

PHI 3930 Philosophy of Emotion Spring 2023

Instructor: Dr. Arina Pismenny

Pronouns: She/her and they/them

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Office Hours: **M:** 1 – 2 PM in person or by [Zoom](#); **R:** 10:30 AM – 12 PM by [Zoom](#) only, or by appointment

Class meets: MWF 11:45am – 12:35pm in Matherly Hall 113

Communication: please contact me by email. It is best to send an email via Canvas. In your email, please indicate your name, course and section. Please allow 24 hours for an answer.

Proper ways to address me: Please address Dr. Arina Pismenny as Dr. Pismenny only.

Required Text:

Christine Tappolet, *Philosophy of Emotion: A Contemporary Introduction* (2022) ISBN 1138687456.

- The book can be purchased at the Book store
- It can also be accessed for **free** through Course Reserve on our Canvas course page
 - To get full access to this and other items available via Course Reserve, you might have to login again into the library website by using your GatorLink ID.
 - It is also recommended that you use a VPN provided by UF for all the library features to work.
 - To download a UF GatorLink VPN, go to <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>

Additional reading materials are posted on Canvas. It is your responsibility to download them and read them. The readings posted on Canvas are designated by **[CN]** on the syllabus.

I. COURSE DESCRIPTION AND OBJECTIVES

Course Description:

This course has two central aims. One is to understand how a philosophical approach to emotions differs from, but can benefit from scientific studies. The other is to understand the centrality of emotion in our practical, moral and aesthetic experience. We will attempt to shed light on the following questions: What exactly are emotions? How are they like

and unlike other mental states and processes? Are they shaped mostly by our genes, or by culture and society? How do they relate to beliefs and desires? Do emotions apprehend values in the world, or do they create values by being projected onto the world? Are emotions rational, irrational or arational? Can they be shaped, defended, and justified? What role do they play in morality? Are there specifically “moral emotions”? How are emotions involved in our experience of movies, music, art and literature?

Learning Objectives:

At the end of the course, students will be able to:

- Explain some traditional philosophical positions as well as common objections to these.
- Analyze, evaluate, construct, and present persuasive and cogent arguments for particular philosophical positions
- Think critically about difficult and complex topics

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via **GatorEvals**. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. In evaluating this course, you should refer to the **Learning Objectives** on the syllabus (p. 1).

Teaching Philosophy:

My goal is not to convince you that any of the authors in our text have all the answers. It is to help you understand their thoughts so that critical reflection on those thoughts can play a meaningful role in forming your own.

II. DOING YOUR PART

It's your decision whether or not to remain in this course. If you decide to stay, think of your decision as a commitment to participate actively in your own learning, take responsibility for your education, and be an active learner in this course. Philosophy requires a lot of reading, and it is very difficult reading. You will need to devote a significant amount of time to it. You will need to carefully follow the schedule at the end

of the syllabus, regularly participate in class discussions, and seriously prepare for the assignments.

III. HOW YOU AND I WILL MEASURE YOUR PROGRESS

Measuring your progress in points will make it easy for you to determine your own grade and progress at any time. The total possible number of points for the course is 100. Final letter grades will be assigned on the standard point/percentage scale:

A: 93-100; A-: 90-92; B+: 87-89; B: 84-86; B-: 80-83; C+: 77-79; C: 74-76; C-: 70-73; D+: 67-69; D: 64-66; D-: 60-63; E: 0-59.

What do grades mean at UF?

A is for excellent work.

B is for very good work.

C is for adequate or average work.

D is for below average, inadequate work.

E is for unacceptable work, i.e., work that is not at the college level.

For more information about UF's grading policies please visit [here](#).

Components of Course Grade

Canvas Discussions (5): 6 pts/post; 30%

The Art of Asking Questions: 5%

Short paper #1: 15%

Short paper #2: 15%

Final paper: 25%

Attendance: 5%

Participation: 5%

Total: 100%

IV. COURSE REQUIREMENTS:

Homework: You have homework due every week. It consists of reading the assigned materials.

Canvas discussions: almost every other week, due Mondays (available until 11.59 pm the latest), you will need to post on a Canvas Discussion Board. You will need to make at

least two posts. In the first post, you will answer the question posted to the whole class, and ask a question about a reading that is due next week. You will need to read the readings due next week to do that. After your first post, you will see your classmates' posts. Then you will need to make a second post, answering someone's question. There are specific instructions provided for posting, asking, and answering questions.

There are six (6) graded discussion assignments. One lowest post score will be dropped. So only 5 discussion grades out of 6 will count towards your final grade. Each quiz is worth 6 points. The discussion posts are worth 30% of the final grade.

The Art of Asking Questions: The students are divided into pairs. The pairs are assigned a particular reading or topic, on the basis of which they will need to formulate a question, submit it on Canvas, and present it in class, followed by a short in-class discussion (about 15 minutes). This is 5% of your grade.

Extra credit: you may receive 1 full point added to your total course score if you correctly complete a report based on our Harn Museum trip.

Papers: You are asked to write two short papers (750-1000 words each), and one long final paper (2000-4000) for this course. All papers are thesis papers. In the short papers you will need to answer a specific question based on the readings. For each short paper you will have two options to pick from. Note that each option has a different due date. For the final paper, you will need to choose a topic, develop a thesis, and defend it by providing evidence and arguments. You will need to demonstrate the knowledge you have acquired in the course. The short papers are worth 15% each, and the final paper is worth 30% of the final grade.

***Late Work** will not be accepted. There will be no make-ups for missed assignments. This policy may be overridden only by extenuating cases. In order to makeup an assignment, the following conditions must be met: (i) the instructor must be notified well in advance, (ii) the student must have a formal written excuse, and (iii) the missed assignment must be made-up within one calendar week.

Participation: Participation means contributing to the class discussions by asking questions, making comments, and answering questions. Your class participation will be tracked primarily through your contribution to Friday discussions. Participation is worth 5% of your final grade.

Attendance: Your presence in class is absolutely necessary to ensure the fullest realization of our learning objectives. More than **four** absences, for any reason, create an academic problem, which may result in you being dropped from the course. Once you

have passed the allowed number of absences, 5% will be taken off from your attendance points for each additional absence. Attendance is worth 5% of your final grade.

Latenesses will also affect your attendance record. Two latenesses will count as one absence. If you do arrive late, make sure to notify me at the end of the class that you were here. Otherwise, once marked absent, the attendance record will not be changed.

Note taking: [Research shows that note taking significantly improves students' ability to remember and understand the material they have learned](https://tinyurl.com/h98vbgr)

< <https://tinyurl.com/h98vbgr> >. When taking notes, you should write down ideas. *You should **not** be copying the text of the slides, as the slides are available on Canvas, and you are wasting time re-writing them.* Instead, you should be summarizing the material in your own sentences. This is a very good way to learn. You should always take notes in class. Hand-written notes are superior to typed-up notes because writing notes by hand engages your mind to a much greater extent than typing does. For this reason, I recommend to all of you to write your notes by hand.

Electronic devices class policy: Cell phone and smart watch use during class is not allowed for any reason. Please be sure that they are turned off. If you use your cell phone in class, you will be asked to leave, and attendance points will be subtracted.

You may use a laptop or tablet for note-taking *only*.

If you wish to record a lecture, be sure to obtain permission from me first.

Recording lectures and discussions:

Please be advised that a recording of a class lecture is not allowed without a permission from the instructor. The lectures and other class material may not be published without the consent of the lecturer.

- **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
- A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Accommodations and other services:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 352-392-1575. The instructors of this course are committed to supporting all of our students. Please let us know about accommodations that will ensure a welcoming space for you.

Health and Wellness Resources:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

COVID-19 Instructions

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-

campus and/or outside of Gainesville can still receive their second dose on campus.

- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Cheating and Plagiarism policy: If you are cheating on an assignment, you will receive an F on that assignment (no retakes). If you plagiarize an essay, full penalties of the university will be strictly enforced.

Here is **University of Florida's Policy on Academic Honesty**

https://flexible.dce.ufl.edu/media/flexibleuceufl.edu/documents/uf_policy_student_conduct.pdf

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding

by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

A. Cheating. A Student cannot use unauthorized materials or resources in any academic activity for academic advantage or benefit. Cheating includes but is not limited to:

1. Using any materials or resources prepared by another Student without the other Student's express Consent or without proper attribution to the other Student.
2. Using any materials or resources, through any medium, which the Faculty has not given express permission to use and that may confer an academic benefit to the Student.
3. Using additional time, or failing to stop working when instructed, on any time-bound academic activity.
4. Failing to follow the directions of a proctor of any academic activity, when such conduct could lead to an academic advantage or benefit.
5. Collaborating with another person, through any medium, on any academic activity, when Faculty has expressly prohibited collaboration.

B. Complicity in Violating the Student Honor Code. Attempting, aiding, encouraging, facilitating, abetting, conspiring to commit, hiring someone else to commit, giving or receiving bribes to secure, or being a participant (by act or omission) in any act prohibited by the Student Honor Code.

C. False or Misleading Information.

1. A Student must not make a false or misleading statement during the Investigation or resolution of an alleged Student Honor Code violation.
2. A Student must not make a false or misleading statement for the purpose of procuring an improper academic advantage for any Student.
3. A Student must not use or present fabricated information, falsified research, or other findings if the Student knows or reasonably should be aware that the information, research, or other finding is fabricated or falsified.

D. Interference with an Academic Activity.

1. A Student must not take any action or take any material for the purpose of interfering with an academic activity, through any means over any medium.
2. A Student must not be disruptive to the testing environment or other academic activity.

E. Plagiarism. A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

F. Submission of Academic Work Purchased or Obtained from an Outside Source. A Student must not submit as their own work any academic work in any form that the Student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.

G. Unauthorized Taking or Receipt of Materials or Resources to Gain an Improper Academic Advantage. A Student, independently or with another person or other people, must not without express authorization take, give, transmit, or receive materials, information, or resources in any manner, through any medium, for the purpose of gaining or providing an improper academic advantage to any Student.

IV. USEFUL LINKS

Canvas

<https://ufl.instructure.com/>

Canvas help: <<http://guides.instructure.com>> You will also see more help options by clicking "help" in the upper right corner of the Canvas homepage. I am not qualified to give tech help for Canvas; if you need help, contact UF's Computing Help Desk: <<http://helpdesk.ufl.edu/>>

Zoom www.ufl.zoom.us

Disability Resource Center (DRC)

<https://disability.ufl.edu/>

Counseling and Wellness Center

<https://counseling.ufl.edu/>, (352)392-1575

University Police Department

<https://police.ufl.edu/> (352)392-1111 or 9-1-1 for emergencies

Sexual Harassment/Misconduct Resources

<https://titleix.ufl.edu/full-sexual-harassment-and-misconduct-policy/>

Writing Studio

<https://writing.ufl.edu/writing-studio/>

Libraries

<https://www.ufl.edu/academics/libraries/>

LGBTQ Affairs

<https://lgbtq.multicultural.ufl.edu/>

Philosophy at UF:**Philosophy Department**

<http://www.phil.ufl.edu/index.html>

Philosophy Discussions – Food and Talk

<http://www.phil.ufl.edu/ugrad/ugrad-food&talk.html>

Undergraduate Philosophy Society

<https://www.facebook.com/groups/8317358197/about/>

Philosophy Major and Minor Requirements

<http://www.phil.ufl.edu/ugrad/ugrad-major.html>

Hare Essay Competition

<http://www.phil.ufl.edu/ugrad.html?page=hare>

Philosophy Research Sources**How to write a good philosophy paper:**

<http://www.jimpryor.net/teaching/guidelines/writing.html>

Stanford Encyclopedia of Philosophy

<http://plato.stanford.edu/index.html>

The Internet Encyclopedia of Philosophy

<http://www.iep.utm.edu>

Philosophy Bites Podcast

<http://philosophybites.libsyn.com>

Philosophy of TED Talks

<https://www.ted.com/talks?topics%5B%5D=philosophy>

VI. COURSE SCHEDULE

The source of the reading is indicated by the following abbreviations:

PE – *Philosophy of Emotion* by Christine Tappolet

CN – Canvas

Course Outline* Subject to Change:

I. Introducing Emotions

WEEK 1 1/9, 1/11, & 1/13 WELCOME! Introduction to Philosophy of Emotion

Readings: Ch. 1 – The Philosophy of Emotions [PE]

Recommended: “[Emotion](#)” by Andrea Scarantino and Ronald de Sousa *Stanford Encyclopedia of Philosophy* (2018)

Post on Discussion Board “Introduce Yourself” available until 1/20 11:59 PM

WEEK 2 1/18 & 1/20 Zooming in on Emotions

1/16 NO CLASS – DR. MARTIN LUTHER KING DAY

Readings: Ch. 1 – The Philosophy of Emotions [PE], Ch. 2 – The Affective Domain [PE]

Recommended: “[Emotion](#)” by Andrea Scarantino and Ronald de Sousa *Stanford Encyclopedia of Philosophy* (2018)

Post on Discussion Board “Introduce Yourself” available until 1/20 11:59 PM

II. Evolution vs. Social Construction

WEEK 3 1/23, 1/25, & 1/27 Emotions and Evolution: Basic Emotions

Readings: Ch 3 – Are Emotions Social Constructs? [PE], Paul Ekman, Ch. 1 “Emotions Across Cultures” from *Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life* [CN], Paul Ekman and Daniel Cordaro, “What is Meant by Calling Emotions Basic” [CN]

Recommended: Sybil Hart, “The Ontogenesis of Jealousy in the First Year of Life: A Theory of Jealousy as a Biologically-Based Dimension of Temperament” [CN]

Discussion Board #1 available until 1/29 11:59 PM

WEEK 4 1/30, 2/1, & 2/3 Emotions and Social Construction

Readings: Ch 3 – Are Emotions Social Constructs? [PE], Lisa Feldman Barrett, “Emotions are Real” [CN], James Averill, “The Social Construction of Emotion: With Special Reference to Love” [CN]

Recommended: Andrea Scarantino and Paul Griffiths, “Don’t Give Up on Basic Emotions” [CN], Andrew Ortony and Terence Turner, “What’s basic about basic emotions?” [CN], Jack et al., “Facial expressions of emotion are not culturally universal” [CN]

Short Essay #1 option 1 due Saturday, 2/4 at 11:59 PM the latest

III. Theories of Emotions

WEEK 5 2/6, 2/8, & 2/10 The Rationality of Emotions

Readings: Ronald de Sousa, from *The Rationality of Emotion* [CN], Justin D’Arms and Daniel Jacobson, “The Moralistic Fallacy: On the ‘Appropriateness’ of Emotions” [CN]

Recommended: “[Emotions and Intentional Objects](#)” and “[Rationality and Emotions](#)” by Andrea Scarantino and Ronald de Sousa *Stanford Encyclopedia of Philosophy*

Discussion Board #2 available until 2/12 11:59 PM

WEEK 6 2/13, 2/15, & 2/17 Feeling Theories

Readings: Ch 4 – Feeling Theories [PE], William James, “What is an Emotion?” [CN], Jesse Prinz, “Embodied Emotions” [CN]

Recommended: Listen to “[Mapping Emotions on the Body](#)” NPR by Michaelleen Doucleff, Julien Deonna and Fabrice Teroni, “Getting Bodily Feelings Into Emotional Experience in the Right Way” [CN]

WEEK 7 2/20, 2/22, & 2/24 Motivational Theories

Readings: Ch 5 – Motivational Theories [PE], Julien Deonna & Fabrice Teroni, “Emotions as Attitudes” [CN]

Recommended: Andrea Scarantino, “The Motivational Theory of Emotions” [CN]

Discussion Board #3 available until 2/26 11:59 PM

WEEK 8 2/27, 3/1, & 3/3 Judgment Theories

Readings: Ch 6 – Evaluative Theories [PE], Robert Solomon, “On Emotions as Judgments”, Martha Nussbaum, “Emotions as Judgments of Value and Importance”

Recommended: John Deigh, “Cognitivism in the Theory of Emotions”

Discussion Board #4 available until 3/5 11:59 PM

WEEK 9 3/6, 3/8, & 3/10 The (Quasi-)Perceptual Theory

Readings: Ch 6 – Evaluative Theories [PE], Christine Tappolet, “Emotion, Perception, and Emotional Illusions”

Recommended: Julien Deonna & Fabrice Teroni, “Perceptual Theories of The Emotions” [CN]

Short Essay #1 option 2 due Saturday, 3/11 at 11:59 PM the latest

WEEK 10 3/13, 3/15, 3/17

SPRING BREAK – NO CLASSES

IV. Emotions and Values

WEEK 11 3/20, 3/22, & 3/24 Emotions and Morality

Readings: Ch 9 – Sentimentalism [PE], Ch 10 – Ethics and Emotions [PE]

Recommended: Jesse Prinz and Shaun Nichols, “Moral Emotions” [CN], Jonathan Haidt, “The Moral Emotions” [CN], David Hume, Selections from *Enquiry Concerning the Principles of Morals* [CN], Jonathan Haidt and Fredrik Bjorklund, “Social Intuitionists Answer Six Questions about Moral Psychology” [CN]

Discussion Board #5 available until 3/26 11:59 PM

WEEK 12 3/27, 3/29, & 3/31 Some emotions

Readings: Cheshire Calhoun, “An Apology for Moral Shame”, Sara Protasi, “‘I’m not envious, I’m just jealous!’: On the Difference Between Envy and Jealousy”

Recommended: Arina Pismenny and Jesse Prinz, “Is Love an Emotion?”, Luke Brunning, “Comperison: An Alternative to Jealousy?”

Short Essay #2 option 1 due Saturday, 4/1 at 11:59 PM the latest

WEEK 13 4/3, 4/5, & 4/7 Emotions and Art

4/7 Harn Museum Trip

Readings: Aaron Smuts, “The Paradox of Painful Art” [CN], Ch 11 – Emotion Regulation and Music [PE], Ch 12 – Sentimental Education and Fiction [PE]

Recommended: Noel Carroll, “The Paradox of Horror”, Joerg Fingerhut and Jesse Prinz, “Aesthetic Emotions Reconsidered” [CN]

Discussion Board #6 available until 4/9 11:59 PM

WEEK 14 4/10, 4/12, & 4/14 Emotions and Justice

Readings: Arlie Russell Hochschild, from *The Managed Heart* [CN], Myisha Cherry, “Gendered Failures in Extrinsic Emotional Regulation; Or, Why Telling a Woman to “Relax” or a Young Boy to “Stop Crying Like a Girl” Is Not a Good Idea” [CN]

Recommended: Alison Jagger, "Love and knowledge: Emotion in feminist epistemology" [CN]

Short Essay #2 option 2 due Tuesday, 4/11 at 11:59 PM the latest

WEEK 15 4/17, 4/19, & 4/21 FINAL PAPER WRITING WORKSHOPS

No new readings

WEEK 16 4/24 & 4/26 Summing Up

No new readings

FINAL PAPER DUE 5/1