

PHIL 3592
Topics in Modern Western Philosophy 現代西方哲學專題

Course Outline

Time: H 2:30pm-5:15pm

Location: ERB 408

Course overview (as shown on CUSIS)

This year's course will look specifically at philosophical debates on the nature of emotions. Emotion has become an important topic in many areas of philosophy - from ethics, to aesthetics, to philosophy of mind and cognitive science. This course addresses emotions primarily as mental states, and explores what kind of mental states they are. Questions we will consider are: are emotions bodily? Are they cognitive? Can they be both? How? What is the difference between emotions and moods? Can emotions be unconscious? Are there basic emotions? The module will be based primarily on Western analytic philosophy, but towards the end we will also discuss conceptions of emotion in Asian thought.

Advisory to Majors: to be taken in year 2 or above.

Learning outcomes (as shown on CUSIS)

1. Learn about different philosophical theories of emotion.
2. Understand strengths and weaknesses of different theories of emotion.
3. Develop a critical perspective on the course topics.
4. Articulate defend a philosophical thesis, orally and in writing.
5. Conduct independent research on a relevant course topic.

Topics

Somatic theories of emotion

Cognitive theories of emotion

Hybrid theories

Emotions and moods

Unconscious emotions

Basic emotions

Emotions in Asian thought

Learning activities

In this course, you are expected to

- read and think about the assigned readings;
- develop the skills mentioned in the course outcomes through philosophical discussion and writing (essays and reflective summaries);
- attend lectures/tutorials to participate in discussion.

Activities and workload:

In-class (mandatory):

1. Hybrid weekly session (mix of lectures and discussion/tutorials): 3 hours each week.

Out-of-class (average workload per week):

1. Reading: approximately 2-3 hours on the required readings each week.
2. Writing assignments: an average of 1 hour each week on preparing and writing essay assignments throughout the term. You should try to design a schedule that allows you to apportion more time on writing and discussing your essay with your teacher two to three weeks before each essay is due.

Assessment scheme as prescribed on CUSIS (revise if necessary)

<i>Task nature</i>	<i>Description</i>	<i>Weight</i>
Participation in class discussion	Active contribution to class discussion	10%
Writing Sample	500 words (+/- 10%)	15%
Essay 1	1000 words (+/- 10%)	30%
Essay 2	2000 words (+/- 10%)	45%

Remarks on Assessment Scheme (if any)

1. **Participation** in Lectures/Seminars: Grading is based on active and meaningful contribution to class discussions.
2. The **Writing Sample** is a preparation for Essay 1. For this assessment you will sum two of the required readings for the course, and develop a short critical argument in favor or against them. The goal of this short assignment is to learn to write not just well and correctly, but also succinctly.
3. **Essay 1** is a longer version of the Writing Sample, in which you have more room to discuss a few more readings, and to develop your arguments in more detail.
4. **Essay 2** is a new essay, on a different topic. For this essay you are expected to do some independent research, and to discuss your ideas and plan with the lecturer in advance.
5. **Titles** for all written assignments are provided just below (see point 9.)
6. All essays need to include references to the readings for this course, to show your preparation on the course material. Essays that do not show knowledge of the course material may not pass.
7. Essay should be typed in any readable font, at size 11 or 12 (not too small please!), and spaced at 1.5.
8. Submission deadlines for all assignments will be announced at the lectures. Approximately Writing Sample and Essay 1 will cover the first half of the course, and Essay 2 the second half.

9. Titles:

Writing Sample and Essay 1 (choose the same title for both assessments, as Essay 1 is a development of the Writing Sample):

1. Are emotions bodily? Why or why not?
2. Are emotions cognitive? Why or why not?

Essay 2:

1. Are emotions different from moods? Why or why not?
2. Can emotions be unconscious? Why or why not?
3. Should we give up on basic emotions? Why or why not?
4. Compare Western and Asian perspectives to emotion, presenting their strengths and weaknesses.
5. A philosophical analysis of ... [pick an emotion, e.g. fear, jealousy, love, other].
6. Independent essay on any topic of the second half of the course**

**You have the option to propose your own title, but you need to agree it with the lecturer in advance, in writing. Failure to do so may result in a low mark, or a fail on the assignment.

Grade Descriptor

Please refer to: http://phil.arts.cuhk.edu.hk/~phidept/UG/Grade_descriptors.pdf

Required readings:

*The following are **required** readings for this course:*

Bockover, Mary I. (1995) The concept of emotion revisited: a critical synthesis of Western and Confucian thought. In J. Marks & R. T. Ames (Eds.), *Emotions in Asian Thought: A Dialogue in Comparative Philosophy* (pp. 161-180). Albany, NY: SUNY Press.

Broad, C.D. (1954) Emotion and sentiment. *The Journal of Aesthetics and Art Criticism*, 13: 203-214.

Hatzimoysis, Anthony (2007) The case against unconscious emotions. *Analysis*, 67 (4): 292-299

James, William (1884) What is an emotion? *Mind*, 9: 188-205

Maiese, Michelle (2014) How can emotions be both cognitive and bodily? *Phenomenology and the Cognitive Sciences* 13 (4): 513–531.

Nussbaum, Martha C. (2004) Emotions as judgments of value and importance. In R. Solomon (Ed.) *Thinking About Feeling: Contemporary Philosophers on Emotions* (pp. 183-199). New York: Oxford University Press.

Prinz, Jesse (2005) Are emotions feelings? *Journal of Consciousness Studies*, 12 (8-10): 9-25.

Scarantino, Andrea and Griffiths, Paul (2011) Don't give up on basic emotions. *Emotion Review* 3 (4): 444–54.

Stephan, Achim (2017) Moods in layers. *Philosophia* 45 (4): 1481–95.

Winkielman, Piotr & Berridge, K.G. (2004) Unconscious Emotion. *Current Directions in Psychological Science*, 13 (3): 120-123.

Recommended readings

The following are general reference texts which may be useful (NB: these are not required readings; just optional):

Campeggiani, Pia. 2022. *Theories of Emotion: Expressing, Feeling, Acting*. Bloomsbury. [a new excellent introduction to philosophical and psychological theories of emotion].

Deonna, Julien & Teroni, Fabrice. 2012. *The Emotions: A Philosophical Introduction*. London: Routledge. [at the titles says: introduction to philosophy of emotion; covers some of the topics we address in class, especially cognitive and feeling theories]

Price, Carolyn. 2015. *Emotion*. Cambridge: Polity Press. [excellent support for James, Solomon, and the question about control and rationality of emotion]

The Stanford Encyclopedia of Philosophy has a comprehensive entry under “Emotion” compiled by Andrea Scarantino and Ronnie de Sousa, with an extended bibliography.

<https://plato.stanford.edu/entries/emotion/>

[This is quite detailed and technical; great resource though]

Course schedule

Week		Required reading
7 Sep	Introduction to the course	No readings
14 Sep	Somatic theories	James (1884)
21 Sep	Somatic theories	Prinz (2005)
28 Sep	Cognitive theories	Broad (1954)
5 Oct	Cognitive theories	Nussbaum (2004)
12 Oct	A hybrid account	Maiese (2014)
19 Oct	Mid-course recap	No new readings. A week to catch up, discuss essay writing, introduce the second part of the module – anything else useful.
26 Oct	Moods	Stephan (2017)
2 Nov	Unconscious emotions	Winkielman & Berridge (2004) Hatzimoysis (2007)
9 Nov	Basic emotions	Scarantino & Griffiths (2011)
16 Nov	Emotions in Asian thought	Bockover (1995)
23 Nov	Emotions in Asian thought	TBD – reading chosen by student(s) or guest lecturer, who will also present
30 Nov	Conclusion	No new readings. Recap and catch up if needed; general discussion; anything else useful, including a possible final lecture on a topic of general interest emerged in the past weeks, presentation of chosen essay topics, other.

Contact details for teacher(s) or TA(s)

Teacher	
Name:	Colombetti, Giovanna
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TA	
Name:	
Office location:	
Telephone:	
Email:	

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.