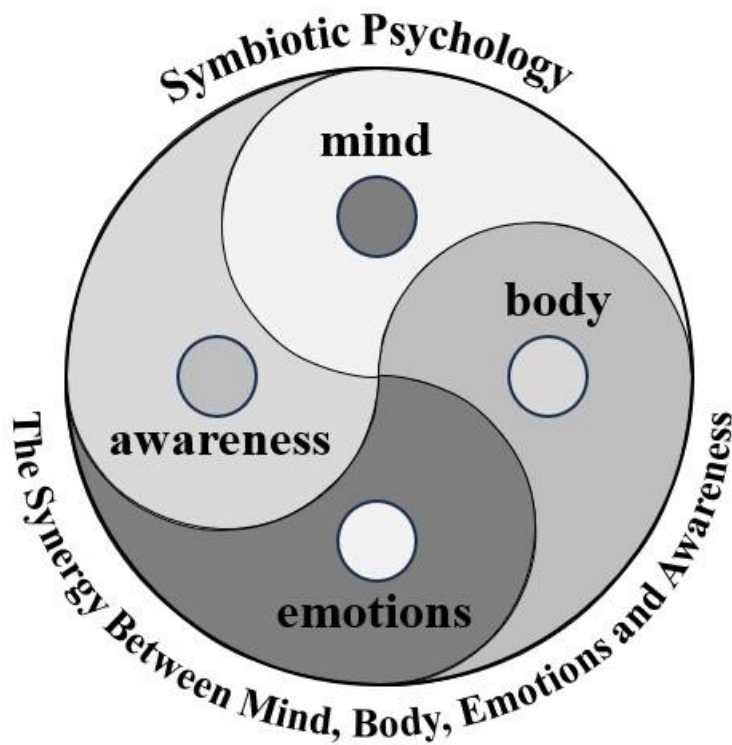


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**Three Articles, Essay, and Letter: Nature's Cognitive-  
Emotional Re-Processing Mechanisms for Health, Well-  
Being, and Successful Decision-Making Prowess**

(rev2026-05-10a)

**Andrew O. Jackson**



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*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 silent revelations.*

**Three Articles, Essay, and Letter: Nature’s Cognitive-Emotional  
Re-Processing Mechanisms for Health, Well-Being, and Successful  
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(rev2026-05-10a)**

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All my work is dedicated to a promising young University of  
Wisconsin long distance runner who committed suicide.

Sarah Shulze (2000-2022)

We taught her how to run, but not how to live.

## Preface

*Emotion does not drive behavior as literature portrays in its poetic dance. Emotion is but a reflection, an awareness within the mind providing another dimension to its memories, thoughts, logic, and imaginations that are driving behavior.*

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.

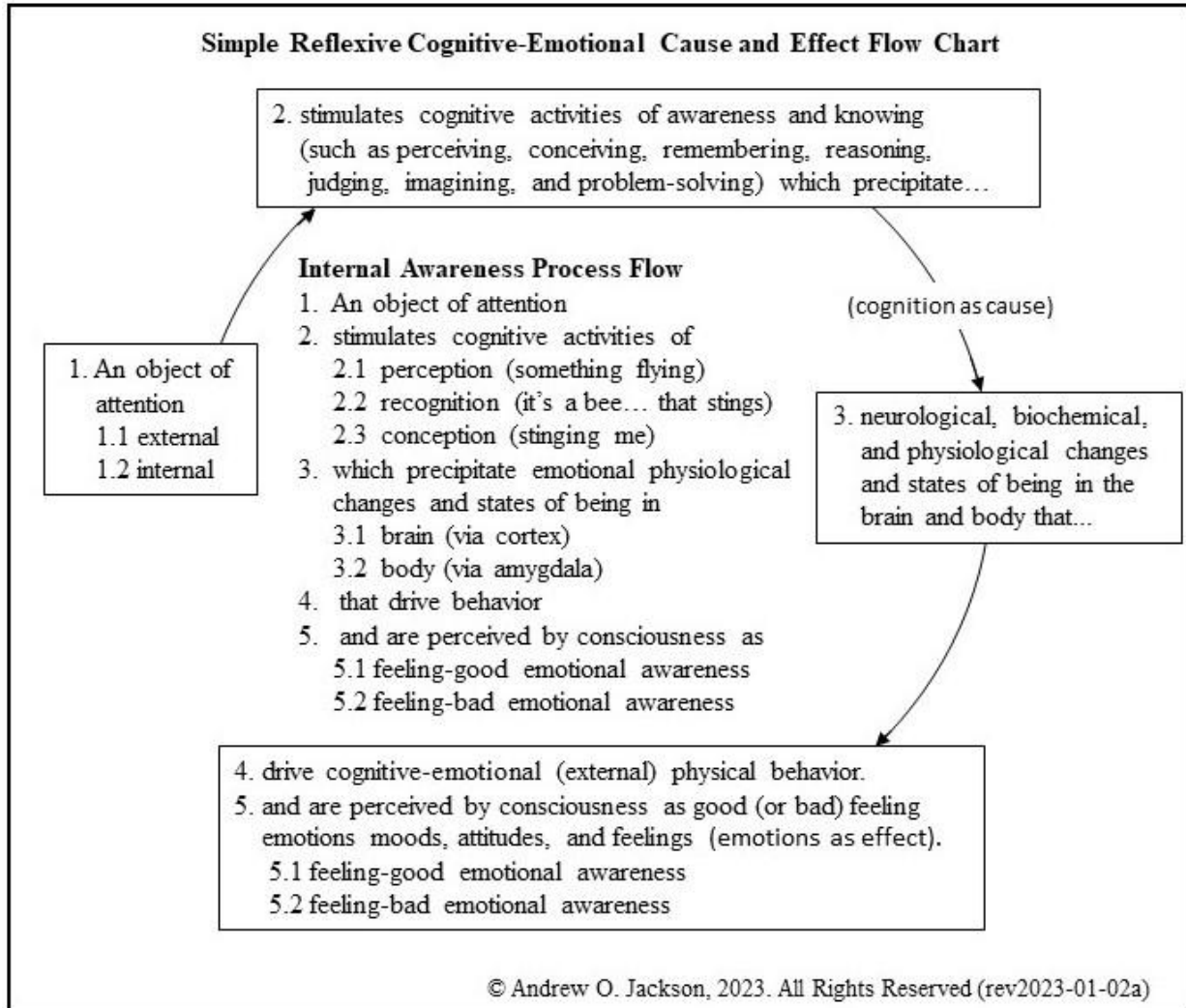
Have a person's core beliefs of emotions – which may have been neurolinguistically molded from childhood (Kemmerer, 2015) through family interactions and, in later years, through reading literary works such as Dickens's *Great Expectations*, Poe's *The Raven*, and Austen's *Pride and Prejudice* – impacted 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. That is, 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 which have some corresponding biochemical and physiological state of being. If, like Achilles, 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 reasonable? Is the emotional psychology of Homer, literature, and modern science erroneous? There is no emotion vs. reason debate because emotions are the perception of a 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 a healthier physiology (Davidson & Begley, 2012; Nesse, 2019).

The current linguistic semantics is that Achilles' *anger* brought countless sorrows. Achilles' *anger* sent many valiant souls to Hades. Homer inscribes the emotion of anger as causal; that is, anger is the cause of Achilles' behavior. 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 biological changes (Davidson & Begley, 2012; Smith, 2015; Pessoa, 2013), humankind usurped emotions' evolutionary function. This erroneous linguistic and cognitive



**Figure 1: Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart**

construct of the mind continues to this day in language, literature, philosophy, religion, law, and education and has been an unquestioned foundation of modern psychology. Today, this misconstruction of destructive behavior arising from emotional dysregulation instead of cognitive dysregulation, erroneously prescribes emotional regulation, management, and control (even with the use of pharmaceuticals if necessary). However, it is cognition, not emotions, that precipitates the physiological states and changes within the brain and body that drives behavior. It is the dysregulation of cognition that is the foundation of mental illness, disorder, and destructive behavior and it is cognition that must be regulated, controlled, and managed (see Figure 1).

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); 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 indiscriminate “random” shootings, bombings, murder, war and individual 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 an erroneous emotional linguistics commonly misused in everyday life only add to the misfortune of these children of a lesser god (Medoff, 1979).

*If philosophy, religion, science, 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.*

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**Emotional Feedback: An Evolved Human Cognitive-Emotional Re-Processing, Control, and Regulatory Mechanism**  
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## **Emotional Feedback: An Evolved Human Cognitive-Emotional Re-Processing, Control, and Regulatory Mechanism**

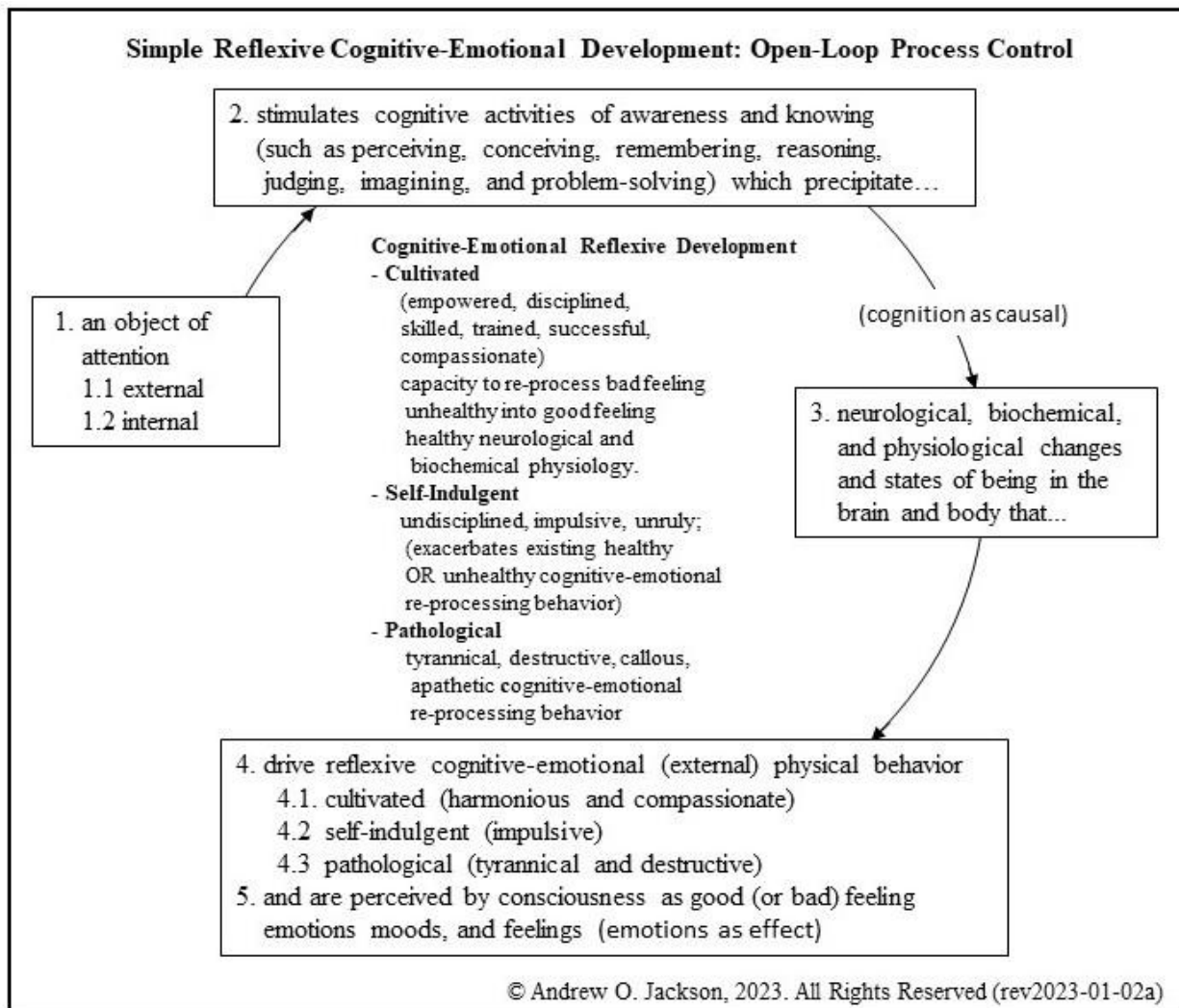
Note: Very few of the fast and multitude of changes and states of neurological, biochemical, and physiological being are perceived and even less are processed through the emotional system and emotionally perceived. This discussion is about those physiological changes and states of being that are processed through the emotional system and are emotionally perceived by consciousness as emotions, moods, attitudes, and emotional-feelings.

---

Emotions are consciously perceived. That is, we feel anger, love, and joy, all of which have some corresponding cognitive and physiological state of being in the brain and body. Suppose I come across a ferocious tiger in the woods. In that case, emotional fear triggers a neurological, biochemical, and physiological fight, flight, or freeze response that includes dilated pupils, a racing heart, and the quickening breath as the body prepares to act. Or does it? Before this emotional response can be actuated, I must first perceive the tiger, understand that it is a tiger, and realize that this tiger is very aggressive, and because of her size, ferocity, and proximity, she can quickly put my life in danger. (Note: an illusionary perception of a tiger may also trigger this “fear response.”)

But can emotions be both causal to a physiological state and being and simultaneously be the perceived effect of that same physiology? Is that logical? If we diagram emotion as a result, a perceived effect of the body’s neurological and biochemical physiology of the brain and body, and cognition as the cause of these changes in physiology, then the irrational linguistics of emotions as both cause and effect of the same phenomena is remedied (**see figure 1**). Emotions are a function of cognition precipitating neurological and biochemical physiology. There exist a multitude of

combinations of thought (cognition) and states of physiology in the brain and body that are emotionally perceived. An excellent source for identifying emotions and their cognitive



**Figure 1: Simple Reflexive Cognitive-Emotional Development**

counterpart is “*The Book of Human Emotions: From Ambigophobia to Umpty – 154 Words from Around the World for How We Feel*” by Tiffany Watt Smith (2015). An exact combination is not only genetic but socially and culturally determined as “cultivated”, “self-indulgent”, or “pathological” depending on an individual’s capacity to control the process. Today’s cognitive behavior therapies seek to cultivate cognitive behavior to obtain an appropriate, culturally defined emotional response.

The process to control the speed of a car with the car's cruise control or the temperature within a room (or oven) with a thermostat is defined within engineering process control theory as "closed-loop" process control. When controlling the speed of a car, the desired speed is set, and components within the car's engine are monitored and manipulated to increase or decrease the engine's power output as needed to maintain the car's speed over rolling hills (and other changing conditions that affect the vehicles speed). When controlling the temperature within a living room, the desired temperature is set, and components within the heating and air-conditioning units are manipulated to increase or decrease the temperature of the air flowing into a room as needed to maintain the desired room temperature. This contrasts with an "open-loop" control like that of a burner atop of a stove where the heat is set and there is no feedback loop to turn the heat down if the eggs begin to burn.

The significance of a cognitive-emotional "closed-loop" process control mechanism 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 an evolved correlation with 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.

If eating, breathing, or other necessary internal and external survival behaviors and instincts cease to exist or bring about extreme pain, sorrow, and anguish, wouldn't this favor extinction? If dwelling upon that which is wanted, desired, and needed is painful, would we work for its creation? If dwelling upon that which is unhealthy and injurious brings pleasure, would it no longer be undesirable? If feeling good correlates with lethargy and confusion, 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. An emotionally negative “fear response” is an evolved and necessary short-term survival mechanism. But, continual negative-feeling cognitive-emotional behavior will only lead to unhealthy physiology and contribute to a person’s sickness, vulnerability, and demise.

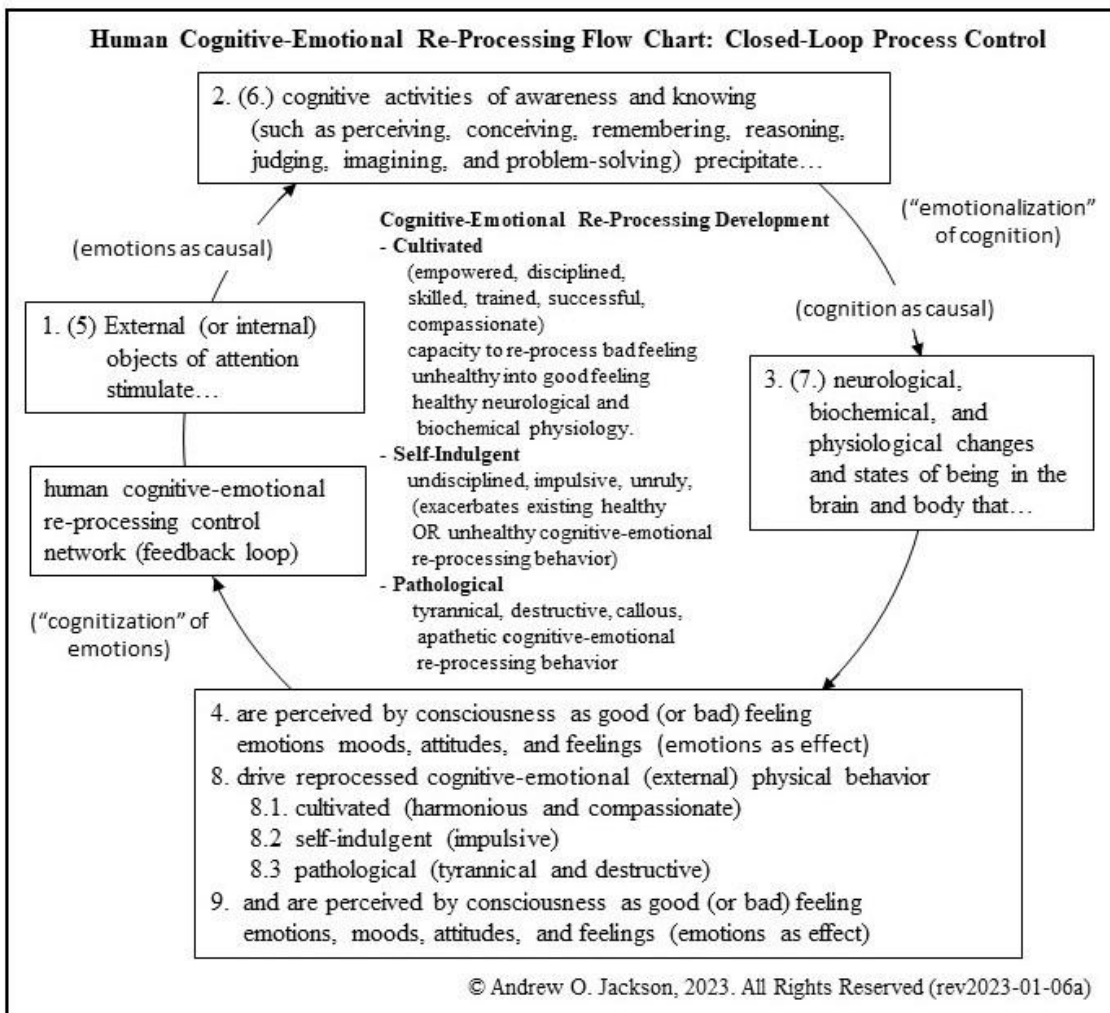


Figure 2: Human Cognitive-Emotional Re-Processing Flow Chart

Humanity has evolved to be joyous. It is a necessity of life. Continual ignorance of our cognitive-emotional evolutionary heritage to re-process, re-organize, and re-structure cognitive behavior based on emotional feedback sabotages individual, cultural, and societal prosperity, and well-being. Human evolution has evolved a cognitive-emotional re-processing, control, and regulatory mechanism that uses emotions as feedback to control cognitive behavior. Every effective and evidenced-based psychological therapy uses good and bad-feeling emotions, moods, and feelings, that is, emotional feedback to re-process, re-organize, and re-establish new cognitive beliefs, logic, and behaviors that lessen bad-feeling emotional dissidence and increase good-feeling emotional harmony. Emotional control in an engineering sense means that cognition, as well as the neurology, biochemistry, and physiology of the brain and body, may be manipulated to gain a desired emotional outcome or response and associated physical behavior (**reference Figure 2**).

Historically, the mind has linguistically combined (1) cognition, (2) physiological states and changes, (3) any resulting behavior, and (4) emotions into one conscious cognitive construct. Our educational and academic institutions have only reinforced this construct throughout a student's career, beginning with their literary education. And this cognitive-emotional linguistic construct is further neurolinguistically supported within the academic cognitive-emotional structures of literature, religion, philosophy, law, and the psychological sciences. But this cognitive-emotional linguistics first inscribed in Homer's *"Iliad"* nearly 3000 years ago is but a shortcut that can easily fail to convey the whole cognitive-emotional dynamic process.

Yet, there is potentially great educational value within life's emotionally positive and negatively charged and, hopefully, entertaining roller coaster rides. Through the many vicarious lives and deaths within each ride, 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 by *ignoring* the awareness that emotions have evolved to guide cognitive behavior for the individual's health, well-being, and success.

Academic education must include the traditional legacy and linguistic semantics of emotionally driven behavior for its experiential value and growth potential within the vicarious living of others through literature (and other mediums) and the linguistic semantics of emotional control behavior in the engineering sense where emotions are used as feedback to guide and re-process cognitive activities of the mind (that include thoughts, memories, perceptions, imaginations, and logic) for the individual's health, well-being, and success. This cognitive-emotional health education entails training and the development of the necessary skills, abilities, and beliefs within an individual that they may develop and maintain a positive cognitive-emotional dynamic state of being and be able to get on and off the cognitive-emotional roller coaster as desired.

It is human evolution (apart from animal) that has created the cognitive-emotional mechanism that precipitates the neurology, biochemistry, and physiology consciously perceived as emotions and which is then used to re-process, re-construct, and re-organize cognitive activities into the better emotional feeling state of being that signifies health, well-being, and success... if the skills, abilities, and beliefs are nurtured to do so. There is no philosophical emotion vs. logic conflict and debate because our emotional biofeedback mechanism has evolved not to be controlled or negated by cognition but to work in sympathetic harmony with an individual's cognitive re-processing behaviors towards their health, well-being, and success.

**Reference:**

Jackson, A.O., 2022. *Conscious Cognitive-Emotional Dynamic Re-Processing, Control, and Regulation: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation.*

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

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

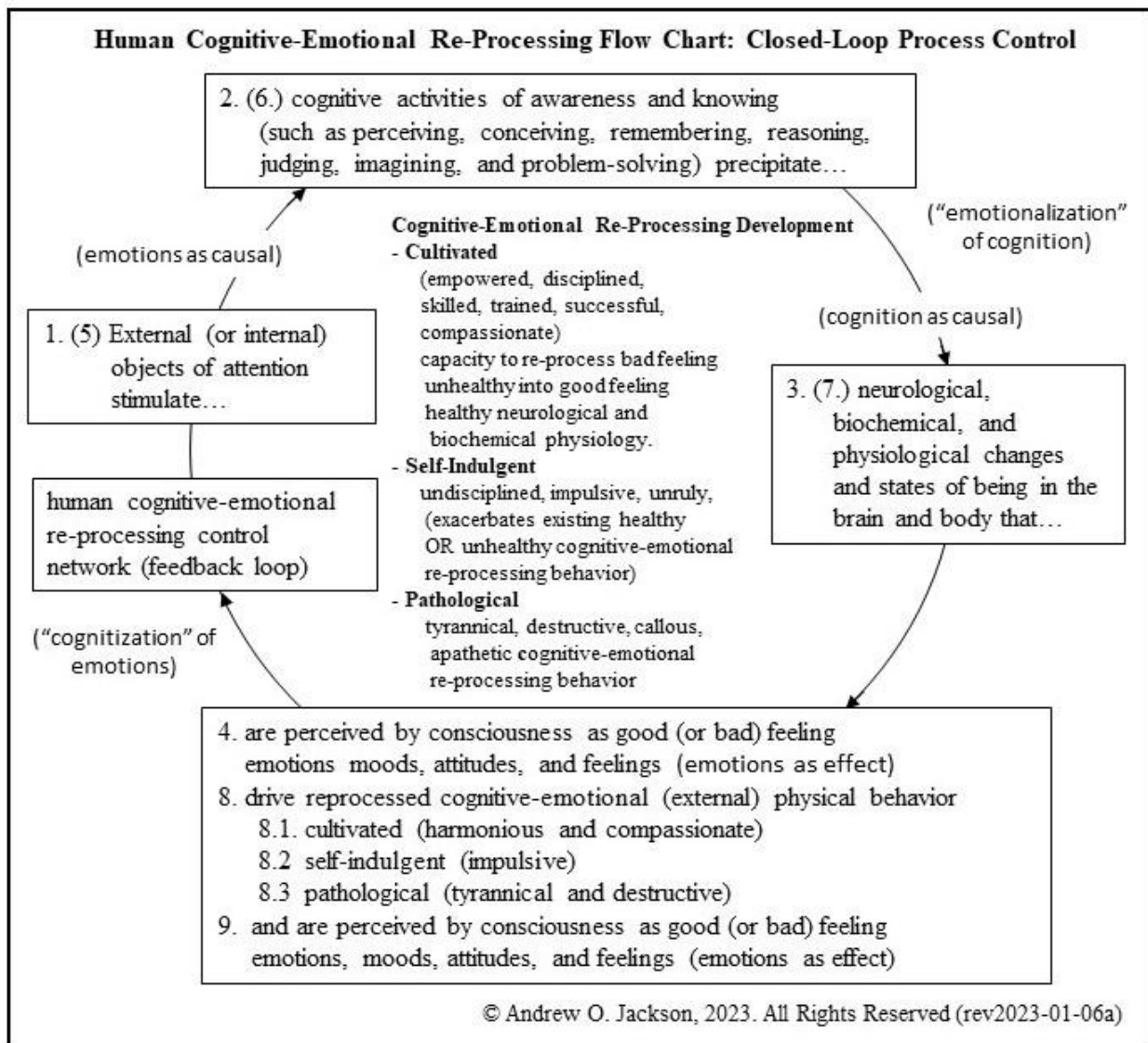
*Ancient Greek philosophers erroneously followed the designs of Homer which has led to a flawed cognitive-emotional dynamic understanding in today's literature, religion, law, psychology, and philosophy (Jackson, 2022).*

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).

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).

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



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

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 their 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-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 Guantnamo, 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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- 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 freely available as a PDF on [symbioticpsychology.com](http://symbioticpsychology.com))



**Spock's Reason vs. Emotion:  
A Fictitious and Dangerous Linguistic Construct of the Human Mind  
(rev2024-05-09a)**

**Andrew O. Jackson**

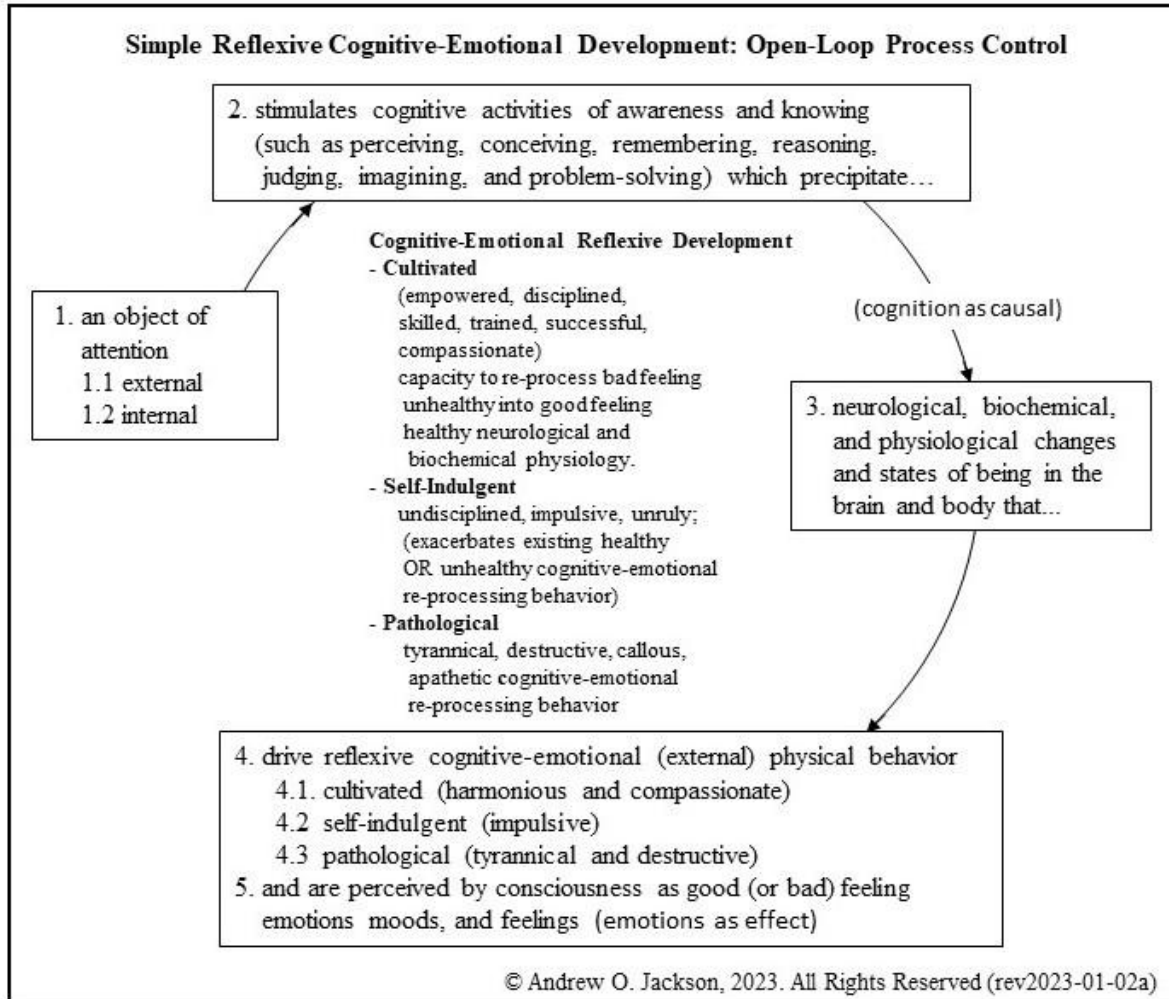
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**Spock's Reason vs. Emotion:  
A Fictitious and Dangerous Linguistic Construct of the Human Mind**

*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 neurological, 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? The emotional psychology of Spock and science is but a shortcut that can easily fail to convey the evolved cognitive-emotional dynamics between cognitive awareness and emotion. The reason vs. emotion debate is an illusionary, albeit dangerous, cognitive construct of the mind. Emotions are the perception of a neurological and biochemical physiology precipitated by the individual's cognitive activities of awareness and knowing. These cognitive activities include perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving. 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 in the movie *Avatar*), 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!” These cognitive activities of the mind precipitated the changes in the biochemistry and physiology of the brain and body (preparing Jake for action) and are then perceived as emotion. Emotion is a result, a perceived effect, and cognition is the cause as sequenced in the box 1, 2, 3, and 4 below (see figure 1).

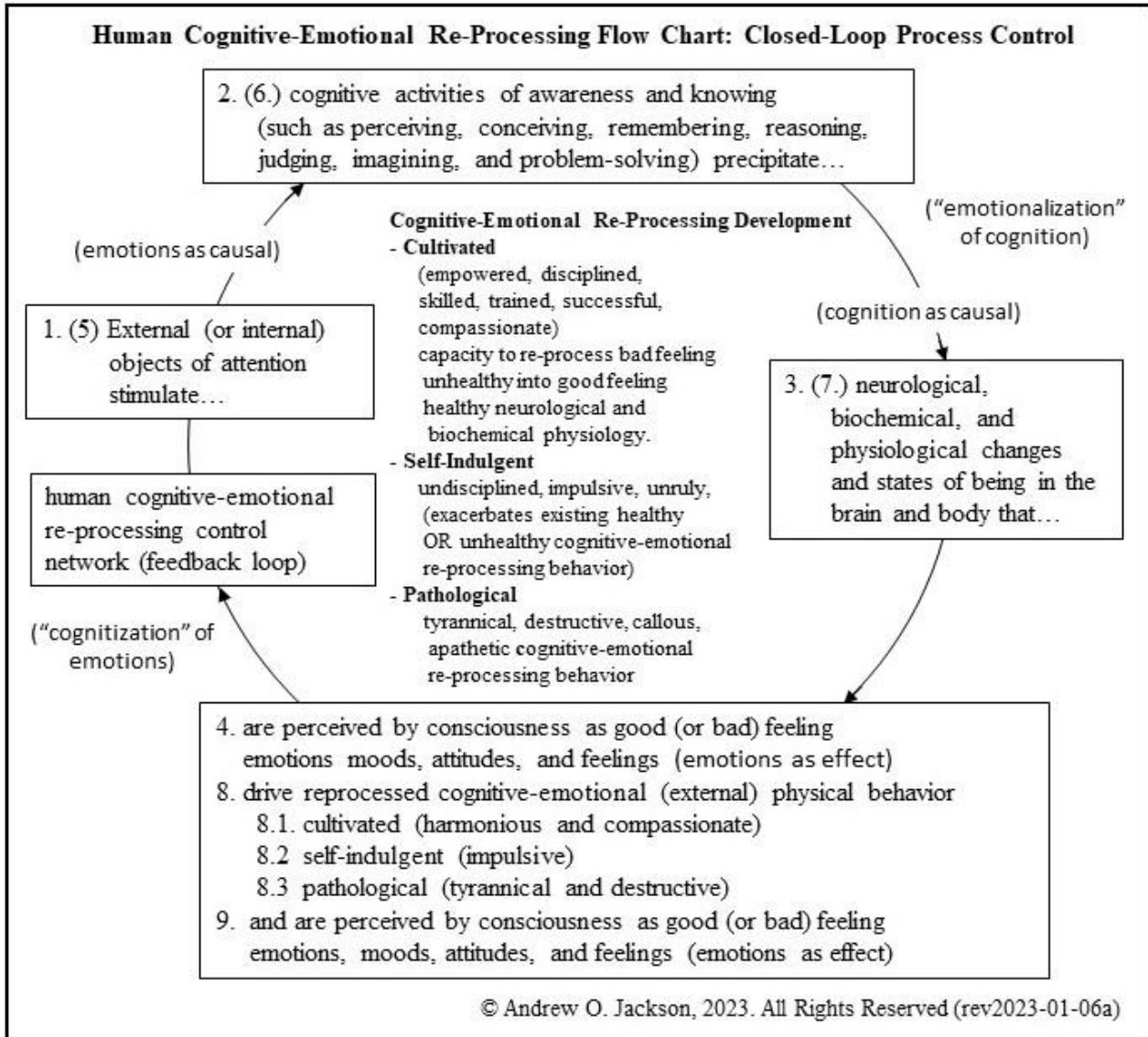


**Figure 1: Simple Reflexive Cognitive-Emotional Development**

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 an

evolved (and vital) physiological significance. Good feeling emotions (moods and feelings) have evolved to correlate with 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. If eating, breathing, or other necessary internal and external survival behaviors and instincts cease to exist or bring about extreme pain, sorrow, and anguish, wouldn't this favor extinction? 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, 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. An emotionally negative "fear response" is an evolved and necessary short-term survival mechanism. But, continual negative-feeling cognitive-emotional behavior will only lead to unhealthy physiology and contribute to a person's sickness, vulnerability, and demise. Humanity has evolved to be joyous. It is a necessity of life. Continual ignorance of an evolved human cognitive-emotional re-processing, control, and regulatory mechanism 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 sequenced in box 1, 2, 3, 4, 5, 6, 7, 8, and 9 below (see **figure 2**). 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



**Figure 2: Human Cognitive-Emotional Re-Processing Flow Chart**

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 are 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 are 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, emotional feedback from cognitive activities can be used to re-process negative feeling thoughts, memories, perceptions, conceptions, imaginations, reason, and other cognitive behaviors into positive feeling cognitive behavior. Every effective and evidenced-based psychological therapy uses emotions, moods, and feelings to re-process, re-organize, and re-establish new cognitive beliefs, logic, and behaviors that lessen feeling-bad emotional dissidence and increase feeling-good emotional harmony.

The essence of problem-solving is understanding the negative, bad-feeling emotions when focusing and dwelling upon that which is not wanted and the positive good-feeling emotions when focusing and dwelling upon that which is wanted, desired, and intended. 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 own 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 do not 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, desire, and intend. 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’ *rage* “brought countless sorrows...and sent many valiant souls of warriors down to Hades....” Historically, the mind has linguistically combined (1) cognition, (2) physiological changes, and (3) any resulting behavior into one 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 Disney’s full-length animation *Inside Out*, 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, attitudes, and feelings can reach and act from. 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 illusionary experiences will be significantly increased *without* the awareness that emotions have evolved to guide cognitive behavior for the individual's health, well-being, and success. Language and literary educators in our primary and secondary schools currently teach an erroneous psychology of emotionally-driven-behavior that sabotage our children’s natural and evolved cognitive-emotional re-processing dynamics. The linguistic semantics of emotionally driven behavior is beneficial for its experiential value and growth

potential within the vicarious living of others (be they real or fictitious). But, most important, our children must also understand the linguistic semantics of emotional-control 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 health, well-being, and successful decision-making prowess and their actualizations.

Authors (of all genres) fail to realize that the "suspension of disbelief" and avoidance of critical thinking include 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 an apocalyptic world of schizophrenia, suicidal depression, and psychotic mania within a reality of wars, mass shootings, bombings, murder, and individual dehumanization. People, politics, and the economy have become objects to be controlled, manipulated, and subjugated for the personal greed and satisfaction. Like a science fiction fantasy, a dominate and "alien" power-hungry "race" of 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 our evolved cognitive-emotional re-processing, control, and regulatory mechanism through a new understanding of engineering "closed-loop" emotional process control dynamics. Our emotional biofeedback mechanism has evolved not to be controlled by cognition but to guide cognitive re-processing behaviors. 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.

**The Dangers and Hazards of Homer's Theory of Emotionally  
Driven Behavior (2,000 words)  
(rev2022-10-17b)**

**Andrew O. Jackson**

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### **The Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior**

*Ancient Greek philosophers 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.*

### **Emotional Dysregulation**

Current psychological therapy understands emotions as potentially aberrant and dangerous because it holds that emotions, moods, and feelings change the neurological and 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 these 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

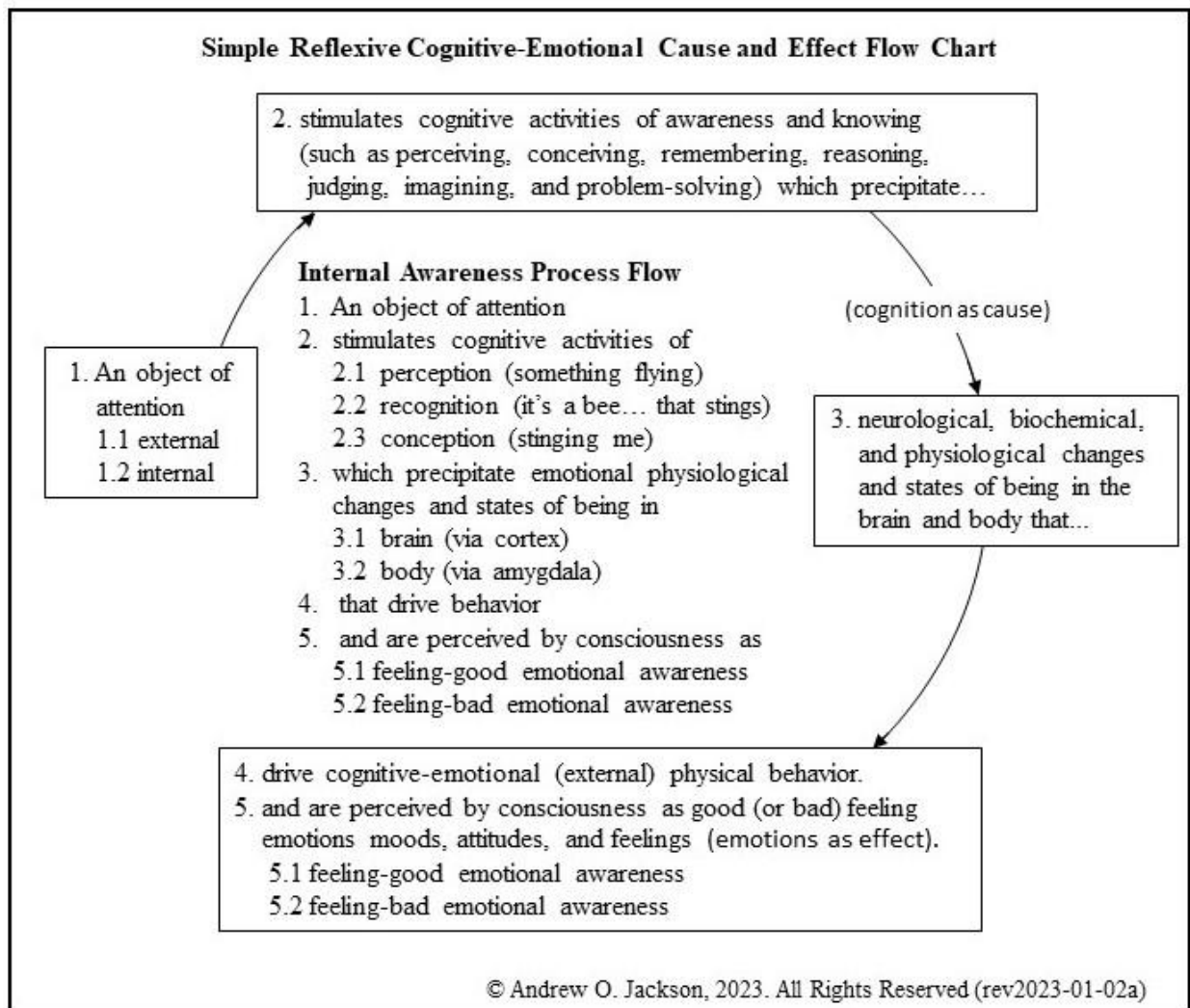
their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment” (Homer, 800-700/2009).

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:

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 the cause of the physiological changes in the brain and body that drives 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 (see **Figure 1 and Figure 2**), all these questions must be readdressed by science, linguistics,



**Figure 1: Simple Cognitive-Emotional Cause and Effect Flow Chart**

literature, philosophy, religion, and law because *emotion does not change the physiology perceived as emotions* cognition does. 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 control mechanism (see Figure 2).

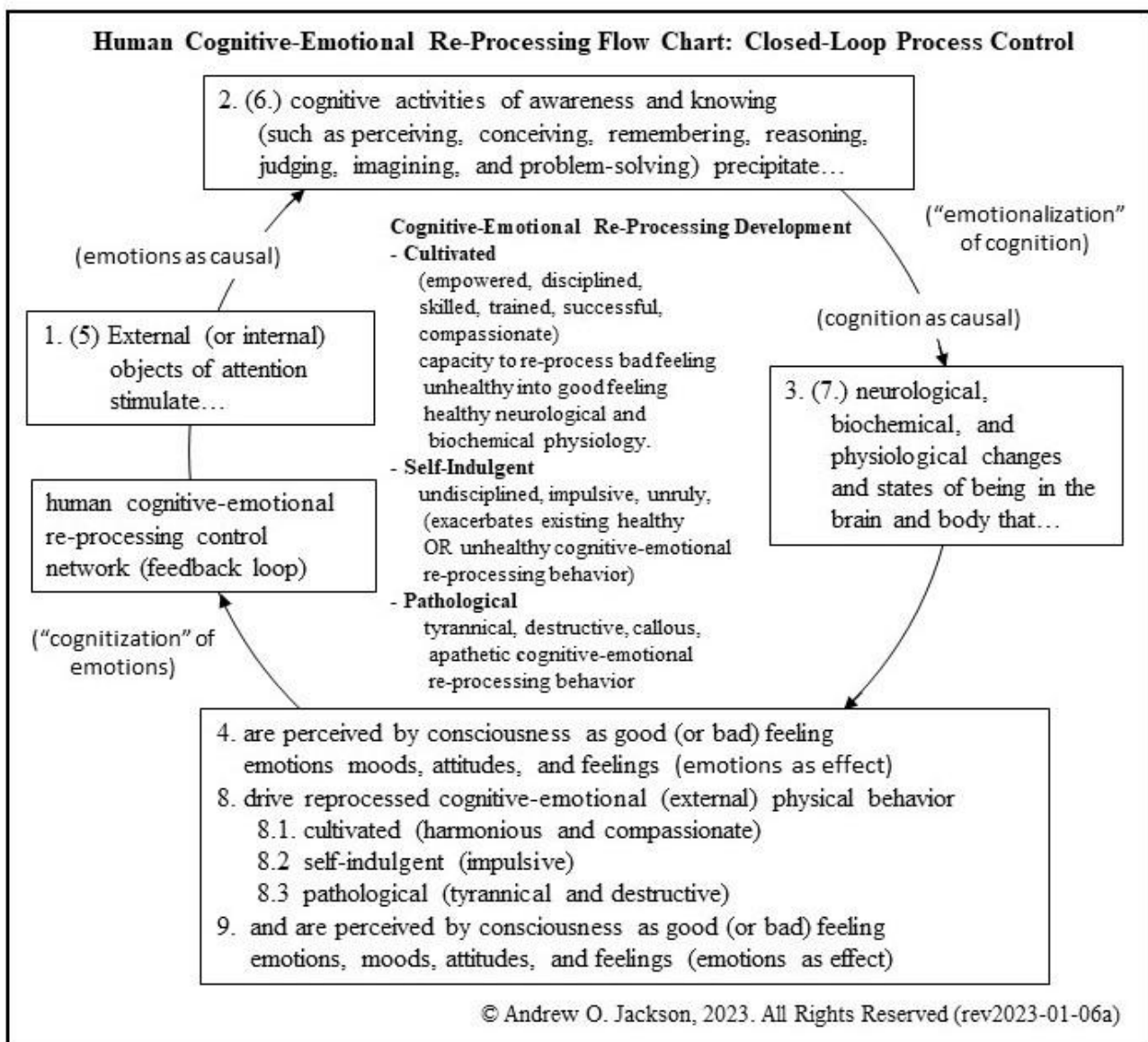


Figure 2: Human Cognitive-Emotional Re-Processing Flow Chart

### **Cognitive Dysregulation**

Emotion-as-effect theory (Jackson, 2022) argues that cognition, not emotion, changes the neurological and biochemical physiology that drives behavior. Therefore, cognition must be controlled, regulated, and managed. The emotional experience is the perception of neurological, 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 neurological and 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 neurological and biochemical physiology. Cognition, not emotions, precipitates the neurological and 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 neurological and biochemical physiology that leads to suicidal depression, psychotic mania, and dysfunctional neurological and biochemical physiology susceptible to disease and illness. Cognitive-behavior therapies work because

cognition changes the neurological and biochemical physiology that is then perceived as emotions.

*The dysregulation of cognition, not emotion, is causal to the aberrant changes in a student's neurological and biochemical physiology that lead to suicidal depression, psychotic mania, and dysfunctional neurological and biochemical physiology susceptible to disease and illness. Cognitive-behavior therapies work because cognition changes the neurological and biochemical physiology that is then perceived as emotions.*

The current science of emotional dysfunctional theory and control necessitates the following eight warnings:

***Warning 1: Denial of the emotional biofeedback control mechanism.***

Emotional disorders (Barlow, 2014) such as depression, anxiety, suicide, mania, bipolar disorder, borderline personality disorder attributed to emotional dysfunction theory are not emotional disorders but cognitive disorders that deny an evolved emotional biofeedback control mechanism. Because of a belief in emotional control, management, and regulation, the neurolinguistic influence of “emotional dysregulation” on a person’s neurological and biochemical physiology convolutes emotions’ evolutionary role to pivot off emotionally negative cognitive behaviors towards emotionally positive cognitive behaviors (and its resonating outward expression and behavior). If emotions are deemed untrustworthy because of a false belief that aberrant and dangerous emotions drive behavior, the emotional biofeedback and control 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 and control 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, critical analysis, and effective decision making.

***Warning 2: Camouflaged aberrant cognitive behaviors.***

Any psychological or pharmaceutical therapy that changes a student'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 neurological and biochemical physiology until they erupt uncontrollably into dangerous, psychotic, suicidal, and schizophrenic behaviors.

Modern psychology (and research) attributes the power of causality to emotions without integrating a person's capacity to re-process cognitive behavior that solicits other emotional responses. If these emotions, stemming from an "emotional disorder," are managed pharmaceutically, science is again usurping emotions' evolutionary role in accentuating aberrant and destructive cognitive behavior to an individual's conscious attention and awareness.

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

Neurological, biochemical, and physiological 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 because of good feeling emotions’ correlations to healthy physiology, critical analysis, and successful decision making. In addition, athletes depend on their mental and physical prowess, strength, and stamina which have an evolved correlation with good feeling emotions, moods, and attitudes. If an athlete is ignorant of, or indulging in their negative emotional awarenesses that are indications of a weakened physiology, they are prone to injury and substandard performances during practice and competition.

***Warning 4: Misguided action upon an external world***

If an individual or patient is never taught:

- (1) how to use their cognitive-emotional biofeedback control mechanism and

- (2) that good- and bad-feeling emotions, moods, and feelings are about their cognitive activities, and
- (3) how these good and bad feelings have evolved correlation with the health and well-being of their neurological and biochemical physiology, or
- (4) even more detrimental, is taught to ignore, constrain, or inhibit this evolutionary biofeedback control mechanism,

they will continually associate and give credit (or fault) to the origins of their 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. 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 other than what I understand, know, and believe.” We live in a world that validates through religion, media, and law credit or fault (reward or punishment) to those who “make me feel” this way. Feeling good has become about changing, controlling, or acting upon “them” and the external world and punish those who make me feel angry, depressed, or wronged as religion, media, law, and personal experiences have taught and continues to teach.

***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, religious, political, academic and culturally defined set of beliefs and understandings that deny an individual's education and development of an evolved cognitive-emotional mechanism for re-processing of one's own 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 reinforces a self-indulgent reflexive behavior driven by emotions. This animalistic portrayal of emotional behavior ignores any conscious cognitive-emotional re-processing of cognitive activities towards better feeling, healthy, and successful cognitions. 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 emotionally driven behavior void of any re-processing skill, education, and training.

***Warning 7: Justice Based on Falsehood is itself false and unjust.***

If law is ignorant of what drives human behavior and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)? The mental skills and agility that most people have developed since birth to navigate successfully through the societal nuances and intricacies of what feels good-is-good (and what feels bad-is-bad) is mainly absent in the millions of incarcerated people. Here, as a result of reinforcement of negative thought patterns along with a misunderstanding of emotions as a bio-feedback mechanism to promote health, well-being, and success, cognitive activity has never moved up the emotional staircase into the pleasures of successful and compassionate decision making and living.

Any successful and sustained rehabilitation is dependent on understanding the brain's neuroplastic nature by our teachers, our parents, our schools, our religious figures, and by our politicians who are blindly, or maybe purposely, setting up rules and laws with punishments that only further degrade human intellectual and emotional wisdom and well-being. Our criminal laws and justice are not designed to rehabilitate but to punish and our jails and prisons tend to reinforce the neuroplastic development of a dysfunctional mind. With the proper education, training, and beliefs, the neuroplastic brain, can be rewired from emotionally negative decision processing that accentuates destructive behavior to emotionally positive decision processing that accentuates rewarding, useful, and constructive behavior and results (Begley, 2013).

***Warning 8: Biased and skewed cognitive, emotional, and physiological research.***

What is the impact of an emotionally driven behavior linguistic education, as well as other genetic and environmental (especially parental and cultural) factors affecting an

individual's skills, abilities, and beliefs to re-process cognitive-emotional awareness have on experimental designs? How reliable are existing psychological dependent studies if variation within an individual's capacity for re-processing, re-structuring, and re-organizing one's own cognitive-emotional dynamics is unaccounted for?

Feeling good cognitive-emotional behavior must have an evolved correlation with an individual's healthy and robust biochemical and neurological physiology in the brain and body (Jackson, 2022a). Negative feeling cognitive-emotional behavior, although in the short is a necessary survival mechanism, in the long run negative feeling emotions, moods, and attitudes correlate with the negation of physical and mental health, well-being, and successful decision-making prowess. Because of this, research on human physiology in medicine is dependent upon an individual's psychological capacity to re-process, re-structure, and re-develop one's own cognitive-emotional feelings, moods, and attitudes to a healthier state of being. If this capacity is unaccounted for in experimental designs on human populations, how valid or biased and skewed are the results?

Every individual has an evolved and human (apart from animal) cognitive-emotional re-processing, control, and regulatory mechanism. If this mechanism has been subdued, camouflaged, or even made ineffective through an erroneous emotionally driven behavior linguistic education and these variables have not been experimentally accounted for and factored in, how reliable is psychological, psychiatric, and physiological science and medicine?

### **Conclusion**

Language acquisition and literacy development through our primary, secondary, and collegiate education are neurolinguistically programming a culturally defined psychology of

emotions and advancing a paradigm of emotionally driven behavior at the detriment to a child's health, well-being, and success. Without our primary, secondary, and collegiate language teachers incorporating any understanding of human's evolved cognitive-emotional re-processing mechanisms, language acquisition and literacy education sabotage philosophy, religion, science, and law and limit the growth and development of the culture and society in which they serve. It is human evolution (apart from animal) that has created the cognitive-emotional mechanisms that precipitate the neurology, biochemistry, and physiology consciously perceived as emotions and which are then consciously used to re-process, re-construct, and re-organize individual cognitive activities of memories, thoughts, beliefs, logic, and imaginations into the better emotional feeling state of being that signifies a person's health, well-being, and success... if the skills, abilities, and beliefs are nurtured to do so.

**Article references found in:**

Jackson, A.O., 2022. *Emotions-as-Effect and Emotional Control Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation*. Symbiotic Psychology Press (25,000 words, self-published paper freely available as a PDF on [symbioticpsychology.com](http://symbioticpsychology.com)).

## **Medical Research Web Letter**

**(rev2026-05-10a)**

**Andrew O. Jackson**

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TO: Worldwide University Faculty Doctors of Medicine

CC: University Faculty Doctors of Psychology, Psychiatry, Pharmacology, Education, Linguistics, Sociology, Criminal Law and Justice, Philosophy, and Religion

Subjects:

- 1) Identifying unknown and unintended consequences of a pre-school, primary and secondary school, and a university education within an emotionally driven behavior and control linguistic language have on an individual's capacity to attain and maintain a healthy, robust, and balanced neurological and biochemical physiology of the brain and body.
- 2) How reliable are existing medical and pharmaceutical experimental designs if variation within an individual's capacity for re-processing, re-structuring, and re-organizing one's own cognitive-emotional dynamics towards an empowered, robust, and balanced physiology of the brain and body is unaccounted for?

Reference: Jackson, A.O. (2025). *Emotions-as-effect and emotional control theory: The linguistic semantics of emotional vs. cognitive dysregulation*. Symbiotic Psychology Press (Note: All my works are self-published and freely available as a PDF download from my websites,)

Date: 2025-06-19

Dear Doctors of Medicine,

How much of our understanding of destructive emotional behavior has been previously neurolinguistically programmed into our brains from our primary school language, literacy, and literary education and has become an automatic and reflexive response and understanding? Destructive emotionally driven behavior has been linguistically defined since Homer inscribed the “*Iliad*” nearly 3000 years ago. The very first line reads:

*“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. Homer inscribes the emotion of anger as causal; that is, anger is the cause of Achilles’ behavior. This literary linguistic paradigm of emotionally driven behavior demands emotional regulation, management, and control (even with the use of pharmaceuticals) because dangerous emotions drive destructive behavior.

Because of the brain’s neuroplastic capacity, more advanced and intricate cognitive-emotional plot-lines in such works as Shakespeare only reinforce habitually used neuro-networks

and strengthen even further the literary belief that dangerous emotions drive destructive behavior and therefore, emotions must be actively controlled, regulated, and managed by the mind.

Are psychological academic publications on emotional behavior and control aprioristic? Has academic anthropology, business, economics, history, law, political science, sociology, philosophy, and neurobiology research predefined emotions as causal to the changes and states of neurological, biochemical, and physiological being in the brain and body that drives destructive behavior? Do you realize that it is possible that cognition, not emotion, precipitates the changes and states of physiology that drive behavior and is then perceived as emotion? That is, cognition is causal, and emotion is a perceived correlative effect. Therefore, it is these cognitive activities that must be controlled, regulated, and managed (with emotional guidance) for the health, well-being, and successful decision-making prowess of the individual and the society in which they live.

My attached technical paper provides the necessary arguments to demonstrate that cognition, not emotion, precipitates the good or bad-feeling physiology in the brain and body that drives behavior. Emotion is not causal to these changes and states of neurological, biochemical, and physiological being in the brain and body as typified in our cultural movies, videos, songs, plays, and television programming, cognition is! Cognition is causal and emotion is a perceived correlative effect. Cognition precipitates the physiology that drives destructive behavior and is perceived as emotion. And it is these dangerous cognitive activities of the mind that are controlled, regulated, and managed by scientifically proven, well researched, and published

evidence-based cognitive behavior modification therapies that utilize good or bad-feeling emotional awareness to evaluate their effectiveness.

If we add in evolution, we can logically deduce a biological significance of feeling-good or feeling-bad. If our genetic ancestors were to survive the evolutionary mill, then the perception of feeling-good must correlate with healthy physiology and feeling-bad must correlate with unhealthy physiology in the long term. However, in the short term, feeling-bad emotional awareness stimulated by dangerous external events does have evolutionary survival significance.

Think of a modern day good-feeling drunk, stumbling into his car to drive across town in rush hour traffic to buy food. It is not going to happen. Similarly, imagine a feeling-good, early humanoid on the savannahs of Africa... uncoordinated, weak, and stumbling out of camp to hunt down some food while surrounded by lions, tigers, and all sorts of dangerous situations detrimental to survival. Is his *feeling good and unhealthy physiology* going to keep him alive...

Yet, to the detriment of the health of our children and our society, psychological academia and language, literacy, and literary primary and secondary school educators are still neurolinguistically programming into their students (and future academics) the belief that dangerous emotions drive destructive behavior and therefore emotions must be controlled, regulated, and managed, even with pharmaceuticals; all the while ignoring emotions evolutionary role to guide cognitive behavior towards the good-feeling and constructive physiology of health, well-being, and successful decision-making prowess.

University administration and academia are failing to address the issue that, to accept today's literary, video, and musical cognitive-emotional plot-lines of Homer's 3000-year-old linguistic psychology of emotionally driven behavior, primary, secondary, and collegiate language, literacy, and literary educators *are neurolinguistically programming their students into, and reinforcing, a suspension of disbelief and critical thinking as well as sabotaging millions of years of cognitive-emotional evolutionary dynamics to maintain an individual's (and societal) health, well-being and successful decision-making prowess.* (See attached reference supplement: "Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior.")

An individual's evolved propensity to pivot off physiological unhealthy cognitive behaviors and onto physiological healthy activities is an unrecognized defense against illness, infections, disease, and injury. Neurological, biochemical, and physiological 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 two layers of resistance to fight off illness, infection, and disease; (1) within an individual's evolved unconscious propensity to dwell within good-feeling healthy cognitions and (2) when an individual consciously works to focus upon good-feeling cognitive activities rather than succumbing to emotionally negative physiological activity.

What does the impact of University emotionally driven behavior linguistic education have on neurological, biochemical, and physiological experimental design in medicine? How reliable are existing medical and pharmaceutical studies if variation within an individual's capacity for re-processing, re-structuring, and re-organizing one's own cognitive-emotional dynamics (that correlate with an individual's physiological health) is unaccounted for?

Feeling good cognitive-emotional behavior must have an evolved correlation with an individual's healthy and robust biochemical and neurological physiology in the brain and body. Negative feeling cognitive-emotional behavior, although in the short is a necessary survival mechanism, in the long run negative feeling emotions, moods, and attitudes correlate with the negation of physical and mental health, well-being, and successful decision-making prowess. Because of this, research on human physiology in medicine and pharmacology is dependent upon an individual's psychological capacity to re-process, re-structure, and re-develop one's own cognitive-emotional feelings, moods, and attitudes to a healthier state of being. If this capacity is unaccounted for in experimental designs on human populations, how valid or biased and skewed are the results?

Every individual has an evolved and human (apart from animal) cognitive-emotional re-processing, control, and regulatory mechanism. If this mechanism has been subdued, camouflaged, or even made ineffective through a restrictive emotionally driven behavior linguistic education and these variables have not been experimentally accounted for and factored in, how reliable is psychological, psychiatric, and physiological science, medicine, and pharmacology?

I have had over 30,000 hits on my websites from researchers from over 80 countries including Russia, China, Japan, Hong Kong, Singapore, India, Pakistan, Iran, Israel, and the countries of the European Union and South America. There is world-wide interest. If my arguments do have any validity, maybe we need a world forum to delineate the future of cognitive-emotional psychological science in academic philosophy, political science, law, business, and the economics of a cognitive-emotional health education for the health, well-being, and successful decision-making prowess of the individual and of the culture and society in which they live?

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

I will continue to educate and coach my students into a symbiotic psychology where mind, body, emotions, and awareness have evolved to work in synergistic harmony. Emotions have not evolved to be controlled and regulated by the cognitive mind, but to guide cognitive activities towards the feeling-good physiology of health, well-being, and successful decision-making prowess. Isn't that what well researched, and evidence-based cognitive behavior modification therapies have proven?

Reference:

Jackson, A.O. (2026). *Emotions-as-effect and emotional control theory: The linguistic semantics of emotional vs. cognitive dysregulation*. Symbiotic Psychology Press (Note: All my works are self-published and freely available as a PDF download from my websites.)

**Revisions:**

1. 2022-08-30a: Combined previously written two articles and an essay into one document
  2. 2022-10-11a: Added “article “The Hazards of Homer’s Emotionally Driven Behavior” and changed title to “Three Articles....”;
  3. 2022-10-17a, b: Added and edited “*Warning 8: Biased and skewed cognitive, emotional, and physiological research*” to article “The Hazards of Homer’s Emotionally Driven Behavior”; added section “Revisions”
  4. 2022-11-09a, b: Editing; Added note to “Emotional Feedback: Evolved Human Cognitive-Emotional Re-Processing”
  5. 2023-01-02a, b: Corrected grammar (its vs. their); rewrote sentence in “Warning 1”; put comma within quotation marks; edited and renamed drawings
  6. 2023-01-06a, b: Edited Human Re-Processing drawing; grammar correction (emotionally driven)
  7. 2023-01-21b, c: Edited back page blurb; header format editing
  8. 2023-12-27a: Added quote to background blurb
  9. 2024-05-09a, b: Edited “Spock’s Reason vs. Emotion”; Reversed title lines
  10. 2024-09-11a, b, c: Changed title to “Nature’s Cognitive-Emotional Re-Processing Mechanisms for Health, Well-Being, and Successful Decision-Making Prowess: Three Articles and an Essay”; corrected grammar
  11. 2026-01-28a: Added Symbiotic Psychology Trademark
  12. 2026-05-01a: Reviewed for errors
  13. 2026-05-10a: Added Web Letter
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*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 their 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.*

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Andrew O. Jackson 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, wrestling coach and professional alpine ski instructor; 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 happily married and retired from mechanical engineering and twenty-five years of sailboat racing and coaching on the Melges E-Scow and is now spending his summers sailing and winters alpine skiing with his wife Barbie and their two cats. He is currently campaigning for academic and athletic coaching understanding and awareness of our natural cognitive-emotional reprocessing mechanisms that have evolved to attain and maintain our health, well-being, and successful decision-making prowess.

“I like to say I have a PhD in Psychology from the School of Hard Knocks. The difference being that an accredited school requires classes, exams, and a successful defense of one’s own dissertation. I, on the other hand, either realize, develop, and self-prescribe a new psychology of cognitive-emotional behavior more in line with natural evolution and live, or fail and die.”

Andrew O. Jackson suffered from psychotic mania, suicidal depression, and schizophrenic tendencies. He was in and out of mental hospitals from 1979 to 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 his painful and torturous existence a while longer. He replied, “Yes” and got himself to a hospital.

Around 1993, in a moment of inspiration that led him away from academia’s 3000-year-old literary linguistics of emotionally driven behavior and control, he began a self-directed healing program using his good-feeling emotions, moods, attitudes, and feelings as indicators of, and a progression towards a healthy 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 into a cognitive-emotional control mechanism to guide cognitive behavior towards the health, well-being, and prosperity of the individual.

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