

## **Emotions and Politics**

**YSS3263**

**Winter Semester 2021/22**

**Time of Course: Tuesday and Friday, 10:30 am – 12 pm**

**Location of Course: Global Learning Room, Stephen Riady Center, University Town**

**Professor:** Christina Tarnopolsky

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**Office Hours:** Thursdays, 2:00 – 4:00 pm, via Zoom

### **Course Description:**

This course examines the role of emotions in morality and politics. Questions to be addressed include: What role (motivation? justification?) do emotions play in moral and political deliberations? What is the difference between reason and the emotions? What is the relationship between emotions and the imagination? What different kinds of emotions are there? Are certain emotions more salutary for moral and political deliberations than others? Are there “negative” emotions and what role if any should these emotions play in moral and political deliberations? How do emotions help us to negotiate the intersubjective relationships between individuals?

We will be tackling these questions by looking at different theoretical frameworks that have been used to understand the place of emotions in politics and morality: 1) neo-Aristotelian and neo-Stoicism (Adam Smith’s *The Theory of Moral Sentiments*); and 2) neuroscientific (George Marcus’ *The Sentimental Citizen*). Here we will be focusing on the different conception of the emotions put forth by each framework and the different constellations of emotions that are analyzed and/or advocated by these theories. What place do the emotions play in these models? Which emotions are salutary and which emotions are pernicious for morality and politics according to these theories? What is the relationship between the emotions and reason, the imagination, and the unconscious in these theories?

We will also be reading a number of articles on the role that certain emotions play in politics. The primary emotion that will be examined in this third part of the course is the emotion of shame. We will look at a number of different interpretations of the nature and role of shame in politics.

## **Learning Objectives:**

Students will be able to understand and critically engage with the concepts and issues that are central to debates about the role of emotions in morality and politics. They will be able to articulate some of the key differences between some of the most predominant theoretical and methodological approaches used in contemporary analyses of emotions in morality and politics. They will be able to negotiate secondary literature on an important topic as preparation for their capstone projects.

## **Required Texts:**

(Students must get the proper translation of these works. No student may write a paper using a different translation.)

George Marcus, *The Sentimental Citizen: Emotion in Democratic Politics*, Pennsylvania State University Press, 2002, ISBN = 9780271022123

Adam Smith, *The Theory of Moral Sentiments*, Liberty Fund Press, 1976, ISBN = 9780865970120

## **Course Assessment Breakdown:**

1. First Paper (3000 words, 8 pages) = 40 %, due March 14th, 11:59 pm
2. Second Paper (3000 words, 8 pages) = 40 %, due April 25th, 11:59 pm
3. Participation (Questions Sets/Class Participation) = 20%

## **Description of Assignments:**

5% of the classroom participation grade will consist of 10 questions or reflections generated by the students throughout the semester. 15% of the classroom participation grade will consist of participation in the classroom discussions.

## **Late Assignment Policy:**

Your assignment will be considered late if it misses the deadline without a VR note or Medical Certificate from a Doctor. For every late assignment, you will pay a penalty, as your grade will go down by 1/3 of a letter grade per 24 hours after the deadline. Students are expected to plan and manage their workloads, and to ensure they do not lose work through IT malfunction. Students are expected to submit work on or before the **deadlines specified in the syllabi or as advised in class.**

## **Canvas Page Usage Policy:**

A discussion will be generated for each seminar. If students are submitting questions for the seminar, they are expected to post it to the discussion for that seminar.

**Attendance:**

1. Students are expected to attend all classes. Students must request the permission of the faculty member to be absent from classes.
2. Students are generally entitled to miss one class meeting of a course for the purposes of required fieldwork for another course. Students must nevertheless still request and agree this absence with the faculty member teaching the course they will be absent from.
3. Permission to be absent from class for reason of extra-curricular activities is not automatic and is at the discretion of the faculty member.
4. Students are allowed to take one unauthorized absence during the semester.
5. Penalties for unauthorized absence is 2% off the participation grade per unauthorized absence.

**Process of grade appeal on assignments:**

If you are unsatisfied with a grade-assessment, you can submit the assignment to me, along with a two-page note explaining why you think a re-evaluation is justified. I will then re-evaluate the paper, but reserve the right to raise *or lower* the grade, and this second decision is final.

**Academic Integrity Policy:**

Yale-NUS College expects its students to abide by the highest standards of academic integrity as a matter of personal honesty and communal responsibility. Acting with academic integrity requires that (a) students do their own work, (b) students not interfere with the work of others, (c) students accurately and honestly represent the content of their work, and (d) students properly attribute others' work. Violations of the College's academic integrity standards undermine both the community and the individual growth of students. Accordingly, they will be addressed with the utmost seriousness and sanctions ranging from grade penalties to expulsion. Examples of violations of academic integrity include plagiarism, copying or sharing homework answers, submitting work completed for one course as 'new' work for another course, or fabricating or falsifying research data. For more information please visit the Student Services website, Policies and Procedures section:

<https://studentlife.yale-nus.edu.sg/policies/academic-integrity/>

The Yale-NUS Library provides resources on citations and plagiarism here:

<http://library.yale-nus.edu.sg/plagiarism/>

**Non-discriminatory Language and Conduct:**

This course encourages non-discriminatory language and conduct. Students should not use racist, sexist or other discriminatory language in class discussions or written work.

**Health and Wellness Contacts:**

If you are experiencing undue stress or feel you might benefit from private counselling, please contact the Yale-NUS Health and Wellness Centre. The wellness center also offers a wide

range of enriching workshops and events. You may also wish to reach out to Vice Rector within your residential College. For this and other kinds of support.

<https://studentlife.yale-nus.edu.sg/wellness/>

### **Disability Policy:**

If you have a disability please contact me to arrange a time to discuss your situation. It would be helpful if you contact your Vice Rector as well.

### **Grading Criteria:**

To do excellent work on the papers in this course, you need to do more than just reiterate what was said in the sections. An **A** indicates that you not only understand and comprehend the material, but have understood all of the subtleties and implications of the argument, and that you are able to creatively develop and support your arguments with passages that we discussed in section, but also with some that were not discussed in the section. Originality in these papers means original thinking that goes beyond the analyses offered by either the professor or other students. An **A-** indicates a similarly excellent paper that has captured *some but not all* of the subtleties and implications of the argument. A **B+** paper reflects an above-average understanding of the material, organization of the paper, and written expression of ideas but without the analytical rigor or depth of understanding of an **A** range paper. A **B** range paper reflects average work with no errors or problems of written expression. However, it usually fails in one of two respects: 1) it fails to capture the complexity of the issues and/or 2) it summarizes rather than analyses what has been read or said in class. A **B-** paper is a paper that usually fails in both respects 1) and 2) above OR that contains substantive errors or problems of written expression. A **C** range paper suggests a more significant struggle with the material. It reflects comprehension of some of the pertinent issues, but with significant misunderstandings or errors. A **D** indicates very little comprehension of the material with a large portion of it being misunderstood. An **F** indicates no comprehension of the material at all.

### **Schedule of Course Topics and Readings:**

#### **January 10<sup>th</sup>-14<sup>th</sup>:**

Tuesday, January 11<sup>th</sup>: Cheryl Hall, “‘Passion and Constraint’: The Marginalization of Passion in Liberal Political Theory” in *Philosophy and Social Criticism*, Vol. 28, no. 6: 727-748.

Friday, January 14<sup>th</sup>: The Theory of Moral Sentiments, pp. 9- 40

#### **January 17<sup>th</sup>-21<sup>st</sup>**

Tuesday, January 18<sup>th</sup>: The Theory of Moral Sentiments, pp. 41-66

Friday, January 21<sup>st</sup>: The Theory of Moral Sentiments, pp. 66-91

**January 24-28th**

Tuesday, January 25th: The Theory of Moral Sentiments, pp. 91-116

Friday, January 28th: The Theory of Moral Sentiments, pp. 116-141

**January 31st-February 4<sup>th</sup>:**

Tuesday, February 1st: No Class. Chinese New Year.

Friday, February 4th: The Theory of Moral Sentiments, pp. 141-166

**February 7-11<sup>th</sup>:**

Tuesday, February 8th: The Theory of Moral Sentiments, pp. 166-193

Friday, February 11th: The Theory of Moral Sentiments, pp. 193-216

**February 14-18<sup>th</sup>:**

Tuesday, February 15th: The Theory of Moral Sentiments, pp. 216-241

Friday, Friday February 18th: The Theory of Moral Sentiments, pp. 241-264

**February 19th- Feb. 27****BREAK WEEK: NO CLASSES****February 28<sup>th</sup>-March 4<sup>th</sup>:**

Tuesday, March 1st:

Charles Griswold, "Imagination: Morals, Science, and Arts," in *Cambridge Companion to Adam Smith*, Edited by Knud Haakonssen, Cambridge: Cambridge University Press, 2006, pp. 22-56.

Friday, March 4th:

The Sentimental Citizen, Chapters 1, 2

**March 7–11th:**

Tuesday March 8<sup>th</sup>: The Sentimental Citizen, Chapters 3,4

Friday March 11th: No Class.

**FIRST PAPER DUE SUNDAY MARCH 13th, 11:59 pm****March 14-18th:**

Tuesday, March 15th: The Sentimental Citizen, Chapters 5, 6

Friday, Friday March 18th: The Sentimental Citizen, Chapters 7, 8

**March 21-25th:**

Tuesday, March 22nd: Bernard Williams, Shame and Autonomy", in *Shame and Necessity*, Berkeley: University of California Press, 1993.

Friday, March 25th: Meena Krishnamurthy, "Margin Luther King Jr. On Democratic Propaganda, Shame, and Moral Transformation," *Political Theory*, 2021: pp. 1-32

**March 28th-April 1st**

Tuesday, March 29th: Martha Nussbaum, "Shaming Citizens?", in *Hiding from Humanity: Disgust, Shame, and the Law*, Princeton: Princeton University Press, 2004.

Friday April 1st: : Christina Tarnopolsky, "Prudes, Perverts and Tyrants: Plato and the Contemporary Politics of Shame", *Political Theory*, Volume 32, No. 4, August 2004: 468-494.

**April 4th-8th:**

Tuesday, April 5<sup>th</sup>: Jill Locke, "Shame and the Future of Feminism", *Hypatia*, Volume 22, No. 4, Fall 2007: 146-162.

Mark Drumbl, "Shame" in "Punishment, PostGenocide: From Guilt to Shame to Civis in Rwanda" in *New York University Law Review*: 1253-1263.

Friday, April 8<sup>th</sup>: Stefan Dolgert, "The praise of resentment: or, how I learned to stop worrying and love Donald Trump," *New Political Science* 38, No. 3 (2016): 354-370.

**April 11-15<sup>th</sup>:**

Tuesday, April 12<sup>th</sup>:

Ted Brader, "Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions," *American Political Science Review*, Vol. 49, no. 2., April 2005: 388-405.

Pavlos Vasilopoulos, "Terrorist Events, Emotional Reactions, and Political Participation: the 2015 Paris Attacks," *West European Politics*, Vol. 41, no. 1, 2018: 102-127.

Friday, April 15<sup>th</sup>: No Class. Good Friday.

**SECOND PAPER DUE SUNDAY APRIL 24<sup>th</sup>, 11:59 pm.**