Course Description
Our study in this course will proceed from the following premise: emotions are things we do, rather than things we have. This claim operates as shorthand for the idea that emotions are embodied, or grounded in physical experience and interaction, and performed, or put into play through situated enactments. Our exploration of emotion as an art and practice of “doing,”—that is, a rhetoric—will be guided by interdisciplinary studies that describe emotion as mediated by language, body, and culture. We will ask the following sorts of questions: How is emotion performed in and by a particular text or set of texts? What are the effects of this performance? How does emotion adhere to beliefs, values, judgments, writing, and to all varieties of attachments? What insights and “new” ways of thinking and seeing are enabled when we conceive emotion as a critical term? These questions (and others) will be approached through an interdisciplinary framework, to include English studies scholarship (literary studies, writing studies, and rhetorical theory) as well as that emerging from neuroscience, philosophy, history, feminism, and political theory.

Required Readings

Requirements
Attendance and participation are crucial for the success of this class. You are permitted one absence during the term, to be reserved for illness or family emergency; subsequent absences will affect your final grade at my discretion. “Participation” signifies contributing meaningfully to discussion and practicing good listening. It also means reading the required materials, preparing and editing your writing in advance of class, and submitting assignments on time.

1. A series of questions (at least 5; no more than 10) provoked by the readings and accompanied by a short paragraph explaining how the readings inspired you to ask these particular questions. Approach our readings as heuristics, or models of discovery, for these questions. Your goal is to formulate questions specific to your area of study that are encouraged by and framed within the vocabulary and conceptual landscape of the readings. Questions should be posted on our blog in advance of class; we’ll read through them together when we meet. (15%)

2. Which Emotion Am I? For this presentation, your task is to research and present detailed information about a specific emotion of your choice without identifying the emotion during your presentation. Your description should address historical, political, cultural, and social associations; uses and effects; and other relevant information about the emotion that, in total, construct a critical, rhetorical profile. Feel free to use whatever
media suits your purposes: handout, PowerPoint or other slideware, visual or audio tools, etc. Presentations will be scheduled throughout the term. (15%)

3. **Midterm interrogative 6-8 page essay** that reflects on your developing thinking about rhetorics of emotion. Your goal is to generate a reflective look at the material we’ve studied and to articulate questions that emerge for you thus far. Idea is to explore these questions but not answer them, to practice question-based inquiry. (15%)

4. **Final collaborative project** to be conceptualized and completed together. (55%)

**Course Calendar**

<table>
<thead>
<tr>
<th>W1</th>
<th>1/13</th>
<th>Introductions; discuss “The Yellow Wall-Paper”</th>
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<tr>
<td>W2</td>
<td>1/20</td>
<td>Contexts; Aristotle; Lupton</td>
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<td>W3</td>
<td>1/27</td>
<td>Rhetorical-Political Forms; Ahmed, <em>The Cultural Politics of Emotion</em> (Intro., Chps. 1-4 &amp; 7-8)</td>
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<td>W4</td>
<td>2/3</td>
<td>Methods; Matt; Love; Hochschild</td>
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<td>W5</td>
<td>2/10</td>
<td>Transmission; Brennan; Ahmed, “Happy”</td>
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<td>W6</td>
<td>2/17</td>
<td>Change Agent; Lyman; Moraga; Wright; review <em>The Irate8</em> and <em>Black Lives Matter</em> websites</td>
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<td>W7</td>
<td>2/24</td>
<td>Racialized Emotion; Condon</td>
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<td>2/28</td>
<td><strong>Midterm due by 5pm; send to me via email.</strong></td>
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<td>W8</td>
<td>3/2</td>
<td>Uses; Jaggar; Probyn; Jurecic</td>
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<td>&gt;Discuss final project ideas</td>
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<td>W9</td>
<td>3/9</td>
<td>Teaching; McLeod; Worsham</td>
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<td>&gt;Blog about final (more info TBA)</td>
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<td>W10</td>
<td>3/16</td>
<td>Scientific Views; Deak; LaBar and Cabeza; view “<em>The Science of Emotions</em>”</td>
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<td>&gt;Finalize project goals and tasks</td>
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<tr>
<td>W11</td>
<td>3/23</td>
<td>Spring break</td>
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<tr>
<td>W12</td>
<td>3/30</td>
<td>TBA</td>
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W13  4/6  CCCC: reschedule this session

W14  4/13  TBA

W15  4/20  TBA

Course Bibliography
Selected Sources for Further Study

(1) Teaching, Writing, & Emotion

(2) Feminism & Emotion


(3) Psychology & Emotion


(4) Political Theory, Cultural Studies, & Emotion


