

# PH 331: EMOTION

## SYLLABUS

Fall Term 2017  
T Th 10:00 – 11:15 a.m.

Prof. Daniel R. DeNicola  
Gettysburg College

*Reason is, and ought only to be the slave of the passions, and can never pretend to any other office than to serve and obey them.*

--David Hume

*The passions locate precisely the level of expectation within us that the will ought to prevail. Functioning under the auspices of the will, the passions guard its periphery.*

--Philip Fisher

### 1. COURSE DESCRIPTION

*A philosophical exploration of the nature and role of emotion in human life.* The course examines emotionality as a human capacity, emotional response as an experience, and specific emotion-types, such as anger and fear. We seek to understand the relation between reason, passion, and knowledge; the place of emotions in the good life; and the connections between emotions and morality, including particular virtues and vices (e.g., fear to courage). Topics include emotions across cultures; emotional normativity; and philosophical issues related to specific emotion-types, such as envy, jealousy, and embarrassment. This term there is a special focus on anger. The course incorporates source material from ancient to contemporary philosophers. It draws upon examples from literature and the arts and is informed by recent work in sociology, anthropology, biology, psychology, and neuroscience.

### 2. LEARNING OBJECTIVES

Although much that is learned in any course is unplanned and highly individual, this course does have specific learning goals. Everyone who engages fully in this course should expect to:

1. Develop a deeper, informed sense of the role of emotion in human life and of the extent to which we are accountable for our own emotions;
2. Articulate a defensible philosophical position on several key issues of the course;
3. Analyze the cognitive content of familiar emotion-types;
4. Develop an interpretation of one self-selected emotion-type or issue;
5. Gain familiarity with recent research on emotions from other disciplines; and
6. Advance the skills of philosophical thinking, writing, and dialogue.

### 3. REQUIRED TEXTS

- A. *The Passions: Emotions and the Meaning of Life*, by Robert C. Solomon. Hackett (1993, first published 1976) ISBN-13: 978-0872202269.

- B. *The Emotions: A Philosophical Exploration*, by Peter Goldie. Oxford U. Press (2000) ISBN-13: 9780199253043
- C. *Anger and Forgiveness: Resentment, Generosity, Justice*, by Martha C. Nussbaum. Oxford U. Press (2016) ISBN-13: 978-0199335879.
- D. *The Oxford Handbook of Philosophy of Emotion*, edited by Peter Goldie. Oxford U. Press (2010) ISBN-13: 978-0199654376.
- E. [Class handouts will also comprise a small textbook of sorts over the term.]

#### 4. COURSE REQUIREMENTS

Academic credit and course grade in PH 331 are based on the quality of your work in the following assignments:

A.	Quizzes	15% of grade
B.	Mid-term examination	25%
C.	Final examination	25%
D.	Research paper	25%
E.	Participation	10%

- A. **Quizzes.** Frequent, brief quizzes based on the assigned reading and mini-lectures will be given at the start or end of the class period. Likely quiz dates are marked with an asterisk (\*) in the Conspectus below. The format may occasionally vary to suit the material, but they are designed to test basic understanding of the material and to motivate study. The lowest quiz grade will be dropped; the average of all others will comprise the grade for this component.
- B. **Mid-Term Examination:** This examination has two parts: (1) an essay written outside of class and (2) a test taken in class. The out-of-class, open-book, essay portion requires you to develop your own position on an important philosophical issue of the course. The in-class, closed-book, portion is designed to test your knowledge of basic concepts and arguments in the readings. Detailed instructions and a short list of essay questions will be provided in advance. The mid-term exam is scheduled for Thursday, October 12.
- C. **Final Examination:** This examination is structured similarly to the midterm (see above), but the “in-class” part will be offered through Moodle rather than in a classroom. Our final exam is officially scheduled for Saturday, December 16, which will be the deadline for completion of both parts of the exam.
- D. **Research Paper:** You will be asked to select a paper topic for research fairly early in the term; your research will take you beyond our required texts into the scholarly literature. The



product will be a paper of 10-12-pages (about 3500-words), excluding bibliography. The topic may be one of three types: (1) analysis of a single emotion-type, e.g., guilt, horror, hope, or embarrassment; (2) a critical explication of an important historical philosophy of emotions, e.g., the theory of Descartes, Spinoza, Hume, or Sartre; or (3) an argument regarding a tightly-defined philosophical issue related to emotion, e.g., the problem of emotions arising from fiction. Detailed instructions and sample topics will be provided in a separate document and discussed in class. The paper is due in final form on November 21.

- E. **Participation:** This is a category, not a single assignment: it includes the quality of your engagement in class activities—which presupposes consistent attendance and the timely completion of reading and other assignments—and your effectiveness as a “primary respondent” (see below). Much of the class will be conducted as a seminar, so each student’s participation affects the learning environment for all.

## 5. CONSPECTUS

This conspectus includes a course calendar, a listing of the general topic for each class, required reading, and important assignment and test dates. **The reading listed should have been completed prior to the session corresponding.** Bring your copy of the day’s readings to class, because we will often work directly from them.

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| #1 | T Aug. 29  | <b>Introductions &amp; Welcome: The Paradoxes of Emotion</b>   |
| #2 | Th Aug. 31 | <b>From Passions to Emotions: A Brief Philosophical History</b> <ul style="list-style-type: none"> <li>▪ A. Scarantino, “The Philosophy of Emotions and Its Impact on Affective Science,” in Barrett, <i>et al</i>, <i>Handbook of Emotions</i>, 4<sup>th</sup> ed., pp. 3-24 only. [Electronic Reserves]</li> </ul> |
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| #3 | T Sept. 5  | <b>Deconstructing Emotion: Feeling, Physiology, Behavior</b> <ul style="list-style-type: none"> <li>▪ R. Solomon, <i>The Passions</i>, Chapters 3 &amp; 4, pp. 67-109</li> </ul> |
| #4 | Th Sept. 7 | <b>Deconstructing Emotion: Cognition</b> <ul style="list-style-type: none"> <li>▪ Scarantino, <i>op. cit.</i>, pp. 24-41 only. [Electronic Reserves]</li> </ul>                  |
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| #5 | T Sept. 12  | <b>Emotions as Appraisals and Judgments</b> <ul style="list-style-type: none"> <li>▪ R. Solomon, <i>The Passions</i>, Chapter 5, pp. 111-152</li> </ul> |
| #6 | Th Sept. 14 | <b>Emotions, Beliefs, and Desires</b> <ul style="list-style-type: none"> <li>▪ R. Solomon, <i>The Passions</i>, Chapter 6, pp. 153-191</li> </ul>       |

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- #7     T   Sept. 19     **Emotions as a Natural Kind; Ordering Emotion-Types**
- R. Solomon, *The Passions*, Chapter 7, pp. 193-222
  - Skim: R. Solomon, *The Passions*, Chapter 8, pp. 223-308
- #8     Th Sept. 21     **The Affective Realm: Emotions, Moods, Sentiments, and Traits**
- P. Goldie, *The Emotions*, Chapter 6, pp. 141-175
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- #9     T   Sept. 26     **Reason and Passion**
- P. Goldie, *The Emotions*, Chapter 2, pp. 11-49
  - J. Deigh, "Robert Solomon's Theory of Emotions in Retrospect," in Deigh, ed., *On Emotions: Philosophical Essays*, pp 1-13 [Electronic Reserves]
- #10    Th Sept. 28     **The Justification of Emotions**
- P. Goldie, *The Emotions*, Chapter 3, pp. 50-83
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- #11    T   Oct. 3        **Language, Culture, and Emotion**
- P. Goldie, *The Emotions*, Chapter 4, pp. 84-122
- #12    Th Oct. 5        **The Expression of Emotion**
- P. Goldie, *The Emotions*, Chapter 5, pp. 123-140
  - W. Crozier, *Blushing and the Social Emotions*, Chapter 1, "Emotion and Its Expression," pp. 3-21 [Electronic Reserves]
  - Paul Ekman, "Biological and Cultural Contributions to Body and Facial Movement in the Expression of Emotion," excerpt [Electronic Reserves]
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- T   Oct. 10         *Reading Day* 
- #13    Th Oct. 12        **Mid-Term In-Class Examination**
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- #14    T   Oct. 17        **The Face, the Blush, and Emotional Contagion**
- Crozier, *op. cit.*, Chapters 4 and 5, "Reasons to Blush" and "Occasions to Blush," pp. 58-96 [Electronic Reserves]

- #15 Th Oct. 19 **Empathy, Sympathy, and Compassion**
- P. Goldie, *The Emotions*, Chapter 6, pp. 176-219
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- #16 T Oct. 24 **Normative Emotionality: Models and Strategies**
- P. E. Griffiths, "Emotions as Natural and Normative Kinds," *Philosophy of Science* 71.5 (2004): 901-911 [JSTOR]
  - D. R. DeNicola, "The Education of the Emotions" [Electronic Reserves]
- #17 Th Oct. 26 **Emotions, Morality, and Values**
- J. Haidt, "The Moral Emotions":  
[http://faculty.virginia.edu/haidtlab/articles/alternate\\_versions/haidt.2003.the-moral-emotions.pub025-as-html.html](http://faculty.virginia.edu/haidtlab/articles/alternate_versions/haidt.2003.the-moral-emotions.pub025-as-html.html)
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- #18 T Oct. 31 **Anger: A Brief History**
- C. Z. Stearns and P. N. Stearns, *Anger: The Struggle for Control in America's History*, Chapters 1 and 2, pp. 1-35
- #19 Th Nov. 2 **Anger: For and Against**
- M. Nussbaum, *Anger & Forgiveness*, Chapter 2, pp. 14-56
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- #20 T Nov. 7 **Forgiveness**
- M. Nussbaum, *Anger & Forgiveness*, Chapter 3, pp. 57-90
- #21 Th Nov. 9 **Intimate Anger**
- M. Nussbaum, *Anger & Forgiveness*, Chapter 4, pp. 91-136
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- #22 T Nov. 14 **Stoicism and Anger**
- M. Nussbaum, *Anger & Forgiveness*, Chapter 5, pp. 137-168
  - REBT: <http://counsellingresource.com/lib/therapy/types/rational-emotive/>
  - See also "Resources: The Therapeutic Question" on Moodle
- #23 Th Nov. 16 **Resentment**
- M. Nussbaum, *Anger & Forgiveness*, Chapter 6, pp. 169-210
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#24	T Nov. 21	<b>Political Anger, Righteous Indignation, and Justice</b>
		<ul style="list-style-type: none"> <li>▪ M. Nussbaum, <i>Anger &amp; Forgiveness</i>, Chapters 7 and 8, pp. 211-250</li> <li>▪ <b>Term Paper due</b></li> </ul>
	Th Nov. 23	<b>THANKSGIVING RECESS</b>
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#25	T Nov. 28	<b>Sentimentality: Shallow vs. Profound Emotions</b>
		<ul style="list-style-type: none"> <li>▪ Tanner, "Sentimentality" [Electronic Reserves or <i>JSTOR</i>]</li> </ul>
#26	Th Nov. 30	<b>Narcissism: Emotions and the Self</b>
		<ul style="list-style-type: none"> <li>▪ D. Pugmire, <i>Sound Sentiments: Integrity in the Emotions</i> "Narcissism in Emotions," pp. 99-123 [Electronic Reserves or <i>JSTOR</i>]</li> </ul>
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#27	T Dec. 5	<b>Sentimental Education</b> [ <b>Extended session: 10:00 am - 12:30pm</b> ]
		<ul style="list-style-type: none"> <li>▪ Film, TBA</li> <li>▪ P. Greenspan, "Learning Emotions and Ethics," [Electronic Reserves] in <i>OHPE</i>, pp. 539-559</li> </ul>
#28	Th Dec. 7	<b>Emotion at the Horizon of the Will</b>
		<ul style="list-style-type: none"> <li>▪ No additional assignment</li> </ul>
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	Sa Dec. 16	<b>Final Exam: Emotion Recollected in Tranquility</b>
		<b>Final Examination 8:30-11:30 AM</b>
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## 6. SUPPLEMENTARY READINGS

*The Oxford Handbook of Philosophy of Emotions* includes readings that provide background, analysis, or expansion of our topics for each session are listed by their session number. These may be useful for your preparation as a primary respondent (see below) or for your research paper—or elucidation of our required reading. They are listed here as *OHPE* plus chapter number and author. Each article contains its own bibliography. Where needed, I have listed other sources.

<u>Session #</u>	<u>Readings</u>
#2	<i>OHPE</i> 1, Deigh
#3	<i>OHPE</i> 2, Ben-Ze'ev; <i>OPHE</i> 13, Helm
#4	<i>OHPE</i> 5, Price
#5	<i>OHPE</i> 3, Cowie

- #6 OHPE 7, King
- #7 OHPE 4, de Sousa
- #8 OHPE 15, Ratcliffe
- #9 OHPE 11, Elster
- #10 OHPE 19, Rorty
- #11 *Emotions in Asian Thought: A Dialogue in Comparative Philosophy*, Joel Marks
- #12 OHPE 27, Matravers
- #14 *The Expression of Emotion in Man and Animals*, Charles Darwin
- #15 OHPE 20, Hobson
- #16 OHPE 25, Roberts
- #17 OHPE 23, Prinz; OHPE 21, Mulligan
- #18 OHPE 12, Döring
- #19 *The Geography of Morals*, Owen Flanagan, pp. 149-216
- #20 OHPE 22, Neu
- #21 *Anger, the Misunderstood Emotion*, Carl Tavis
- #22 OHPE 6, Gill
- #23 *The Virtues of Vengeance*, Peter French
- #24 *Civil Passions: Moral Sentiment and Democratic Deliberation*, by Sharon Krouse
- #25 OHPE 26, D'Arms and Jacobson
- #26 OHPE 10, Charland
- #27 *The Vehement Passions*, Philip Fisher, esp. Chapter 9

## 7. COURSE POLICIES

**Instructional Methods:** Most class meetings will have two distinct periods: (1) a mini-lecture and/or quiz; and (2) discussion of the assigned reading opened by the “primary respondents” for that day. The former provides the “narrative” of the course; the latter provides discussion of special issues. This is an upper division course on a specialized philosophical topic, so we will strive for a seminar environment, in which we engage in collaborative thinking on the issues of the course.

**Attendance:** *You are expected to attend all meetings of the seminar.* Some absences may be unavoidable. Let me know your situation in advance if at all possible. Engaged participation is a significant aspect of your grade for the course. Multiple absences will lower your grade; excessive absences may prevent your passing the course.

**Workload and “Fourth Hour” Expectations:** PHIL 331 has been designed with the standard expectations for workload: a typical student will need two hours of focused preparation for each class hour. Understanding the readings is, of course, only the first step in preparation; philosophy requires critical reflections on the material. In addition, the “fourth hour” of credit is met by development of the primary respondent presentations and written responses, the out-of-class essays for the mid-term, and the research and preparation of the term paper.

**Late and Missing Work:** *Work submitted late is not normally accepted for credit.* All major assignments must be completed to receive credit for the course. Drop Boxes vanish after the deadline. There are no possibilities for “make-up” quizzes, since we will have more quizzes offered

than will be included in the final grade.

**Grading:** In this course, grading is not “on the curve,” i.e., it is not comparative within the class. In theory, everyone could receive a very high grade (or no one)! A rubric—a chart listing test criteria and standards—will be used and shared beforehand for the essays. I expect that grading of essays will be prompt, normally within one week. It is *not* a mistake to consult with me about any puzzling grade you receive—it is a very good idea!

**Academic Integrity:** Adherence to the principle of academic integrity as expressed in the Gettysburg College Honor Code in this class is expected for all. This includes giving proper citation of sources for all intellectual work, compliance with the announced conditions of assignments, and offering an honest and direct expression of your views. We will discuss at the outset of the course the importance of academic integrity and specific expectations. Please consult with me if you are uncertain how to maintain academic integrity in a specific assignment.

**“Primary Respondents”** are designated for many class meetings. They are expected to be “first responders” to the readings assigned that day, to present a critical perspective on an assigned reading—and to identify major points, summarize arguments, ask and answer salient questions, when asked.

**Course Moodle site:** This course will make extensive use of its Moodle website. Communications on our site are official for all purposes, so *you should consult the site frequently*. Important announcements, course documents, assignments, discussions, and a variety of learning resources will be posted there, and you will submit your assignments, including tests, via Moodle. **Please be sure you are fully familiar with Moodle.**

**Handout Materials and Resources:** Numerous handouts will be distributed during class and subsequently posted on Moodle, including charts, lists, and analyses. These comprise part of the content of the course, though not listed as a separate assignment. The course Moodle site also includes an extensive section of helpful web-based resources relevant to course content. These are supplementary; you are not required to know the content of these sites unless stipulated otherwise as the class proceeds.

**Classroom Etiquette:** Electronic devices and departures from class can be disruptive, and our assigned seminar room presents unusually constraining spatial conditions. Leaving the room during class should be a rare event. Avoid embarrassment: please turn off all smart phones, cameras, iPods, and other personal electronics not designed for note-taking. **You will be called out for behavior that distracts others during class**, such as responding to text messages, internet surfing, or frequent needs to leave the classroom. The personal use of screens of any size in class can be distracting, so if you propose to use a laptop or tablet for note-taking have special need to keep a pager turned on in class, please consult with me.

**Special Events:** At least one film in an extended special session will be required. In addition, we will make use of relevant campus opportunities as they arise, so guest speakers, other films, or attendance at other campus events may be made part of the course assignments, even though they



are scheduled outside or beyond the scheduled class time. Your attendance is expected, but it is quite likely that unfortunate conflicts will arise. If you must miss a scheduled event, please notify me in advance, and I will explain what you need to do.

**Learning Disabilities:** If you have a diagnosed learning disability, please inform me. Be prepared to present your College IEAP form for our consultation. This will enable us to determine appropriate accommodations within the context of this course.

**Pronoun Preference:** If you have a preferred gender pronoun other than the conventional, please let me know. We will work together to make sure language reflects inclusivity.

**Consultation:** I have listed my regular hours for academic advising and consultation below. Barring an emergency, I will be available in my office at these times. You may simply drop in; you do not need to make an appointment—though please do understand that I may need to consult with others during the period as well. If these times do not work for you, you may arrange an appointment.

## 8. INSTRUCTOR INFORMATION

Prof. DeNicola's Office	Weidensall Hall 306
Office Phone	(337-) 6784
Campus Mail Box	404
Office Hours	<b>W:</b> 10:00-11:00 a.m., 1:30 – 2:30 pm; <b>T Th:</b> 1:30 – 3:00 p.m.; or by appointment at other times
E-mail	<a href="mailto:ddenicol@gettysburg.edu">ddenicol@gettysburg.edu</a>
Admin. Assistant, Dept. of Philosophy	Tara Bowman
Department Office Phone	(337-) 6780

*Note: The instructor reserves the right to change the information presented in this syllabus, within the basic parameters of the course description. Unforeseen events and responsive teaching may require adjustments. The instructor will confirm any changes in writing as far in advance as possible.*