being *motivated* to act a particular way. These three aspects offer distinctive entry points for explaining what emotions are. Philosophers over the past forty years have built their theories around evaluations and feelings. As a result, two research programs have dominated the philosophy of emotions: Cognitivism and Perceptualism. In recent times, a third tradition I refer to as Motivationalism has become prominent. It holds that emotions should be thought of as special motivational systems, with feelings and evaluations playing a supportive role. In this class, we will consider the historical, scientific and philosophical foundations of this new approach to emotions. In particular, we will explore how the rich psychological literature on motivation can help us find a place for emotions in the motivational topography of the mind. We will also consider the Humean Theory of Motivation favored by philosophers, and explore the challenges it faces when applied to the explanation of emotional actions. Finally, we will consider a number of self-described motivational theories of emotions in affective science and philosophy, starting from theories developed in the 1920s and working our way up to contemporary theories, exploring their challenges and opportunities.

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 three elements: the required readings individually stored, the optional readings individually stored and, at the bottom, 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 topics of motivation, emotion and their complex overlap, (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 (≤ 5 minutes, with ≤ 1 page handout). Every instructor has been recommended by the Provost to prepare a seating chart during the first

class session and to take attendance regularly to enable contact tracers to identify who is in “close contact” if a positive COVID-19 test is reported. Students are expected not to exceed one unexcused absence; more than one absence will negatively impact your grade. This semester, there is an official process through the Dean of Students Office for students seeking excused absences due to quarantine or illness. Students submit documentation to <https://deanofstudents.gsu.edu/student-assistance/professor-absence-notification/>. Instructors will then be notified by the Dean of Students of any excused absence without the need to manage medical information individually. Official notification will determine an excused absence, and all others will count as unexcused. I will not make the decision whether an absence does or does not qualify as ‘excused’ for medical reasons.

(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 pdf 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 occasionally 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 annotations.

Number of annotations and deadline: Include at least 5 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 noon on the Wednesday 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 twelve annotation scores 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 to two weeks of annotations throughout the semester and 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 3000 and 5000 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 Nov 1. 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 counterobjections, the better. You are welcome to use some of the annotation threads for one of your 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 Nov 1 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. 10th (no exceptions) and will not receive any comments. 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.

Vaccine and Masks

I have been vaccinated against COVID-19. I encourage all students to be vaccinated. Vaccination is simply the most effective protection against this virus. Even with the Delta variant, vaccination helps prevent the onset of severe illness, hospitalization, and death and helps stop the spread of the virus. By getting vaccinated, you will not only be providing a crucial safeguard for yourself, but you will be contributing to the wellness of everyone else. Vaccines are free and available on the Atlanta Campus. Please visit <https://covidinfo.gsu.edu/covid-19-resources/covid-19-vaccine/> to register for a vaccine if you have not already done so. The CDC recommends that everyone—whether vaccinated or not—wear face coverings while on our campuses. I plan to wear a mask and encourage all students in this seminar to do so as well. This is another important contribution all of us can make to ensuring healthy campuses. You can read more about mask requirements and other preventive measures here: <https://covidinfo.gsu.edu/vaccine>.

Covid Testing and Reporting

If you are experiencing symptoms of COVID-19, you are strongly encouraged to get tested for the virus. GSU offers testing on all campuses and particularly encourages participation by unvaccinated

people. Information about locations and hours of testing is available on our COVID-19 Resources page here: <https://covidinfo.gsu.edu/covid-19-resources/covid-19-testing/>. If you test positive, you should report your status at <https://cc-gsu.force.com/s/>. Contact tracers will then work with you and your instructor (in some cases) to identify who has been in close contact (within 6 feet for more than 15 minutes) with you. Those who have been in close contact will be notified by the contact tracers.

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 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/~wwwfwb/sec409.html>). 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, 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
Module 0 (starts Aug 23)	CLASS INTRODUCTION	<ul style="list-style-type: none"> • Scarantino and De Sousa, Emotion entry, in Stanford Encyclopedia of Philosophy
Module 1 (starts Aug 30)	HISTORICAL TRENDS IN MOTIVATION RESEARCH	<ul style="list-style-type: none"> • Historical Trends in Motivation Research, Ch. 2, in Heckhausen & Heckhausen, <i>Motivation and Action</i> (2018) • Jamesian Theory of Motivation, Ch. 2, in Atkinson, <i>An Introduction to Motivation</i> (1964) • Optional: Motivation and Personality, Ch. 7, in Danziger, <i>Naming the Mind</i> (1997)
Module 2 (starts Sept 6)	TRAIT THEORIES OF MOTIVATION	<ul style="list-style-type: none"> • Trait Theories of Motivation, Ch. 3, in Heckhausen & Heckhausen, <i>Motivation and Action</i> (2018) • Ekman and Cordaro, Basic Emotions (2011) • Optional: Ortony, Are all “Basic Emotions” Emotions? (2021)
Module 3 (starts Sept 13)	SITUATIONAL DETERMINANTS OF BEHAVIOR	<ul style="list-style-type: none"> • Situational Determinants of Behavior, Ch. 4, in Heckhausen & Heckhausen, <i>Motivation and Action</i> (2018) • Scherer, Theory convergence in emotion science is timely and realistic (Forthcoming) • Optional: Experimental Analysis of Purposive Behavior, Ch. 5, in Atkinson, <i>An Introduction to Motivation</i> (1964)
Module 4 (starts Sept 20)	MOTIVATION AS A FUNCTION OF EXPECTANCY AND INCENTIVE	<ul style="list-style-type: none"> • Motivation as a Function of Expectancy and Incentive, Ch. 4, in Heckhausen & Heckhausen, <i>Motivation and Action</i> (2018) • Berridge, Evolving Concepts of Emotion and Motivation (2018) • Optional: Gallistel, Central Motive States, Ch. 10, <i>The Organization of Action</i> (1980)
Module 5 (starts Sept 27)	THE HUMEAN THEORY OF MOTIVATION	<ul style="list-style-type: none"> • Smith, Humean Theory of Motivation (2010) • Pacherie, The Role of Emotions in the Explanation of Action (2001) • Optional: Desire entry, Stanford Encyclopedia of Philosophy

Module 6 (starts Oct 4)	THE PROBLEM OF IRRATIONAL ACTIONS	<ul style="list-style-type: none"> • Scarantino and Nielsen, Voodoo Dolls and Angry Lions (2015) • Yip, Emotions as Modulators of Desire (Forthcoming) • Optional: Hursthouse, Irrational Actions (1991)
Module 7 (starts Oct 11)	HISTORICAL ANTECEDENTS OF MOTIVATIONAL THEORIES OF EMOTION 1	<ul style="list-style-type: none"> • Kennedy and Oatley, Understandings of Emotion in the First Half of the Twentieth Century, <i>Handbook of Emotion Theory</i> (Forthcoming) • Shand, Of Impulse, Emotion, and Instinct (1920) • McDougall, The Nature of Emotion (1933) • Optional: Dewey, The Theory of Emotion, I and II (1894)
Module 8 (starts Oct 18)	HISTORICAL ANTECEDENTS OF MOTIVATIONAL THEORIES OF EMOTION 2	<ul style="list-style-type: none"> • Leeper, A motivational theory of emotion to replace emotion as disorganized response (1948) • Duffy, Leeper's Motivational Theory of Emotions (1948) • Young, Emotion as Disorganized Response - A Reply to Professor Leeper (1948) • Webb, A Motivational Theory of Emotion (1948) • Simon, Motivational and Emotional Controls of Cognition (1967) • Optional: Leeper, Some needed developments in the motivational theory of emotions (1965)
Module 9 (starts Oct 25)	PSYCHOLOGICAL APPROACHES TO MOTIVATIONAL THEORIES 1	<ul style="list-style-type: none"> • Roseman, Motivations and Emotions (2008) • Del Giudice, The Motivational Architecture of Emotions (2021) • Optional: McNaughton, Central Theories of Motivation and Emotion (2009) & Bindra, A Unified Interpretation of Emotion and Motivation (1969)
Module 10 (starts Nov 1)	PSYCHOLOGICAL APPROACHES TO MOTIVATIONAL THEORIES 2	<ul style="list-style-type: none"> • Aunger and Curtis, The Anatomy of Motivation: An Evolutionary-Ecological Approach (2013) • Burghardt, A place for emotions in behavior systems research (2019) • Tooby and Cosmides, The Evolutionary Psychology of Emotions (2008) • Optional: Beall and Tracy, Emotivational Psychology (2017) • DEADLINE FOR YOUR PAPER PROPOSAL IS NOV 1
Module 11 (starts Nov 8)	PHILOSOPHICAL APPROACHES TO MOTIVATIONAL THEORIES 1	<ul style="list-style-type: none"> • Scarantino, The Motivational Theory of Emotions (2014) • Deonna and Teroni, The Attitudinal Theory of Emotions (2015) • Optional: Naar, Emotion: More like Action than Perception (2020)

Module 12 (starts Nov 15)	PHILOSOPHICAL APPROACHES TO MOTIVATIONAL THEORIES 2	<ul style="list-style-type: none"> • Tappolet, Motivational Theories of Emotions, Ch. 5, <i>The Philosophy of Emotions</i> (Forthcoming) • Mitchell, The Bodily-Attitudinal Theory of Emotion (2021) • Optional: Ballard, Content and the Fittingness of Emotions (Forthcoming) & Müller, How (Not) to Think of Emotions as Evaluative Attitudes (2017)
No classes (Nov 22-27)	THANKSGIVING	<ul style="list-style-type: none"> • None
(Nov 29-Dec 3)	PAPER WORKSHOP	<ul style="list-style-type: none"> • Present your final paper
Dec 7		<ul style="list-style-type: none"> • Final paper due by 11:59pm

Department of Philosophy: General Syllabus Statement: Fall 2021

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 2021 is **October 12th**. A student may be awarded a **W** no more than 6 times in their careers at Georgia State. After 6 Ws, 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 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.

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 ACE website:

<https://access.gsu.edu/>

[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).