COGNITION AND EMOTION

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Office Hours: by appointment

http://web.uccs.edu/philosophy/

Required Reading:
William James, “What is an Emotion?” in Mind, 1844, vol. IX: 288-205.
Sigmund Freud, Beyond the Pleasure Principle, (NY: W.W. Norton).
Wilhelm Reich, “The Problem of Social Sex Economy” in The Invasion of Compulsory Sex Morality
Antonio R. Damasio, Descartes’ Error: Reason, Emotion and the Human Brain, (Harper Collins Books). Chapters 1, 6, 7, 11
David Hume, A Treatise of Human Nature, Bk. I, Part I. Of ideas; Bk. II, Part I Of Pride and Humility & Part II Of Love and Hatred; Part III, sect. IV Of the causes of the violent passions, sect. V Of the effects of custom, sect. VI Of the influence of the imagination on the passions.
Henri Bergson, Time and Free Will, Chapter I and II
Michel Cabanac,"What is Sensation?" in R. Wong, ed. Biological Perspectives on Moti- vated Activities, Northwood, NJ: Ablex Press, pp. 339-417.
Michel Cabanac, Jacqueline Guillaume, Marta Ballasco, Adriana Fleury, “Pleasure in Decision Making Situations,” in BMC Psychiatry, vol. 2, Dec. 2005. SHAPE \\* MERGEFORMAT
Giacomo Rizzolatte, Leonardo Fogassi and Vittorio Gallese, “Mirrors in the Mind,” Sci- entific American, November 2006, pp. 54-61.
Miguel A.L. Nicolelis and Sidarta Ribeiro, “Seeking the Neural Code,” Scientific Ameri- can, December 2006, pp. 70-77.
Gerald L. Clore and Andrew Ortony, "Cognition in Emotion: Sometimes, Always, or Never? in Cognitive Neuroscience of Emotion, Richard D. Lane and Lynn Nadel (Oxford University Press, 2000), pp. 24-61.
Jaak Panksepp, “Affect and Consciousness: Core emotional Feelings in Animals and Humans,” in Consciousness and Cognition, vol. 14, #1, March 2005: 30-80.

Course Description:
Philosophy, perhaps more than any other academic discipline, has tended to denigrate the emotions or at least to demand that emotions and emotional life be relegated to a minor role in relation to cognition which is overwhelmingly assumed to be the source of rationality in general and philosophical thinking in particular.. This course will re- problematize the role of affect and emotion in everyday life and in philosophical thought.

Part I: The Psychoanalytic and Scientific View
Freud and Reich, along with contemporary scientists like Damasio often provide a pro- vocative basis for understanding emotions. Freud argues for an instinctual basis for our emotional behavior which can be characterized as a conflict between life and death in- stincts in which the latter represent an organic drive. Reich suspects that social re- strictions on physical drives are powerfully influential in shaping our social and even political responses and lead, inevitably, to psychological pathologies. Contemporary neuroscientists like Damasio have a similar position but base it on work with brain damaged patients. Damasio has concluded that the absence of emotion and feeling in our thinking makes rational behavior impossible.

Part II: Philosophical Perspectives
Readings in this section will focus on David Hume and Henri Bergson. Hume is exceptional among philosophers for his claim that reason is and ought to be the slave of the passions. However, for Hume, passions, like ideas, are constructed through reflection upon our sensible affective states. We will begin with Hume’s account and show how forms the basis of a theory of emotions in a manner not unrelated to Damasio who also argues that intellectual concepts are themselves the effect of the passions. Bergson (along with Cabanac, et. al.) argues for affective pleasure and pain as fundamental to the formation of emotions. However, unlike Hume, for whom all emotions are the effect of external relations, Bergson, develops a theory of internal relations.

Part III Neural ensembles not linear causality
The two articles on neurophysiology from Scientific American will form the basis of a theory that argues for internal relations and neural ensembles as fundamental to sensa- tion, emotion and thought. The work of Panksepp, Clore & Ortony will give an account of the dominant current views coming from neuroscience.

Course Requirements:

Reading: This course encourages the close readings of key texts called primary sources. To help you to learn how to read these kinds of texts, reading guide- lines will be posted for some of the texts on Canvas. You might want to print up a copy of each guideline, use it to help you read and bring it to every class along with the primary text.

Reading Response and Weekly Questions:

For every class meeting, After every class meeting, you will be given the opportunity to write a brief (1-2 page) response to that day’s reading and lecture along with two questions. Both are due by midnight the next day on Canvas. Each RR must focus on a key idea from the reading, a discussion of its role in the philosophy and why it interesting. 75% of the grade

FINAL PAPER:

A research paper based on the terms you have chosen for your RR’s. You will have the opportunity to create a theory using up to three of the theories we have covered in the semester. The emphasis is on the synthesis of ideas. “A’s” will be awarded to all students who do additional outside research in the development of their ideas. This paper is the culmination of the entire semester’s learning and thinking. 25% of the grade.

Grading:

A: 100%-94%; A-: 93%-90%; B+: 89%-87%; B: 86%-84%; B-: 83%-80%; C+: 79%-77%; C: 76%-74%; C-: 73%-70%; D: 69%-60%; F: 60% >

No incompletes will be given except in cases of very serious illness. Additional Requirements:

It is really important that you come to class! The discussion and reading responses are crucial for understanding the work and developing your own ideas. And, since so much of the grade is based on in-class work, it simply makes sense to be there.

Texting or using a mobile device of any kind for communication or internet activities during class is terribly bad manners, as is surfing the net! Don’t upset your classmates by doing this while they are talking about their work!

Any violation of the UCCS Honor Code in the UCCS Schedule of Courses and Registration Instructions will result in an “F” for the course and possible disciplinary action. Internet resources must be fully cited so that it is clear exactly where on the site you found your information.

Non-sexist use of language is really important! For APA Guidelines see:

http://www.apa.udel.edu/apa/publications/texts/nonsexist.html

Official Stuff: Classroom Behavior and Conduct:
Students and faculty both share responsibility for maintaining a positive educational environment. Faculty have a responsibility to treat students with under- standing, dignity and guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational environment. Students who fail to adhere to such reasonable limits shall be subject to disciplinary action(s).“Disruption,” as applied to the academic setting, means verbal and other behavior in the classroom that a faculty member judges as interfering with normal academic functions. Disruptive stu- dent conduct is prohibited by Regent Laws, the UCCS Student Code of Conduct and the Student Classroom/Course-Related Behavior Policy. For more information go to the Office of the Dean of Students website at

http://www.uccs.edu/~dos/studentconduct/index.html.

**Writing Guidelines:**

1. Use a title page for your final paper only.

2. For the final paper you must have page numbers on each page except the title page. Your first page of actually writing is page 1.

3. Your paper must be double-spaced, 12 pt. Times New Roman or a nice easy to read font with 1” margins.

4. Use subtitles where appropriate. They give order and structure to your paper.

5. You must document all your sources in the final paper through a recognized format (MLA, Chicago, APA etc.).

6. Your final paper must contain a Bibliography that properly documents all of you sources. (This page does not count as one of your required pages.) Please document ALL secondary sources on the RR’s.

7. Information in your writing must be organized in well-constructed paragraphs with minimal grammatical, spelling, and punctuation errors. Carefully check spelling, punctuation, grammar, capitalization, paragraphing, and documentation. Underline or italicize book titles, magazines, and journal titles.

8. Do not be overly autobiographical. Do not write, “I think that X is true because of Y.” Simply write “X is true because of Y.” Any personal pronouns must relate directly to the substance of your paper.

9. Periods and commas go inside quotation marks—“Like this.”—not outside of them— “Like this”.

10. Use but don’t overuse direct quotations from sources. I want to know how YOU summarize the material. 1

11. Paragraphs should contain one main idea. They should not go on for several paragraphs, nor should they be only one sentence.

12. Don’t give a report on the life of a philosopher or a paper that is merely describes ideas without explaining them.