1. **Title of the module**

PHIL6670/PHIL6680 (PL667/PL668) – Political Emotions

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (PHIL6670) and Level 6 (PHIL6680)

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Philosophy (Single and Joint Honours)

Also available as a ‘wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:**

8.1 Recognise, understand, and evaluate the major philosophical theories of the nature of emotions;

8.2 Engage critically with some of the central issues and controversies in the subfield of political emotions, through their study of the relevant arguments (e.g., for the relation between emotion and value, emotion and wellbeing, and emotion and rationality);

8.3 Recognise and critically evaluate the influence of specific emotions in particular cases of political history, law, and/or media;

8.4 Demonstrate the ability to engage in a close critical reading of some of the major texts in the subfield of political emotions.

**On successfully completing the module, Level 6 students will be able to:**

8.5 Demonstrate a systematic understanding of, and ability to evaluate, the major philosophical theories of the nature of emotions;

8.6 Engage critically with some of the central issues and controversies in the subfield of political emotions, through their study of the relevant arguments (e.g., for the relation between emotion and value, emotion and wellbeing, and emotion and rationality), and ultimately support a solution to a particular issue;

8.7 Recognise, critically evaluate, and demonstrate understanding of the implications of the influence of specific emotions in particular cases of political history, law, and/or media;

8.8 Demonstrate the ability to engage in a close critical reading of some of the major texts in the field of political emotions, and refer to major texts to support their own position.

1. **The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate their skills in analysis;

9.2 Engage in argument, both oral and written;

9.3 Demonstrate their skills in critical analysis and argument through their engagement with relevant texts, through their reading, writing, and discussion;

9.4 Show ability to work alone and to take responsibility for their own learning;

9.5 Demonstrate their ability to clarify complex ideas and arguments, and to express them orally and in writing.

**On successfully completing the module, Level 6 students will be able to:**

9.6 Demonstrate their skills in analysis and articulating a coherent position;

9.7 Engage in both oral and written argument and use such arguments to support a coherent position;

9.8 Demonstrate their skills in critical analysis, argument, and supporting a particular position through their engagement with major texts, through reading, writing, and discussion;

9.9 Work well alone and to take responsibility for their own learning;

9.10 Demonstrate their ability to clarify complex ideas and arguments, to develop their own ideas and arguments, and to express them orally and in writing.

1. **A synopsis of the curriculum**

Emotions figure in many areas of public life, and a number of pressing political issues (from fear in the evaluation of biomedical promises, to compassion in the criminal courtroom) invite us to think about the role of emotion in shaping citizens' political thought and activity. Emotions, however, are all too rarely studied conceptually, with the result that both political theory and practice are often left at a loss. Through lectures and seminar discussion, this module will offer the opportunity for students to engage in close analysis of the philosophy and cognitive science of emotion, as well as the ethical concerns that are raised by the role emotions can play in political activity and institutional practice.

This module will study prominent theories of emotion, asking about the connection between emotion, reason, and well-being. These aspects take a philosophical approach, but are also informed by advances in neurobiology and cognitive science. The module will also explore the public stage, asking how specific emotions figure in political questions: for example, fear, disgust, compassion, blame, empathy, boredom, and revenge. Political topics considered may include risky technologies, wrongful legal conviction, capital punishment, the Citizens’ Income, and assisted dying. The role of emotion in media politics and protest movements will also be examined, assessing, for example, how compassion can be manufactured and mediated through political rhetoric, social media, social privilege, and popular fiction.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Brady, M. (2013). *Emotional Insight* (Oxford University Press).

de Sousa, R. (2013). “Emotion”, *Stanford Encyclopedia of Philosophy*.

Duff, A. (2015). “Criminal Responsibility and the Emotions: If fear and anger can exculpate, why not compassion?”, *Inquiry* 58(2): 189-220.

Goldie, P. ed. (2010). *The Oxford Handbook of Philosophy of Emotion* (Oxford University Press).

James, W. (2018). “What is an emotion?”, *The William James Reader Vol. 1*.

Nussbaum, M. (2013). *Political Emotions: Why Love Matters for Justice* (Harvard University Press).

Roeser, S. (2006). “The role of emotions in judging the moral acceptability of risks”, *Safety Science* 44(8): 689-700.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1,500 words) – 30%
* Essay 2 (2,000 words) – 30%
* Public Philosophy Exercise (1,000 words) – 30%
* Seminar Performance – 10%

Essay questions will differentiate between Level 5 and Level 6 in assessment.

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1 / 8.5* | *8.2 / 8.6* | *8.3 / 8.7* | *8.4 / 8.8* | *9.1 / 9.6* | *9.2 / 9.7* | *9.3 / 9.8* | *9.4 / 9.9* | *9.5 / 9.10* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  | **x** |  |  | **x** | **x** |  |
| Lecture | **x** |  | **x** |  |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Essay 2 | **x** | **x** | **x** |  | **x** | **x** |  | **x** | **x** |
| Public Philosophy Exercise | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminar Performance | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The subject content of this module is international in character, in that students will study the work of philosophers and practitioners whose work has had truly global influence. Political emotions figure in international as well as local politics, and this is reflected in the material and case studies we will examine in lectures and seminar discussion. The module aims to make salient the public-facing character of this subfield of philosophy, which invites reflection on international considerations. Where the module may incorporate reference to the law, international differences in legal theory and practice will offer practical material for evaluation and debate.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 17/01/2018 | New | September 2018 | N/A | N/A |
| 01/03/19 | Major | January 2020 | 11,12 | no |