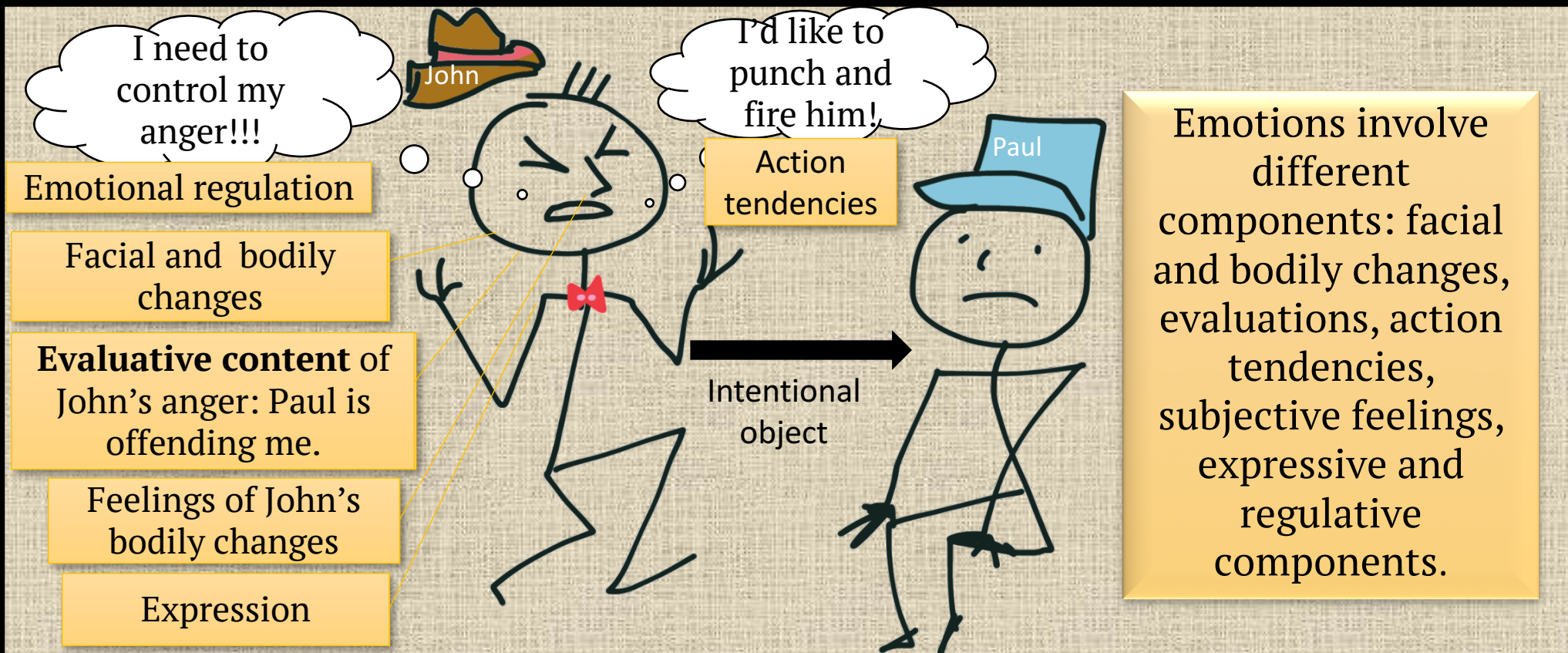




THE RATIONAL ASSESSABILITY OF EMOTIONS

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1. Emotions



2. Rationality of emotion

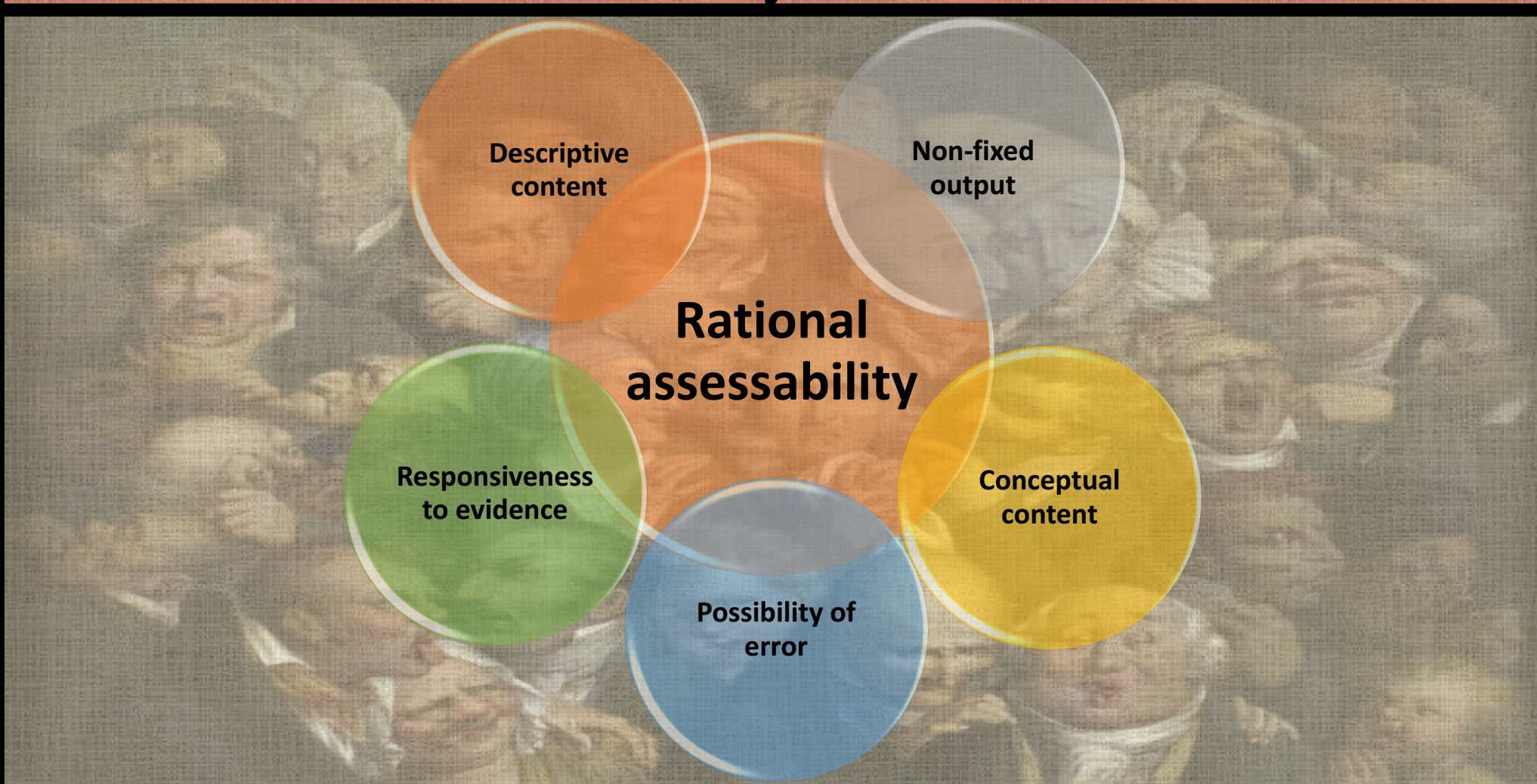
- Emotions give us **information** about how the situation affects our well-being.
- Rationality norms** of the emotions may regard having emotions that are *coherent* with other mental states and having emotions of a reasonable *intensity*.
- However, existing accounts of rationality norms of emotions rely on a **hidden commitment**: the rational assessability of emotions. If emotions were not rationally assessable, no normative rational standard could be applied to them, and they could not be said to be either rational, or irrational.

3. Irrational Emotions



Are our emotions ever irrational?

4. Rational assessability of emotions



5. Epistemic Responsibility

- Are we epistemically responsible for breaking rationality norms of emotions?



- We are responsible only if we could control these emotions up to an interesting extent.

6. Types of control

- Direct control**: A subject *S* can feel (or prevent) the emotion *e* as a result of immediately executing his intention to feel (or prevent) the activation of the emotion *e*.
- Indirect control**: A subject *S* can form the emotion *e* (or prevent its formation) as a result of executing its intention to form (or prevent the activation of) the emotion *e* and undertaking (a) certain action(s).
- Fine-tuning control**: A subject *S* can control the way according to which she forms emotions (or not feel) in a particular domain.

7. Types of responsibility for the emotions

- Synchronic**: At time *t*, the subject *S* is synchronically responsible for fulfilling the epistemic norm *n* about his emotion *e* if and only if *S* enjoys direct control over his emotion *e* as to fulfil the epistemic norm *n*.
- Diachronic**: During the time interval Δt , a subject *S* is diachronically responsible for fulfilling the epistemic norm *n* if and only if *S* enjoys indirect control over his emotion *e* as to fulfil the epistemic norm *n*.
- Structural**: During the time interval Δt , a subject *S* is structurally responsible for fulfilling the epistemic norm *n* if and only if *S* enjoys fine-tune control of his emotion-formation process as to fulfil the norm *n*.

8. Emotional training



"The essential idea is that our emotions can be educated: we can be taught to recognize, and to respond emotionally, as part of the same education". (Goldie, 2000, p. 28).

- Culture and language: help our ability to control the emotions.
- Education of the emotional disposition.

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