**PHIL 3931 Philosophy of Emotion**

**Syllabus: Fall 2019**

**Instructor:** Prof. Olivia Bailey

**Email:** obailey@tulane.edu

**Time/Location:** T, Th 11-12:15, NH 15

**Office Hours:** NH 105c, W 2-4

**Topic:** More now than ever, philosophers working in a wide variety of areas are interested in emotion. Discussion of emotion figures prominently in moral psychology, action theory, aesthetics, and even in some strains of philosophy of mind and epistemology. But what exactly are emotions? What exactly would we be missing out on if we did not experience them? In this course, we will consider a variety of (mostly) contemporary philosophical responses to these questions. We will begin by examining the most prominent theories about the composition of emotions: are they feelings? Judgments? Perceptions? Then, we will move on to questions about the significance of emotions for human life. We will consider how emotions enable, sustain, or interfere with our capacities as knowers and as moral agents. And finally, we will conclude by considering some special topics: emotion and authenticity, emotion and fiction, and the trio of guilt, anger, and love.

**Course Objectives:** Students will develop a sophisticated understanding of a challenging subject that lies at the intersection of philosophy of mind, epistemology, and moral philosophy. They will build skill in the close reading of sophisticated contemporary philosophical work, and will strengthen their abilities in philosophical writing through regular short writing exercises, longer essays, and (optional) revision.

**Electronics Policy**

*Neither phones nor laptops* will be permitted in class except as a matter of special accommodation (in accordance with the recommendations of the Goldman Center for Student Accessibility). You *must* bring the relevant texts with you to class. Flat reading devices such as Kindles or iPads will be allowed for in-class text access, but I highly recommend printing out any secondary readings instead.

Why the electronics policy? Research shows that while students prefer to read on screens, student laptop use is correlated with poorer retention of lecture content, poorer retention of information from readings, worse performance on conceptual questions, worse course performance generally, and weaker self-reported understanding of course material. These results are likely linked to the fact that students engage in substantial multitasking behavior with their laptops and have non course-related software open and active about 42% of the time, on average. I have uploaded a summary of these findings, with references to the relevant studies, to the Canvas site.

**Required Materials:**

*What is an Emotion? Classic and Contemporary Readings.* Ed. R. Solomon. OUP: 2003.

Copies available at the bookstore.

Other articles will be available for download on the Canvas site.

**Assignments (non- Writing Intensive:** The assignments for this course are designed with three principle objectives in mind. First, they will give you the chance to clarify your understanding of other philosophers’ work on emotion, and to develop your own ideas about emotions’ nature and significance. Second, they will provide the opportunity to work on key skills for philosophical writing. And third, they will help you to hone your oral presentation abilities. Some of the writing for this course will take the form of short reflection pieces of around a page. You must write a minimum of **five reflection pieces** **of one (or maximum two) pages** over the course of the term, and only one reflection piece may be submitted per class. You are welcome to submit more than five; only the best five will be factored into your final overall reflection piece grade. These pieces will pertain to the reading material for the coming class session, and are due at **8pm** **on Monday,** the day before the Tuesday class meets, or **8pm on Wednesday,** the day before the Thursday class meets. Instructions for writing reflections are available on the Canvas site, under “Files > Guidelines.” **You will also write two 4-6 page papers**, the first of which you *may* rewrite (in which case your grade will be updated with an average of the original grade and the grade for the re-write; NB you cannot receive a worse grade on a re-write, though no grade improvement is guaranteed). Paper rewrites are due seven days after receiving feedback from me, at 8pm. It is not possible to rewrite the final paper.

Each student will also be responsible for **one presentation** (with a partner, or solo, depending upon enrollment). Your 10-minute presentation will involve presenting one or two arguments from one of the assigned readings, and raising questions about it for the class as a whole to discuss. A guideline for presentations is available on the Canvas site, under “Files > Guidelines.” You should prepare a short**handout** to accompany your presentation: send it to me by 8pm the day before your presentation if you’d like me to print out copies for you. It goes without saying that reading the texts and attending class is mandatory.

**Additional Requirements, writing intensive:** Students enrolled in the writing intensive section of the course must complete **an additional 4-6 paper (date labelled in syllabus as Writing Intensive Paper)**. Additionally, they *must* rewrite either the first or the second paper, based upon my feedback. Paper rewrites are due seven days after receiving feedback from me, at 8pm. It is not possible to rewrite the final paper.

**Course Grade Breakdown (non-writing-intensive)**

*Reflection pieces – 25% Longer papers- 40%*

*Participation – 20% Class Presentation– 15%*

**Course Grade Breakdown (writing-intensive)**

*Reflection pieces – 20% Longer papers- 50%*

*Participation – 20% Class Presentation– 10%*

Note that a full 20% of your grade is participation. Participation includes involvement in classroom discussion and/or office hours. **Philosophy is not a spectator sport**. You should come ready to raise questions, challenge assumptions, and contribute constructively to our evolving collective understanding of the material. A participation guideline is available on Canvas in “Files>Guidelines.” It contains helpful tips; do check it out!

**An important note on participation!** I take absence from class very seriously. An unexcused absence from class will always be noted and will heavily impact your participation grade. If you must miss class, talk to me ahead of time.

The late policy is as follows: you have **3** free late days. You can use a late day, or multiple late days, *whenever you like*. You do not need to provide a reason or ask permission to use a late day, but you mustlet me know that this is what you intend to do on or before the due date. Once you’ve used up your 3 days, though, alllateness not excused by a dean’s or doctor’s note will be penalized (1/3 of letter grade per day), no exceptions. In turning in your assignments, it is your responsibility to ensure that you submit the correct, uncorrupted files. Your assignments are to be uploaded to Canvas by 8pm on the due date. They should be either in docx or pdf format, 12pt font, double-spaced.

**Collaboration and Academic Integrity:**

Collaboration is an essential part of philosophy. I encourage you to discuss your ideas and your papers with your classmates, your roommates, your professors, your friends, your enemies… That said, it is important that you cite all your sources responsibly, and that the work in your papers be your own. This course has a zero-tolerance policy for plagiarism. If you have questions about these matters, please do ask.

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**ADA/Accessibility Statement**

Any students with disabilities or other needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and should contact Goldman Center for Student Accessibility: [http://accessibility.tulane.edu](http://accessibility.tulane.edu/) or 504.862.8433.

**Code of Academic Conduct**

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](https://college.tulane.edu/academic-honesty) and [Code of Student Conduct](https://conduct.tulane.edu/resources/code-student-conduct)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

**What you can expect from me:** I will be available at least 2 hours per week for office hours, and I will return all assignments (with the possible exception of the final paper) within five days. I will endeavor to offer short reading guides for each week, provided that you all find them useful. I will not be able to read whole drafts in advance of your turning them in, but I’m very happy to read outlines and discuss ideas with you.

**NB: the following schedule is subject to change, depending upon how quickly we end up moving through the texts.**

**Schedule and list of readings**

**Part I: Introduction**

8/27/19 **Introduction**

J. Shaffer, “An assessment of emotion,” *American Philosophical Quarterly* 20 (1983) 161-173. (start reading this article; we will continue to discuss it on Thursday). Available on Canvas.

8/29/19 **Emotions: good for nothing?**

J. Shaffer, “An assessment of emotion,” *American Philosophical Quarterly* 20 (1983) 161-173

(continued)

**Part II: What are Emotions?**

9/3/19 **William James: Emotions as Experiences of Bodily Change**

W. James, “What is an Emotion?,” *What is an Emotion?* OUP: 2003, pp. 56-76

9/5/19 **Against the James-Lange Theory**

W. Cannon, “Bodily Changes in Hunger, Pain, Fear, and Rage,” *What is an Emotion?* OUP: 2003, pp. 77-83.

9/10/19 **A Two Factor Theory**

S. Schachter and J Singer, “Cognitive, Social, and Physiological Determinants of Emotional State,” *What is an Emotion?* OUP: 2003, pp. 110-118.

9/10/19

*Checkpoint: you must have written at least one response piece by this date. If you have not, I will deduct one-third of a letter grade from one of your RP grades.*

9/12/19 **Jesse Prinz’s Neo-Jamesianism**

J. Prinz, “Embodied Emotions,” *Thinking about Feeling.* OUP: 2004. Available on Canvas.

9/17/19 **Emotions as Judgments: Stoic Beginnings**

Seneca et al., “Stoicism,” *What is an Emotion?* OUP: 2003, pp. 12-18.

9/19/19 **Nussbaum’s Neo-Stoicism**

M. Nussbaum, “Emotions as Judgments of Value and Importance,” *What is an Emotion?* OUP: 2003, pp. 271-283

9/24/19 **Solomon’s Judgmentalism**

R. Solomon, “Emotion and Choice,” *What is an Emotion?* OUP: 2003, pp. 224-233

9/26/19 **Moving Beyond Judgmentalism?**

C. Calhoun, “Cognitive Emotions?” *What is an Emotion?* OUP: 2003, pp. 236-247.

*9/29/19 Writing Intensive paper due 8pm*

10/1/19 **Making Space for Affect**

M. Stocker, “The Irreducibility of Affectivity,” *What is an Emotion?* OUP: 2003, pp. 258-264.

10/3/19 **A Narrative Theory**

P. Goldie “Grief: A Narrative Account,” *Ratio* 24 (2011)119-137.

**Part III: Learning and Thinking with Emotion**

10/8/19 **Is “Emotional Thinking” its own kind of thing?**

A. Ben-Ze’ev, “Emotion as a Subtle Mental Mode,” *Thinking about Feeling.* OUP: 2004, pp. 250-267.

10/10/19 NO CLASS FALL BREAK

10/15/19 **Emotions as an aid to intellectual progress I**

1. Morton, “Epistemic Emotions,” *The Oxford Handbook of Philosophy of Emotion.* OUP: 2010, pp. 385-399.

10/15/19

*Checkpoint: you must have written at least two response pieces by this date. If you have not, I will deduct one-third of a letter grade from one of your RP grades.*

10/17/19 **Emotions as an aid to intellectual progress II**

M. Stocker, “Intellectual and other non-standard emotions,” *The Oxford Handbook of Philosophy of Emotion.* OUP: 2010, pp. 415 (From “I now want to consider…”) to 423.

*10/20/19 Mid-Term Paper Due*

10/22/19 **Emotion as an aid to moral learning/discovery**

J. Bennet, “The Conscience of Huckleberry Finn,” *Philosophy*, Vol. 49, No. 188 (Apr., 1974), pp. 123-134

10/24/19 **Emotion as an aid to moral learning, continued: outlaw emotions**

A.Jaggar, “Love and Knowledge: Emotion in Feminist Epistemology,” *Just Methods: An Interdisciplinary Feminist Reader.* Routledge: 2015.

10/29/19 **Emotions and Moral Reasoning: it’s not what you thought! I**

J Haidt, “The Emotional Dog and its Rational Tail,” *Psychological Review* 2001. Vol. 28.

10/31/19 **Emotions and Moral Reasoning: it’s not what you thought! II**

Pizarro, D. A., & Bloom, P. (2003). The intelligence of the moral intuitions: A reply to Haidt (2001). *Psychological Review.* 110, 193–196.

11/5/19 **Empathy and Learning I**

I.Ravenscroft. “What is it like to be someone else? Simulation and empathy.” *Ratio* 11(2) (1998) pp. 170-185.

11/7/19 **Empathy and Learning II**

O. Bailey, “Empathy and Testimonial Trust,” *Royal Institute of Philosophy Supplement* 84:139-160

**Part III: Special Topics**

11/12/19 **Emotion and Authenticity I**

L. Blum “Will, Emotion, Self,” in *Friendship, Altruism, and Morality* (Routledge, 1980).

11/14/19 **Emotion and Authenticity II**

D. Pugmire, “Sentiment and Sentimentality,” in *Sound Sentiments: Integrity in the Emotions* (OUP, 2005)

11/19/19 **Emotion and Fiction I**

K. Walton, “Fearing Fictions,” *The Journal of Philosophy* 75 (1978) 5-27.

11/21/19 **Emotion and Fiction II**

R. Moran, “The Expression of Feeling in Imagination,” *The Philosophical Review* 163 (1994) 75-106.

11/26/19 **Guilt**

J. D. Velleman, “Don’t Worry, Feel Guilty.” [*Royal Institute of Philosophy Supplement*](https://philpapers.org/asearch.pl?pub=991) 52:235-248 (2003).

11/28/19 NO CLASS THANKSGIVING

12/3/19 **Anger**

O. Flanagan. “Moral Geographies of Anger.” *The Geography of Morals.* OUP (2017).

12/5/19 **Love**

Baier, A. C., 1991, “Unsafe Loves.” *The Philosophy of Erotic Love.* UKP (1991) pp. 433–50.

12/9/19 *Final Paper Due at 8pm.*