

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF PHILOSOPHY
Undergraduate Course Outline 2017-2018
Fall Term 2017
Philosophy 2410F: Issues in Philosophy of the Emotions

Course Outline

Fall Term 2016

Tue 9:30-10:30, Thu 9:30-11:30

Classroom: UCC-54B

Office: HSB 214

Instructor: Louis C. Charland

Office Hours: Tue 10:30-11:30, Thu 11:30-12:30

Tel: (519) 661-2111 x86445

Email: charland@uwo.ca

DESCRIPTION

Do emotions interfere with reason and morality or are they required for both? Are emotions primarily biological or are they social constructions? These and other questions will be addressed using a variety of readings ranging from contemporary analytic and feminist philosophy to modern neurobiology and psychology.

REQUIRED TEXTS

Assorted articles available on the Course OWL Website or through links in Course Schedule of Readings and Topics.

OBJECTIVES

- Introduce students to the philosophy of emotion
- Encourage students to formulate and defend their own views on these topics
- Develop philosophical, critical thinking, interpretive and evaluative, skills
- Foster general scholarly and professional skills and attitude in all aspects of the course

EVALUATION

Essay-Style Test 1 | Out of 30 marks | Worth 30% final mark |
Written in-class Tue, Oct 19, 9:30-10:20 (1 hr. 50 min.)

Essay-Style Test 2 | Out of 30 marks | Worth 30% final mark |
Written in-class Tue Nov 23, 9:30-10:20 (1 hr. 50 min.)

Essay | Out of 100 marks | Worth 40% final mark |
Due in class and online Thu Dec 7, 2016, by 9:30 am

CLASS LECTURES

Students are expected to attend class lectures and participate in class discussions. However, class lectures are just an introduction to the topics and arguments in the readings that concern us. It is expected that students will read, analyze, and summarize all class readings on their own, using class lectures as their guide. Doing well in this course requires independent work that goes beyond merely summarizing class lecture material. You must have studied the readings in more depth on your own to do well. Think of your tests along the lines of 'take-home' assignments that are based on a set of readings that you must largely prepare for on your own.

COURSE READINGS

2 different but related readings will be assigned each week of the course, for each weekly topic. (The exception may be weeks where there are tests or missing classes, holidays, or other absences.) Reading 1, the first reading, will usually be the focus of class lectures and discussion. Reading 2, will be introduced but not necessarily discussed or lectured on in class. However, you are expected to ‘skim read’ and summarize Reading 2 for yourself in preparation for your tests.

IN-CLASS ESSAY-STYLE TESTS

There will be 2 in-class essay-style tests in this course. Tests will be 1 hour 50 minutes duration. Tests are essay-style and out of 30 marks. Each single test is worth 30% of the final mark. Tests will consist of 2 or 3 essay-style questions, taken from our weekly topics. The questions will not be disclosed in class. Some short answer questions may be included in some versions of the test, in which case there will only be 2 mandatory essay-style questions. No warning of this will be given. You are only responsible for readings labeled ‘Reading 1’ and material in class lectures for your tests, including knowledge gained from reflecting on film questions in relation to the films we see. Readings labeled ‘Reading 2’ are for your essay topics.

With proper warning, 1 mandatory essay question may be included in your test. In this case, the subject reading of the question will be announced several weeks before the test. The mandatory question will replace one of the other required essay questions on the test, leaving the general marking scheme unchanged.

ESSAY TOPICS

You must select your essay topic from the weekly topics listed in our course schedule of readings. Normally, we will cover only one reading for each topic in class—Reading 1. You must also consider and use Reading 2 when doing your essay on a given topic. Your essay must reflect appropriate knowledge of general issues and other readings in our schedule that pertain to your topic. The essay is not a straightforward stand-alone assignment on one reading. The essay must interpret and analyze your topic and at the same time demonstrate knowledge of other, relevant and related class materials. The best way to do this – prove this – is to use citations from other class readings.

Usually, no help will be provided for the interpretation and evaluation of the specific Reading 2 article tied to your essay topic. This is because the point of the essay assignment is for you to apply your new philosophical critical thinking skills, learned from class lectures and through your own hard work, to that Reading 2 article. If you have any doubt about your topic, please send me an email or speak to me about it. Note that you are responsible for at least skim reading and general familiarity with all Reading 2 articles for your tests.

The general purpose of your essay is to ‘interpret and evaluate’ the main points and arguments in your chosen essay article. Roughly 70% of your total essay mark will be devoted to the more descriptive interpretive aspects of your essay, while the remaining 30% must be devoted to your own personal evaluation of the essay article. Make sure to include detailed examples taken from course lectures and readings to illustrate your arguments. Your essays will be marked according to the following standardized table, taken from the 2017-2018 Western University Academic Calendar:

University-wide grade descriptors:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

You will be marked on how well you display philosophical ‘critical thinking’ skills and mastery of your chosen essay topic and its associated readings. While originality is welcome, essays are mostly expected to reflect knowledge and skills acquired through course and readings. An important aim of the course is to foster philosophical, critical thinking interpretive and evaluative skills.

ESSAY FORMATTING REQUIREMENTS

Each essay will be 8-10 pages. Essays must be double-spaced in 12 point font. All pages must be numbered consecutively, except the title page, which counts as ‘0’ and the ‘0’ remains hidden. The title page should include your name and student number, course name and number, and the essay title. Endnotes may be included on a separate numbered page at the end of your essay. Footnotes, if you choose to use them, are also acceptable and must be included in the body of the text. You must include a numbered bibliographical page at the very end of your essay citing the specific readings considered in your essay. Please choose one - and only one - version of the Chicago manual of Style formats for your essay endnotes or footnotes and bibliographical material. See a librarian for help on for help with the Chicago Manual of Style. Consider this a professional skills development assignment of its own.

DIRECT CITATIONS IN YOUR ESSAY

You must include up to 10 direct citations, sometimes also called ‘quotations’, in your essay. (I will count them!) These should mainly be taken from your essay subject article (Reading 2) but you must also include at least 3 citations from any other readings in the course that have relevant material that, in your judgment, bears on your essay topic and essay. When quoting from those readings you must be careful to format your citations properly. Citation references must take the form: (Harrison 1992, 153), or (Kendell 2001, 203). The quotes themselves must be enclosed in double quotation marks, except when they are long quotes of more than one sentence, in which case quotes must be indented as separate paragraphs. This is called the “author-date” quotation and citation style.

See Chicago Manual of Style 15th or 16th edition if you need further details. (Available on-line from UWO libraries.) Please be consistent with whatever version or convention of the Chicago Manual you adopt. Essays that do not meet the above criteria will be returned and late penalties will apply. You may lose up to 10 marks for improper or careless essay formatting style: one flaw, one mark. Please consult with a UWO librarian if you need help with essay formatting issues. Note that this is a research component of your essay and entirely your responsibility. Help

is available at the Western Student Development Centre's Learning Help Centre.

LATE ESSAYS AND PENALTIES

Late essays will be penalized one-half letter grade, or equivalent, per day late. Thus, one day late translates to minus one half-letter grade; for example, B+ to B, and so on. All late essays will require a documented excuse from your academic counselor which must be emailed directly to me at charland@uwo.ca. Leave late hard copies at Philosophy Essay Box, Stevenson Hall, Near 1st Floor Elevator

FILMS

Films will be shown during regular lecture hours and all students are expected to attend. Due to logistical and practical realities surrounding the availability of films, these can only be shown once. The films are designed to enrich your experience of the materials covered in the course. But like guest lectures or other special events, they are a one-time thing. If you miss a film, do your best to discuss the film with friends. Please note that films are not available for lending under any conditions. Some films may be available through the UWO library. Some may be available on You Tube or other public media. Please check your course website or course outline for film titles and film questions before coming to classes in which films are shown (this will be specified in your course schedule). At times, film questions may be introduced at the start of each film session. The viewing of films involves 'active' and 'critical' watching and listening on your part.

AUDIT

Students wishing to audit the course should consult with the instructor prior to or during the first week of classes.

MENTAL HEALTH AND WELL-BEING

This course deals with some serious and controversial issues in the area of mental health which may be disturbing for some students. Please speak to myself, or your academic counsellor, if you have any concerns about your own mental health and well-being in relation to course content. Western University has excellent Mental Health and Well-Being services available for students in need of additional guidance and support in this area. See Western's Health and Wellness information webpage at http://www.health.uwo.ca/mental_health/index.html

DEPARTMENT OF PHILOSOPHY POLICIES

The **Department of Philosophy Policies** which govern the conduct, standards, and expectations for student participation in Philosophy courses is available in the Undergraduate section of the Department of Philosophy website at <http://uwo.ca/philosophy/undergraduate/proceduresappeals.html>. It is your responsibility to understand the policies set out by the Senate and the Department of Philosophy, and thus ignorance of these policies cannot be used as grounds of appeal.

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. Immediate help in the event of a crisis can be had by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

THIS OUTLINE AND SCHEDULE MAY BE REVISED WITH PRIOR NOTICE DUE TO CLASS ENROLMENT AND OTHER FACTORS 9/5/2017 9:32 AM

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF PHILOSOPHY
Philosophy 2410F: Issues in Philosophy of the Emotions
Schedule of Topics and Readings
Fall Term 2017

Important Dates

Thu Oct .19 | 930-1130 | ESSAY TEST 1

Thu Nov.23 | 930-1130 | ESSAY TEST 2

Thu Dec.07 | 930-1130 | ESSAYS DUE IN CLASS AND ONLINE AT 930AM.

Week 01

Thu Sep 07 | 930-1130

Topic: Introduction to the Course

Essay Tests, Essays, assignments, and expectations in this course; Your responsibility for all aspects of the course; Methodological approaches to emotion and impact on conceptions of the nature of emotion; History and cross-cultural challenges of current vocabulary of 'emotion'; Philosophy as a method and a body of doctrine; Philosophy not a 'spectator' sport. Learning by practice and 'osmosis'. Reading philosophy articles: learning targets; scanning; pick-your 'passages

Week 02

Tue Sep 12 | 930-1030

Thu Sep 14 | 930-1130

Topic: The History of a Key Word in Crisis, Thomas Dixon

Reading 1: Dixon, Thomas. (2012). "Emotion": The History of a Key Word in Crisis. *Emotion Review*, Vol. 4, No. 4, 338–344.

Available online at

<http://journals.sagepub.com/doi/abs/10.1177/1754073912445814>

Reading 2: Amelie Rorty. (1982). From Passions to Emotions and Sentiments. *Philosophy* Vol. 57, No. 220, 159-172. Available online at

https://www.jstor.org/stable/4619556?seq=1#page_scan_tab_contents

Week 03

Tue Sep 19 | 930-1030

Thu Sep 21 | 930-1130

Topic: Descartes on Animal Emotions

Reading 1: Peter, Harrison. (1992). Descartes on Animals. *The Philosophical Quarterly* (1950-), Vol. 42, No. 167 (Apr., 1992), pp. 219-227

Available online at

<https://www.jstor.org/stable/pdf/2220217.pdf?refreqid=excelsior%3A42619d6923e4e6cb4b5113983559e6ca>

Reading 2. Lisa Shapiro. (2006). Descartes' Passions of the Soul. *Philosophy Compass*, 1(3), 268-278. Available on line at

<http://onlinelibrary.wiley.com/doi/10.1111/j.1747-9991.2006.00022.x/abstract>

Film: Inside the Animal Mind: Do Animals Have Emotions? PBS Video.

<http://www.pbs.org/wnet/nature/inside-the-animal-mind-introduction/2081/>

Film Questions: (1) In what sense of the term “emotion” might we say that animals have emotions? (2) Explain whether all animals have the same kinds of emotions or the manner in which emotions differ among various animals; (3) Which animal emotions are similar or almost the same as human emotions?

Week 04

Tue Sep 26 | 930-1030

Thu Sep 28 | 930-1130

Topic: Charles Darwin and the Scientific Study of Emotion

Reading 1: Darwin, Charles. (1998) *The Expression of the Emotions in Man and Animals*. With an Introduction, Afterforward, and Commentaries by Paul Ekman. London: Harper Collins, 1-54. (Originally published in 1872)

Reading 2: Paul Ekman & Wallace V. Friesen. (1971). Constants Across Cultures in the Face and Emotion. *Journal of Personality and Social Psychology*, 17(2), 124-129. Available on line at <https://www.paulekman.com/wp-content/uploads/2013/07/Constants-Across-Cultures-In-The-Face-And-Emotion.pdf>

See also <http://www.paulekman.com/> for background on Paul Ekman's work and his recent initiatives on global compassion.

Film: Fear. CBC *The Emotional Brain* ('Passion and Fury'). Available online at <https://curio.ca/en/video/passion-fury-the-emotional-brain-fear-part-2-of-4-1319/>

Film Questions: (1) How might we define fear? (2) Is fear an emotion or a feeling, or both?; (3) What is the difference between fear and a mere aversive response to a stimulus?; (4) Is fear a universal basic emotion in the animal world; a human universal? Does it have a universal form of expression? (5) Why attempt to distinguish between fear and the expression of fear? Is this helpful?

Week 05

Tue Oct 03 | 930-10-30

Thu Oct 05 | 930-1130

Topic: William James and the Physiological Study of Emotion

Reading 1: James, William. (1884). What is an emotion? *Mind*, Vol. 9, No. 34 (Apr., 1884), 188-205.

Available online at

https://www.jstor.org/stable/2246769?seq=1#page_scan_tab_contents

Reading 2: Ellsworth, Phoebe. (1994). William James and Emotion: Is a Century of Fame Worth a Century of Misunderstanding? *Psychological Review*, Vol. 10 No. 1(2), 222-229.

Available online at

<http://emotionresearcher.com/wp-content/uploads/2015/08/JamesI.pdf>

Extra reading: Claudia Wassman: Picturesque Inclusiveness: Explaining the Celebrity of James' Theory of Emotion. *Journal of the History of the Behavioral Sciences*, (50)2, 166-188. Available online at <http://onlinelibrary.wiley.com/doi/10.1002/jhbs.21651/full>

Film: Anger. From CBC The Emotional Brain ('Passion and Fury'). Available online at

<https://curio.ca/en/video/passion-fury-the-emotional-brain-anger-part-1-of-4-863/>

Film Questions: (1) How might we define anger? (2) Should we distinguish between anger and rage? (3) What are some ways people can learn to manage their anger? (4) Why attempt to distinguish between anger and the expression of anger? Is it helpful?

Thanksgiving Break October 9-13

Week 06

Tue Oct 17 | 930-1030 | Review

Thu Oct.19 | 930-1130 | **TEST 1**

Week 07

Tue Oct 24 | 930-1030

Thu Oct 26 | 930-1130

Topic: Psychological and Logical Behaviorism

Reading 1: John B. Watson and Rosalie Rayner. (1920). Conditioned Emotional Reactions, *Journal of Experimental Psychology*, 3(1), 1-14. Available online at <http://psychclassics.yorku.ca/Watson/emotion.htm>

Reading 2. Carl Hempel. (1935). Logical Analysis of Psychology. 'Analyse logique de la psychologie', *Revue de Synthese* 10, 27-42. (English translation, under the title 'The Logical Analysis of Psychology', in H. Feigl and W. Sellars (eds.), *Readings in Philosophical Analysis*, New York: Appleton Century-Crofts Inc., 1949, pp. 373-384). This version available at http://faculty.arts.ubc.ca/maydede/mind/Hempel_LogAnalOfPsych.pdf

Week 08

Tue Oct 31 | 930-1030

Thu Nov 02 | 930-1130

Topic: Errol Bedford and Early Analytic Philosophical Study of Emotion.

Reading 1: Bedford, Errol. (1956-57). Emotions. *Proceedings of the Aristotelian Society, New Series*, Vol. 57 (1956 - 1957), pp. 281-304.

Reading 2. H.O. Greene. (1979). Wittgenstein and the Possibility of a Theory of Emotion. *Metaphilosophy*, 10(3/4), 256-264.

Available online at

https://www.jstor.org/stable/24435385?seq=1#page_scan_tab_contents

Week 09

Tue Nov 07 | 930-1030

Thu Nov 09 | 930-1130

Topic: Robert Solomon and the Contemporary Analytic Philosophical Study of Emotion

Reading 1: Solomon, Robert. (1973). Emotions and Choice. *The Review of Metaphysics*, Vol. 27, No. 1 (Sep., 1973), pp. 20-41.

Reading 2. Rex Emerick. (1999). Sartre's Theory of Emotions: A Reply to His Critics. *Sartre Studies International*, Vol. 5, No. 2 (1999), 75-9.

Available online at

https://www.jstor.org/stable/23512693?seq=8#page_scan_tab_contents

Week 10

Tue Nov14 | 930-1030

Thu Nov16 | 930-1130

Topic: Feminist Philosophy of Emotion

Reading 1: Jaggar, Alison. (1989). Love and Knowledge: Emotion in Feminist Epistemology. *Inquiry*, 32(2), 151-176.

Available online at

<http://www.tandfonline.com/doi/abs/10.1080/00201748908602185?journalCode=sinq20>

Reading 2: Campbell, Sue. (1994). Being Dismissed: The Politics of Emotional Expression. *Hypatia*, Vol. 9, No. 3 (Summer, 1994), 46-65.

Available at

https://www.jstor.org/stable/3810188?seq=1#page_scan_tab_contents

Week 11

Tue Nov 21 | 930-1030

Thu Nov 23 | 930-1130 | **TEST 2**

Topic: Albert Ellis and Rational Emotive Psychotherapy of the Emotions

Reading 1: David, Daniel (2014). Rational Emotive Behavior Therapy in the Context of Modern Psychological Research. The Albert Ellis Institute. Available online at

<http://albertellis.org/rebt-in-the-context-of-modern-psychological-research/>

Reading 2. Ellis, Ralph. (1980). Rational-Emotive Therapy and Cognitive Behavior Therapy: Similarities and Differences. *Cognitive Therapy and Research*, Vol. 4, No. 4, 1980, pp. 325-340

Film for your own interest or essay topic: Albert Ellis and Gloria - Counselling (1965) Full Session - Rational Emotive Therapy. Available at

<https://www.youtube.com/watch?v=odnoF8V3g6g>

Film for your own interest or essay topic. A Conversation with Aaron T. Beck. Available on

<https://www.youtube.com/watch?v=POYXzA-gS4U>

Film Questions: (1) Do you find RET personally useful? (2) What are the differences between RET and CBT? (3) What philosophical assumptions do RET and CBT rely on?

Week 12

Nov 28 | 930-1030

Nov 30 | 930-1130

Topic: Philosophical Approaches to Love

Reading 1. De Sousa, Ronald. (1991). Love as Theatre. In Solomon Robert C. & Higgins, K. (eds.). *The Philosophy of 'Erotic' Love* (University of Kansas Press), 477-491.

Available online at <http://homes.chass.utoronto.ca/~sousa/lovetheatre.html>

Reading 2. Clarke, Stanley, G. (1995). Can Scientists make Love? In David Goicoechea (ed.), *The Nature and Pursuit of Love: The Philosophy of Irving Singer* (Prometheus Books), 237-247.

Film: Love. CBC The Emotional Brain ('Passion and Fury'). Available online at <https://curio.ca/en/video/passion-fury-the-emotional-brain-love-part-4-of-4-864/>

Film Questions: (1) How does recent scientific research help us define and distinguish different kinds of love and how? (2) Do you agree with this research and will you apply it in your life? (3) Is hate the opposite of love and how would you define hate? (4) Is love really an "emotion" (like fear, or anger, say) or is it better called a long term passion?

Week 13

Tue Dec 05 | 930-1030 Last Minute Essay Questions

Thu Dec .07| 930-130 **ESSAYS DUE IN CLASS AND ONLINE AT 930AM.**

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