



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Phenomenology of Emotions	

Academic staff	Core academic unit(s)
Coordinating: Dr. Tomas Šinkūnas	Faculty of Philosophy, Institute of Philosophy
Other:	

Study cycle	Type of the course unit

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face to face and self-study	Autumn Semester	English

Requisites	
Prerequisites: None	Co-requisites (if relevant): none

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	48	85

Purpose of the course unit		
<p>Phenomenology of emotions constitutes a relatively novel and intriguing domain of research, characterized by both theoretical depth and practical applicability. Accordingly, this course will endeavor to present the fundamental aspects of the field, which encompass context, history, theory, practice, current philosophical debates and political, sociocultural issues.</p> <p>The course will commence by introducing the rich history of the phenomenological movement. It will focus on Edmund Husserl's contributions and those of early phenomenologists. Subsequently, the course will address the fundamental concepts of phenomenology and thoroughly examine the phenomenological method. Within the phenomenological framework, the curriculum will explore essential theories and address pertinent issues related to phenomenology of emotions. The coursework will emphasize distinct emotional phenomena such as love, disgust, shame, hatred, and anxiety, introduce borderline emotions such as surprise, pain, and forgiveness, and explore various other phenomena of affective experience.</p> <p>Furthermore, the course will investigate the moral, social, cultural, and political dimensions of emotions. Throughout the course, contemporary political and sociocultural issues will be discussed alongside philosophical discussions. Students will be encouraged to reflect and articulate their own experience within a phenomenological setting or provide critical remarks.</p>		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Demonstrate basic knowledge of the history of phenomenology and key figures, highlight key differences between early phenomenological	Lectures	Written exam

movement, Husserl's phenomenology, and contemporary phenomenology.		
Display an understanding of the phenomenological method and its key concepts.	Lectures, seminar work	Written exam
Produce clear, structured, and reflective coursework that demonstrates an ability to phenomenologically describe, analyze, and interpret emotional experiences.	Lectures, seminar work	Written exam, evaluation of oral presentations
Critically evaluate limits of phenomenological methodology, productively incorporate, combine other methodological approaches in relation to phenomenology of emotions.	Lectures, seminar work	Written exam, evaluation of oral presentations
Analytically evaluate emotions, their subjective structure, sociocultural, political, and ethical dimensions.	Lectures, seminar work	Written exam, evaluation of oral presentations

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Lecture. Introduction to Phenomenology I: Formation of Phenomenological Movement, Husserl's Phenomenology and Phenomenology Today	2						2		
2. Lecture. Fundamentals of Phenomenology II: The Phenomenological Method and Key Concepts	2						2		
3. Lecture. Fundamentals of Phenomenology III: Embodiment and Perception	2						2		
4. Seminar. Embodiment and Perception in M. Merleau-Ponty's Phenomenology			2				2	4	Merleau-Ponty, M. (1996). <i>Phenomenology of perception</i> (C. Smith, Tran.; Repr.). Routledge. pp. 112–145, chapter “The Spatiality of One's own Body and Motility”.
5. Lectures. Phenomenology of Emotions: Main Theoretical Issues	4						4		Szanto, T., & Landweer, H. (2020). What it is like to feel? In Szanto, T., & Landweer, H. (Eds.) <i>The Routledge handbook of phenomenology of emotion</i> . Routledge, p. 1–37.

6. Lecture. Phenomenology of Shame and Pain	2						2		
7. Seminar. Geniušas Concept of Pain			2				2	4	Geniušas, S. (2020). <i>The phenomenology of pain</i> . Ohio University Press, p. 41–67.
8. Lecture Phenomenology of Hate, Anger	2						2		
9. Lecture. Phenomenology of Nothingness: Anxiety	2						2		
10. Seminar. Kierkegaard's Conception of Anxiety			2				2	4	Kierkegaard, S. (1980). <i>The concept of anxiety: a simple psychologically orienting deliberation on the dogmatic issue of hereditary sin</i> (R. Thomte, Ed.). Princeton university press, p. 25-51.
11. Lecture. Phenomenology of Disgust	2						2		
12. Seminar. Aurel Kolnai's Conception of Disgust			2				2	4	Kolnai, A. (2004). <i>On disgust</i> . (Carolyn. Korsmeyer & B. Smith, Eds.). Open Court, p. 36-62.
13. Lecture. Phenomenology of Love	2						2		
14. Seminar. Kierkegaard's Works of love			2				2	4	Kierkegaard, S. (1995). <i>Works of love</i> (E. H. Hong & H. V. Hong, Eds.). Princeton university press, p. 331–358, chapters VIII and IX.
15. Lecture. Phenomenology of Forgiveness.	2						2		
16. Seminar. Should We Forgive Them?			2				2	4	Jankélévitch, V., & Hobart, A. (1996). Should We Pardon Them? <i>Critical Inquiry</i> , 22(3), 552–572. https://doi.org/10.1086/448807
17. Lecture. Cultural Politics of Emotion: What is Hate Speech and How Do We Fight It?	2						2		
18. Lecture. Cultural Politics of Emotion: How Do We React to Major Events?	2						2		
19. Seminar. The Performativity of Disgust			2				2	4	Ahmed, S. (2014). The Performativity of Disgust. In <i>The Cultural Politics of</i>

									<i>Emotion</i> (NED-New edition, 2, pp. 82–100). Edinburgh University Press. https://doi.org/10.1515/9780748691142-006
20. Lecture. Sociology and Emotions.	2						2		
21. Seminar. Mary Douglas's Sociology of Dangers.			2				2	4	Douglas, M. (2010). <i>Purity and danger: an analysis of concepts of pollution and taboo</i> . (Reprint). Routledge, p. 117–140, chapter “Powers and Dangers”.
22. Seminar. Final Discussion and Course Review			2				2	4	Merleau-Ponty, M. (1996). <i>Phenomenology of perception</i> (C. Smith, Tran.; Repr.). Routledge. pp. i–xxiv, Preface.
23. Preparing for an oral presentation in seminar (presentation of a selected part of the text).								12	
24. Study of secondary literature, preparation for the examination.		2						39	
Total	28	2	18				48	87	

Assessment strategy	Weight %	Deadline	Assessment criteria
	50%	In the examination session	<p>The exam will be divided into two sections. The first section will consist of 10 yes-or-no questions based on lectures. The second part of the exam will be an essay on the emotional phenomena of the students' choice, showcasing their individual work with seminar and lecture material.</p> <p>The written examination will be evaluated up to 5 points (maximum), and will be assessed in the following manner:</p> <p>The ability to describe key features of the emotional phenomena, relate, compare it to other emotional phenomena, situate it within a larger phenomenological framework, approach the phenomena critically, include secondary sources. A clear understanding and use of the main phenomenological concepts, fluent, coherent style. 4 points.</p> <p>The ability to describe key features of the emotional phenomena, relate, and compare it to other emotional phenomena. A moderate understanding of the main phenomenological concepts, thesis, and argumentation, Fluent, coherent style. 2 to 3 points.</p> <p>The ability to describe key features of the emotional phenomena. A weak understanding of the main phenomenological concepts, thesis, and argumentation; fluent, coherent style. 0 to 1 point.</p>

			The questionnaire will be evaluated with 1 point if more than 6 answers are correct. 0 points for 5 incorrect answers or more.
	20%	During the semester	Cumulative grade. The calculation of the grade will vary based on the number of students enrolled in the course. Assessment will focus on knowledge and skills demonstration, as well as creativity in examining, explaining, and solving issues.
	30%	During the semester	Presentation of a selected part of the text. Identify key concepts, formulate main argument 1 point. Identify key concepts, formulate the main argument, and recognize the main concepts and theses. 2 points. Clearly formulate main issues, present the main argumentation in a coherent and articulate manner, raise critical questions. 3 points.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Szanto, T., Landweer, H.	2020	<i>The Routledge Handbook of Phenomenology of Emotion</i>		Routledge
Ahmed, S.	2014	<i>Cultural Politics of Emotion</i>		Edinburgh University Press
Douglas, M.	2010	<i>Purity and Danger</i>		Routledge
Geniušas, S.	2020	<i>Phenomenology of Pain</i>		Ohio University Press
Jankelevitch, V.	2005	<i>On Forgiveness</i>		University of Chicago Press
Jankelevitch, V.	1996	Should We Pardon Them?	<i>Critical Inquiry</i> , 22(3)	University of Chicago Press
Kierkegaard, S.	1980	<i>The Concept of Anxiety</i>		Princeton University Press
Kierkegaard, S.	1995	<i>Works of Love</i>		Princeton University Press
Kolnai, A.	2008	<i>On Disgust</i>		Open Court
Merleau-Ponty, M.	1996	<i>Phenomenology of Perception</i>		Routledge
Moran, D.	2000	<i>Introduction to Phenomenology</i>		Routledge
Zahavi, D.	2003	<i>Husserl's Phenomenology</i>		Stanford university press
Recommended reading				
Plotka, W., & Eldridge, P. (Eds.) et al.	2020	<i>Early Phenomenology in Central and Eastern Europe : Main Figures, Ideas, and Problems</i>		Springer
Lacan, J.	2022	<i>Anxiety</i>		Polity
Zahavi, D.	2012	<i>The Oxford Handbook of Contemporary Phenomenology</i>		Oxford University Press
Sartre, J.-P.	2008	<i>Being and Nothingness</i>		Routledge
Augustin	2012	<i>Confessions</i>		Ignatius Critical Editions
Fanon, F.	1952	<i>Black Skin, White Masks</i>		Penguin

Gallagher, Sh.	2005	<i>Phenomenology</i>		Palgrave
Heidegger, M.	2012	<i>Being and Time</i>		Blackwell
Kristeva, J.	1982	<i>Powers of Horror</i>		Columbia University Press
Lispector, C.	2021	<i>The Passion According to G. H.</i>		New Direction Books
Nussbaum, M.	2016	<i>Anger and Forgiveness</i>		Oxford University Press
Sartre, J.-P.	1970	<i>Nausea</i>		Penguin
Scheler, M.	1985	<i>Formalism in Ethics and Non-Formal. Ethics of Values</i>		Northwestern University Press

NOTE: Including Open Educational Resources in the reading list is recommended