

# **Cognitive-Emotional Development and Cultivation (rev2022-08-21a)**

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## Cognitive-Emotional Development and Cultivation (rev2022-08-21a)

**Subject:** Where ancient Greek philosophers erroneously followed the designs of Homer which has led to a flawed cognitive-emotional dynamic understanding in today's literature, religion, law, psychology, and philosophy (Jackson, 2022).

### References:

Homer. (2009) *Iliad* (A.S. Kline, Trans.). Benard Picart & Hendrick Goltzius. (Original work published ca. 800-700 BCE).

Jackson, A.O., 2022. *Conscious Cognitive-Emotional Dynamic Re-Processing, Control, and Regulation: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation.* Symbiotic Psychology Press (15,000 words, self-published paper)

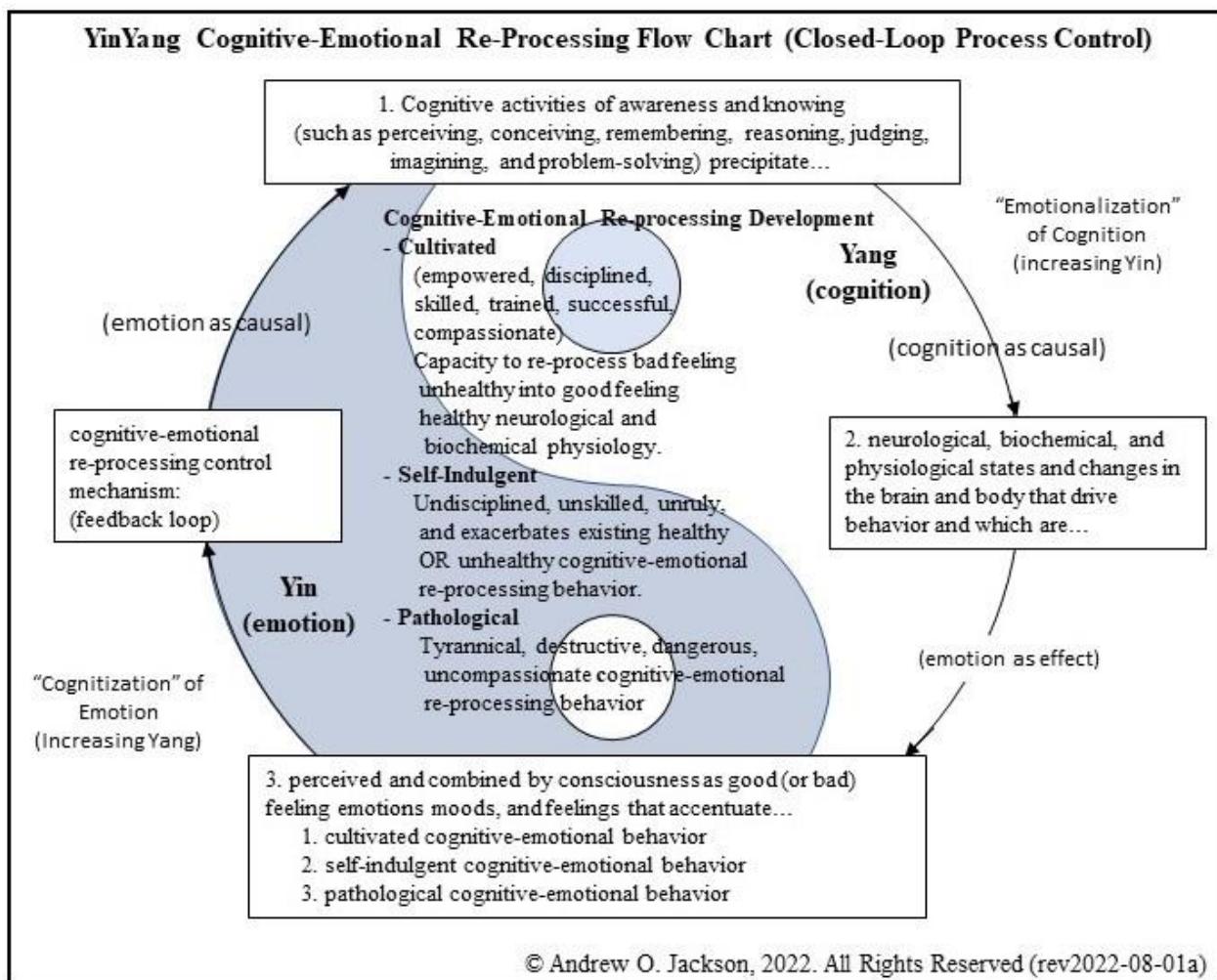
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Critical thinking and literacy are crucial in today's world. Yet, by becoming literate, children become neurolinguistically programmed, as did the ancient Greek philosophers, to believe that emotions drive behavior and therefore, dangerous emotions must be controlled, managed, and regulated, even with the use of pharmaceuticals if need be. One of the first inscriptions of this erroneous paradigm can be found in the first line of Homer's *Iliad*:

“Goddess, sing me the anger [wrath] of Achilles, Peleus' son, that fatal anger [wrath] 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).

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The neurological and biochemical physiology of Achilles' anger and wrath that drove this incessant madness is a state of being manifested not by his raging emotions, but by his uncontrolled, mismanaged, and uncultivated cognitive activities of thought, imagination, and logic within the *mind*. Achilles' anger and wrath are not causal to his behavior but are the perception of the neurological and biochemical physiology that is driving his behavior (reference: Figure 1).



**Figure 1: Human (vs. Animalistic) Closed-Loop Cognitive-Emotional Re-Processing**

If the neurological and biochemical physiology that drove Achilles were precipitated by emotion then the cause-and-effect logic would be, “emotions (that drive behavior) precipitate the physiology that is perceived as emotions”. Logically, emotions cannot simultaneously be both the cause of a phenomenon and the effect of that same phenomenon. When it is understood that cognition, not emotions, precipitates the changes and states of neurological and biochemical states of being that drive behavior it must be concluded that the uncontrolled, mismanaged, and uncultivated *mind* of Achilles was the tool of Zeus that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades.

Almost 3000 years later, this misinformed and false narrative of uncontrolled, unmanaged, and dysregulated emotion as causal to aggressive and dangerous behavior continues today within our “modern” academia of literature, religion, law, psychology, and philosophy. But, because good feeling emotional being has an evolved correlation with health, well-being, and success of an individual and bad feeling emotional being with its negation, we have evolved to be joyous beings. Language acquisition and literacy teachers in our early, primary, secondary, as well as collegiate schools, are teaching psychology and a theory of emotions and emotional behavior without any appreciation for emotions’ evolutionary role to guide cognitive re-processing behaviors towards a child’s health, well-being, and success. This must be rectified by educating our language acquisition and literacy teachers in the psychology of emotions they are now teaching as well as in the cognitive-emotional dynamics of health, well-being, and success. Cognitive-emotional development and education, especially early childhood education must strive to cultivate the skills, abilities, and beliefs necessary to transform emotionally negative cognitive behaviors into emotionally positive cognitive behaviors for the health, well-

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being, and success of the individual as well as the health, well-being, and success of the culture and society in which they live.

Ancient Greek philosophers, Siddhartha Guantanomo, religious scribes, secular authors, and today's academic dissertations of emotional suffering, slavery, and vulnerability exist only when cognitively dwelling upon the lack or absence of that which is wanted, desired, or intended. When these emotionally negative cognitive activities are re-processed, re-structured, and re-developed into emotionally positive cognitions, a being of emotional suffering, slavery, and vulnerability is transformed, transmuted, and renovated into a being of joy, freedom, and power with the imaginative, artistic, and creative mind necessary to fashion and manifest their wanted, desired, and intended world, reality, truth, and favored fortune.

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