Emotion: Thinking with Feeling

IP-24753 — revision saved on 19th Feb 2024 at 12:45

Deadline: 31st May 2024

Basic module details

Month of introduction/change
September

Year of introduction/change
2024

Module title
Emotion: Thinking with Feeling

Module duration
10 weeks

Department for SITS
Liberal Arts

Rationale for introduction, revision or discontinuation
Additional optional module for Liberal Arts.

Module leader
Kim Lockwood Clough (2273322)

Level
5

Level for SITS
2

Credit value
15

Module delivery
Face to face

Study locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Warwick Main Campus, Coventry</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Module description

Introductory description
"Emotions," Sara Ahmed (2014) writes, "have been a 'sticking point' for philosophers, cultural theorists, psychologists, sociologists, as well as scholars from a range of other disciplines. This is not surprising: what is relegated to the margins is often, as we know from deconstruction, right at the centre of thought itself."

As Ahmed describes, people are emotional beings, but we often find it difficult to think and talk about feelings. On this module, we bring both the concept of emotion itself and ideas about specific emotions into the spotlight, as we explore how we can think about – and think with – feeling.

Drawing on interdisciplinary approaches, on this module we examine and analyse emotions as personal, collective, cultural, and social experiences. We explore what emotions mean to individuals, communities, and societies; how emotions feel, and how we feel about emotions; how emotions can be expressed and 'performed'; and how emotions circulate in cultural productions and social spaces.

Principal module aims
On this module, we aim to think closely and carefully about feeling, through student-led, problem-based learning.

Drawing on approaches linked to key disciplinary areas – such as art, classics, cultural studies, history, literature, philosophy, psychology, sociology, and theology – as well as works by interdisciplinary thinkers, the module is designed to help us develop insightful and relevant critical frameworks for exploring emotion.

**Learning outcomes**

- Demonstrate awareness of the history of thought surrounding emotions and feelings
- Critically reflect on understandings of emotion
- Analyse cultural expressions of emotion
- Mobilise critical and theoretical perspectives to support their ideas and understandings of emotion
- Explore individualised interdisciplinary perspectives on emotion
- Undertake independent research

**Outline syllabus for publication**

As this module uses problem-based and student-led learning, topics studied may change from year to year and based on students’ interests. The syllabus below is purely indicative, meaning actual content and topics may differ:

- Histories of Emotion - how have people thought and understood feelings?
- Connection and Community - how do emotions bring people together?
- Shame - how does shame, through its connections to privacy and discipline, shape our behaviours?
- Love - how has love been understood and expressed across different times and cultures?
- Grief - how do we understand grief as an individual and collective emotional experience?
- Anger - is anger always a negative, destructive emotion, or can it be used positively and creatively?
- Depression/Anxiety - do we need to move beyond ideas of mental health and think of emotions as a broader cultural experience?
- Happiness/Joy - what is the role of happiness in contemporary society?

**Should this module have a reading list?**

Yes

**Indicative reading list**


### Module delivery

<table>
<thead>
<tr>
<th>Minimum student number</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum student number</td>
<td>20</td>
</tr>
<tr>
<td>Estimated student number</td>
<td>10</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Teaching split</th>
<th>Department</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Liberal Arts</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Skills, competencies, and attributes

#### Subject specific skills
- how emotions have been studied, and how to study emotions
- theorisations of emotions across times and cultures
- individual and collective expressions and experiences of emotion
- circulation of feelings in art, film, literature, media, and music
- how ideas about emotions shape and (de)construct identities

#### Transferable skills
- critical thinking
- problem solving
- close analysis
- reflection
- collaborative working
- independent working
- time management
- communication of ideas
- synthesis of ideas
- evaluation and reflection
- independent research
- constructing arguments

Includes research element
Yes

Research element description
The seminars on this module are centred on student-led, problem-based learning, with students undertaking independent research across the module to support our collaborative explorations of emotions. The assessments on this module are also centred on independent research and provide space for students to explore topics related to emotion which also align with their own research interests.

Interdisciplinary
Yes

Interdisciplinary description
This module mobilises critical and theoretical perspectives drawn from multiple disciplinary areas, such as art, classics, culture studies, history, literature, philosophy, politics, psychology, sociology, and theology, as well as interdisciplinary perspectives. Throughout the module, we reflect on connections and contradictions between cross- and interdisciplinary thought, in order to understand the complexities of emotion as both an area of study and a lived, personal and social, experience.

International
Yes

International description
The central focus of the module falls on Western/European/Global North understandings of emotion, as an immediate sociocultural context; to facilitate exploration of the sociocultural dimensions of emotion, however, throughout the module these perspectives are drawn into dialogue with ideas and lived experiences of emotion across a diversity of time periods and global cultures.

**Learning hours breakdown**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Required</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Seminar</td>
<td>10 x 2 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Tutorial</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Project Supervision</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Demonstration</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Practical class</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Supervised practical class</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Fieldwork</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>External visit</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Work based learning</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Online learning (scheduled sessions)</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Online learning (independent)</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Other activity</td>
<td>0 x 0 hours</td>
<td>0 x 0 hours</td>
</tr>
<tr>
<td>Placement</td>
<td>0 hours</td>
<td></td>
</tr>
<tr>
<td>Private study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Details of private study and independent learning
Weekly preparation/research in advance of seminars.

Assessment
100 hours

Total study hours for module
150 hours

Assessment

Reassessment model
Individual

Assessment components

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Length</th>
<th>Weight</th>
<th>Final chronological</th>
<th>Eligible for self-certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express Yourself!</td>
<td>Project - Individual</td>
<td>1000 words</td>
<td>35%</td>
<td>No</td>
<td>Yes (extension)</td>
</tr>
<tr>
<td>Student preparation and completion time (hours)</td>
<td></td>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Creative piece focusing on the expression of an emotion, accompanied by a 500 word commentary. Possible formats for creative work might include, but are not limited to: *artwork (painting, drawing, sculpture) *comic strip *psychogeographical map *exhibition plan/guide *short film *sound recording *creative writing prose *creative writing poetry The accompanying commentary should: *critically analyse the understanding of emotion expressed in the creative work *demonstrate how specific aspects of the creative work (form, content, medium, composition, etc.) support this emotional expression *support its ideas and analysis with scholarly perspectives on emotion encountered on the module</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Reassessment component is the same

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Length</th>
<th>Weight</th>
<th>Final chronological</th>
<th>Eligible for self-certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep Emotion</td>
<td>Project - Individual</td>
<td>2000 words</td>
<td>50%</td>
<td>Yes</td>
<td>Yes (extension)</td>
</tr>
<tr>
<td>Student preparation and completion time (hours)</td>
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<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Students design and develop their own independent research project which explores a topic related to emotion. Formats may include, but are not limited to: - *academic essay *video or audio essay *visual essay *creative piece + 1000 word commentary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reassessment component is the same

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Length</th>
<th>Weight</th>
<th>Final chronological</th>
<th>Eligible for self-certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Piece</td>
<td>Reflective piece</td>
<td>500 words</td>
<td>15%</td>
<td>No</td>
<td>Yes (extension)</td>
</tr>
<tr>
<td>Student preparation and completion time (hours)</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Short reflective piece considering learning on the module.</td>
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<td></td>
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</table>

Must the student pass all parts of the assessment to pass the module?
No

Methods for providing feedback on assessment
Detailed feedback on all assessments will be provided via Tabula.
### Assessment learning outcomes

<table>
<thead>
<tr>
<th>Demonstrate awareness of the history of thought surrounding emotions and feelings</th>
<th>Express Yourself! (35%)</th>
<th>Deep Emotion (50%)</th>
<th>Reflective Piece (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically reflect on understandings of emotion</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Analyse cultural expressions of emotion</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mobilise critical and theoretical perspectives to support their ideas and understandings of emotion</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Explore individualised interdisciplinary perspectives on emotion</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Undertake independent research</td>
<td>X</td>
<td>X</td>
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### Availability

**Availability of module**

<table>
<thead>
<tr>
<th>Course</th>
<th>Route</th>
<th>Year of study</th>
<th>Type of availability</th>
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<tbody>
<tr>
<td>Undergraduate Liberal Arts (UVCA-LA99)</td>
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<td>2</td>
<td>Optional</td>
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</tbody>
</table>

Has pre-requisite modules?  
No

Has post-requisite modules?  
No

Has anti-requisite modules?  
No

Any additional resource requirements  
N/A