

**Symbiotic Psychology: The Synergy Between  
Mind, Body, Emotions, and Consciousness**

**Emotions-as-Effect and  
Emotional Control Theory:  
The Linguistic Semantics of  
Emotional vs. Cognitive  
Dysregulation**

**(rev2022-01-08a)**

**By: Andrew O. Jackson**

---

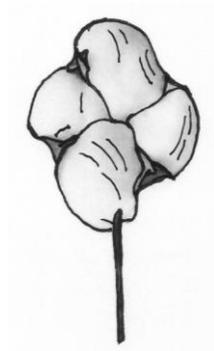
*Do not fixate on the broken and mangled hand, for it is indeed a soreness to any beholder. The message is not within the hand, nor within the moon and stars at which it points, but rather lies within another universe that surrounds us known only through its quiet revelations.*

---

---

**Emotions-as-Effect and  
Emotional Control Theory:  
The Linguistic Semantics of  
Emotional vs. Cognitive Dysregulation  
(rev2022-01-08a)**

**Andrew O. Jackson**



**Gossypium  
(cotton plant)**

**2022**

**Symbiotic Psychology Press**

---

---

## Publications by Andrew O. Jackson

*Emotions-as-Effect and Emotional Control Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation.* Symbiotic Psychology Press (18,600 words).

*Cognitive-Emotional Health Education: A Primary and Secondary School Overview.* Symbiotic Psychology Press (50,300 words).

*The Personal Power of Qi: An Athlete's Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success.* Symbiotic Psychology Press (44,500 words).

*The Cognitive-Emotional Wisdom of Golf: A Symbiotic Sports Psychology.* Symbiotic Psychology Press (3,200 words)

*A Memoir Short: What You Reap Is What You "Sew".* Symbiotic Psychology Press (14,800 words).

*Spock's Reason vs. Emotion: A Fictitious and Dangerous Linguistic Construct of the Human Mind.* Symbiotic Psychology Press (2,000 words).

**All texts are freely downloadable as PDF files at: <https://symbioticpsychology.com/>**

Published by:  
Symbiotic Psychology Press  
P.O. Box 930153  
Verona, WI 53593 U.S.A.  
<https://symbioticpsychology.com/>

All Content © Andrew O. Jackson, 2022. All Rights Reserved

Cover Photo: "*Between the Isles*"

Andrew, with his wife Barbie and their two cats, Mindy and Jennifer, spent four summers "gunkholing" the north shore of Lake Huron, one of the Great Lakes between the United States and Canada. This is a photo of their sloop "*NorthStar*" anchored between the North and South Benjamin Islands of the North Channel. Photo courtesy of Andrew O. Jackson.

---

---

*Not until the illusion of emotions is understood  
will the power of emotions be revealed.*

---

*Emotions are felt. Emotions feel good, or not. Joy feels good. Anger does not. Love feels good. Hate does not. Emotions are the perception of physiological changes and states within the brain and body we feel. We feel anger; we feel love; we feel joy... all of which have some corresponding cognitive process and associated physiological state of being that feels good, or not.*

---

*Because emotionally feeling good has an evolved correlation with health, well-being, and success (and emotionally feeling bad has an evolved correlation with their negation), we have evolved to be joyous beings. If your cognitive activities (thoughts, memories, perceptions, imaginations, and logical reasoning) don't feel good, they aren't... for you or those around you. The key (to health, well-being, and success) is to learn and develop the skills, abilities, and beliefs necessary to re-process emotionally negative cognitive activities into emotionally positive cognitive activities. There is a magnificent oneness and soul within creation that only the heart and mind working together in symbiotic harmony can realize.*

---

*Emotion does not drive behavior as literature portrays in its poetic dance.*

*Emotion is first an effect, a reflection and awareness within the mind  
providing another dimension to its cognitive memories, thoughts, beliefs,  
logic, and imaginations that precipitate the biochemical physiology in the  
brain and body that is driving behavior.*

---

*The linguistic semantics of emotional control, as commonly used in literature, religion, science, law, and philosophy, means to manage, restrict, and regulate emotions because emotions are perceived as **causal** to biochemical and physiological changes within the brain and body that drive behavior. Within the linguistic semantics in engineering control theory, emotional control means emotions are being regulated and managed as an end product of a system. Emotions are the result of, a consequence of, or **an effect** of cognitive behavior precipitating the individual's biochemical physiology in their brain and body. Where emotions have traditionally driven self-indulgent behavior, emotions are now being cultivated as feedback to enhance healthy, constructive, and successful behavior.*

---

*Rather than demonizing emotions as aberrant, destructive, out-of-control, and in need of regulation because of an emotional disorder, the emotions-as-effect theory understands emotions as an evolved sensory system (akin to the sense of pain) giving conscious feedback on a biochemical, physiological state of being. Cognition, not emotions, precipitates the biochemical physiology of the brain and body that drives behavior. Instead of being regulated by cognitive behavior, emotions are used to guide cognitive behavior and decision-making to enhance the individual's health, well-being, and success.*

---

*Current cognitive-behavior therapies (CBTs) are based on the erroneous belief that emotions are causal to biochemical, physiological changes within the brain and body. Because of this inaccurate and false paradigm of aberrant and dangerous emotions, it is concluded that emotions must be controlled, managed, and regulated, even with the use of pharmaceuticals if necessary. The dysregulation of cognition, not emotion, causes the aberrant changes in an individual's biochemical physiology that leads to suicidal depression, psychotic mania, and dysfunctional biochemical physiology susceptible to disease and illness. Cognitive-behavior therapies work because cognition changes the biochemical physiology that is then perceived as emotions.*

---

*Ignorance is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive activity upon the lack of that which is desired that is the cause of suffering.*

---

Table of Contents:

*Emotions-as-Effect and Emotional Control Theory: The Linguistic  
Semantics of Emotional vs. Cognitive Dysregulation*

Abstract:.....15

Emotions-as-Effect and Emotional Control Theory: The Linguistic  
Semantics of Emotional vs. Cognitive Dysregulation .....19

Synopsis .....22

Definition Notes.....24

Cognitive vs. Emotional Control: Linguistic Semantics  
vs. Process Schematics .....26

**Figure 1:** Simplified Cognitive-Emotional Processing  
Flow Chart (Closed-Loop Process Control) .....28

**Figure 2:** Simplified Cognitive-Emotional Re-Processing  
Flow Chart (Open-Loop Process Control).....29

Historical Background Perceptions: Emotions as  
Causal to Biological Change.....30

**Figure 3:** Gross: A process model of emotion regulation.....30

**Figure 4:** Padesky: Five-part model.....31

**Figure 5:** Beck: Cognition to reaction. ....32

**Figure 6:** Segal: ABC thought emotion circular effect.....33

The Cognitive-Emotional Process Flow .....33

**Figure 7:** Cognitive-Emotional Re-Processing Flow Chart.....35

Emotions in Science, Literature, and Religion .....36

Dashboard Analogy .....37

Defining Cognition as Cause .....37

Defining Emotions as an Effect (That Accentuates Behavior).....39

The Illusion and Reality of Emotions as Aberrant and Destructive .....42

The Evolutionary Significance of “Feeling Good”  
or “Feeling Bad” Emotionally .....44

Cognitive Imagination and Evolution.....46

---

---

Cognitive Regulation through Emotional Awareness .....	47
Hot Stove Analogy and Depression’s Signature Physiology: Burnt Hand Disease .....	49
The Evolution of Antisocial Personality Disorder.....	52
Improving the Efficacy of Evidence-Based Therapies .....	54
<b>Emotional Dysregulation</b> .....	54
<b>Cognitive Dysregulation</b> .....	56
<b>Warning 1:</b> Denial of the emotional bio-feedback mechanism .....	57
<b>Warning 2:</b> Camouflaged aberrant cognitive behaviors .....	57
<b>Warning 3:</b> Unrecognized defense against illness, infections, and disease .....	58
<b>Warning 4:</b> Misguided action upon an external world .....	58
<b>Warning 5:</b> Misguided “feels-good-is-good” morality.....	59
<b>Warning 6:</b> Literacy can adversely affect natural cognitive-emotional development.....	60
Success in Education .....	60
Conclusion .....	63
Emotions-as-Effect Theory:.....	67
Research Questions.....	69
References.....	73
Appendix A: <i>Spock’s Reason vs. Emotion: A fictitious and     Dangerous Linguistic Construct of the Human Mind</i> .....	81
Revisions.....	87

---

## Abstract

Note: This discussion is about establishing emotions as the perception of biochemical, physiological states and being precipitated by cognition and how emotional awareness may be used to re-process vulnerable and emasculating cognitive behavior towards empowering and enriching cognitive activities. Once this process is understood and developed, another discussion may be pursued involving cognitive-emotional dynamics and its interactions with physical behavior and acts.

Homer's *Iliad* opens with the line, "Goddess, sing me the anger of Achilles, Peleus' son, that fatal anger that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment" (Homer, 800-700/2009). With these words written almost 3000 years ago, Homer linguistically sabotaged hundreds of millions of years of emotional evolution. The civilized arena was staged for aberrant emotion to drive destructive behavior.

Achilles' *anger* brought countless sorrows. Achilles' *anger* sent many valiant souls to Hades. Homer inscribes the emotion anger as causal; anger is the cause of Achilles' behavior. This cognitive-emotional linguistic construct ignores emotion's evolutionary role in re-processing cognitive behavior towards an individual's health, well-being, and success. The paradigm of destructive behavior arising from emotional dysregulation (instead of cognitive dysregulation) erroneously demands emotional regulation, management, and control (even with the use of pharmaceuticals if necessary) to the detriment and cultivation of language, literature, philosophy, religion, law, and education, and limits the efficacy of modern evidence-based therapeutics in the psychological and medical rehabilitative sciences.

The perception of aberrant and dangerous emotions is analogous to the perception of the

pain of your hand when placed on a hot stove. The solution is not to control, regulate, and manage the pain from your burning hand but to remove your hand from the hot stove. Because of the existing cognitive construct of emotions, practitioners infer emotions must be controlled, managed, and regulated, even with pharmaceuticals. But, like the burning hand on the hot stove precipitates dangerous biochemical physiology that is perceived as pain, cognitive behavior precipitates the dangerous and aberrant biochemical physiology within the brain and body that is perceived as emasculating emotions, moods, and feelings. As the physical pain brings to conscious awareness of a potentially debilitating physical condition, emotions bring to conscious awareness of potentially debilitating cognitive activities occurring within the mind. Instead of controlling, managing, and regulating emotional behavior, emotions guide, control, and re-process cognitive behavior. Emotions change (and are “controlled”) because the cognitive behavior that changes the biochemical physiology in the brain and body that consciousness perceives as emotions changes.

“Emotional control” entails opposite cause-and-effect conceptualizations. Emotional control (as commonly used in literature, religion, science, law, and philosophy) means managing, restricting, and regulating emotions because emotions *are causal* to biochemical and physiological changes within the brain and body that drive behavior. In engineering control theory, “emotional control” means emotions are an end product of a system, *an effect* that can be used as feedback to the system to accentuate good feeling cognitive activities.

It is cognition, not emotion, that precipitates the physiological states and changes within the brain and body that drive behavior. The dysregulation of cognition is the foundation of mental illness, disorder, and destructive behavior, and it is cognition that must be regulated, controlled, and managed. Emotions are first an effect, the perception of states and changes

---

brought on by cognitive behavior. And then second, emotions become causal and drive either self-absorbed and reckless behavior or a constructive and cultivated behavior depending on one's education, training, and beliefs and their ability to evaluate, re-process, and "guide" cognitive activities towards (hopefully) those that accentuate health, well-being, and success.

Emotions-as-effect theory reconstructs the evolutionary bases of good-feeling emotions as the conscious perception of healthy and robust biochemical physiology (and bad-feeling emotions with their negation) within the body and the brain precipitated by an evolved cognitive neural circuitry. Emotions, moods, and feelings are first an effect, the perceptions of an internal state of physiology precipitated by cognition. The causal nature of Homer's emotions, feelings, and moods is a carefully nurtured neurolinguistic and cognitive construct of the mind passed down through generations ignoring and bypassing emotions as a biofeedback mechanism and their evolutionary correlation with an individual's biochemical and physiological state of health and well-being.

Psychological and pharmaceutical therapy must be about cognitive-emotional development, i.e., the education and training of an individual to develop their skills, abilities, and beliefs needed to use their emotions as they have evolved. Primary school literary and cognitive-emotional health education must include both the traditional linguistic semantics of emotionally driven behavior for its experiential value and growth potential within the vicarious living of others (be they real or fictitious) and the linguistic semantics of emotional control behavior in the engineering sense where emotions are used as feedback to guide and re-process thoughts, memories, perceptions, imaginations, and logic of the cognitive mind towards the individual's health, well-being, and success (as indicated by good feeling emotions, moods, and feelings).



---

***Emotions-as-Effect and Emotional Control Theory:***

***The Linguistic Semantics of Emotional vs. Cognitive Dysregulation***

Have a person's core beliefs of emotions – which may have been neurolinguistically molded from childhood (Kemmerer, 2015) through family interactions and, in later years, through reading literary works such as Dickens's *Great Expectations*, Poe's *The Raven*, and Austen's *Pride and Prejudice* – impacted their current understanding of emotions and cognition (Tomasello, 2005)? A shared cultural and linguistic development (Bavin, 2012; Allen, 2019) of core beliefs and conceptual understandings about emotions is required for young students to comprehend and follow the emotional twists and turns within these popular English literary works. As students mature and are introduced to the more advanced works of William Shakespeare and others, comprehension is even more dependent upon the prior assimilation of cultural and linguistic paradigms (Evans, 2017; Kenrick et al., 2015). Conceptions of emotions are further reinforced by the logic and reason applied in today's scientific literature, research, and discussions about emotions (Ekman & Davidson, 1994).

Emotions are felt. Emotions feel good, or not. Joy feels good. Anger does not. Love feels good. Hate does not. Emotions are the perception of physiological changes and states within the brain and body we feel (James, 1890; Prinz, 2004). We feel anger; we feel love; we feel joy... all of which have some corresponding biochemical and physiological state of being. Within the emotional linguistics of the "*Iliad*", like Achilles, we are driven by our emotions. But within this linguistics entails a logic that would conclude that emotions precipitate the physiology that drives behavior and is then perceived as emotions. That is, emotion is causal to the physiology we perceive as emotion. But can emotions be both causal

to a physiological state and being and simultaneously be the effect of that same physiology? Is that reasonable? Is the emotional psychology of Homer, literature, and modern science erroneous? There is no emotion vs. reason debate because emotions are a function of cognitive behavior precipitating a biochemical physiology. That is, emotions are the perception of biochemical physiology precipitated by the individual's cognitive activities of reason and logic (as well as by other cognitive activities of awareness and knowing that include thoughts, memories, perception, conception, and imagination).

The term "emotion" is a misleading neurolinguistic cognitive construct of a civilized, literary, and religious society (Bavin, 2012; Noss & Grangaard, 2008) that has caused us to ignore the dynamic relationship between cognition and emotion within the context of emotion's evolutionary function of modulating cognitive re-processing activities (Gross, 2014). Professor Randolph M. Nesse writes in *Good Reasons for Bad Feelings: Insights from the Frontier of Evolutionary Psychiatry* (Nesse, 2019), "Why did natural selection leave us so vulnerable to so many mental disorders?" The short answer is that evolution did not; society did. Depression and other disorders of the mind must exist when emotions, moods, and feelings are disregarded as an evolved bio-feedback mechanism to reprocess, reorganize, and restructure cognitive behaviors and beliefs towards those that emotionally feel better (and signify healthier physiology) (Davidson & Begley, 2012; Nesse, 2019).

When the neurolinguistic cognitive construct of emotions (Friederici, 2012; Ingram, 2007) used in religion and literature was created and included both (1) the causal cognitive activities of emotion that change the brain and body's neurology and biochemical physiology (Maletic & Raison, 2017) and (2) the perceived effect of these same physiological changes

---

Emotions-as-Effect Theory and Emotional Control Theory

---

(Davidson & Begley, 2012; Smith, 2015; Pessoa, 2013), humankind usurped emotions' evolutionary function. Instead of allowing emotions to perform their natural evolutionary and symbiotic function of providing necessary regulatory feedback on cognitive activities, emotions became aberrant, destructive, and untrustworthy because they were (falsely) deemed to cause the physiological changes that drive a person's thoughts and behaviors (Goleman, 2003; Gorwood et al., 2008; Gross, 2014). As such, it is (erroneously) believed that emotions must be regulated, controlled, and managed, with pharmaceuticals if needed, which only further disinherits their evolutionary function of guiding one's cognitive behavior to improve one's health, well-being, and success in decision making.

Authors' (of all genres) failure to realize that the "suspension of disbelief" and avoidance of critical thinking includes the suspension of an emotional biofeedback mechanism that has evolved for millions of years to not only protect an individual but to promote their health, well-being, and success. Yet there is potentially great educational value within these emotionally charged and entertaining roller coaster rides. Through the many lives and deaths within each play, experiences, understandings, knowledge, and, potentially, the wisdom of others may be gleaned for the benefit of one's own life and reality. The efficacy of these dynamics will be significantly increased *without* the awareness that emotions have evolved to guide cognitive behavior for the individual's health, well-being, and success. Literary education must include the linguistic semantics of emotionally driven behavior for its experiential value and growth potential within the vicarious living of others (be they real or fictitious) and the linguistic semantics of emotional control behavior in the

engineering sense where emotions are used as feedback to guide the thoughts, memories, perceptions, imaginations, and logic of the cognitive mind for the individual's well-being.

Is it possible to think of emotions as developing separately from the evolutionary process of the human species? If emotions have been run through the evolutionary mill, i.e., are not part of the evolutionary process, what are some characteristics of the resultant design? Is it possible to use the ideas and concepts found within evolution to form logical inferences and conclusions about emotions and feelings pertaining to physiological functions? (Brune, 2016; Nesse, 2019; Shackelford & Zeigler-Hill, 2017)

The notion that species develop by the natural selection of advantageous attributes for survival is the cornerstone of the theory of evolution (Darwin, 1859; LeDoux, 2019). Suppose any human is to live to maturity or even thrive and has offspring who will continue the species' survival. Might there be an evolved link or correlation among (1) an individual's emotions, (2) their cognitive activities, and (3) their body's physiology? The bottom line is that except for disease, illness, and infection, the neurological and biochemical physiological signatures of "emotional disorders" (Brune, 2008; Maletic & Raison, 2017) are evolutionarily supposed to exist as such when conscious cognitive behavior ignores the governance of an essential internal bio-feedback mechanism called emotions, moods, and feelings.

### **Synopsis**

- 1) Literature and religion, for thousands of years, have treated emotion as (1) causal to neurological and physiological changes in the brain and body that drive a person's

---

## Synopsis

---

behavior and (2) the perceived effect of the same changes of the brain and body that a person feels and perceives. The mind has neurolinguistically created a cognitive construct that defines emotions as both (1) causal to neurological and physiological change within the brain and body and (2) the perceived effect of this exact neurological and physiological change. This confusion may be acceptable in literature and religion, but it is not appropriate for evolutionary biology and linguistic science, which must now reconstruct a proper definition.

- 2) Emotions-as-effect theory uses the principles of evolution to understand and define emotions as the good- and bad-feeling perception of neurological and physiological changes within the brain and body precipitated by cognitive activities stimulating an “emotional” neurology. This neurology is not emotions but rather the neurology that activates changes in the neurological and biochemical physiology of the brain and body that are then perceived as emotions.
- 3) Evidence-based practices such as rational emotive behavior therapy (REBT) (Ellis & Ellis, 2019), cognitive behavior therapy (CBT) (Beck, 2011), method of levels therapy (MOL) (Mansell et al., 2013), mindfulness (Farb et al., 2014), mindfulness-based cognitive therapy for depression (Segal et al., 2018), eye movement desensitization and reprocessing (EMDR) (Shapiro, 2018), forgiveness therapy (Enright, & Fitzgibbons, 2015), positive psychology (Lopez & Snyder, 2009), emotional intelligence (EI) (Salovey et al., 2004), and interpersonal psychotherapy (Stulberg et al., 2018) all center around an individual’s motivation, ability, and skill to re-process cognitive activities

## Synopsis

---

(Gross, 2014). These cognitive activities are ultimately evaluated by the existence of good- or bad-feeling emotions. This is the use of the emotions-as-effect theory.

- 4) Recognizing emotions-as-effect theory within modern evidence-based practices will improve the efficacy of such practices because emotions can be re-entrusted with their evolutionary role to guide cognitive behavior.
- 5) Evolution has orchestrated, biologically speaking, a morality in which “what feels good” is good and “what feels bad” is bad (Moore, 2019). Humanity must nurture new algorithms that transform emotionally negative cognitive activities into emotionally positive cognitive activities that reflect healthy biology, compassion, and respect for oneself and others.

### Definition Notes

- 1) “Cognition” is the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, 2020), where understanding and comprehension can project future consequences and events.
- 2) A person feels/senses/perceives physiological states and changes precipitated by cognitive activities as “emotions,” “moods,” and “feelings” (EMFs). All EMFs have a common characteristic of feeling good or bad, but they vary in their level of awareness of associative cognitive and physical behaviors, states, and changes.
- 3) “Emotional valance” is not used here because in the definition “the value associated with a stimulus as expressed on a continuum from pleasant to unpleasant or from

Definition Notes

---

attractive to aversive” (APA, 2020), the notion of “stimulus” lacks clarity and typically refers to an exterior environmental factor/event and not to the cognitive activities within the individual’s mind.

- 4) The “somatosensory system” is “the parts of the nervous system that serve perception of touch, vibration, pain, and temperature” (APA, 2020); it does not incorporate the perception of emotional feelings within the brain and body.
- 5) The relationships between emotions and emotional valance, arousal, and behavior cannot be discussed or understood until a scientific understanding of emotions as an effect of neurological and physiological changes in the brain and body precipitated by causal cognitive activities is achieved.
- 6) The idea of “neurolinguistic cognitive construct” suggests that a word and its defining cognitive construct – such as emotion, being (1) a cause of physiological change and (2) an effect of the same physiological change – have been so woven into the fabric of the mind that this cognitive construct is a neurological aspect of the brain (APA, 2020; Costandi, 2016).
- 7) James Gross’s process model of emotional regulation defines five steps towards emotional generation, where each step is a “potential target for regulation”: situation selection, situation modification, attentional deployment, cognitive change, and response modification (Gross, 2014). The emotions-as-effect theory uses these steps as potential targets for “re-processing” cognitive activities to generate new physiological conditions and states that are then perceived as new emotions.

- 8) “Emotional control” entails opposite cause-and-effect conceptualizations. Emotional control, as commonly used in literature, religion, science, law, and philosophy, means managing, restricting, and regulating emotions (Gross, 2014) because emotions *are causal* to biochemical and physiological changes within the brain and body that drive behavior. In engineering control theory (Marken 2020; Ogata, 2010; Palm, 2014), emotional control means emotions are regulated and managed as an end product of a system. Other “manipulated variables” are changed and altered within that system, resulting in a change in the controlled variable (emotions). That is, emotions are first a result of, a consequence of, or **an effect** of a system (Powers, 2016). Only then, if and when used as feedback to the system and create a change in cognitive reconstruction, re-processing, and beliefs, do emotions become “controlled”. (See the following discussion on closed- and open-loop feedback control networks).

### **Cognitive vs. Emotional Control: Linguistic Semantics vs. Process Schematics**

A thermostat in a room controls the room’s temperature (temperature control). Yet what is being managed are various internal variables within the furnace/air conditioning units. The room temperature is the controlled variable, and the heat and cool outputs are the manipulated variables (Marken 2020; Ogata, 2010; Palm, 2014). If more heat is needed in the winter, the furnace is activated, and if more cooling is required for the summer, the air conditioner is activated. Cruise control on a car controls the car’s speed (speed control), but what is being managed is a variety of internal variables within the engine and transmission. The car’s speed is the controlled variable, and the power output is the manipulated variable;

---

Cognitive vs. Emotional Perceptual Control: Linguistic Semantics vs. Process Schematics

---

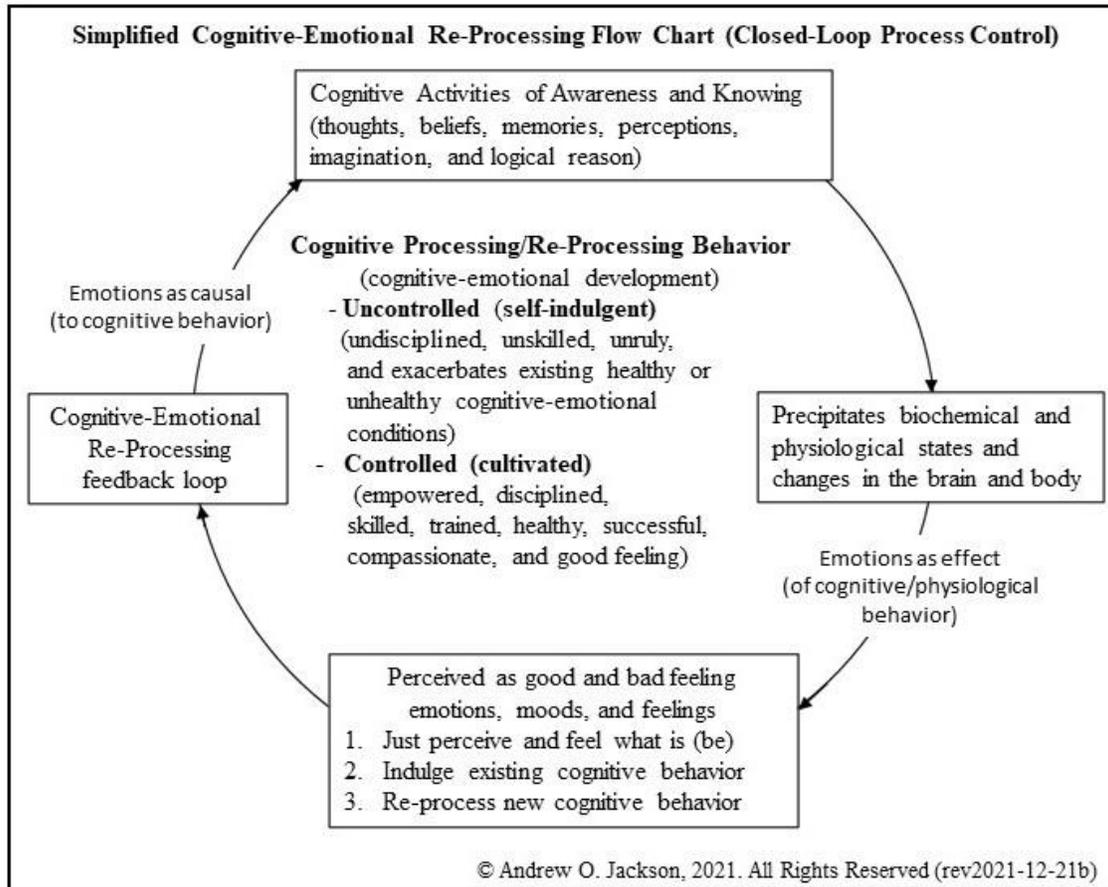
for the car to maintain the desired speed going up a hill, more power is needed, and going down, less. But, within the furnace, air conditioner, and car, multiple internal functions are being “controlled” and “manipulated. Only by understanding the process schematics within each system does the cause-and-effect terminology of temperature control and speed control lead a person to comprehend what (and how) each process within a system can be manipulated to maintain the desired outcome (goal).

Both of these control systems are *closed-loop* process control systems because they depend on feedback information (room temperature, car’s speed) to manipulate the behavior of each system’s internal processes to achieve the desired result (goal). The term “closed-loop control” means there is a feedback loop. An *open-loop* process control system (like a gas burner on a stovetop) does not have a feedback loop to regulate the gas flow to the flame, say to turn down the flame under a pan when frying eggs are starting to burn. Whereas the temperature in the oven can be set to the desired goal, the system will adjust the heat output to maintain that fixed temperature in a closed-loop control system (Marken 2020; Ogata, 2010; Palm, 2014).

This text is about individual self-empowerment, where consciousness perceives, comprehends, and manipulates one’s cognitive processes towards self-determined and desirable goals and outcomes. Where one’s emotional feelings may be an un-measurable quantity in research psychology, internally to the individual, they are readily perceptible. The psychological terminology of “emotional control” in control systems engineering is correct but linguistically confusing. Emotional control is the self-perception, -measure, -evaluation, and use of emotions to control, manipulate, and re-process cognitive activities within a “closed-loop” process control system (reference Figure 1: Simplified Cognitive-Emotional

Re-Processing Flow Chart). Cognitive-emotional development is where discipline, training, and skill promote healthy, successful, and compassionate good feeling states of being.

Open-loop emotional control is more indicative of current literature, psychology,



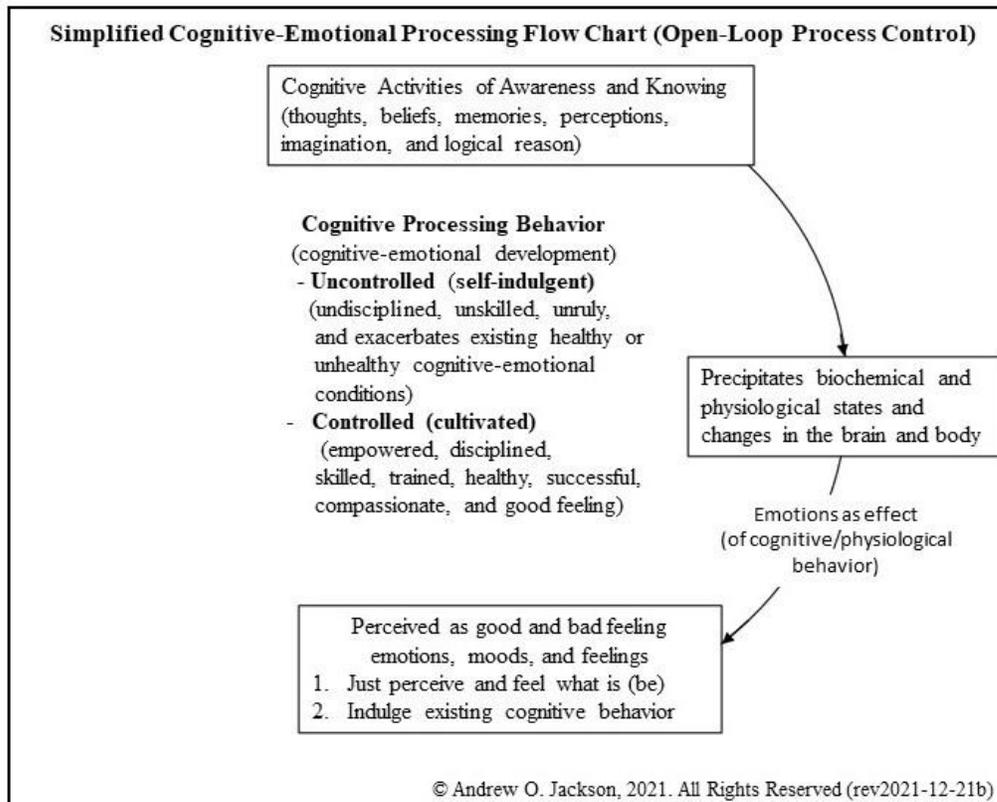
**Figure 1:** Simplified Cognitive-Emotional Re-Processing Flow Chart (Closed-Loop medicine, law, and philosophy where emotions are not used within a feedback loop to stabilize the system (reference figure 2, page 27). Problems within an individual’s health, well-being, and success become more viable when emotions are not used as feedback to control, manipulate, and re-process cognitive behavior. The open-loop process control’s resulting biochemical physiology is more susceptible to external environmental disturbances disempowering the individual. Only by understanding the process schematics within an

---

 Cognitive vs. Emotional Perceptual Control: Linguistic Semantics vs. Process Schematics
 

---

individual's cognitive, biochemical, and physiological states and changes, and resultant emotional behavior does the cause-and-effect terminology within cognitive-emotional behavior control leads an individual to comprehend what cognitive activities within



**Figure 2:** Simplified Cognitive-Emotional Processing (Open-Loop Control) Flow Chart

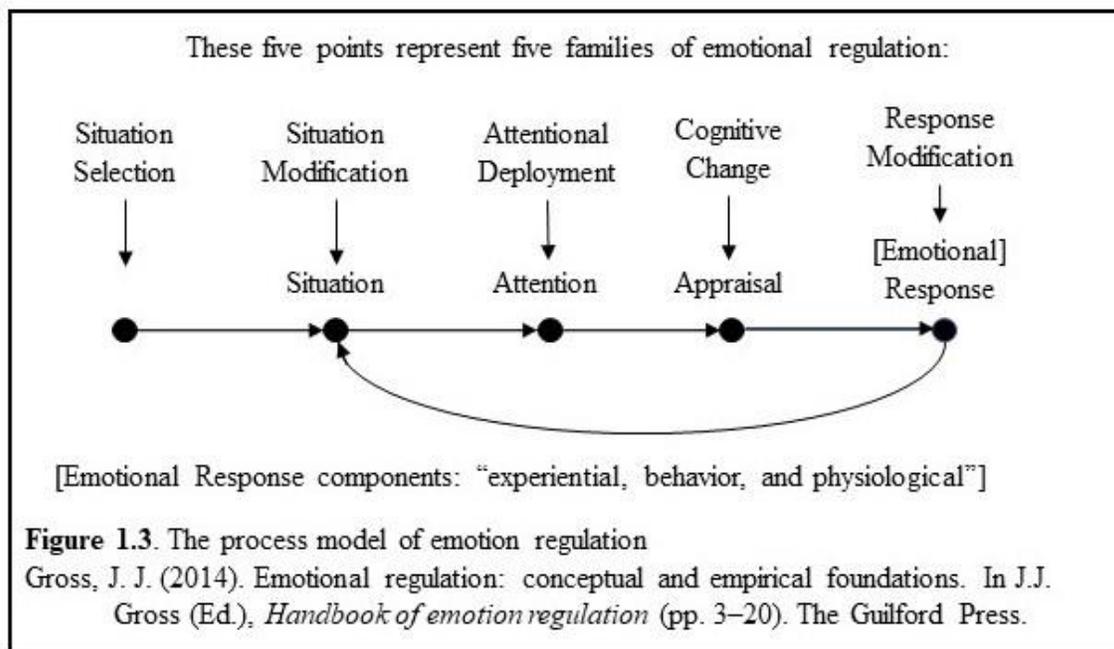
themselves can and should be self-manipulated and re-processed to maintain one's own desired emotional state. Every psychological therapy provides its unique construct of cognitive behavior and its system for cognitive manipulation, re-processing, and change to reach a desired emotional goal. Each provides its methodology for emotional regulation and control – as in engineering control theory – that may be used by the individual.

*Measure the effect, control the cause. Emotions are the effect,*

*cognitive activities are the cause.*

### Historical Background Perceptions: Emotions as a Cause of Physiological Change

Professor Antonio Damasio outlines the modern psychological theory of emotions at the beginning of his book *The Feeling of What Happens: Body and Emotion in the Making of Consciousness* (Damasio, 1999). Paraphrased, he describes that (1<sup>st</sup>) “emotions [are] induced in the brain,” which leads to (2<sup>nd</sup>) “consequent bodily changes” and to a (3<sup>rd</sup>) “feeling [that] could become *known* to the organism having the emotion.” He defines emotions as causes of the physiological changes that a person then feels as emotions; emotions are both a cause and an effect of such changes.



**Figure 3:** Gross: A process model of emotion regulation.

James Gross illustrates in his modal model of emotional generation (reference Figure 3) that emotions are a “response” to the cognitive activities of paying attention to and making an appraisal of a situation, “e.g., a snake slithering into my tent.” To paraphrase

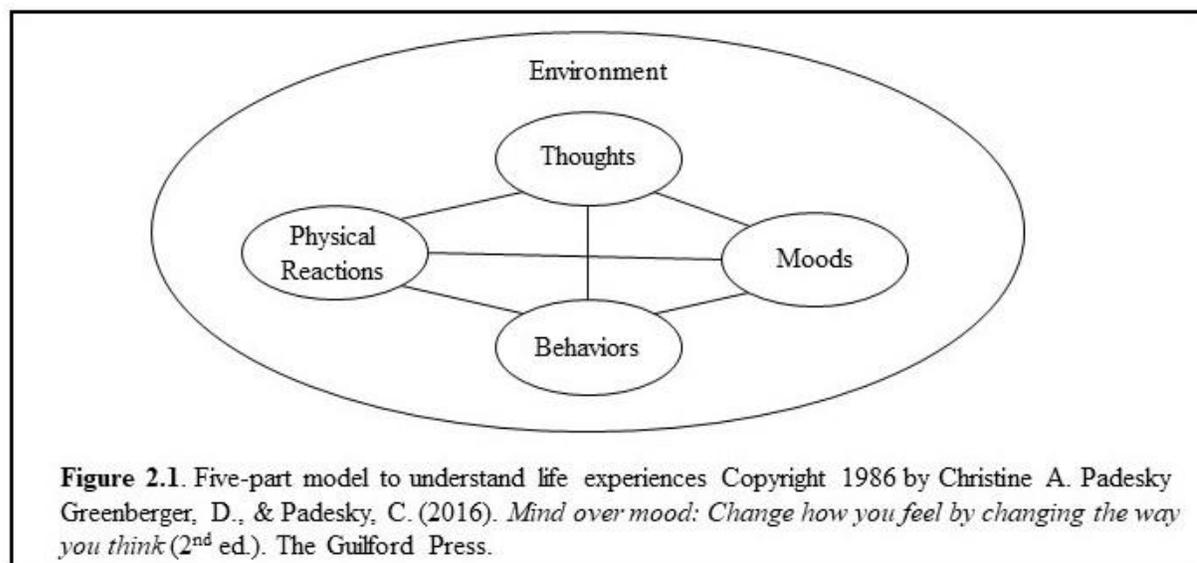
---

 Historical Background Perceptions: Emotions as Cause of Biological Change
 

---

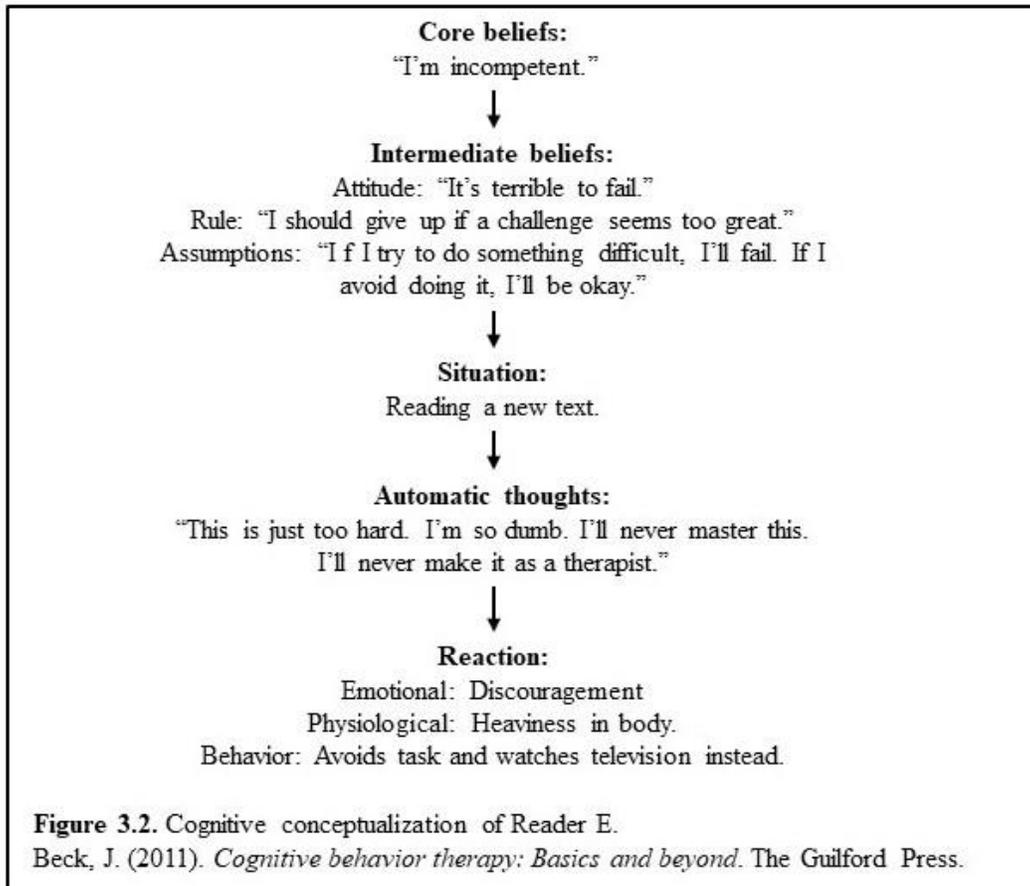
Gross, when such moments lead to emotions that are of the wrong type, intensity, or duration for a given situation, we may try to regulate our emotions: “This fundamental insight that emotions can and should be regulated in certain situations is well represented over the centuries” (Gross, 2014). The idea of “response” is further broken down into its own “experiential, behavioral, and neurobiological response systems” without a clear cause/effect relationship between these systems. However, the linguistics of the very title of his article, “Emotional Regulation: Conceptual and Empirical Foundations,” suggests that emotions need to be regulated because extreme negative emotions are traditionally perceived as aberrant, dangerous, out-of-control, and causal to aggressive and destructive behavior (Emotion, 2020).

The same lack of clarity arises within the all-encompassing cause/effect order within the “environment” of “thoughts, physical reactions, moods, and behaviors,” as written in *Mind over Mood* (Greenberger & Padesky, 2016) (reference Figure 4). This lack of



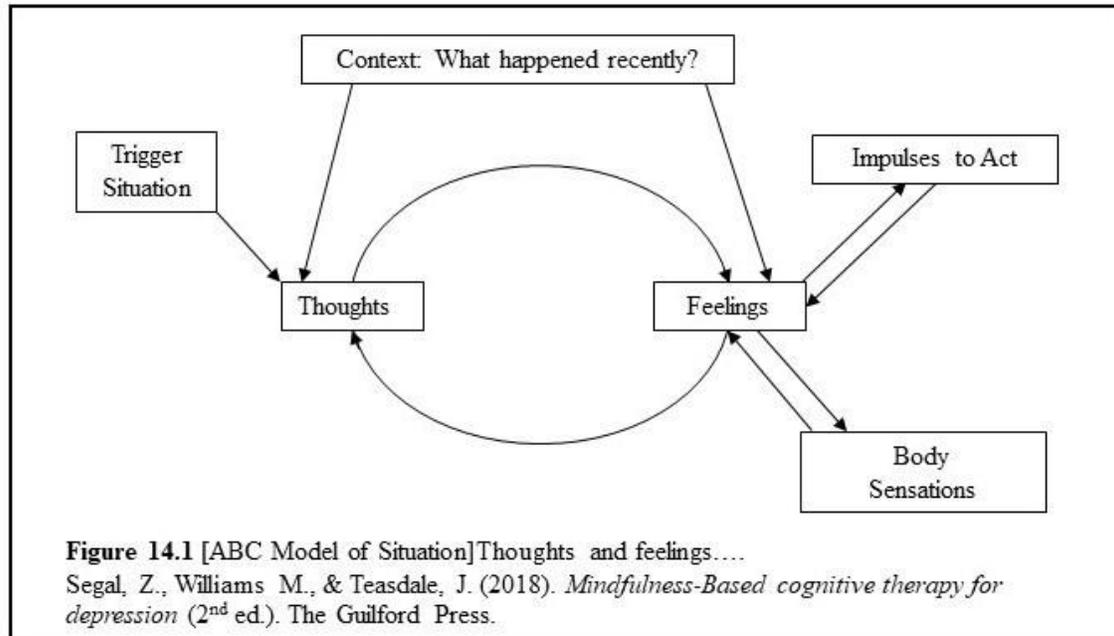
**Figure 4:** Padesky: Five-part model.

a distinct cause/effect order comes in part from the commonly accepted cause/effect relationship as illustrated in *Cognitive Behavior Therapy: Basics and Beyond* (Beck, 2011), where again, emotional, physiological, and behavioral “reactions” are bundled into an unidentified cause and effect process (reference Figure 5).



**Figure 5:** Beck: Cognition to reaction.

The circular logic of the standard ABC thought/emotion diagram, as illustrated in *Mindfulness-Based Cognitive Therapy for Depression* (Segal et al., 2018), provides only sensations and impulses to act (reference Figure 6, page 33). These diagrams exemplify the confusion and lack of cause-and-effect analysis between cognition and the conscious perception of emotions. Emotions are typically characterized as causal to the



**Figure 6:** Segal: ABC model of the circular thought–emotion effect

physiological changes that drive behavior (Emotion, 2020). Otherwise, why would emotions need to be regulated, managed, and controlled (sometimes using pharmaceuticals) because of emotional dysfunction, disorder, and illness (depression)? By integrating modern observations of the neurological network centers of the brain and physiological changes of the brain and body, the flow in the cause-and-effect process become discernable (reference Figure 7, page 35).

### The Cognitive-Emotional Process Flow

Cognition addresses the processes and activities of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, 2020), where understanding and comprehension can project future consequences and events. We perceive touch, taste, sight, hearing, and smell with our senses. Each of these

---

The Cognitive-Emotional Process Flow

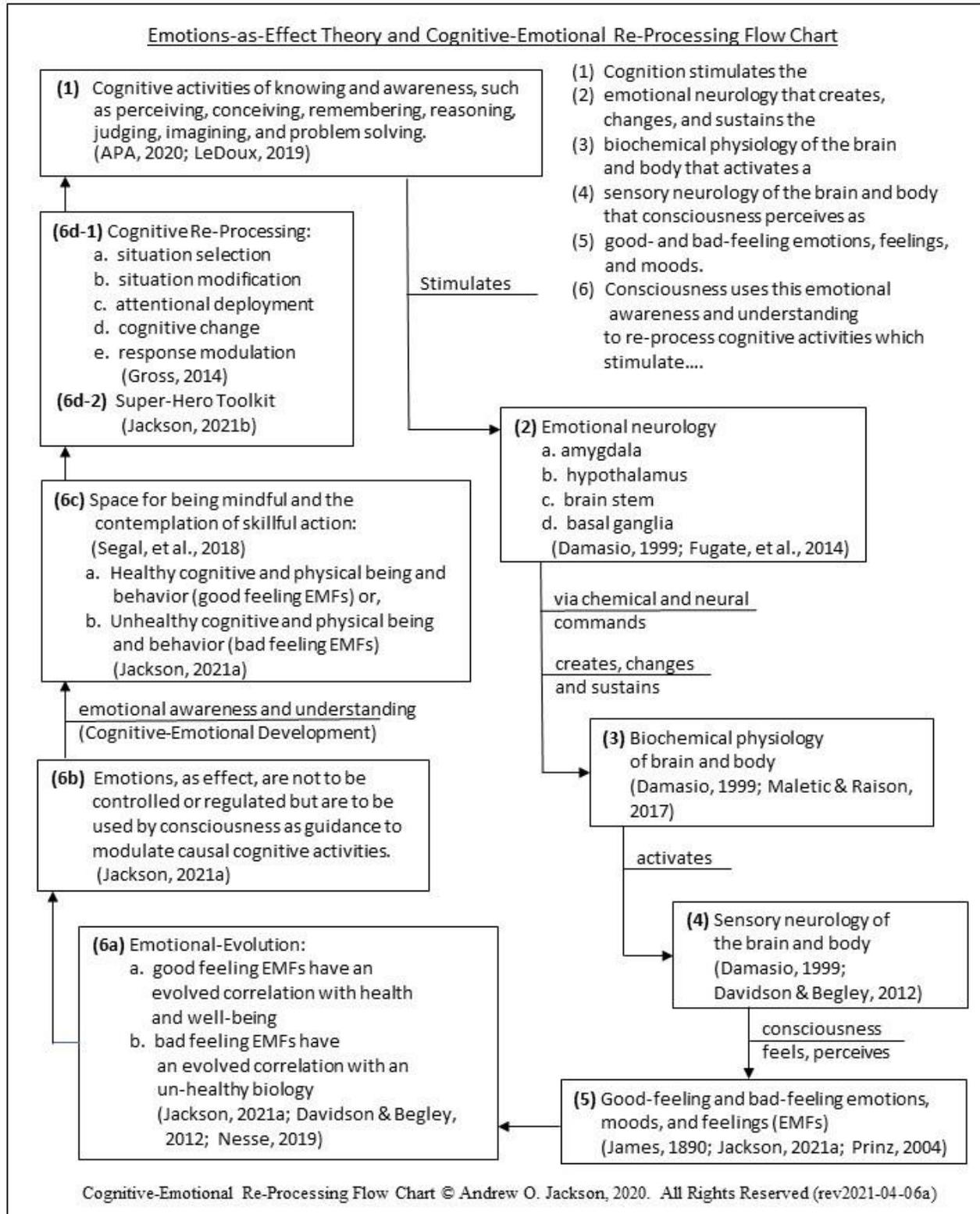
---

activities has its system of nerves or neurology, i.e., a neuro-network. We also perceive states and changes within the body and brain as emotions, moods, and feelings (reference Figure 7, page 35):

- 1) Within a cognitive-emotional event, cognitive activities of the brain stimulate an....
- 2) emotional neurology. This neurology is not the emotions a person feels, but is a neurology of the brain that through chemical (hormones) and neural (nerves) creates, changes, and sustains the....
- 3) biochemical physiology of the brain and body. (Physiology is the study of functions and mechanisms in a living system (Wikipedia, 2021).) These biochemical mechanisms activate a....
- 4) sensory neurology of the brain and body that consciousness perceives as....
- 5) good- and bad-feeling emotions, feelings, and moods.
- 6) Consciousness uses this emotional awareness and understanding to 1) re-process cognitive activities, which 2) stimulate an emotional neurology... and the re-processing flow of cognition and emotion continues....

*Cognitive-emotional development within an individual is a process of learning, practicing, and utilizing various cognitive-emotional re-processing techniques such that positive feeling emotions, moods, and feelings accentuate compassionate physical behavior.*

The Cognitive-Emotional Process Flow



**Figure 7:** Cognitive-Emotional Re-Processing Flow Chart (Closed-Loop Process Control)

**Emotions in Science, Literature, and Religion**

Emotions are perceived in science (Davidson & Begley, 2012), literature (Homer, 800-700/2009), and religion (Goleman, 2003) as potentially aberrant and destructive and in need of management and control, sometimes with the use of pharmaceuticals, because emotions are understood and defined as causal to neurological and physiological changes that can have a significant effect on driving behavior (Barlow, 2014; Emotion, 2020). The mind neurolinguistically combines (1) the cognitive activities of awareness, (2) changes in the neurology and biology of the body/brain, (3) the feelings and perceptions of these same changes in that neurology and biology, and (4) outward behavior into one cognitive construct called emotion (Tomasello, 2005). This confusion only adds to the color and mystery of scholarly dissertations in religion and literature, but within science, law, and philosophy, this muddle is unacceptable.

Suppose emotions are causal to neurological and physiological changes in the body and brain. What term should a professor of psychology use when discussing the good- and bad-feeling effects of these same neurological and physiological changes that a person feels and perceives? The most commonly used and neurolinguistically programmed term is emotions.

But then, what of the perceived causal nature of emotions? Is it reasonable for psychology, as a science, to use the same terminology as both a cause of physiological change and an effect of this same physiological change? This is not science. In other words, emotions cannot be defined as both the cause of neurological and physiological change and the perceptual awareness of that neurological and physiological change.

---

## Dashboard Analogy

### Dashboard Analogy

Emotions are similar to the “check engine” light on the dash of a car. The light signifies problems within the mechanical “physiology” of the engine. The light is not the cause of the problem. The light is not aberrant or destructive; it has mechanically “evolved” to bring to conscious awareness potential problems within the engine. If these mechanical problems are left unresolved, they will lead to mechanical breakdown and failure – like what is observed in one’s biology when one feels depression or anxiety, which can lead to suicide.

The “check engine” light on the dash of a car is not causal – it is an effect. The issue is inside the engine; it is not the light itself. The light is the messenger informing the operator the engine may be damaged if remedial action is not taken. The light is not destructive and does not need to be controlled, managed, or regulated. The light provides an invaluable service that can improve the health and well-being of the engine. Ignoring the light or taking action to change the light itself – that is, attempting to control, manage, or regulate the light – would be detrimental to the engine’s survival.

### Defining Cognition as a Cause

*A person driven by anger, jealousy, or greed may be emotionally driven in a movie or book, but in science, these neurologically and physiologically induced states are a product of cognitive activities.*

The neurological network that activates neurological and physiological changes within the brain and body (and is emotionally perceived) is referred to as the “emotional brain” or as emotional neurology (LeDoux, 1996). This emotional neurology is not the

perception of emotions but the neurological components – such as the amygdala, hippocampus, and hypothalamus – involved in actuating neurological and physiological changes in the brain and body that are then perceived as emotions. As it is, (1) the cognitive acts of perceiving, conceiving of, and comprehending, for instance, a mutilated person in a car accident, (2) initiate the activity within one’s “emotional” neurology that, (3) precipitates the changes within the brain and body that, (4) are perceived as emotions; thus, cognition can be defined as causal and emotions as the perceived effect (reference Figure 7, page 35).

These definitions differ from those in contemporary academic psychology, where emotions are both a cause and an effect of neurological and physiological changes within the brain and body. In emotions-as-effect theory, emotions are defined as the good- and bad-feeling perceptual awareness of these same neurological and physiological changes precipitated by cognition. This is not a 3000-year-old neurolinguistic emotional construct such as that used in religion (Noss & Grangaard, 2008) and literature (e.g., that seen in Homer’s *Iliad*) (Homer, 800-700/2009). This is science. A person driven by anger, jealousy, or greed may be emotionally driven in a movie or book, but in science, these neurologically and physiologically induced states are a product of cognitive activities. The significance of teaching a scientific definition and understanding of emotions – separate from their literary and religious conceptualization – in our educational institutions cannot be overstated.

For example, it is essential to understand that a person is not emotionally out of control but cognitively out of control. A person is not suffering from depression because of an emotional disorder and in need of emotional regulation but instead is suffering because of science’s linguistic confusion regarding how emotions have evolved to guide cognitive

---

### Defining Cognition as Cause

---

activities. Such people have a cognitive disorder and need cognitive rehabilitation to develop the necessary abilities and skills to change their cognitive activities. (Note: illnesses and diseases that affect emotional biology are part of another discussion.) Emotions are the good- and bad-feeling perception of neurological and physiological changes precipitated by cognition. Cognition initiates or is causal to the changes in neurology and biology that are then perceived as emotions that feel good – or bad. As such, emotions may be used as a natural cognitive-emotional biofeedback mechanism and may guide the individual away from aberrant and destructive cognitive behavior and towards behavior that promotes personal health, well-being, and success.

*Contrary to the linguistics of literature and religion, cognition, not emotion, precipitates the biochemical physiology of the brain and body that drives behavior.*

### **Defining Emotion as an Effect (That Accentuates Behavior)**

There is the problem with the commonly accepted linguistic construct of emotions being causal to the changes in an individual's biochemical physiology that drives behavior, that is, emotionally driven behavior. For example, a person cannot have an emotional reaction to a snake unless there are first the cognitive activities of perceiving the snake, understanding that it is a snake, and realizing that the snake can be harmful. Only after these cognitive activities actuate the emotional neurology of the amygdala, hippocampus, hypothalamus, and other portions of the brain can there be physiological changes in the brain and body that are emotionally perceived (Davidson & Begley, 2012; Fox, 2008). Yes, an emotional response occurs (Gross, 2014), but this response is an awareness of cognitive activities' neurological and physiological changes. The emotional response is not causal to

the physiological changes that drive behavior. Cognition is causal to the physiological changes that drive behavior. Emotional awareness is like a diacritic mark adding emphasis, meaning, and understanding to one's cognitive activities and should (in general terms) accentuate physical behavior only after cognitive re-processing results with a better feeling (and healthy) thought (reference Figure 7, page 35).

The snake can also be causal to a reflexive action (Panksepp, 1994). However, even here, that involuntary action cannot occur until first the cognitive perception – or cognitive imagination – of the snake. Cognitive-emotional development within an individual is a process of learning, practicing, and utilizing various cognitive-emotional re-processing techniques to where positive feeling emotions, moods, and feelings accentuate physical behavior (Jackson, 2021). Lack of cognitive-emotional development is where emotions, moods, and feelings (and behavior) result from a circular, self-indulgent cognitive-emotional process lacking any (or minimal) conscious re-processing capabilities. Although in sports, dance, music, and other highly trained physical behaviors (including military combat) where a feeling good, highly nurtured, developed, and trained cognitive-emotional reflexive behavior is essential, re-processing skills are still desirable for compassionate and healthy (feeling good) behavior. (Note: Upon military personnel decommissioning, redevelopment of an individual's evolved and natural re-processing and reflexive capacities for civilian life is essential.)

Author's Note: Maybe someone can come up with better terminology to distinguish between compassionate behavior with the ability to re-process their cognitive activities until their resultant emotions, moods, and feelings feel good (which correlates with healthy

---

### Defining Emotions as an Effect (That Accentuates Behavior)

---

biochemical physiology) and uncompassionate behavior within an individual without the necessary skills, training, and ability to re-process their cognitive activities to a better feeling place. This latter, undisciplined, reflexive behavior exhibits the commonly accepted traits of “emotions driving behavior” linguistically found in literature and emotional dysfunction and regulation psychology. I have labeled such uncompassionate and undisciplined behavior as “self-indulgent”. However, great care and understanding must be taken for those individuals who have not had the social environment to nurture cognitive-emotional re-processing or those who may have some physiological dysfunction or abnormality. The specific concerns will come to light when compassionate and healthy cognitive-emotional re-processing skills, training, and abilities are established as an integral part of our primary and secondary health education (Jackson, 2021).

Can science retain the definition of emotions as the perceived effect of neurological and physiological changes in the brain and body that one’s consciousness feels or perceives and avoid defining emotions as causal to these same changes in neurology and biology? This runs counter to thousands of years of neurolinguistic programming that says that emotions are causal to neurological and physiological changes that drive behavior (Homer, 800-700/2009). Scientific, emotional terminology (Ekman & Davidson, 1994) cannot be used as both the cause of neurological and physiological changes and the perceived result (i.e., the effect) of these same neurological and physiological changes. What terminology can reasonably be used if emotions are not defined as causal?

Neurological and physiological changes in the brain and body that are felt emotionally cannot occur until the cognitive, neurological processes of the brain are

---

Defining Emotion as an Effect (That Accentuates Behavior)

---

actualized. That is, there cannot be an emotional reaction to a person being mutilated in a car accident until the event is – consciously or unconsciously – cognitively perceived, conceived, and understood. The cognitive processing of an event activates an “emotional” neurological network that precipitates any number of different combinations of neurological and physiological changes that may then – depending upon one’s emotional acuity – be perceived by one’s consciousness as a variety of good- and bad-feeling emotions. As such, emotions are the perception of neurological and physiological changes (effect) precipitated by cognition (cause) (reference Figure 7, page 35).

**The Illusion and Reality of Emotions as Aberrant and Destructive**

Because the cognitive construct of emotions has been neurolinguistically programmed to include (a) the cognitive activities associated with physiological changes, (b) these same physiological changes that drive behavior, and (c) the perception of these same physiological changes, emotions can be deemed aberrant and destructive. However, an emotional reaction to a person being mutilated in a car accident cannot occur unless the event's cognitive perception, conception, and comprehension are first actualized. The causal cognitive awareness and processing of an event must precede the emotional effect of that awareness and processing.

Because cognition is causal the emotional neurology that precipitates physiological states and changes one’s consciousness perceives and conceives of as emotion, cognition can be aberrant and destructive, not emotions because emotions are an effect. Cognition is the

---

### The Illusion of Emotions as Aberrant and Destructive

---

cause. Emotions, defined, measured, and perceived at this point in time – not from the combined perspectives within the literary and religious paradigms we have learned from birth – are not destructive or aberrant because emotions are not causal to the biochemical physiology changes within the brain and body. Emotions become causal when perceived by consciousness and affect and even drive cognitive activities uncontrollably, which will spiral the biochemical physiology out of control. But emotions, when defined, measured, and perceived from this perspective, are a *cognitive activity* and, as such, can be so overpowering to spin cognition and the resulting biochemical physiology dangerously and aberrantly out of control.

Emotions (depending on when and where they are defined, measured, and perceived – as an effect of causal cognitive activity or as casual when cognitively perceived) may or may not be aberrant and destructive. But when cognitive activity is dangerous and aberrant, emotions are but a reflection of that activity. Most importantly, emotions as a biofeedback mechanism can be used to understand, guide, reframe, and refine harmful, fragile, and vulnerable cognitive activity (Nussbaum, 2001) into positive, robust, healthy, and invulnerable cognitive activity (Jackson, 2021). The vast array and classification of emotional disorders, including somatic disorders, dissociative disorders, and borderline personality disorder, which can also be conceptualized as disorders of extreme emotional dysregulation (Payne et al., 2014), further repudiate emotions' evolutionary role in regulating cognitive behavior.

Cognitive therapy for depression that concentrates on identifying and modifying maladaptive “core schemas” is a Socratic style of questioning (Young et al., 2014) that

overshadows a very simple, self-directed, self-aware style in which the very existence of positive or negative emotions, feelings, or moods themselves directly signals the presence of maladaptive thoughts and behaviors. The issue is not to “make progress on short-term goals regardless of how the client is feeling” (Young et al., 2014) but rather to re-process cognitive activities, transforming them into better-feeling thoughts and potential behaviors (before taking any action). The roots of bipolar disorder (Miklowitz, 2014), schizophrenia, and other psychotic disorders (Terrier & Taylor, 2014) may be a complete dissociation from the evolutionary emotional regulatory centers of the brain that modulate cognitive activities. Although this is only hypothetical and needs research, the concept becomes viable only when emotions’ evolutionary role in regulating rather than being regulated is understood and accepted.

### **The Evolutionary Significance of “Feeling Good” or “Feeling Bad” Emotionally**

The notion that species develop by the natural selection of advantageous attributes for survival is the cornerstone of the theory of evolution (Darwin, 1859). The following scenarios indicate evolution’s impact on developing an emotional directive mechanism if any human is to live to maturity or thrive, producing offspring to continue the species’ survival.

- (1) If feeling good correlates with having a well-balanced and physiologically vital body, then feeling good while climbing a tree to gather food or balancing on slippery rocks in a rushing stream to fish may not be hazardous. However, if feeling good were to correlate with a weakened and lethargic physiology/biochemistry, such challenging

---

The Evolutionary Significance of “Feeling Good” or “Feeling Bad” Emotionally

---

actions would tend to be deadly. Such a falsely positive correlation between emotions and a vital biochemical physiology would disadvantage survival.

- (2) How would a genetic line survive if feeling good was correlated with (1) cognitive knowledge of strength, vigor, and adeptness and (2) an actuality of weakness and ineptitude? Such a correlation permits limited survivability when climbing trees, foraging on the savannah in search of food, or, in a modern example, when a drunk confidently gets behind the wheel of a car to navigate through rush hour traffic.

Where is the motivation to act when there is an actuality of vitality, vigor, and strength, but emotionally, there is a feeling of illness, lethargy, and weakness? It is logical to conclude that, evolutionarily speaking, feeling good correlates with vitality, vigor, and strength, and feeling bad correlates with illness, lethargy, and weakness.

- (3) Imagine that basic life behaviors such as breathing or eating were so emotionally painful – or their lack was so pleasurable – to bring about suffocation, starvation, and death. Such an emotional/physiological correlation would lead to the demise of an individual and their genetic line. If this were a genetically predisposed or inherited condition or even a genetically developed predisposition to learn such behavior, such a falsely positive correlation between emotions and physiology would hinder personal and genetic survival. Therefore, there is a natural correlation between feeling good and exhibiting healthy physiological behavior and bodily functions.

From an evolutionary perspective, feeling good means there is a positive correlation between the neural networks that activate (1) cognitive awareness of one’s strength, vigor, and well-being, (2) an actualization of physiological strength, vigor, and well-being; and (3)

---

The Evolutionary Significance of “Feeling Good” or “Feeling Bad” Emotionally

---

the neural networks associated with the emotions of pleasure. The biochemical physiology of the individual, at both the molecular level and the neural network level, must sustain the correlations among (1) the cognitive knowing and (2) actualization of (3) the feeling of having strength, vigor, and well-being and (4) the emotions of feeling good. Simply put, if these correlations did not exist in this way, a person would have a low probability of survival.

*Any attempt to understand and affect the internal human environment must be taken with an understanding of the changing biochemical/physiological conditions of that environment as indicated by an evolved emotional neurocircuitry of the human body.*

### **Cognitive Imagination and Evolution**

How would a genetic line survive (1) if the body’s need for water did not stimulate the mind to produce imagery of obtaining water or (2) if this imagery of obtaining water correlated with negative emotions? If the body needs water, this need must correlate with the mental act of imagining water and with the positive emotions associated with finding and drinking water. There is a correlation between imagining the necessities of life and experiencing positive emotions. If, instead, there was a correlation such that the imagery of food, water, and shelter brought about negative emotions, then these basics of life would be avoided, leading to an evolutionary dead end. Therefore, for the survival of the species, there must be an evolved correlation between (a) the neural networks of the cognitive brain of imagination and (b) the neural networks of the cognitive-emotional biofeedback mechanism such that (c) it feels good when (d) the individual’s imagination dwells upon the presence of food, water, and shelter, (e) which are wanted and desired by the body to survive.

---

## Cognitive-Imagination and Evolution

---

When a person dwells upon the presence of “that which is wanted”, it triggers a healthy biochemical physiology within the brain and body that activates an emotionally positive neural network. When a person dwells upon a lack of “that which is wanted”, it triggers biochemical physiology that activates an emotionally negative and unhealthy neural network within the brain and body.

How would a genetic line survive if the idea of *not* obtaining food, water, and shelter was correlated with feeling good? Alternatively, how would a person (and their genetic line) survive if cognitive imagery dwelt upon that “which is not wanted”, and this mental activity did not correlate with negative emotions? When a person dwells upon “that which is not wanted”, it triggers an unhealthy biochemical physiology within the body that activates a consciously perceived emotionally negative neural network. There must have been an evolutionary development that resulted in these correlations, or we would not have survived as a species.

### **Cognitive Regulation through Emotional Awareness**

Cognition is a cause; emotion is an effect. Aberrant and destructive cognition, *rather than emotions*, must be managed and controlled because cognitive behavior precipitates neurological and physiological changes within the brain and body that drive behavior. Emotions have evolved to guide cognitive activity to improve health, well-being, and success. Literature and religion may not understand this evolution, but science certainly should.

When factoring in evolution, the emotional perception of the biochemical/physiological states of the body becomes an integral part of the brain's neural network to maintain the body's health, strength, and vigor. Emotions bring another attribute of awareness to a person's consciousness regarding the nature of their cognitive and physical activities. For the sake of simplicity, emotions, moods, and feelings can be divided into two areas of awareness: those that feel good and those that feel bad.

Because of these evolved mind/body/emotion/consciousness correlations, whether one feels good or bad has a significant meaning for one's physiological health. The perception of positive emotions, moods, and feelings signifies cognitive activities that correlate with physiology that exhibits strength, vigor, and adeptness. The perception of negative emotions is a warning signal that continuing negative (and causal) cognitive activities will harm physical health and genetic survival.

The simple arguments above illustrate how evolution brings about specific relationships among the mind, the body, emotions, and consciousness. Numerous complex scenarios can be developed to demonstrate the variety of relationships people have with their physical and social environments. The moral and ethical debate of a "feels good, is good" behavior guide has continued for thousands of years and will continue for thousands more. Ultimately, however, it is an individual debate that continues throughout a person's lifetime – hopefully, a lifetime of continual growth and greater understanding.

---

Hot Stove Analogy and Depression's Signature Physiology: Burnt Hand Disease

---

**Hot Stove Analogy and Depression's Signature Physiology: Burnt Hand Disease**

The physical pain when a hand rests on a hot stove brings about a natural reflexive response. The pain is a signal to remove the hand from the stove. The actuation of the body's natural reflexive response is vital to the hand's maintenance, health, and working order. If the pain is ignored and the hand remains on the hot stove, the biochemical/physiological state of the hand changes by the degree to which the hand burns. The feeling of pain affects the health and survival of the body. A hand remaining on a hot stove because of the lack of response to the pain is problematic. Until a reflexive and conscious response to the "hand on the hot stove" condition arises, the hand will not begin to heal.

Evolution has built up a biological sensory and reflexive mechanism that pulls the hand off the stove to prevent harm. Suppose, for some reason, the hand remains on the hot stove long enough to burn. In that case, a biochemical examination of the skin will give a definitive analysis comparable to any other hand that has suffered the same fate. However, science does not declare the existence of a "burnt-hand" disease or illness unless someone wants to know why a person would keep their hand on a hot stove. Because the sense of pain is essential to the feedback mechanism that normally and naturally removes the hand from the stove, pain caused by the "burnt-hand" illness should be managed, controlled, or regulated – with medications if necessary – *only as a temporary measure while the body heals and rehabilitates from the injury*. Pain has a very significant evolutionary function, and using medicines beyond those necessary for healing will have dire consequences for the individual.

The *illness* in mental illness arises when healthy conscious – or unconscious – responses to the cognitive-emotional biofeedback mechanism are absent. The individual does not have the mental/emotional capacity, agility, or wisdom to respond to their emotional awareness naturally and healthily and re-process, reconstruct, or reorganize their cognitive activities from whatever their “hot stove” is. However, is this lack of emotional responsiveness an illness or an injury (Kolk, 2015)? Emotions have a function. Emotions bring about conscious awareness of cognitive activities' health or lack thereof. Feeling good correlates with a healthy biochemical physiology, and feeling bad correlates with an unhealthy biochemical physiology (Davidson & Begley, 2012). Psychological and pharmaceutical therapy must honor these functions and work to re-establish the normal functioning of an evolved emotional awareness mechanism.

From the perspective of cognition-as-cause and emotions-as-effect theory, the biology of a biochemical/physiological “abnormality” associated with emotional pain (such as depression) is analogous to the biochemical/physiological “abnormality” associated with the hand’s physical pain on a hot stove. The more that emotional pain is (1) ignored, (2) suppressed, (3) usurped, (4) biochemically blocked or sedated, or (5) unacknowledged for any other reason such that the individual’s thoughts and cognitive activities remain on the “hot stove,” the more the associated biochemical/physiological signature and neurological processes will differ from those of a “normal” healthy person (Draud, et al., 2011). The issue here is the lack of responsiveness to emotional pain, which seeks to distract the mind from a potentially damaging mental stream of consciousness. The semantics between emotional regulation and cognitive regulation through emotional awareness is critical.

---

## Hot Stove Analogy and Depression's Signature Physiology: Burnt Hand Disease

---

Negative emotions, feelings, and moods that can lead to depression are analogous to burnt-hand disease, where the issue is not the standard biochemical signature within a neuroplastic brain (Maletic & Raison, 2017) but why a person would ignore their “feels-bad” emotional perceptions and keep their mind, or more specifically, their cognitive activities of knowing and awareness, upon a mental hot stove? Emotion has an evolved meaning and significance. More specifically, negative and positive emotional feelings have an evolved meaning to guide cognitive behavior for individuals' health, well-being, and success through effective decision making.

This is in direct opposition to current psychological theory, which holds that emotions produce different physiological, behavioral, and cognitive changes (Emotion, 2020); therefore, (negative) emotions should be regulated, controlled, and managed, even with the use of pharmaceuticals if necessary (Barlow, 2014; Gross, 2014; Maletic & Raison, 2017). This current psychological theory states that emotion changes the very biochemistry of the mind and body that causes emotion. Mathematically speaking, this theory argues that X changes Y, and the result is X. Does that even make sense?

Emotion should also be understood as a verb. Feeling an emotion means a person is doing and is taking (cognitive) action. Unlike the reflexive action of removing a hand from a hot stove after feeling pain, emotional pain allows time and space for the analysis, understanding, and comparison of any number of combinations of cognitive activities (and they're resulting outward expression and behavior) that feel good. Rather than being a separate and singularly focused class in psychology, the understanding and education of a

biologically evolved emotion biofeedback mechanism should be an integral part of every aspect of primary and secondary school curricula (Jackson, 2021).

The interplay between cognitive activities that feel emotionally positive and those that feel emotionally negative lays the foundation for individual, cultural, and societal regeneration and rebirth and the creation of something new: “I am emotionally aware of what I don't want. Now, what is it that I do want and desire? What action, mental or physical, can I take now, today, or tomorrow that will lead me on my emotionally positive journey?” Happiness is not something a person attains and therefore possesses, like a house or a car. Happiness is a continual journey of re-processing cognitive activities and transforming emotionally negative awareness and knowing into emotionally positive awareness and knowing.

*Neuroplasticity: The neural networks that supported a reality and the cause of violent behavior yesterday – those same neural networks have the physical plasticity to change today and no longer have the capacity to support that violent reality and behavior tomorrow.*

### **The Evolution of Antisocial Personality Disorder**

Because of the brain's neuroplastic ability to develop alternate networks, more advanced mental constructs of wanting and desire can develop as a person matures. Combining internal physiological behaviors and external physical exertion to ensure survival also means a more complex development between the biological body and emotions than one might assume. Early humans' movement to gather food or even hunt on the African

---

## The Evolution of Antisocial Personality Disorder

---

savannah meant survival. Thus, a correlation between emotional pleasure and physical activity was evolutionarily advantageous.

Although the joy of the hunt and the pleasure of gathering may produce the food needed for survival, continual exertion risks heat exhaustion, dehydration, and death during the heat of the day. Rather than being a mere pawn of pleasure and pain, one must decide whether to continue hunting in such adverse conditions, with the survival of oneself and one's family (compassion) as a possible outcome and the death of the hunter and those dependent on the hunter's survival as another. Alternatively, the hunter's survival alone may become evolutionarily advantageous.

Thus, the neuroplasticity of the cognitive and emotional networks involves a level of complexity that permits cognitive reflection on the conditions for physical exertion and the weighing of the conflicting factors of feeling good while obtaining food and feeling bad because of the heat. The success or failure of these reflections and choices might spawn different genetic lines with different values and behaviors. One emphasizes the individual's survival, and another emphasizes compassion and the family's survival. One genetic line may care about other people; another may not. Therefore, "antisocial personality disorder" would not be considered an actual disorder; rather, it would be a natural part of some individuals' evolution. Any successful interaction with these individuals – whether individually or as a society – must recognize and respond to their lack of capacity for compassion, understanding, and kindness except when it pertains to their well-being and interests.

### **Improving the Efficacy of Evidence-Based Therapies**

*Well-being and the success of any professional therapy, mental or physical, is not defined by the absence of illness but by the presence of health, vigor, and joy along with the necessary cognitive skills, abilities, and motivations to nurture these conditions by employing one's cognitive-emotional biofeedback mechanism*

**Emotional Dysregulation:** Current psychological therapy understands emotions as potentially aberrant and dangerous because it holds that emotions, moods, and feelings change the biochemical physiology that drives behavior. Therefore, these emotions, moods, and feelings must be controlled, regulated, and managed, and if necessary, this should be done with pharmaceuticals. Because emotions can lead to aberrant and dangerous behavior, emotions are not to be trusted. Cognitive behavior therapies use the intellect to reason out appropriate and desirable cognitive and emotional responses and behavior.

The very first sentence in Homer's *Iliad* laid the erroneous emotional, linguistic foundations for today's evidence-based therapies:

“Goddess, sing me the anger, of Achilles, Peleus’ son, that fatal anger that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment” (Homer, 800-700/2009).

Achilles’ *anger* brought countless sorrows. Achilles’ *anger* sent many valiant souls to Hades. In this text, the emotion of anger is causal; that is, anger is the cause of Achilles’ behavior. This erroneous cognitive-linguistic construct of the mind continues to this day in literature and spoken language and has been an unquestioned foundation of modern evidence-based therapies such as:

---

 Improving the Efficacy of Evidence-Based Therapies
 

---

1. rational emotive behavior therapy (REBT) (Ellis & Ellis, 2019)
2. cognitive behavior therapy (CBT) (Beck, 2011)
3. mindfulness (Farb, et al., 2014)
4. mindfulness-based cognitive therapy for depression (Segal et al., 2018)
5. eye movement desensitization and reprocessing (EMDR) (Shapiro, 2018),
6. forgiveness therapy (Enright & Fitzgibbons, 2015)
7. positive psychology (Lopez & Snyder, 2009)
8. emotional intelligence (EI) (Salovey et al., 2004)
9. interpersonal psychotherapy (Stulberg et al., 2018)

These therapies use a definition of cognition that addresses the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, 2020), where understanding and comprehension can project future consequences and events. These therapies re-process these cognitive activities (Gross, 2014) to help a person attain a better emotional situation (James, 1890; Prinz, 2004) in their lives.

However, is emotion indeed the cause of the physiological changes in the brain and body that drive behavior, which is then perceived as *emotion*? (Does that make sense?) Furthermore, should emotions be regulated, controlled, or managed using pharmaceuticals (Gross, 2014)? Is there an emotional disorder (Barlow, 2014; Maletic & Raison, 2017)? When changes in physiology are integrated into psychology's cognitive-emotion process flow diagrams, all of these questions must be readdressed by science, language/literature,

philosophy, religion, and law because *emotion does not change the physiology perceived as emotions* cognition does.

**Cognitive Dysregulation:** Emotion-as-effect theory argues that cognition, not emotion, changes the biochemical physiology that drives behavior. Therefore, cognition must be controlled, regulated, and managed. Emotions are the perception of biochemical and physiological changes of the brain and body (precipitated by cognition). A relationship between emotions and physiology has evolved where good-feeling emotions correlate with healthy physiology, and bad-feeling emotions correlate with unhealthy physiology. Cognitive behavior therapies work because cognition changes the biochemical physiology that is then perceived as emotions. Cognitive-emotional behavior therapies trust these emotions, moods, and feelings to understand and guide appropriate, desirable, and healthy cognitive behavior.

Rather than demonizing emotions as aberrant, destructive, out-of-control, and in need of regulation because of an emotional disorder, the emotions-as-effect theory understands emotions as an evolved sensory system, akin to the senses of pleasure and pain, giving conscious feedback on the healthy/unhealthy state of biochemical physiology. Cognition, not emotions, precipitates the biochemical physiology of the brain and body that drives behavior. Instead of being regulated by cognitive behavior, emotions, moods, and feelings are used to guide cognitive behavior and decision-making to enhance the individual's health, well-being, and success.

*The dysregulation of cognition, not emotion, is causal to the aberrant changes in an individual's biochemical physiology that leads to suicidal depression, psychotic mania, and dysfunctional biochemical physiology susceptible to disease and illness. Cognitive-*

---

## Improving the Efficacy of Evidence-Based Therapies

---

*behavior therapies work because cognition changes the biochemical physiology that is then perceived as emotions.*

**Warning 1: Denial of the emotional biofeedback mechanism.** Emotional disorders (Barlow, 2014) such as depression, anxiety, suicide, mania, bipolar disorder, borderline personality disorder are not emotional disorders but cognitive disorders that deny an evolved emotional biofeedback mechanism. A belief in emotional control, management, and regulation because of the influence of “emotional” disorders on a person’s biochemical physiology convolutes emotions’ evolutionary role to pivot off of emotionally negative cognitive behaviors towards emotionally positive cognitive behaviors. If emotions are deemed untrustworthy because of a false belief that aberrant and dangerous emotions drive behavior, the emotional biofeedback mechanism is further sabotaged in fulfilling its evolutionary role.

The emotional rollercoaster ride provided by the entertainment industry through such mediums as movies, television, books, songs, and music is dependent on a certain denial of the evolved emotional bio-feedback mechanism to guide cognitive activity towards well-being. This suspension of emotional understanding can bleed into daily life and disrupt emotions’ role in guiding cognitive behavior.

**Warning 2: Camouflaged aberrant cognitive behaviors.** Any psychological or pharmaceutical therapy that changes a person's natural and evolved cognitive-emotional correlations can camouflage aberrant cognitive behaviors normally exposed through emotional dissonance. These unabated cognitive behaviors can continue to change their biochemical physiology until they erupt uncontrollably into dangerous, psychotic, and

suicidal behaviors. Modern psychology attributes the power of causality to emotions. As previously mentioned, emotions cannot be trusted, and therefore, emotions can be aberrant and destructive and cause overly aggressive behavior. If negative emotions stemming from an emotional disorder are managed pharmaceutically, science is again usurping emotions' evolutionary role in maintaining one's health, vigor, and well-being during a physical illness.

**Warning 3: Unrecognized defense against illness, infections, and disease.**

Biochemical abnormalities that are emotionally perceived may not originate from psychological, cognitive activities. Instead, they may be attributed to illness, infection, or disease. However, by consciously working to feel good, the body builds another evolutionary defense for survival. Feeling emotionally good has an evolved correlation with being physiologically healthy and vigorous. Therefore, evolution has set up another layer of resistance to fight off illness, infection, and disease by consciously working to feel good rather than succumbing to emotionally negative physiological activity.

By cultivating a cultural attitude that dismisses the emotional “dashboard light” of negative emotions and does not recognize the role of negative emotions in informing one's consciousness that extra effort must be made to maintain an emotionally good-feeling attitude, science is creating a physically weak society. People who have developed cognitive abilities needed to maintain an attitude and mood of emotionally positive feelings empower themselves to survive pandemics such as the COVID-19 pandemic.

**Warning 4: Misguided action upon an external world.** If an individual or patient is never taught (1) how to use their cognitive-emotional biofeedback mechanism and (2) that good- and bad-feeling emotions, moods, and feelings are about their cognitive activities, and

---

## Improving the Efficacy of Evidence-Based Therapies

---

(3) how these good and bad feelings have evolved in correlation with the health and well-being of their biochemical physiology, or (4) even more detrimental, is taught to ignore, constrain, or inhibit this evolutionary biofeedback mechanism, they will continually associate and give credit or fault to the origins of these emotions, moods, and feelings to an external world.

An individual or patient will then act upon their external world according to their interpretations, understandings, and beliefs derived from their personal experiences, education, and training through life – even to the detriment of their health, well-being, and success because feeling good or bad is not about what “I” am doing: “I feel this way because of what ‘they’ and the external world of circumstances, events, and happenings are doing to me. And if they and the world do this to me, how can I act in ways other than what I understand, know, and believe.” Feeling good has become about changing, controlling, or acting upon “them” and the external world – as people have been taught.

**Warning 5: Misguided “feels-good-is-good” morality.** Because joy has an evolved correlation with health, well-being, and success, we have evolved to be joyous beings. Yet a self-centered feels-good-is-good morality must be tempered within a compassionate awareness of the symbiotic connection between all humanity that demands cognitive-emotional re-processing skill, education, and training.

Rather than rigorously adopting and adhering to a set of feels-good religious, political, or academic set of beliefs and understandings that deny an internal reflection of personal cognitive behaviors, our educational institutions (parents, schools, religions, governments, etc.) must teach, develop, and empower a feels-good-is-good cognitive-

emotional dynamic that can rationally and comprehensibly debate the moral dilemmas facing each new generation.

**Warning 6: Literacy can adversely affect natural cognitive-emotional development.**

The current linguistic semantics of emotional behavior depicted in secular and religious literature can reinforce a self-indulgent reflexive behavior driven by emotions. This reptilian portrayal of emotional behavior ignores any conscious re-processing cognitive activities towards a behavior accentuated by a better feeling thought. To enjoy the thrill and excitement of a fantasy world and to understand and comprehend the more complex emotional behaviors within the intricacies of some advanced character and plot progressions, a reader must be even more willing to suspend their disbelief and accept a self-indulgent reality of emotions driving behavior. Literacy becomes problematic when natural cognitive-emotional re-processing development is usurped by a singular reality of reflexive and self-indulgent emotional driven behavior void of any re-processing skill, education, and training.

*Because joy has an evolved correlation with health and well-being, we have evolved to be joyous beings. Yet a self-centered feels-good-is-good morality must be tempered within a compassionate awareness of the symbiotic connection between all humanity that demands cognitive-emotional re-processing skill, education, and training.*

**Success in Education**

*“Even as the history of our discipline is implicated in systemic racism, such modes of inquiry remind us of literature’s capacities for critique, resistance, and transformation. We resolve to pursue those capacities across all areas of literary study.”* J. Brantley, English Chair, Yale University.

---

## Success in Education

---

Emotional literature appeared in the Western world almost 3,000 years ago with Homer's *Iliad* and *Odyssey*. Whether for entertainment – poets lifting and casting down their audiences' emotions like a roller coaster excites and thrills or frightens its breathless riders – or for cognitive awareness and development, reading, understanding, and writing literature are necessary actions in our modern world, as is understanding emotions' evolutionary role for the maintenance of individuals' health and well-being. Losing one's self within the emotional moment, either for the joy, thrill, and excitement of the entertainment or for the educational value of walking within another person's shoes while being emotionally engaged within a character of a movie, book, play, or ballet (or of any other medium) means suspending a natural emotionally guided cognitive re-processing behavior that has evolved for their health, well-being, and success. The entertainment and educational mode and the evolutionary re-processing mode of cognitive-emotional behavior have their place. The awareness and understanding of both modes of cognitive-emotional behavior must be part of every individual's education.

Developing a child's skills and ability to re-process cognitive activities based on emotional feedback is a necessary function of elementary school education. But how does one explain to an elementary school student – in age-appropriate terminology – that “emotional regulation refers to any process an individual uses to influence the onset, offset, magnitude, duration, intensity or quality of one or more aspects of an emotional response (Gross, 2007)” (McRae et al., 2012) when emotions themselves are not what should be regulated but should instead be used as feedback to regulate cognitive activities?

How long will the academic institutions of early education, language, linguistics, literature, psychology, philosophy, and law continue teaching an erroneous and dangerous cognitive/emotional dynamic regulatory language based in a 3000-year-old literary and religious linguistics when there are, yearly, nearly 800,000 deaths by suicide worldwide (W.H.O., 2019) and millions of other people are being put through a school-to-prison pipeline (LDF, 2018) within conditions of incarceration that only amplify their psychological injuries; and when indiscriminate “random” shootings, bombings, murder, war, and personal dehumanization continues where people and politics have become objects to be controlled, manipulated, and subjugated for the personal greed and satisfaction of a dominate and power-hungry class of tyrants vying for economic and political control within a government of their own making? When will academia review, analyze, and question the psychological environments their teachings foster within all of these atrocities because they are oblivious to emotions’ evolutionary design? The lack of casual and scholarly questioning and review of erroneous emotional linguistics commonly misused in everyday life only adds to these children’s misfortune of a lesser god (Medoff, 1979).

*If philosophy, religion, and law are ignorant of what drives human behavior and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)? Justice founded upon falsehood is itself false and unjust.*

Emotions (James, 1890; Prinz, 2004) have not evolved to be controlled, regulated, or managed by cognition, as the linguistics of psychology, religion, and literature suggests (Homer, 800-700/2009; Gross, 2014). The status quo of an emotional dysfunction theory that demands emotional regulation and management (sometimes even with the use of

---

## Success in Education

---

pharmaceuticals) is like a walk into Plato's cave (Allegory, 2020). A lifetime of secular, and perhaps religious, learning, practice, teaching, and potentially even research based on a belief in emotionally-driven behavior and decision making has hardwired (neuroplasticity) into humans a reflexive neurocircuitry erroneously devoted to emotional dysfunction theory. For any one person to accept another cognitive/emotional dynamic requires a fierce commitment to science and logic. Outside of Plato's cave, the foundation of another paradigm in cognitive-emotional understanding can be found.

Emotions have evolved for millions of years. They had become a very effective tool giving valuable feedback on the nature of one's cognitive activities. Yet, when Homer wrote the *Iliad*, he began a false inscription of emotions' evolved role in effective behavior, decision making, and creativity to develop and maintain an individual's health, well-being, and success. The importance of knowing, understanding, and teaching our children how emotions carry out these primary functions cannot be overstated. How long will academia continue the instruction, edification, and liability of an emotional/cognitive dynamic regulatory theory erroneously based on 3000-year-old literary and religious linguistics?

*The success of any educational institution cannot be defined solely by its students' ability to secure cognitive achievements; success must also be determined by a student's ability to achieve health, vigor, and joy along with the necessary cognitive skills, abilities, and motivation to nurture these learning conditions throughout life by employing their own evolved cognitive-emotional biofeedback mechanisms.*

### **Conclusion**

The linguistic semantics of "emotional control" is dependent on whether its foundation is within literature or engineering control theory. In literature and current psychology, emotions

are causal to the biochemical and physiological changes within the brain and body that drive behavior. In the emotions-as-effect theory (founded in engineering control dynamics), cognition is causal to these physiological changes, and emotions are used as feedback to re-process cognitive behavior.

The foundational basis of rational emotive behavior therapy (REBT) (Ellis & Ellis, 2019), cognitive behavior therapy (CBT) (Beck, 2011), mindfulness (Farb et al., 2014), mindfulness-based cognitive therapy for depression (Segal et al., 2018), eye movement desensitization and reprocessing (EMDR) (Shapiro, 2018), forgiveness therapy (Enright, & Fitzgibbons, 2015), positive psychology (Lopez & Snyder, 2009), emotional intelligence (EI) (Salovey et al., 2004), and interpersonal psychotherapy (Stulberg et al., 2018) is emotions-as-effect theory. These therapies change cognitive behavior to achieve a desired emotional and behavioral outcome. Emotions do change. Behavior also changes (Kolk, 2015; Barlow, 2014). However, what does the symbiotic relationship between mind, body, emotions, and consciousness look like? Where do the positive and negative emotional jigsaw pieces fit in this schema? Emotions-as-effect theory (and corresponding cognitive-emotional process flow chart) provides an answer.

Therapy that acknowledges the evolved correlation between cognition and emotions reaffirms an evolved biological awareness mechanism wherein emotions evaluate cognitive behaviors (reference Figure 7, page 35). In stark contrast to the linguistics of “emotional regulation,” in emotions-as-effect theory, emotions are not “regulated” but are used to regulate or guide cognitive behaviors. Additionally, in this context, emotions are not viewed as “out of control,” nor is there the concept of “emotional dysregulation” (Barlow, 2014). In contrast, it is

---

## Conclusion

---

the cognitive mind that is “out of control,” and the therapeutic process addresses a “cognitive disorder.” (Note: within engineering control theory terminology, emotions are out of control and emotional regulation and control is correct - when emotions are an effect and used as feedback within a closed-loop control system to guide cognitive behavior.) Deviant emotional perceptions are reflections of this aberrant dysregulated cognitive behavior. Emotions are not treated as dysfunctional; instead, they are very functional. They make one conscious of dysfunctional aspects of one’s cognitive activities that create the aberrant biochemical physiology one perceives as negative emotions. These irregularities in cognitive behavior need to be addressed, as emotions are but the messenger.

The mental health and well-being of a society are determined by its individual inhabitants' mental health and well-being. A culture that is ignorant of emotions' evolutionary role in guiding individual cognitive and physical behavior is subject to all kinds of forces that can misdirect cognitive activities towards nefarious ends. Continual distortions of the evolved nature of emotions as “emotional disorders” described by current psychological, psychiatric, and pharmaceutical institutions as requiring “emotional management and control” only further sabotage the opportunity to use emotions to improve individual and societal mental health and well-being.

Until the true nature of emotions is understood, individual emotional behavior will be continually preyed upon by those who wish to control and subjugate individuals for their selfish interests, be those interests good or bad. Until the true nature of emotions is understood, individuals experiencing hardship are vulnerable to being made tragically complicit in the selfish and corrupt actions of those who wish to control and dominate others (Bandler, 2008;

---

## Conclusion

---

Kenrick et al., 2015). Because feeling-good emotions correlate with health and well-being, nature has constructed an association between feeling good and good morality. It is up to humanity to nurture this morality within the nuances of living in our modern world.

The pain and hardships of life plant the seeds of intent and desire that formulate into individual and personal short, long, and immediate goals. Receiving a formal education on emotions' evolutionary role within human behavior can determine whether these seeds yield nurture or destruction. Societal institutions –parenting, education, religion, politics, and other institutions – all have a responsibility to empower individuals with emotional awareness and the ability to use negative-feeling cognitive activities and behaviors as a springboard to produce positive-feeling cognitive activities and behaviors. Humanity's future depends on the empowerment and understanding of the moral complexities of individual decision-making and following behavior driven by a biologically evolved emotional compass with cardinal points of “feels good, is good” and “feels bad, is bad”.

*Ignorance is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive activity upon the lack of that which is desired that is the cause of suffering.*

---

### Emotions-as-Effect Theory

Emotions, moods, and feelings are felt. They are perceived. Although good- and bad-feeling emotions, moods, and feelings (EMFs) vary in duration and level of awareness of associative cognitive and physical behaviors, states, and changes. They all are the conscious perception of a biochemical physiology within the body and brain precipitated by an evolved and nurtured cognitive neural circuitry.

Because emotions, moods, and feelings are perceptions of an internal state of biology precipitated by cognition, EMFs reflect and provide insights into the nature of this cognitive behavior. Additionally, when EMFs are a perception of states and changes of physiology and are not causal of these states and transitions, EMFs are neither destructive nor constructive; instead, they are indicators of the presence of very real destructive and constructive – and causal – cognitive behaviors.

Correlations between cognition, healthy biochemical physiology, and good-feeling EMFs result from millions of years of evolutionary struggle to ensure the health and well-being of the individual – as are the correlations between bad-feeling EMFs and an unhealthy one biology. Now, how are these correlations between cognition, physiology, EMFs, and consciousness understood, nurtured, and developed within a society to improve an individual's health, well-being, and success through their successful decision-making and creativity?



---

## Research Questions

---

### Research Questions

1. How would the function of the neurological areas of the brain be reinterpreted if good and bad feeling emotions, moods, and feelings had evolved to regulate cognitive areas/activities of the brain?
  - a. Is there an inherent adaptive information processing system (Kolk, 2014; Shapiro, 2018) between functional areas of the brain that relates to good and bad feelings of emotions, feelings, and moods?
  - b. Is there a neuroplastic adaptive information processing system between functional areas of the brain that relates to good and bad feelings of emotions, feelings, and moods and operates below the level of the conscious awareness and feeling of emotions, feelings, and moods (Damasio, 1999, Ledoux, 1994)?
2. With the advent of cognitive-emotional health education and training programs in our public primary and secondary educational institutions and when patients are taught (1) cognitive re-processing skills; (2) how to use their good and bad feeling emotions, moods, and feelings as feedback to self-regulate their cognitive and physical behavior; and (3) when to allow emotions, moods, and feelings to freely drive cognitive and physical behaviors when watching movies, reading literature, listening to music, viewing art or performing arts, spectating or playing sports, and engaging other physical and entertainment activities:
  - a. What would be the measurable effects be on the rates of suicide, mental health hospitalization, hospitalizations in general, homelessness, incarceration (recidivism), and joblessness within the general population?

Research Questions

---

- b. Is there increased effectiveness of established psychological therapies?
- c. What are the effects of different pharmaceutical medications designed to “regulate emotional behavior” on a patient’s learning ability?
- d. Are there a series of medications with a progressively decreasing physiological impact that allow patients to more effectively respond to their emotional awareness as they progress in psychological and pharmaceutical therapy and develop the capacity to react appropriately and regulate their cognitive behavior through associative emotional awareness?
- e. Does cognitive-emotional health education provide a patient with a sense of self-empowerment and control over the therapeutic process?
- f. Are there improvements in personal physical health and well-being within a primary school population?
- g. Are there improvements in classroom behavior?
- h. Are there improvements in student learning?
- i. What cognitive-emotional states are conducive to (1) inspiration, (2) problem solving, and (3) imagination?
- j. What cognitive-emotional states are conducive to memory and recall, which, in turn, improve student educational performance?
- k. Are there improvements in individual sports performance and a reduction in sports injuries?
- l. Are there improvements in imprisonment recidivism?
  - i. When provided the opportunity within prisons?

---

Research Questions

---

3. Although a significant amount of literature describes cognitive and emotional activities and the associated neurological areas of the brain, much would be gained by integrating conscious awareness and association or disassociation within the same analysis. Can dysfunctional mood regulation within psychotic mania be attributed to a lack of conscious awareness and association with depressive functional areas of the brain and vice versa for major depressive disorder? Similarly, how much of the observed biochemical and physiological signatures of mental disorders within the body and brain can be attributed to a lack of conscious understanding and ability to self-regulate cognitive behavior by using emotions, feelings, and moods as feedback mechanisms?
4. Are there significant differences in the effectiveness of cognitive re-processing skills to change cognitive behavior in response to the good and bad feelings of emotions, moods, and feelings for individuals with a history of activities involving the arts and performing arts such as music, dance, and theater versus those without a history of participating in such activities?

Note: The identification of different 1) re-processing skills to regulate cognitive behavior, 2) relevant educational training curriculum, 3) measures of the effectiveness and improvement of these skills, and 4) measures of the effectiveness of various re-processing skills for different affective states within different age groups have yet to be determined.

Research Questions

---

---

## References

- Allegory of The Cave. (2020 September 18). In *Wikipedia*.  
[https://en.wikipedia.org/w/index.php?title=Allegory\\_of\\_the\\_cave&oldid=979100305](https://en.wikipedia.org/w/index.php?title=Allegory_of_the_cave&oldid=979100305)
- Allen, W.G. (2019). *Me and my feelings: A kids' guide to understanding and expressing themselves*. Rockridge Press.
- APA. (2020). Cognition. In Dictionary.apa.org. <https://dictionary.apa.org/cognition>.
- APA. (2020). Neuroplasticity. In Dictionary.apa.org. <https://dictionary.apa.org/cognition>.
- APA. (2020). Somatosensory System. In Dictionary.apa.org.  
<https://dictionary.apa.org/somatosensory-system>.
- Bandler, R., (2008). *Richard Bandler's guide to trance-formation: how to harness the power of hypnosis to ignite effortless and lasting change*. Health Communication, Inc.
- Barlow, D.H. (Ed.). (2014). *Clinical handbook of psychological disorders: A step-by-step treatment manual (5<sup>th</sup> ed.)*. The Guilford Press.
- Barrett, H.C. (2012). Evolution psychology. In K. Frankish, W. Ramsey (Eds.), *The Cambridge handbook of cognitive science* (pp. 257-274). Cambridge University Press.
- Bavin, E.L. (Ed.). (2012). *The Cambridge handbook of child language*. Cambridge University Press
- Beck, J. (2011). *Cognitive behavior therapy: Basics and beyond*. The Guilford Press.
- Begley, S. (2007) *Train your mind, change your brain*. Ballantine Books.

References

---

- Brune, M. (2016) *Textbook of evolutionary psychiatry and psychosomatic medicine: The origins of psychopathology* (2nd Ed.) Oxford, UK: Oxford University Press.
- Costandi, M. (2016) *Neuroplasticity*. The MIT Press
- Dalai Lama, (1999). *Healing anger: The power of patience from a Buddhist perspective*. Snow Lion.
- Damasio, A. (1994). *Descartes' error: Emotion, reason, and the human brain*. Penguin Books
- Damasio, A. (1999). *The Feeling of what happens: Body and emotion in the making of consciousness*. A Harvest Book Harcourt, Inc.
- Darwin, C. (1859). *On the origins of the species by means of natural selection*. In Wilson, E.O. (Ed.), *From so simple a beginning: Darwin's four great books*. W.W. Norton.
- Davidson, R.J., & Begley, S., (2012). *The emotional life of your brain*. Hudson Street Press.
- Doidge, N. (2015). *Brain's way of healing: Remarkable discoveries and recoveries from the frontiers of neuroplasticity*. Viking.
- Draud, J.W., Jain, R., Maletic, V., & Raison, C. (2011). *Treating the whole patient, exploring the healing potential of a mind-body approach to mental health*. Continuing Medical Education.
- Ekman, P., & Davidson, R.J., (1994). *The nature of emotion: Fundamental questions*. Oxford University Press.
- Enright, R.D., & Fitzgibbons, R.P. (2015). *Forgiveness therapy: An empirical guide for resolving anger and restoring hope*. APA.

## Reference

- 
- Evans, V. (2017). Cognitive Linguistics. In S.E.F. Chipman (Ed.) *the Oxford handbook of cognitive science* (pp 283-299). Oxford University Press.
- Emotion. (2020 November 17). In *Wikipedia*.  
<https://en.wikipedia.org/w/index.php?title=Emotion&oldid=989098403>
- Farb, N.A.S., Anderson, A.K., Irving, J.A., & Segal, Z.V. (2014). Mindfulness interventions and emotion regulation. In J. Gross, (Ed.) *The handbook of emotional regulation* (pp 548-567). Guilford Press.
- Fox, E. (2008). *Emotion science*. Palgrave Macmillan.
- Friederici, A.G. (2012). Neurocognition of language development. In Bavin, E.L. (Eds.), *The Cambridge handbook of child language* (pp. 69-87). Cambridge University Press.
- Fugate, J.M.B., Lindquist, K.A., & Barrett, L.F. (2014) Emotion: Generation or Construction? In Ochsner, K.N., Kosslyn, S.M. (Eds.), *The Oxford handbook of cognitive neuroscience vol. 2 the cutting edge* (pp. 32-51). Oxford University Press.
- Goleman, D. (2003). *Destructive emotions: How can we overcome them? A scientific dialogue with the Dalai Lama*. Bantam Books.
- Gorwood, P., Corruble, E., Faliissard, B., & Goodwin, G.M. (2008). *Toxic effects of depression on brain function: Impairment of delayed recall and cumulative length of depressive disorder in large sample of depressed outpatients*. *American Journal Psychiatry*, 165:731-739.  
<https://ajp.psychiatryonline.org/doi/full/10.1176/appi.ajp.2008.07040574>
- Greenberger, D., & Padesky, C. (2016). *Mind over mood: Change how you feel by changing the way you think* (2<sup>nd</sup> ed.). The Guilford Press.

References

---

- Gross, J. J. (2014). Emotional regulation: conceptual and empirical foundations. In J.J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3–20). The Guilford Press.
- Homer. (2009) *Iliad* (A.S. Kline, Trans.). Benard Picart & Hendrick Goltzius. (Original work published ca. 800-700 BCE).
- Ingram, J.C.L. (2007). *Neurolinguistics: An introduction to spoken language processing and its disorders*. Cambridge University Press.
- Jackson, A.O. (2021). *Cognitive-Emotional health education: A primary and secondary school overview*. Symbiotic Psychology Press.
- James, W. (1890). *Principles of psychology, vol. 2*. Holt.
- Johnstone, T., & Henrik, W. (2014). The neural basis of emotion dysregulation. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 58–75). The Guilford Press.
- Kemmer, D. (2015). *Cognitive neuroscience of language*. Psychology Press.
- Kenrick, D.T., Neuberg, S.L., & Cialdini, R.B. (2015). *Social psychology: Goals in interaction* (6<sup>th</sup> ed.). Pearson.
- Knight, B. (2013). *The power of negative thinking*. Houghton, Mifflin, Harcourt.
- Kolk, B. van der (2015). *The body keeps score: Brain, mind, and body in the healing of trauma*. Penguin Books.
- LDF (2018). *School to prison pipeline*. Retrieved from: <https://www.naacpldf.org/case-issue/school-prison-pipeline/>.
- LeDoux, J.E. (1994). Emotional processing, but not emotions, can occur unconsciously. In P. Ekman, & R.J. Davidson (Eds.), *The nature of emotions: Fundamental questions* (pp. 291-292). Oxford University Press.

Reference

---

- LeDoux, J.E. (1996). *The emotional brain: The mysterious underpinnings of emotional life*. Simon and Schuster Paperbacks.
- LeDoux, J.E. (2019). *The deep history of ourselves: The four-billion-year story of how we got conscious brains*. Viking.
- Lopez, S.J., & Snyder, C.R. (Eds.), (2009). *The Oxford handbook of positive psychology* (2<sup>nd</sup> ed.). Oxford University Press.
- Maletic, V., & Raison, C. (2017). *The new mind-body science of depression*. W.W. Norton & Company, Inc.
- Mansell, W., Carey, T.A., Tai, S.J. (2013). *A transdiagnostic approach to CBT using methods of levels therapy*. Routledge.
- Marken, R.S. (2020). Understanding purposeful systems: The application of control theory in engineering and psychology. In W. Mansell (Ed.) *The interdisciplinary handbook of perceptual control theory* (Chapter 2). Academic Press.
- McRae, K., Misra, S., Prasad, A.K., Pereira, S.C., & Gross, J.J. (2012). Bottom-up and top-down emotion generation: Implications for emotion regulation. *Social Cognitive and Affective Neuroscience*, Volume 7, Issue 3, March 2012, Pages 253–262.  
<https://doi.org/10.1093/scan/nsq103>
- Miklowitz, D.J. (2014). Bipolar disorder. In, D.H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5<sup>th</sup> ed.) (pp. 462-501). The Guilford Press.
- Moore, A. (2019). Hedonism. In E.N. Zalta, (Ed.) *The Stanford encyclopedia of philosophy*. Retrieved from <https://plato.stanford.edu/archives/win2019/entries/hedonism/>

References

---

- Nesse, R. M. (2019). *Good reasons for bad feelings: Insights from the frontier of evolutionary psychiatry*. Allen Lane.
- Noss, D.S., & Grangaard, B.R. (2008). *A history of the world's religions* (12<sup>th</sup> ed.). Prentice Hall.
- Nussbaum, M. C., (2001). *The fragility of goodness: Luck and ethics in Greek tragedy and philosophy*, revised edition. Cambridge University Press
- Ogata, K. (2010). *Modern control engineering* (5<sup>th</sup> ed.). Prentice Hall.
- Palm, W. (2014). *System dynamics international* (3<sup>rd</sup> ed.). McGraw-Hill.
- Panksepp, J. (1994). The basics of basic emotion. In P. Ekman, & R.J. Davidson (Eds.), *The nature of emotions: Fundamental questions* (pp. 20-24). Oxford University Press.
- Payne, L.A., Ellard, K.K., Farchione, T.J., Fairholme, C.P., & Barlow, D.P. (2014). Emotional disorders. In, D.H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5<sup>th</sup> ed.) (pp. 237-274). The Guilford Press.
- Pessoa, L. (2013). *The cognitive-emotional brain; From interactions to integration*. The MIT Press.
- Powers, E.T. (2016). PCT in 11 steps. In D. Forssell, (Ed.), *Perceptual control theory: An overview of the third grand theory in psychology introductions, readings, and resources* (pp 20-25). Living Control Systems Publishing.
- Prinz, J.J. (2004). *Gut reactions: A perceptual theory of emotions*. Oxford University Press.
- Prinz, J.J. (2012). Emotion. In K. Frankish, W. Ramsey (Ed.), *The Cambridge Handbook of Cognitive Science* (pp. 193-211). Cambridge University Press.

Reference

---

- Salovey, P., Brackett, M.A., & Mayer, J.D. (Eds). (2004). *Emotional intelligence: Key readings on the Mayer and Salovey model*. Dude Publishing.
- Segal, Z., Williams M., & Teasdale, J. (2018). *Mindfulness-Based cognitive therapy for depression* (2<sup>nd</sup> ed.). The Guilford Press.
- Shackelford, T.K., & Zeigler-Hill, V. (Eds.). (2017). *The evolution of psychopathology*. Springer
- Shapiro, F. (2018). *Eye movement desensitization and reprocessing [EMDR] therapy* (3<sup>rd</sup> ed.). Guilford Publications.
- Smith, T.W. (2015). *The book of human emotions: From ambigophobia to umpty – 154 words from around the world for how we feel*. Little, Brown and Company.
- Stulberg, C.G., Frey, R.J., & Dawson, J. (2018). *Feeling better*. New World Library.
- Tarrier, N., & Taylor, R. (2014). Schizophrenia and other psychotic disorders. In, D.H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5<sup>th</sup> ed.) (pp.502-532). The Guilford Press.
- Tomasselo, M. (2005). *Constructing a language: A usage-based theory of language acquisition*. Harvard University Press.
- Tomasello, M. (2012). The usage-based theory of language acquisition. In Bavin, E.L. (Ed.), *The Cambridge handbook of child language* (pp. 69-87). Cambridge University Press.
- W.H.O. (2019). Suicide. Retrieved from <https://www.who.int/news-room/factsheets/detail/suicide>

References

---

Young, J.E., Rygh, J.L., Weinberger, A.D., & Beck, A.T. (2014). Cognitive therapy for depression. In, D.H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5<sup>th</sup> ed.) (pp. 275-331). The Guilford Press.

Wikipedia. (2021). Physiology. Retrieved from:

<https://en.wikipedia.org/w/index.php?title=Physiology&oldid=998901509>

---

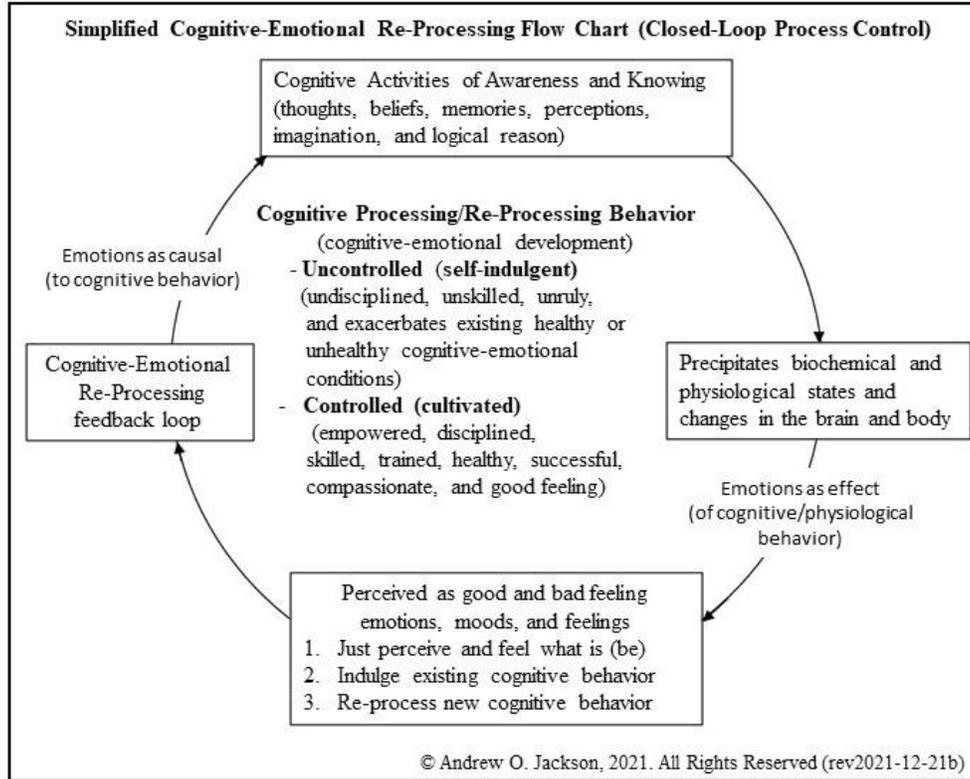
**Appendix A:**  
**Spock's Reason vs. Emotion:**  
**A Fictitious and Dangerous Linguistic Construct of the Human Mind**

Star Trek's Spock and his Vulcan heritage of powerful emotional being that must be controlled through logic is resurrected on Earth with psychology's cognitive behavior therapies (CBTs) designed to reign in aberrant emotions that drive dangerous behavior. But is this causal nature of emotions logical? Emotions are felt. Emotions (moods and feelings) are the perception of physiological states and changes within the brain and body we feel. We feel anger; we feel love; we feel joy, all of which have some corresponding biochemical and physiological state. If like Klingons, we are driven by our emotions, then logic would conclude that emotions precipitate the physiology that drives behavior and is then perceived as emotions. That is, emotion is causal to the physiology we perceive as emotion. But can emotions be both causal to a physiological state and being and simultaneously be the effect of that same physiology? Is that logical? Is the emotional psychology of Spock and modern science fiction erroneous? The reason vs. emotion debate is an illusionary, albeit dangerous, cognitive construct of the mind. Emotions are the perception of a biochemical physiology precipitated by the individual's cognitive activities of awareness and knowing. These cognitive activities include thoughts, memories, perception, imagination, and logical reason. There is no emotion vs. logic debate because emotions are a function of cognitive logic (see following figure 1).

If I come across a thanator in the woods on Pandora (like the one that chased Jake over the waterfall), fear triggers a fight or flight response of dilated pupils, a racing heart, and the quickening breath as the body prepares me for action. Or does it? Before an emotional response can be activated, I must first perceive the thanator, understand that it is a thanator, and realize that a thanator is very aggressive. Because of her size and ferocity, she can easily and quickly put my life in danger.... "Run! Definitely, run!" Cognitive activities of the mind precipitate the changes in the biochemistry and physiology of the brain and body that are

Appendix A: Spock’s Reason vs. Emotion

perceived as emotion. Emotion is a result, a perceived effect, and cognition is the cause (see following figure 1).



**Figure 1:** Simplified Cognitive-Emotional Re-Processing Flow Chart

The evolutionary significance of emotional behavior can only be realized by incorporating the most fundamental property of emotions; emotions, moods, and feelings feel good, or not. Joy feels good. Anger does not. Love feels good. Hate does not. “Feels good” or “feels bad” has important physiological significance. Good feeling emotions (moods and feelings) have evolved to correlate with a healthy physiology. Bad feeling emotions (moods and feelings) have an evolved correlation with unhealthy physiology. The essence of evolution is that those behaviors that promote survival to the next generation will prevail. Wouldn't this favor extinction if eating, breathing, or other necessary internal and external survival behaviors and instincts cease to exist or bring about extreme pain, sorrow, and anguish? If dwelling upon “that which is wanted and desired” were painful, would we work for its creation? If dwelling upon “that which is not wanted” (because of its debilitating nature) was to bring pleasure, would it no longer be undesirable? If feeling good correlates with lethargy and confusion,

---

 Appendix A: Spock's Reason vs. Emotion
 

---

would confidently crossing a raging river remove this abstraction from the gene pool? Or, in the modern scenario, would a drunk confidently getting into his car to drive across town during rush hour traffic survive? These are but a few scenarios that illustrate how good feeling cognitive-emotional behavior has evolved to correlate with health, well-being, and success for the future survival of a species. Continual negative feeling cognitive-emotional behavior will only lead to unhealthy physiology and contribute to sickness and demise. Humanity has evolved to be joyous. It is a necessity of life. Continual ignorance of our cognitive-emotional evolutionary heritage sabotages individual, cultural, and societal prosperity and well-being.

As a feedback mechanism, emotions are the essence of “emotional control” as used in engineering control logic. The temperature in a room is “controlled” with a thermostat that manipulates the furnace (or air conditioner) to increase or decrease the temperature of the air flowing into the room. The same control concept applies to the cruise control on a car. The speed of the car is “controlled” by manipulating other variables within the system that increase or decrease the engine's power output. Speed, temperature, and emotions are controlled by manipulating other processes within the system. Speed, temperature, and emotions are a result, an effect, of the system and used as feedback to manage the system. The perception of emotions by consciousness results from physiological changes within the brain and body precipitated by cognition and used to guide and manage those cognitive activities for the health, well-being, and success of our organic system of consciousness.

The reflexive action of a hand on a hot stove from pain (or the potential realization of pain) protects the body. Emotions have a similar role in accentuating cognitive activities that bring about good feelings and negate disharmonious and emotionally painful cognitive activities. Because dwelling upon that which is wanted and desired feels good and dwelling upon that which is not wanted, nor desired, feels bad, cognitive behavior, with emotional feedback, can be used to re-process negative feeling thoughts, memories, perceptions, imaginations, reason, and other cognitive behaviors into positive feeling cognitive activities. Every effective psychological therapy uses emotions, moods, and feelings to re-process, re-

---

Appendix A: Spock's Reason vs. Emotion

---

organize, and re-establish new cognitive beliefs, logic, and behaviors that lessen emotional dissidence and increase emotional harmony.

The essence of problem-solving is understanding the negative emotional feelings when focusing and dwelling upon that which is not wanted and the positive emotional feelings when focusing and dwelling upon that which is wanted. The cognitive activity within each mode is creating a vortex of interconnected synaptic neurology within the brain, linking thoughts, memories, perceptions, imagination, and logical reasoning into a network that reinforces its reality and creates a barrier to the existence of the other, opposing view. A person living within their negative world must understand that the answers to their problems that don't feel good lie within the vortex of emotionally positive, good feeling cognitive activities. They must work and put in the effort to develop their skills, abilities, and beliefs to escape their emotionally negative reality of the not-wanted and reach for the emotionally positive world they do want and desire. Their hostile world, which was so real yesterday, with different neurology built today, no longer exists tomorrow.

The erroneous cognitive construct of emotions driving behavior and the need for emotional regulation, management, and control as used in literature, science, law, and philosophy has dominated modern "civilization" since Homer's "Iliad" where, nearly 3000 years ago, Achilles' *anger* "brought countless sorrows...and sent many valiant souls of warriors down to Hades..." Historically, the mind has linguistically combined (1) cognition, (2) bodily changes, and (3) any resulting behavior into one cognitive driving force called emotions, moods, or feelings. Our educational institutions have only reinforced this construct beginning with a child's literary education, which is further reinforced through more advanced readings and continual indoctrination within the likes of Star Trek's Spock, Star Wars' dark side of the force, and Dune's emotionally driven madness where there is no oneness of heart and soul from which any good feeling emotions, moods, and feelings can reach and act from. Yet there is potentially great educational value within these emotionally charged and entertaining roller coaster rides.

---

## Appendix A: Spock's Reason vs. Emotion

---

Through the many lives and deaths within each play, experiences, understandings, knowledge, and, potentially, the wisdom of others may be gleaned for the benefit of one's own life and reality. The efficacy of these dynamics will be significantly increased *without* the awareness that emotions have evolved to guide cognitive behavior for the individual's health, well-being, and success. Literary education must include the linguistic semantics of emotionally driven behavior for its experiential value and growth potential within the vicarious living of others (be they real or fictitious) and the linguistic semantics of emotional control behavior in the engineering sense where emotions are used as feedback to guide the thoughts, memories, perceptions, imaginations, and logic of the cognitive mind for the individual's well-being.

Authors' (of all genres) failure to realize that the "suspension of disbelief" and avoidance of critical thinking includes the suspension of an emotional biofeedback mechanism that has evolved for millions of years to not only protect an individual but to promote their health, well-being, and success. Spock's reality of emotional control and suppression through logic and reason contributes to a mental/emotional world of suicidal depression and psychotic mania within a reality of wars, mass shootings, bombings, murder, and individual dehumanization where people and politics have become objects to be controlled, manipulated, and subjugated for the personal greed and satisfaction of a dominate and power-hungry "race" of tyrants. These tyrants are now vying for economic and political control of our beloved planet called Earth. Poets, playwrights, and novelists have the power to brighten the future of humanity through their awareness and application of an evolved cognitive-emotional dynamic system and with a new psychology of "emotional control". Our emotional biofeedback mechanism has evolved not to be controlled by cognition but to guide cognitive re-processing behaviors because there is a oneness, soul, and heart of creation that can only be realized by logic and emotion working together in symbiotic harmony, an archetype that current literature, religion, science, law, and philosophy can quickly fail to recognize.



---

### *Revisions*

1. 2020-07-01a: Release with editing from AJE
2. 2020-07-01a – 2020-08-2a: Various cover and internal formatting changes
3. 2020-08-09a: Added “Letter to Academics in Psychology, English, and Literature”
4. 2020-08-10a – 2020-06-03a: Various edits to the “Dear Academics” letter
5. 2020-09-08a: Added Appendix A: Revisions and references
6. 2020-09-10a: General editing
7. 2020-09-16a: Rewrote introductory letter
8. 2020-09-19a: Edited Figure 1: Cognitive-Emotional Process Flow Chart
9. 2020-09-24a: Added William James’s cognitive-emotional process flow chart
10. 2020-09-26a: Within cognitive-emotional process flow chart, replaced “(emotions-as-effect theory)” with (Jackson, 2020) and added the book to the reference list
11. 2020-09-29a: Corrected reference formatting errors (, &)
12. 2020-10-01a: Revised mindfulness-based cognitive therapy for depression to second edition version (Segal, 2018)
13. 2020-10-09a: Edited typos in references; added improving EBT letter; reordered frontmatter
14. 2020-10-11a: Separated Abstract into multiple paragraphs
15. 2020-10-12a: Revised “Improving Evidence-Based Therapies Letter”
16. 2020-10-12b: Added postscript to “Improving Evidence-Based Therapies Letter”
17. 2020-10-23a: Added “Burnt-Hand Disease/Depression as a Verb” letter
18. 2020-10-23b: Edited Abstract and Synopsis (3).
19. 2020-10-23c: Corrected (Segal, et al., 2018) reference typos
20. 2020-10-28a: Modified cognitive-emotional flow chart; added emotions, moods, and feelings (EMFs) to list definition notes; differentiated (Jackson, 2020a) with EaET and (Jackson, 2020b) with Cognitive-Emotional Education.
21. 2020-10-28b: Edited “Abstract”
22. 2020-11-01a: General editing throughout

*Revisions*

---

23. 2020-11-14a: RENAMED PAPER using dysregulation instead of regulation: (*Emotions-as-effect theory: The linguistic semantics of emotional vs. cognitive dysregulation.*); edited letters and abstract and reordered opening letter sequence
24. 2020-11-17a, b: Added process flow diagrams from Gross, Beck, Segal, and Greenberger; rewrote letters
25. 2020-11-18a: Rewrote letters; changed letter order; added Wikipedia discussion of emotions; edited cognitive-emotional process flow chart
26. 2020-19a: Edited cognitive-emotional process flow chart; reordered abstract and chart; switched reference for “school to prison pipeline” from BBC to LDF, 2018
27. 2020-12-09a: In “*The greatness of the human life experience*” replaced “evolved biofeedback mechanism” with “emotion”
28. 2020-12-11a: Modified cognitive-emotional process flow chart; modified emotions-as-effect statement to include EMFs
29. 2021-02-05a: General editing; updated (Jackson, 2020) to (Jackson, 2021); replaced emotional biofeedback mechanism with cognitive-emotional biofeedback mechanism
30. 2021-03-04a: Added letter “*The Great Debate: Emotional Dysregulation vs. Cognitive Dysregulation*”
31. 2021-03-23a, b: Added to letter “*The Great Debate*”, Warning 3
32. 2021-03-24a: Edited Warning 3
33. 2021-03-30a: Added some quotes to frontmatter
34. 2021-05-05a: Incorporated edits from AJE
35. 2021-05-06a: Reformatted entire document; eliminated letters and incorporated them into the body of the document; moved most quotes into body; developed, reordered, edited and added to “warnings”
36. 2021-05-07a: Updated Figure 5, Cognitive-Emotional Process Flow Chart; corrected some figure reference numbers; edited table of contents page numbers
37. 2021-05-14a, b: Incorporated new edits from AJE; general review
38. 2021-06-15a, b: Added Warning 6 to letter “*The Great Debate*”; added “behaviors” to Cognitive-Emotional Process Flow Chart; expanded cognitive-emotional re-processing

## Revisions

- 
39. 2021-06-16a, b: Rewrote beginning paragraph of “Defining Emotion as an Effect That Accentuates Behavior”; replaced “reflexive behavior” with “self-indulgent behavior” in Cognitive-Emotional Process Flow Chart; added Section: The Cognitive-Emotional Process Flow
  40. 2021-06-17a: Added “Author’s Note” to section “Cognitive-Emotional Process Flow” to help clarify the distinction between re-processed behavior and self-indulgent behavior.
  41. 2021-06-18a: Removed behaviors from Process Flow Chart; Renamed chart Cognitive-Emotional Re-Processing...”; Added a “Simplified Cognitive-Emotional Re-Processing Flow Chart” to include behavior; rearranged sections; modified “Author’s Note” on self-indulgent behavior
  42. 2021-06-18b: Changed reprocess to re-process; edited figure 6; added bibliography of author’s publications, cover photo description
  43. 2021-06-26a, b: Modified figure 6; added entertainment mode and re-processing mode of cognitive-emotional behavior to section “Success in Education”; some sentence structure editing
  44. 2021-07-02a: Added cognitive-emotional development to re-processing diagrams; edited Item 3 in Synopsis
  45. 2021-07-06a: Changed from “modulate” to “re-process” cognitive activities
  46. 2021-07-08a: Abstract: reworded the causal nature of emotions in human behavior by way of cognitive processing/re-processing
  47. 2021-07-18a: Incorporated engineering process control theory and closed-loop process control as integral to emotions-as-effect theory; added references Palm, W. (2014) and Ogata, K. (2010); added new figure 1 and re-numbered following figures
  48. 2021-07-23a, b: Added references: Marken, R.S., (2020); Powers, W.T., (2016); Mansell, W., Carey, T.A., Tai, S.J. (2013); corrected table of contents page numbering; added emotional guidance/feedback and cognitive reprocessing to abstract
  49. 2021-07-29a, b: Changed title to include Emotional Control Theory; adjusted text accordingly; further clarified the linguistic semantics of “emotional control”; changed “aha” date to late 1993

*Revisions*

---

50. 2021-08-12a: Updated simplified cognitive-emotional (re-) processing flow charts (figure 1 and figure 7)
51. 2021-08-23a: Included “psychological and pharmaceutical therapy” and “health and literary education” in the abstract; corrected spelling of health; replaced “wealth” and “prosperity” with the more general and inclusive word “success”
52. 2021-08-27a, b, c: Added “Authors’ (of all genres) failure...” to Section: Emotions as Effect Theory; added to “How long...”; also added biochemical and physiological signatures
53. 2021-09-08a, b: Added to Section: “Emotions-as-Effect and Emotional Control Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation” emotions are felt...
54. 2021-11-15a: Moved Figure 7: Simplified Closed-Loop Emotional Control to Figure 1 and reordered figures; added Appendix A: *Spock’s Reason vs. Emotion: A Fictitious and Dangerous Linguistic Construct of the Human Mind*
55. 2021-11-15b: Ran text through a Grammarly edit program
56. 2021-11-23a, b, c: Added to beginning four new beginning quotes, one noting CEBT; general grammar editing
57. 2021-11-24a, b, c, d: Re-phrased text to highlight both the effect nature of emotions as the product of a system and their causal nature when used as feedback that changes the system; corrected reference figure page numbers; removed CEBT because of contrary previous defining by other authors
58. 2021-11-26a, b: Added two more quotes to the beginning. Edited “ignorance” quote
59. 2021-11-28a, b: Edited both Simplified Cognitive Processing Charts
60. 2021-12-01a, b, c: Edited Simplified Cognitive Processing Charts
61. 2021-12-03a: changed title of applications text to” *Cognitive-Emotional Health Education....*”
62. 2021-12-16a: General editing
63. 2021-12-21a, b, c, d: Rewrote abstract; general editing to differentiate emotion’s effect and casual nature in open and closed-loop process control theory; updated Figures 1 & 2
64. 2022-01-08a: Corrected table of content page numbers; more Grammarly editing

---

---



---

*The greatness of the human life experience emerges from the flames of individual desire arising out of hell's fiery conflicts on earth.*

*Intention is forged in these fires. Emotion aligns our journey with these new intentions. Each succeeding generation will have its own mountains to climb and waters to cross with its own stars to navigate towards. Intent is that guiding star, and our emotions perceive its light. The more joyous the feeling, the more harmonious and powerful the wonders revealed through life's journey.*

---



Andrew O. Jackson suffered from psychotic mania and suicidal depression and was in and out of mental hospitals from 1979-1996. Once after another “blackout” period, he “awoke” in a mental ward and wondered how he got there this time. The nurse said he went up to a police car and told them that his friend needed help. His “friend” was a trash can. Another time he “awoke” with a rope in his hand ready to put an end to this torturous life when a voice asked him, “Can you go on?” “They” wanted him to continue this existence a while longer. He replied, “Yes” and got himself to a hospital.

Late in 1993, in a moment of inspiration that has now led to his emotions-as-effect theory, he began a self-directed healing program using his emotions as feedback for his biochemical, neurological, and physiological state of being. After a couple more psychotic episodes – one that landed him in the El Paso county jail and led to a divorce from his first wife – and after seventeen years of therapists, psychologists, and psychiatrists, he no longer needed the benefits of their assistance. He has been medication free and without disassociation, depression, or mania episodes since 1996.

Since 2005, he has been writing to academics around the world advancing a new emotional paradigm that defines cognition as causal to and emotions as an effect of biochemical, neurological, and physiological states of being. Emotions, instead of being regulated by cognitive behavior as current psychological academia prescribes, have evolved to guide cognitive behavior for the health, well-being, and prosperity of the individual.

He has an MS in Technology Education and an MS in Management Technology from the University of Wisconsin – Stout. He was a high school shop teacher, a college CAD (computer aided design) instructor, a guest instructor in China teaching quality and inventory management, and a quality manager at an OEM (original equipment manufacturer). He is now happily married and retired from mechanical engineering, spending his summers sailing and winters alpine skiing.