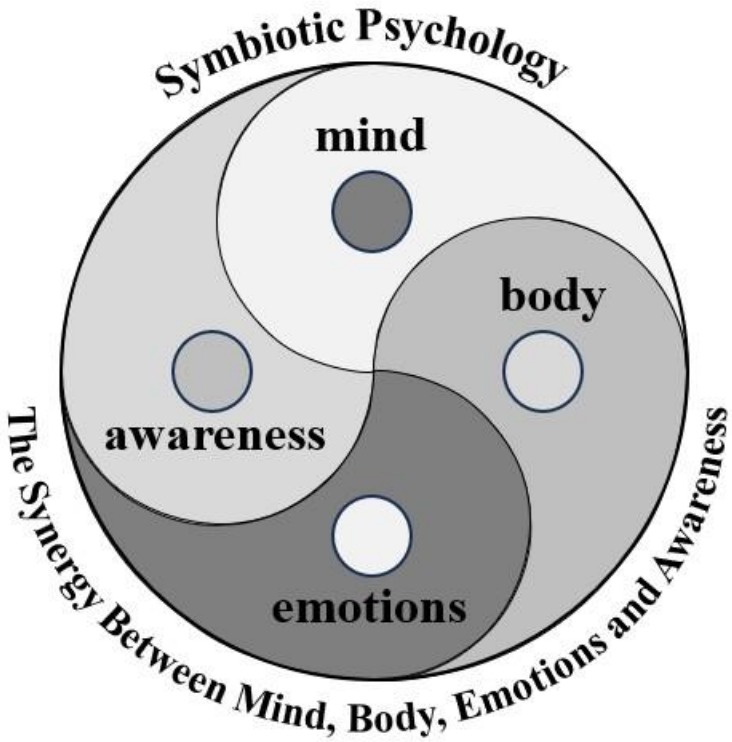
Essays on Cognitive-Emotional Re-Processing Mechanisms for Health, Well-Being, and Successful Critical Analysis & Decision-Making Prowess

(rev2026-10-26a)

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.

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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

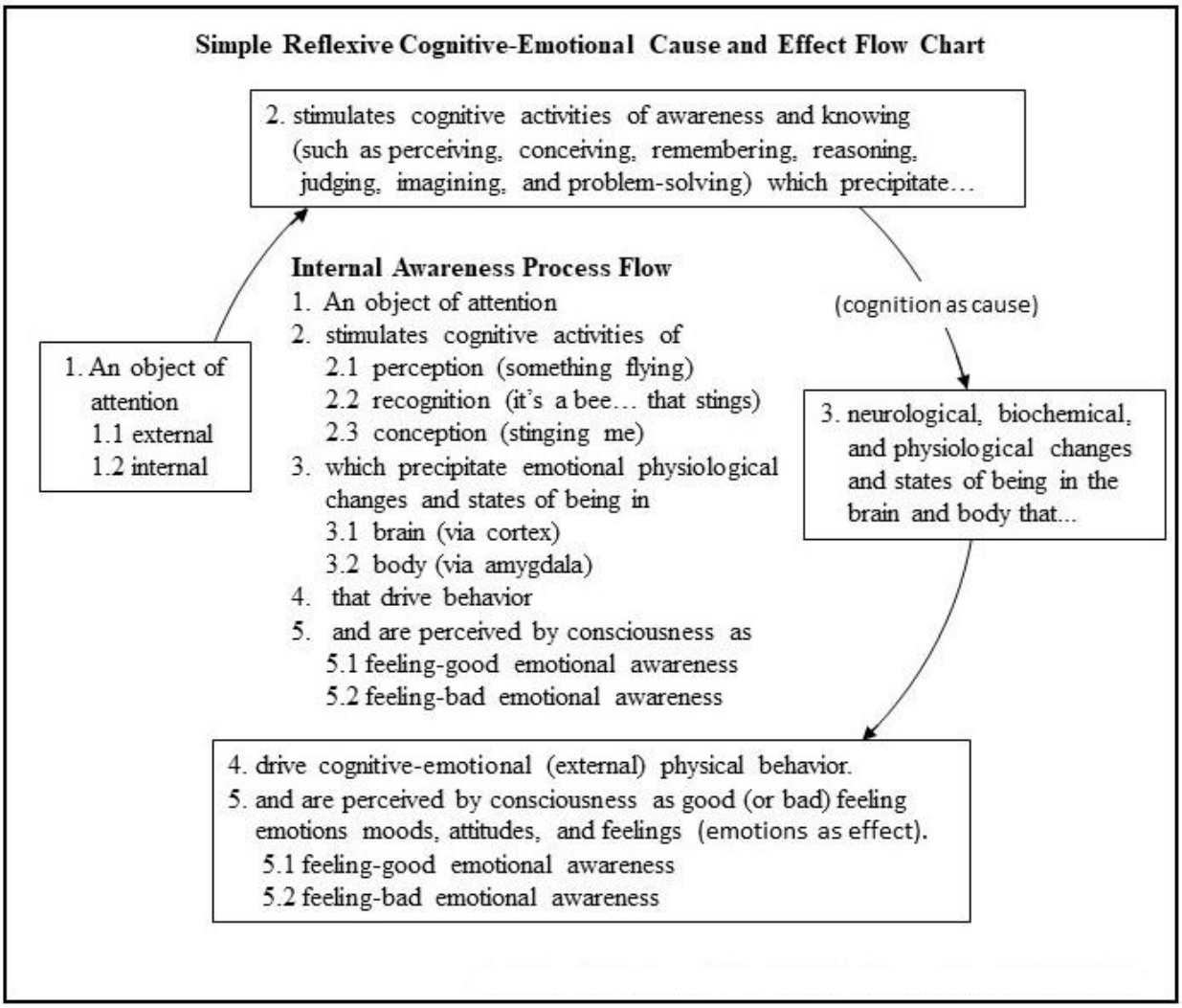

Figure 1: **Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart**

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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Preface references found in:

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Emotional Feedback: An Evolved Human Cognitive-Emotional Re-Processing, Control, and Regulatory Mechanism (rev2022-11-09b)

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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

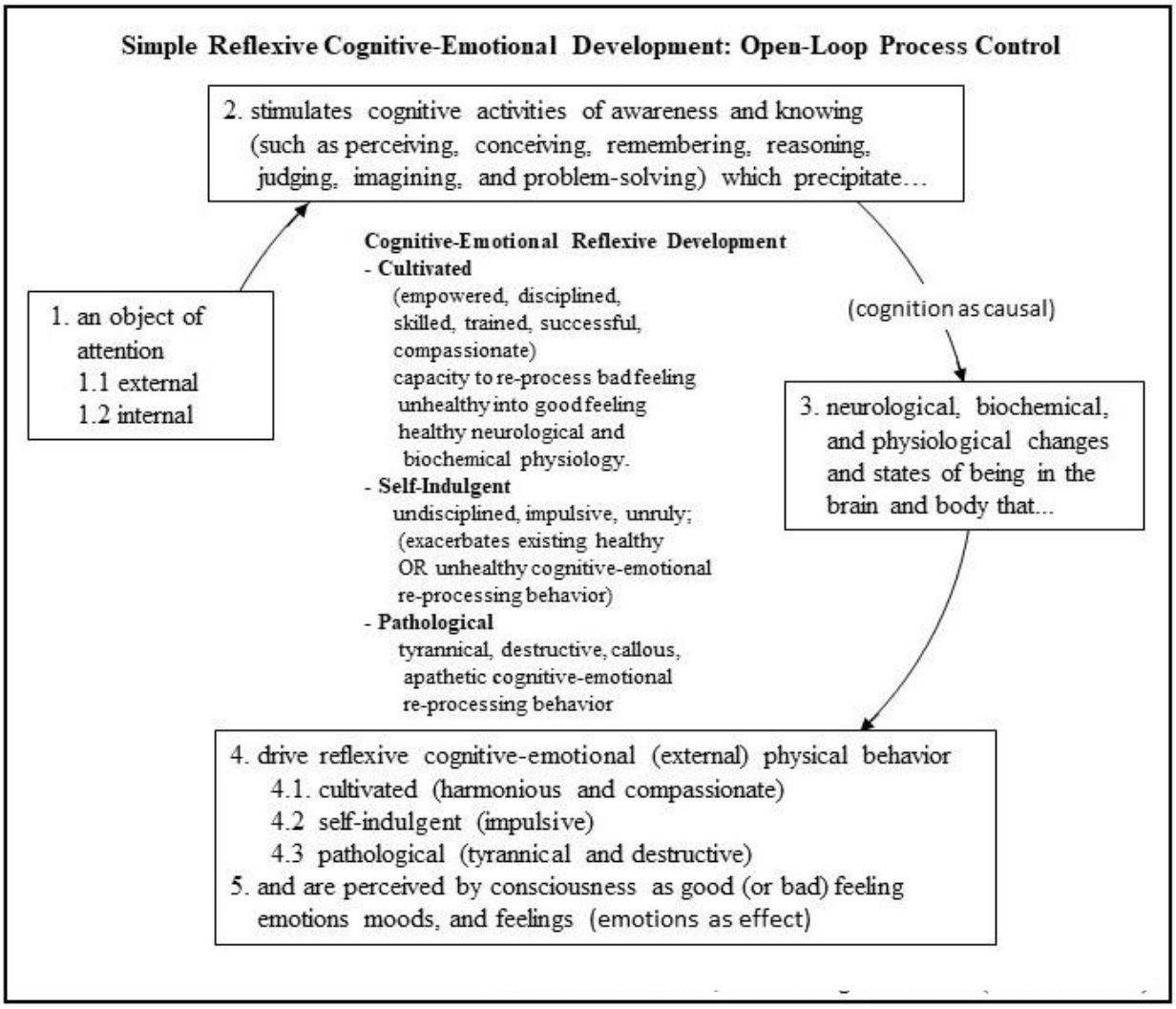

Figure 1: Simple Reflexive Cognitive-Emotional Development

counterpart is "*The Book of Human Emotions: From Ambiguphobia 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.

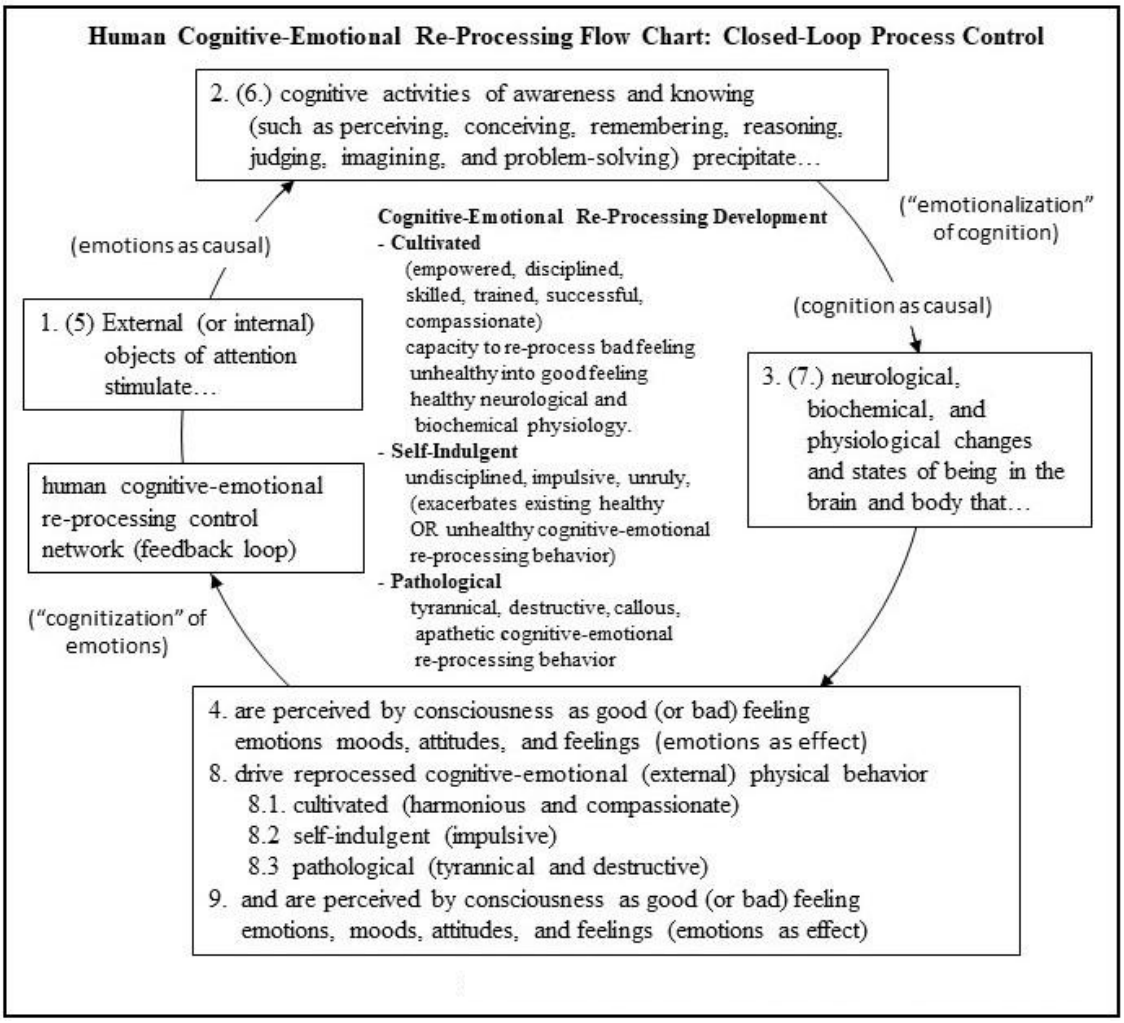

Figure 2: Human Cognitive-Emotional Re-Processing Flow Chart

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:

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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 neurolinguisticly 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

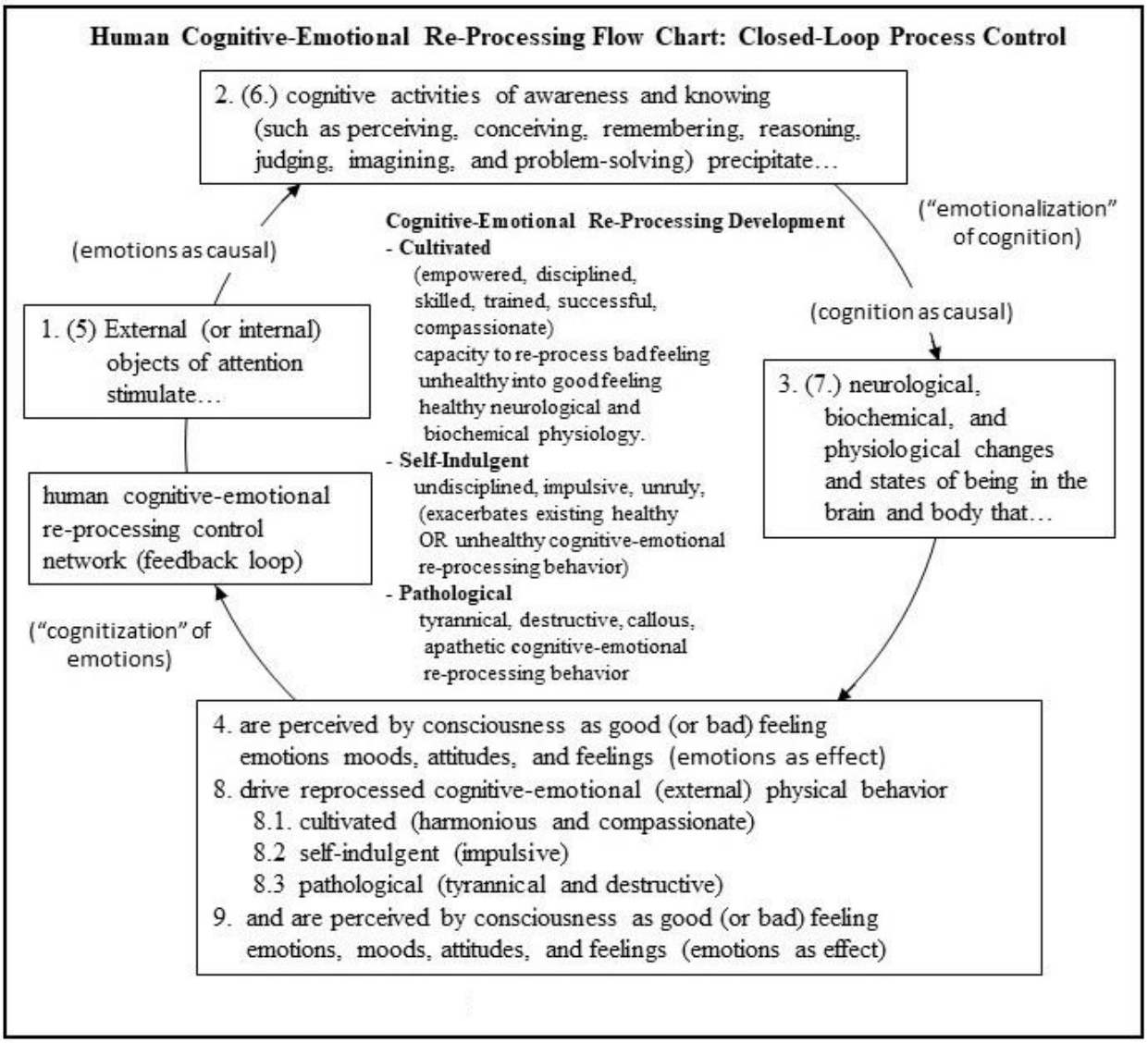

Figure 1: Human Cognitive-Emotional Re-Processing Flow Chart

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

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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**).

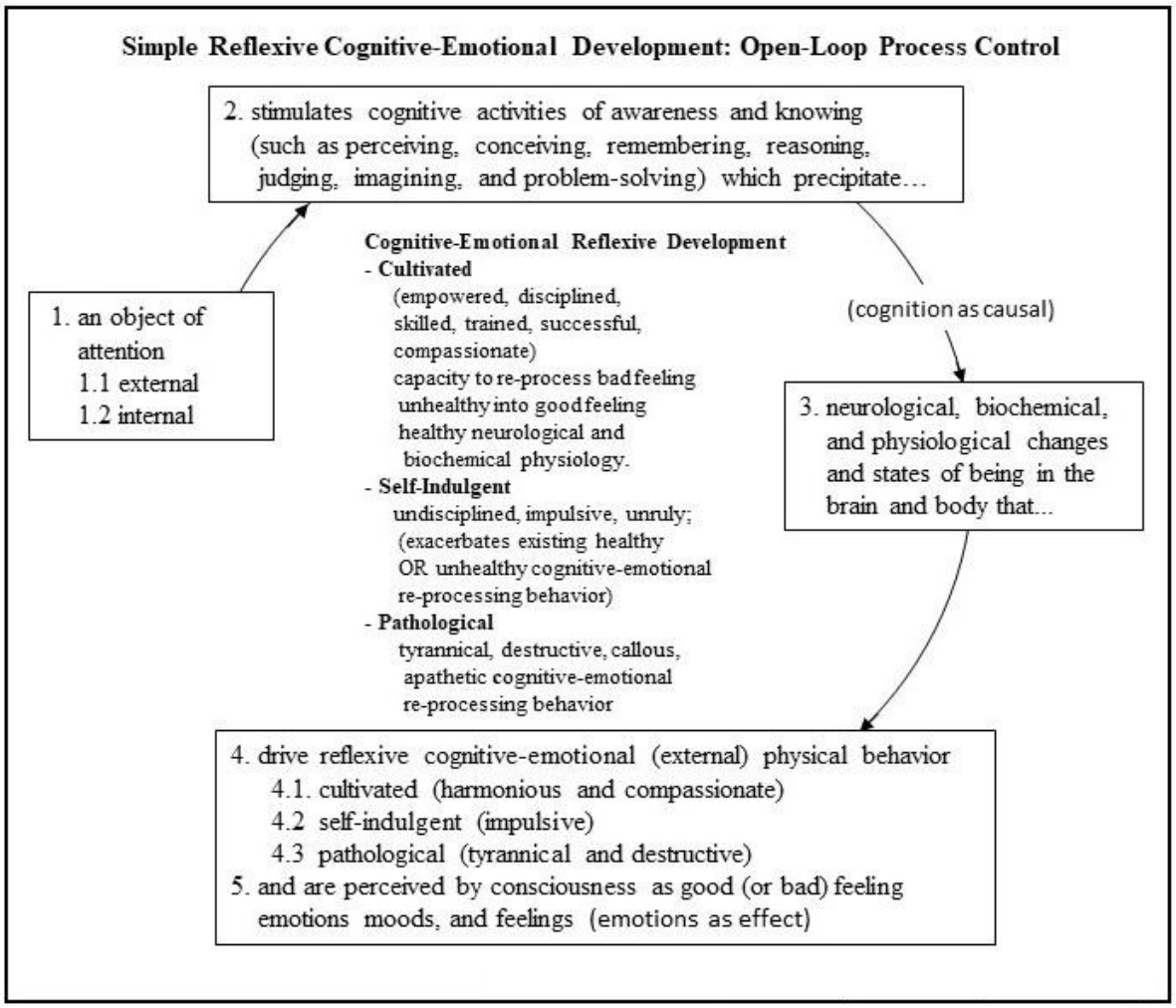

Figure 1: Simple Reflexive Cognitive-Emotional Development

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

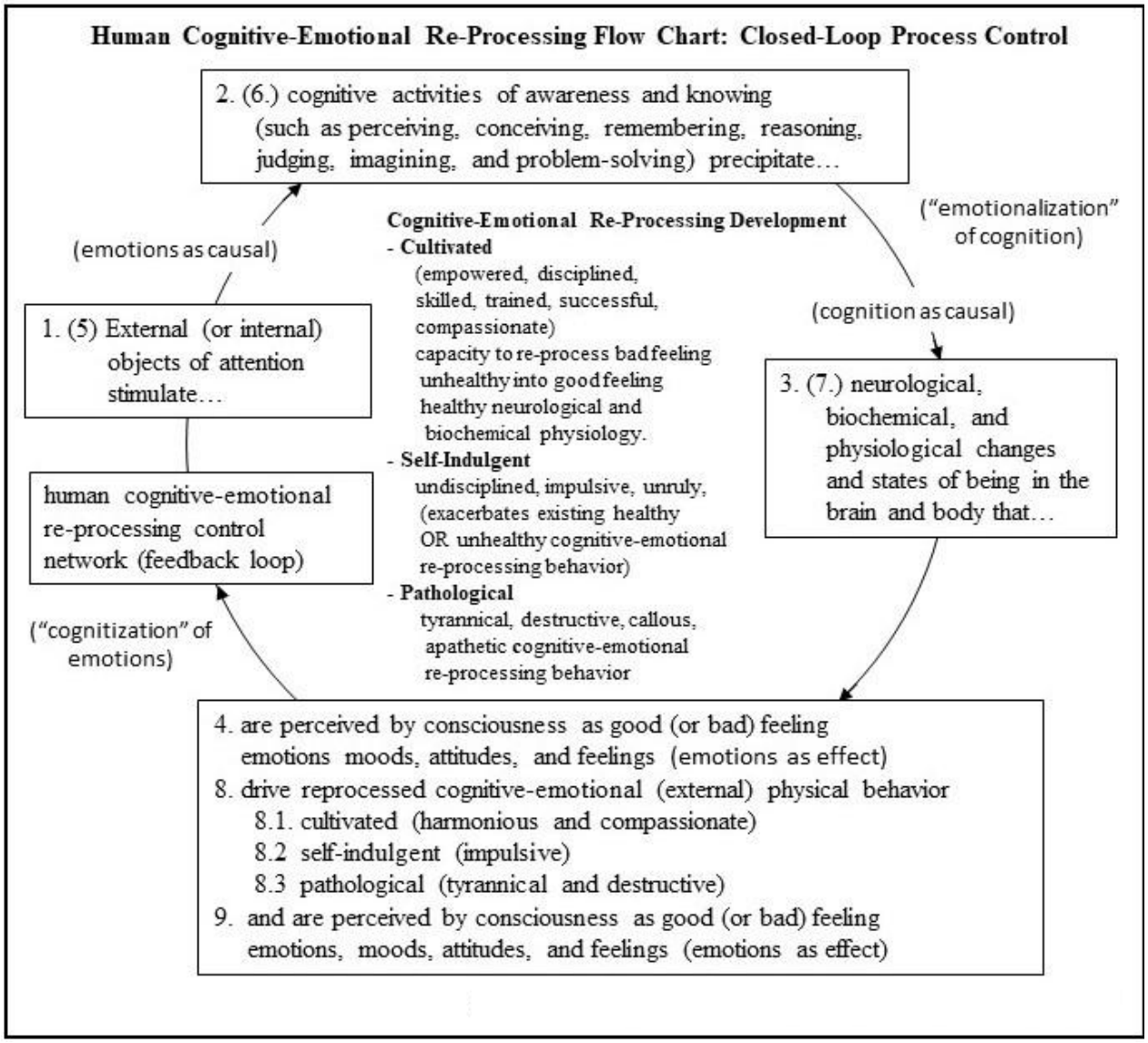

Figure 2: **Human Cognitive-Emotional Re-Processing Flow Chart**

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)

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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,

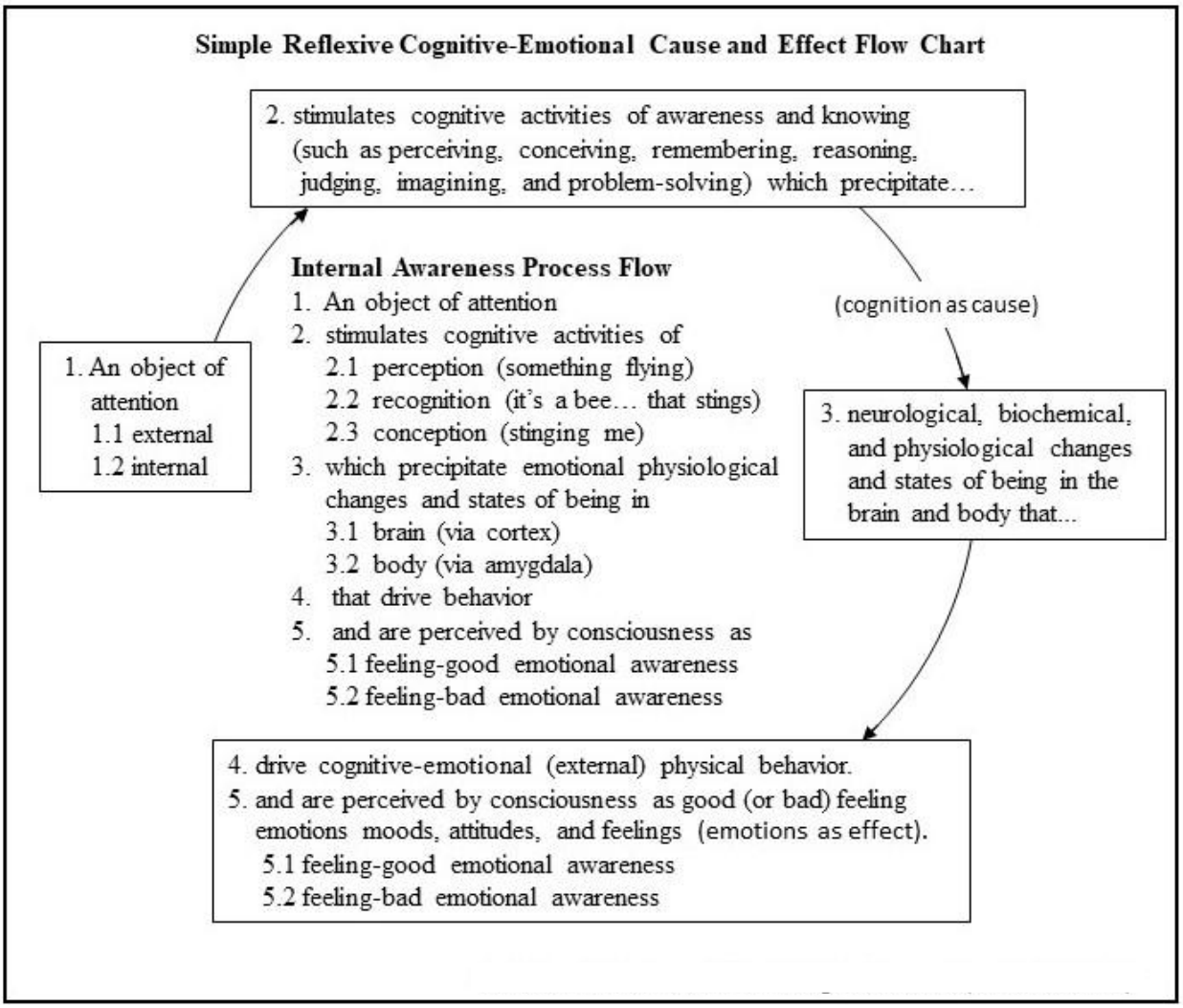

Figure 1: **Simple Cognitive-Emotional Cause and Effect Flow Chart**

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**).

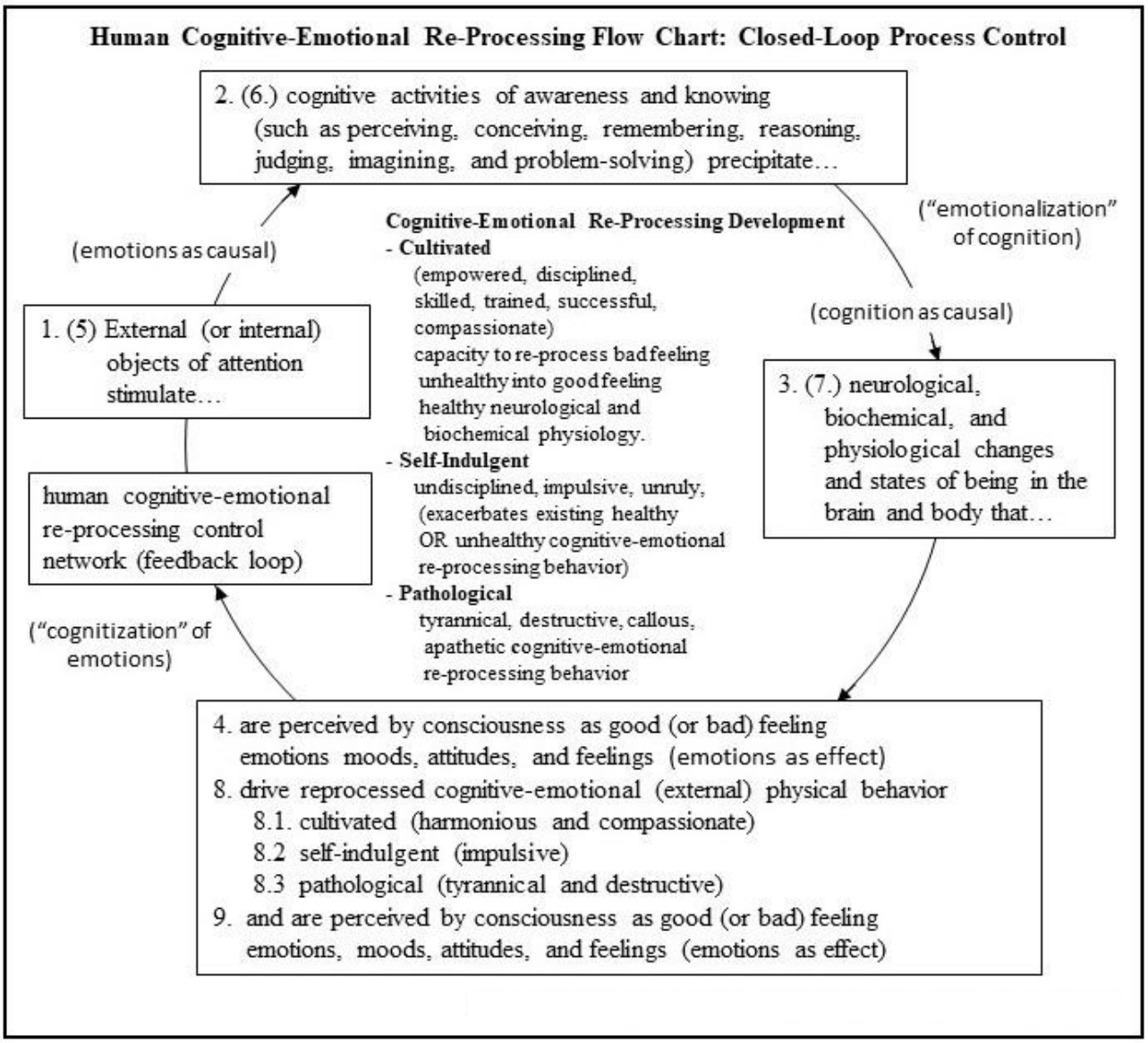

Figure 2: Human Cognitive-Emotional Re-Processing Flow Chart

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 prong 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).

Medical Research Web Letter

(rev2026-05-10a)

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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 determent of the health of our children and our society, psychological academia and language, literacy, and literary primary and secondary school educators are still neurolinguistically programing 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.)

Millions of Years of Cognitive-Emotional Evolution

(Rev2026-05-20a)

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Millions of Years of Cognitive-Emotional Evolution

(rev 2026-05-20a)

Every person has their own underutilized, internal evolutionary power to help combat any physical or mental illness, disorder, or disease. Hidden within their mental-emotional awareness are re-processing mechanisms that have evolved over millions of years to build a strong, healthy, and empowered physiology of the brain and body to thrive in life's challenges, undercurrents, and endeavors.

1: Emotionally good-feeling mental activities have an evolved correlation with movement towards a healthy physiology. Emotionally bad-feeling mental activities have a necessary evolved correlation with movement towards an unhealthy, weak, imbalanced, and dis-empowered biochemical, neurological, and physiological brain and body anatomy. Like the physiological imbalanced signature of a hand left on a hot stove, the body and brain's biochemical imbalances can be caused by continuous emotionally bad-feeling mental activity.

2: Good-Feeling emotions have an evolved correlation with an awareness, attention, and focus upon what is wanted, desired, and intended. Emotionally bad-feelings correlate with an awareness, attention, and focus upon that which is NOT wanted, desired, or intended within life's adventures. Therefore, emotional awareness is vital for comprehending the personal health hazards of one's own mental activities. ***The emotionally good-feeling mental activities that exist when a being is focused and dwelling upon that which they want, desire, and intend into their life's experience have an evolved correlation with a strong, robust, balanced, and empowered physiology of the brain and body conducive to health, well-being, and successful decision-making prowess.***

3: Combat physical and mental dysfunction by pivoting off emotionally bad-feeling mental activities (associated with an unhealthy, imbalanced, and dis-empowered physiology) and towards emotionally good-feeling mental activities (associated with a healthy, balanced, and empowered physiology when focused and dwelling upon that which is wanted, desired, and intended in life). Anyone who is physically or mentally in ill health, can use what powers of mind they can and deliberately choose thoughts, beliefs, memories, imaginings, perceptions, and reasonings that bring about emotionally good-feeling, emotions, attitudes, and feelings. At first this

exercise may just bring about "less-bad" emotional feelings. But with practice and determination to do something, these "less-bad" emotionally feeling thoughts and activities will become emotionally good-feeling mental activities associated with a healthy, biochemically balanced, and empowered physiology.

4: Rather than cognitive-emotional pivoting off emotionally bad-feeling cognitive behavior, a person may have to "STOP" and mentally, just don't go there. Maybe the best course of action is to distract oneself from those emotionally bad-feeling mental activities. Find and get into a safe place. Do the work and focus the best one can on any emotional good-feeling mental activities within that which is wanted, desired, and intended in life. Leave the bad-feeling, "not-wanted" reality alone until you have developed a strong, powerful, and balanced anatomy to deal with it.

5: Any physical or mental therapeutics, especially those involving necessary pharmaceuticals must be accompanied by cognitive-emotional re-processing therapies to encourage patient participation within their own healing endeavors. Like a physical crutch or cast that stabilize a broken bone's healing environment, many pharmaceuticals are temporary crutches to help stabilize the body's biological environment to aid in the healing process. How many pharmaceutical treatments are temporary is unknown, because medical science has failed to properly understand, research, and disseminate the knowledge of humanity's natural cognitive-emotional re-processing mechanisms that have evolved for the maintenance of an individual's (and societal) health, well-being, and successful decision-making prowess.

A drowning swimmer cannot save another. Become a stronger swimmer and then dive into the ocean of life with gusto.

Namaste

Reference: Jackson, A.O. (2026). (*Technical Paper with Supplements*.) Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation. Symbiotic Psychology Press. (15,500-word paper, free PDF download, new tab)

A Presentation in Emotional Wisdom

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A Presentation in Emotional Wisdom

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.

But 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, cognition is! Cognition is causal and emotion is a perceived 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 being controlled, regulated, and managed by scientifically proven, well researched, documented, and published evidence-based cognitive behavior modification therapies that utilize good or bad feeling emotional awareness to evaluate their effectiveness.

To the determent of the health of our children and our society, psychological academia and language, literacy, and literary primary and secondary school educators are still neurolinguistically programing into their students the belief that dangerous emotions can drive destructive behavior and therefore emotions must be controlled, regulated, and managed, even with pharmaceuticals; all the while ignoring cognitive behavior modification therapies' well documented and evidenced based research and emotions

evolutionary role to guide cognitive behavior towards health, well-being, and successful decision-making prowess.

1.0 There exists a symbiotic synergy between mind, body, emotions and awareness: instead of the masculine mind controlling feminine emotional body, emotions have evolved to empathically guide the mind's activities towards individual and societal health, well-being, and success.

2.0 Cognition, activities of the mind: the processes of awareness and knowing, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition), where understanding and comprehension can project future consequences and events. Cognitive activities of the mind include their product such as thoughts, memories, beliefs, perceptions, conceptions, imaginings, evaluations, discernment, and reasoning.

3.0 Emotions: the good or bad feeling perception of neurological, biochemical, and physiological changes and states of being in the brain and body precipitated by cognition.

4.0 Emotions do not drive behavior: cognition, not emotion, precipitates the changes and states of neurological, biochemical, and physiological being in the brain and body that drives behavior. Emotions are a perceptual effect of these changes and states of physiology. Cognition is causal and emotions are an effect. Although, with the cognitive perception and evaluation of emotions, emotions will then drive cognitive activities (which precipitates the physiology that drives behavior).

5.0 Emotional Evolution: Good feeling emotions, moods, attitudes, and feelings must have an evolved correlation with health, well-being, and successful decision-making prowess and abilities of a healthy and balanced biochemistry, neurology, and physiology. Bad feeling emotions, moods, attitudes, and feelings must have an evolved correlation with the absence of health, well-being, and successful decision-making prowess and abilities of an unhealthy and imbalanced biochemistry, neurology, and physiology. If this were not so, humanity would not have survived the evolutionary mill. The modern equivalent would be a good-feeling drunk, joyfully stumbling into his car to drive across town during rush-hour traffic to buy groceries.

6.0 Cognitive vs Emotional Dysfunction: Cognition precipitates the physiological changes and states of being that are perceived as good or bad feeling emotions, moods, attitudes, and feelings. Cognition is causal, emotions are an effect. As vision accurately perceives "red" and not "green" as a true reflection of the seeing process, an accurate emotional perception of unhealthy physiology of the brain and body, even though extreme, is not a dysfunction. The linguistics of "emotional disorder", "emotional dysfunction", or an "emotional illness" are cognitive disorders, cognitive dysfunction, or a cognitive illness. Cognition, not emotion, must be controlled, regulated, and managed. But, the actual dysfunction is an individual's inability to naturally re-processes unhealthy emotionally bad-feeling cognitions into healthy emotionally good-feeling cognitions.

7.0 Cognitive-Emotional Therapy: Instead of cognitive behavior modification therapy where cognition is used to control "dangerous

emotions" that drive destructive behavior, emotions are used to guide cognitive activities. If a thought doesn't feel good, it isn't (physiologically speaking) because emotionally bad-feeling cognitive behavior has an evolved correlation with an unhealthy physiology. Therefore, in cognitive-emotional therapy, negative, destructive, and bad-feeling cognitive activities are re-structured, re-developed, and re-formed into healthy, good-feeling cognitions that correlate with health, well-being, and constructive, successful, and cooperative decision-making prowess and abilities.

8.0 Cognitive-Emotional Dysfunction - Hot-Stove Analogy: The awareness of pain from putting your hand on a hot stove initiates biochemical, neurological, and physiological activities in the brain and body to remove your hand. If this pain is camouflaged, repressed, or ignored, the hand will develop different degrees and biochemical signatures of "burnt-hand disorder". Typical depression, clinical depression, and suicidal depression (and possibly as well some bi-polar, psychotic, and schizophrenic tendencies) have an equivalent to "burnt-hand disorder." The biochemical signatures of these "emotional disorders and dysfunctions" are the result of ignoring one's bad-feeling emotional signals to "get your mind off of the hot-stove". These bad-feeling emotions, moods, attitudes, and feelings represent an imbalanced biochemistry and the necessity to re-structure, re-develop, and re-form unhealthy cognitive activities into healthy, good emotional feeling cognitive activities that correlate with health, well-being, and constructive and successful decision-making prowess and abilities within a healthy and balanced biochemistry, neurology, and physiology.

9.0 Pharmaceuticals as a "crutch": As a burnt hand may need a simple salve to heal if the hand is immediately removed from the hot stove, more severe degree burns may need extensive pharmaceutical therapy, skin grafts, or worse. The same applies to such cognitive disorders as anxiety, depression, clinical depression, and suicidal depression where emotionally negative, bad-feeling cognitions are ignored, suppressed, or camouflaged with pharmaceuticals. Pharmaceuticals may absolutely be necessary. But hopefully the "damage" can be healed and repaired with cognitive-emotional therapy such that a person can naturally respond to their emotional-feeling awareness (without the pharmaceutical crutch) to get their "mind off of the hot-stove" of depressive cognitive activities that precipitate "biochemical imbalances".

10.0 Cognitive-Emotional Health Education: Our primary and secondary language and literacy educators are neurolinguisticly programing our children with a 3000-year-old psychology of emotionally driven behavior as inscribed in Homer's "Iliad" and sabotaging millions of years of cognitive-emotional evolution where emotions have evolved to guide cognitive-behavior away from negative, bad-feeling cognitions and towards health, well-being, and successful decision-making prowess and abilities. That is, negative, bad-feeling emotions have evolved to tell an individual, "Get your mind off of the hot-stove! You are depreciating your biochemical health, well-being, and successful decision-making prowess!" A feels-good, is-good (physiologically speaking) cognitive-emotional health education must be off-set with a cognitive-emotional awareness of cultural and society health and well-being. That is, having a new car may feel good, but obtaining one

by theft has individual and societal ramifications that must be understood and be part of our educational process.

Reference: Jackson, A.O. (2026). (*Technical Paper with Supplements*.) Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation. Symbiotic Psychology Press. (15,500-word paper, free PDF download, new tab)

Emotional Wisdom

A nation of peace, harmony, and justice cannot exist in a masculine psychology and literary linguistics of emotionally driven behavior and control, conflict, and suppression. Cognition, not emotion, precipitates the good and bad feeling neurological, biochemical, and physiological changes and states of being in the brain and body that drives behavior. Emotions are the perception of these changes and states of physiology. Our feminine emotional being has evolved not to be controlled, regulated, or managed by our masculine mind, but to empathetically guide cognitive behavior towards good feeling, healthy, and successful decision-making prowess and abilities.

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.

Wisdom of a Champion: Let Joy Reign

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The Wisdom of a Champion: Let Joy Reign

The Grateful Red (the University of Wisconsin student section) are stomping their feet in appreciation for the skillful play of their basketball team. Team execution has reached a new level of excellence. Every shot is dropping, even more bizarre and – amazingly – a teammate is in the right spot for every loose ball, block, rebound or steal. There's electricity in the air. It feels good! It feels great! It is wild. This didn't just happen for team member and fan alike; it began with a positive good emotional feeling that grew and then exploded, lighting the nets on fire!

Evolution advanced a correlation between feeling good and a well-balanced and vital body. Emotional awareness of this, either consciously or unconsciously, meant survival. Those who acted without this understanding did not survive. Playing without joy means the body is not in a prime neurological, biochemical, and physiological state and does not have the harmony to excel and perform at peak abilities. To physically compete at a peak physiological state of being, the emotional state cannot be negative, which means that consciousness must direct cognitive activity towards joyous being.

The mind-body-emotional game of any contest is about having the discipline to use the mind and all its cognitive abilities to find, focus on, and use the presence of good feeling emotions that proclaim a synergistic harmony of mind and body and being in the zone. "Do you feel it?" "*It"* is this mind-body-emotional zone of confidence, momentum, within an undercurrent of *knowing* success.

A player cannot be at their best having an emotionally negative state of mind. Negative emotions mean that a well-balanced and vital body is *not* physiologically present. A neurological, biochemical, and physiological disharmony, felt through emotional dissonance, manifests directly from cognitive dissonance. Eye-hand coordination will be off. Touch will be off. Execution will suffer. Mistakes are inevitable. Emotional negativity leads to injuries when

the body is stressed and pushed to its limits during competition because the mind and body
are biologically not working together as a unified whole.

The mental game of being in the zone, creating momentum, being connected and having confidence is about *emotions,* about *good feeling emotions*. There is no mental game, there is no mental focus, there is no confidence, there is no success, unless the emotions and feelings collaborate and acknowledge it. The mind, body, and emotions must work together as a synergistic whole – as the proverbial team – to bring forth an athlete's best performance. This mind-body-emotional game is about cognitively bringing forth a passionate belief of success, which also brings forth, by evolutionary necessity, the correlative physiological and biological foundation for success.

How much time in the offseason has been spent in the gym to get the body physically ready for a long season of competition? How much time has been spent training one's cognitive abilities to enter and sustain the emotional feeling of confidence and knowing of success and its correlative physiological and biological harmony? An athlete can easily name ten key conditioning and skill exercises to develop the body. How many athletes can prescribe ten cognitive-emotional exercises they use to enter and to sustain the synergistic harmony of mind, body, and emotions necessary for success (see **Section 7.3 Super-Hero Cognitive-Emotional Re-Processing Gymnasium**).

Every moment throughout every day is an opportunity to train and practice moving into a better and better feeling place of success. Every negative emotion is an opportunity to create a more powerful, emotionally positive mental attitude. Winning starts when each negative emotion is used as motivation to find a thought that feels better. Each of these successes helps develop the mental gymnastics required to respond to an evolved cognitive-emotional bio-feedback mechanism with intent and purpose. The cognitive-emotional bio-feedback mechanism gives constant feedback on whether a player's head is getting into their own game of success or the opponent's game of your failure. The question is, "does an athlete have the discipline to listen and the skills and

training necessary to make the cognitive adjustments needed when the competition demands them?"

The mind-body-emotional play of competition starts long before the actual game begins and must continue throughout any competition. Championships are lost because cognitive-emotional bio-feedback gets distracted from the final outcome and is sidetracked into the pregame publicity of yesterday's success. Winning feels good but a tournament isn't over with the semi-finals. A race isn't won in the preliminaries. The competition isn't over until it's over. Now is the time for real mind-body-emotional discipline; to use the mind and its cognitive abilities to focus on, to recreate, and then to maintain an emotional background of previous successful competitive endeavors.

As I was walking through a grade school gym where I was substitute teaching, a very young and small boy wanted me to watch him shoot a basket. Amazingly, with his limited ability, he shouted with glee as his shot just hit the rim. He looked at me beaming with a smile, obviously very proud of his success, and proclaimed, "it almost went in!" He had found the emotion of success where most would have only discovered failure.

Any moment of brilliance within the smallest of actions where "I feel It," are all mind-body-emotional states of previous successes. It is a time when that felt good! **Section 7.3: "The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium"** contains areas of training to recreate these mind-body-emotional states as the fortification from any barrage of doubts, fears, uncertainties, and questions presented by an upcoming event. Recreate these mind-body-emotional states as a defense from the lure and illusion of a victory that doesn't yet exist. Recreate these mind-body-emotional states as a reaction to any doubt and fear that squelches any inner harmony, peace, and enjoyment of competition. Recreate these mind-body-emotional states as an offense to the opponent's barrage of jabs, hits, and punches to assert their dominance. Cognitive-emotional training starts in the off-season at home and continues each day and through each practice and right into the locker room and onto the court and throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-body-emotional synergy of success. Too

many half-time talks by the coaching staff disconnect rather than reinforce each individual's and the team's connection to strength, agility, coordination, and power.

"If there are any doubters who don't believe that we are going out and taking over the second half and winning this game, you can stay right here. We do not want you. We do not need you." University of Wisconsin football player halftime speech to the team (paraphrased).

The audience may be watching and emotionally reacting to the action on the basketball court, but the real plays take place in the minds and hearts of each athlete. Which athlete is going to maintain their knowing of, and feeling of success? Which athlete will rise and overcome each challenge on who owns this ball, these nets and this court? Which athlete will first feel the frustration of a missed shot or stolen ball or an opponent's score, and which team will first succumb to the gnawing fear of doubt? Every move and pass before a shot on goal are moments strategically utilized to assert self-confidence and domination. Pass the ball around to set up a shot but also to break down the opponent's mental resilience and to assertively demonstrate to them that "we" control this game. We own this game. We are enjoying this game. Our bench is enjoying this game. We are winning this game no matter the current score. "Do you feel it? Good! Take the shot."

Emotions are responses to all that activity going on between the ears. They are an ever-present coach that lets each athlete individually know where their mind's activities are heading. The better the feeling, the more mental activities are in *your game*. The worse the feeling, the closer mental activities are to getting lost in your *opponent's game*. The question is, how much time and energy has been devoted throughout an athlete's career to understanding and appreciating the cognitive-emotional game necessary for success?

Any break in the action, and within a needed time out to break their momentum, provides a moment to utilize the months and years of cognitive-emotional training and

exercises. Stop and step up the emotional staircase. If in despair, move up into anger; if in anger, move up into frustration; if in frustration, move up into hope; if in hope, move up into the joy of believing; if in the joy of believing, move up into the excitement of knowing success! "A time out is an opportunity to get *your* mind, your body, and *your* heart into the successful outcome of *your* event. If you learn how to take the time to own each competitive event and to make those moments in time joyously yours, then any event throughout life can bring joy and must become successful.

Escape From Alcatraz

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Escape from Alcatraz

Dear POW,

POW (prisoner of war) is traditionally a designation for those captured and retained within a military campaign of a war in the traditional sense. But there have been no Congressional Declaration of War by the United States since WWII. Yet many of our military personal have suffered, died, and have been captured in undeclared wars ever since. I offer no disrespect to all those honored heroes. I am acknowledging another war, the war beneath the surface from which all military campaigns emerge as well as the undeclared war waging in our streets every day.

Within this war there is a conflict of ideas and beliefs. Within our society punishment is seen as "justice" for a "crime." Punishment is not justice. It is not a Truth under a loving God. Crime and punishment for a crime are socially accepted concepts fabricated to control a lesser people of God. It is an idea and a belief given an illusion of validity and power to dominate and enslave a lesser culture of God. I am writing to you to help you break this illusion of acceptable behavior of a society that has fallen into a coma.

Punishment is not justice because we all have within our brains the neuroplastic capacity to change, grow, and realize a new reality where we feel and are eventually treated as better people than we are now. There is a war of cultures. One is an ideology that believes in self-righteous power and domination over a "lesser people of God" and which will manipulate and twist any ideology to advance their dominion. Their desire is to subjugate another ideology that believes in empowering and raising up all peoples of this planet because we all are children of God with the rights of life, liberty, and the pursuit of happiness.

An incarcerated human being is a POW within a war of ideologies. One ideology teaches how to love and embrace humanity so that we all may enjoy this life on this planet. The other ideology does not care about other people and beings. It sows hate and fear that we wage violence upon each other. It is a belief that the spoils of this planet are only for the favored and deserving few. As a prisoner of an undeclared war and I honor your faith and belief in a better world. You are in a fight to the death because only one reality is triumph within your heart. Which reality will you embrace, and which reality will you let die?

We need to stop squabbling among ourselves for that is their desire. Who are they? They are the tyrants in our circle; the circle of reality we have created and are now living. They are the ones who dominate us and plant the beliefs of violence and torture that we must suffer and die. They are the ones who wish us to give up and become one within their circle of aggressors. We need to stop the squabbling within ourselves for "they" are also the ideals, beliefs, and values that live inside our minds. They are also us. Look at those walls and bars around you. Do you see a prison, or do you see a playground? These tyrants can be our greatest allies and teachers, our keys to freedom. Or we can join them in our greatest defeat and become one of their instruments of lies and deceit.

This is guerrilla warfare…. you are on your own. There is no society to save you, no Super-Hero to break down your prison walls and stamp out your oppressors. You must be your own Super-Hero. You must stop accepting the validity of their justice and their definition of who and what you are. You must be the creator of greater justice and no longer be a victim of unlucky circumstances. Become the creator you were born to be. Create your life of liberty and pursue, not your anger, not your jealousy, not your envy or revenge, but pursue your happiness and joy. Joy is the true inheritance that exists for you. But you must believe in it and claim it as yours.

I'm sorry you are a prisoner here, at this time, and at that place. It's not where you want to be. But it is where you are. I hope these words I am writing will make your life

easier for you. When I was in El Paso County Jail, trying to make the best of a bad situation, you know, making lemonade out of lemons, my wife began telling all her friends, "he likes being in there." But you must make the best of a bad situation. You must make the best of the cards you are dealt. She came to visit me…. once….to have me sign a paper saying I was mentally unstable and at the same time told me she was getting a divorce. A guy would like a little sympathy from his wife, but it may not come. All the sympathy I was getting for uprooting my life and moving to El Paso for her career was a few tenderizing moments from my friends in blue and an inmate friend of mine.

That was another lifetime, another life I was then living. It all changed when I took responsibility for my life. My circumstances for being in jail were not my fault, but they became my responsibility. As long as I was a victim, as long as I got angry and blamed God and who knows who…, as long as I looked everywhere but within my own heart and soul, I was going to remain in prison….

I am now looking out my window at a cold Wisconsin winter's end. It is cloudy, and the leafless trees make a bleak silhouette against the gray and dark sky. I love the freshness of the cold and the brilliant whiteness of winter's snow and the stillness of our frozen lakes. It is a very quiet time of year, a time of hibernation, but also a time of exhilaration. Spring will be here soon, and everything will be turning green, the leaves will be coming out and the birds will be returning with their happy songs of cheer…. I am happily married. We met in the want ads about 18 years ago.

Life did get good for me. I got out of jail, cured my mental instability and I have been having some good times boating on the water, watching football, and having barbecue cookouts with our friends. I changed my life and if you listen closely, you will walk out of that cell and find your own good times with friends and family…. If you desire, I can share with you a plan, a path on how you can escape from the worst of prisons, even those worse than the infamous Alcatraz…those within your mind. Let me know.

Passionately,

Andrew O. Jackson

Reference:

Jackson, A.O., (2024) Cognitive-Emotional Health Education: A Primary and Secondary School Overview. Symbiotic Psychology Press (53,700 words).

Criminal Law and Justice: A Constitutional Challenge

Amendment I: Freedom from Cruel and Unusual Punishment

Amendment VIII: Prohibiting the Free Exercise of Religion

(rev. 2026-05-01)

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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.

Criminal Law and Justice: A Constitutional Challenge

Amendment I: Freedom from Cruel and Unusual Punishment

Amendment VIII: Prohibiting the Free Exercise of Religion

Law and justice within our society are founded upon a false psychology of emotionally driven behavior. Punishment guidelines are erroneous because the current comprehension of punishment is based upon an erroneous understanding of cognitive-emotional behavior within human psychology. Also, the statistics of recidivism that exist only exist because of this ill-founded knowledge of human behavior. Punitive requirements cannot be based upon current statistics because punishment and recidivism based upon a different psychology – one that more accurately portrays the cognitive-emotional neurological, biochemical, and physiological foundation of human behavior – will create different statistics. Current statistics now based within a mistaken psychology of human behavior cannot reflect behavior grounded within another, more accurate psychology.

Finally, what is the philosophical intent, objective, and foundation of justice? Is the intent of law to punish or to reform and prevent future criminal endeavors? Why is law and justice disregarding the brain's neuroplastic capacity for change? The neurology that supported and made the circumstances, events, and criminal behavior real yesterday, can change such that with new and different biological neural networks, those circumstances, events, and behavior no longer have a supporting neurological foundation for existence tomorrow. At the very least, an America based on life, liberty, and the

pursuit of happiness must decide: should laws of justice reinforce a person's capacity for criminal behavior or diminish this capacity?

1.0 Current Justice, Punishment, and Recidivism

The neuroplastic networks in the brain that supported a reality and the cause of violent behavior yesterday, those same neural networks have the physical plasticity to change today and will no longer have the capacity to support that violent reality and behavior tomorrow if a person's cognitive-emotional re-processing skills, abilities, and understandings are developed to do so.

Current justice, punishment, and recidivism are based on a psychology of behavior where emotions drive changes and states of human physiology and subsequent behavior. This is a false premise (Jackson, 2026a). Emotions perceive neurological, biochemical, and physiological changes and states of being precipitated by cognitive activities. The foundation of human behavior is not emotional, but cognitive. The power of consciousness lies within its choice of cognitive activities (perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition)). Should justice support or hinder or even negate the structure of an individual's power and capacity to wisely choose its cognitive activities from which outward acts of behavior germinate and sprout?

Laws of punitive justice for a crime are inhumane because they lack the intent to change an individual's cognitive-emotional dynamic behavior towards health, well-being, and successful decision-making prowess. Or is that not the intent of our Constitutional

justice? Does our Constitution define justice as punishment with an intent to inflict pain, suffering, or hardship upon an individual? Or should Constitutional justice be understood and defined with the intent to empower cognitive-emotional behavior for the health, well-being, and success of the individual and society in which we live? Should our Constitutional criminal justice system be an extension of religious "an eye for an eye" or is justice served by entrusting individuals with the training, skills, and understandings necessary to make better choices for themselves throughout their lives?

Current human behavior modification is based on the erroneous psychology of cognitive-emotional behavior. Also, punishment as "justice" for a crime denies the science of neuroplasticity. Neuroplasticity is a concept where the brain rewires itself reinforcing habitually used neural networks and weakening those less used (APA, neuroplasticity; Costandi, 2016, Doidge, 2015). This rewiring results in new interpretations of old awareness. Thus, a reality that once manifested criminal behavior may no longer exist it an individual is given the skills, abilities, and understandings to make it so. Where is justice within a design and intent that reinforces the psychology of the mind that encourages, and leads to continual criminal behavior and diminishes acts within God's favor? Current justice in The United States is based on Judeo-Christianity. Is this reasonable when these religions have an illogical and false comprehension of human cognitive-emotional dynamics and the human cognitive-emotional re-processing control mechanics? Justice under God is one that creates the conditions that will honor the psychology of a neuroplastic mind where neural networks that supported a reality and

the cause of violent behavior yesterday can change and no longer have the capacity to support that violent reality and behavior tomorrow.

The text, "*Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation"* (Jackson, 2026a) provides a basic understanding and awareness of the necessary theory for a prisoner to forge a new identity and to recreate a new life. "*Cognitive-Emotional Health Education: A Primary and Secondary School Overview"* (Jackson, 2024b) provides a basic understanding of the tools that are a necessary part of prisons if we, as a society honor our Constitutional freedom from cruelty and laws respecting the establishment of religion or prohibiting the free exercise thereof. (These texts are freely available as PDF downloads at: https://symbioticpsychology.com/)

The scalpel to dissect and to lay aside the flaws within contemporary justice lies within the scientific concept of neuroplasticity. Neuroplasticity is a scientifically proven concept which outlines how the brain can rewire itself and form new realities. Every "criminal" has the physical attribute of neuroplasticity and has the capacity to change and to be a different person than the being who committed a crime. A criminal justice system that does not recognize this possibility but actually creates conditions to inhibit and retard any possibility of individual neuroplastic transformation is not justice. And can such justice not be defined as "cruel and unusual punishment" from which the Constitution protects us all?

A law based upon an illusionary psychology is delusionary and denies an individual's Constitutional protection to be free from cruel punishment.

To use the concept of neuroplasticity to repeal inhumane justice, the erroneous beliefs within emotionally driven behavior must be dispelled. Emotions are an evolved sensory system, akin to the sense of pain, designed to be used by consciousness to guide the internal cognitive behavior which leads to external physical action. This new paradigm – where emotions are an evolved biological sensory system that perceives physiological states and changes precipitated by cognitive activities – is developed in *Cognitive-Emotional Re-processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation* (Jackson, 2026a).

Should laws of criminal justice not cultivate the conditions that reinforce a life and culture of health, well-being, and success? Criminal justice based upon punishment and hardship without an educational path for cognitive-emotional awareness, understanding, and realignment is constitutionally cruel and unjust punishment.

Criminal law operates within an archaic knowledge and understanding of humanness. This knowledge must be updated in educational institutions of law and incorporated into any proper and scholarly discussion of criminal sanctions. New advances in psychology provide new understandings of the actual harmful effects of incarceration presently deemed appropriate justice for a crime. Justice designed to

reinforce, maintain, and structure a neuroplastic mind of violence and crime is not justice, but an abomination.

2.0 The Constitutional Challenge

Current understandings in the physiology of cognitive-emotional psychology have not been integrated into the fundamental laws of criminal sanctions and the understanding of justice. Although those who condone current practices of incarceration may defend them as proper and constitutionally acceptable, I will argue that in the absence of programs and a culture to teach, educate, and train an incarcerated population towards a cognitive-emotional psychology of health, well-being, and success, that these practices without cognitive-emotional reformation education (1) should be understood as laws of cruel punishment and (2) should be understood as laws limiting and even prohibiting the free exercise of religion under the Constitution of The United States of America.

3.0 ARGUMENT 1: Punishment and The Neuroplastic Brain

Neuroplasticity is the concept that the brain has the capacity to rewire functional areas of itself because of new experiences thus providing for a capacity within a human being to cognitively reinterpret life experience and to reform a previous self-destructive existence (APA, neuroplasticity; Costandi, 2016, Doidge, 2015).

3.1 **A Culture of Punishment and Incarceration:** The current culture of punishment and incarceration, that is, one without a cognitive-emotional reformation agenda, will reinforce and maintain a cognitive neural circuitry of criminal behavior. That is, the learning experience within this environment tends to accentuate the existing neural circuitry of the brain that has led to an existing criminal interpretation of life experience. This reinforced criminal interpretation of reality diminishes and even prevents an individual's religious freedom to exercise behavior within God's favor. (Reference: Constitution Amendments I – free exercise of religion)

3.2 **Reinforcing a Criminal Reality**: Current criminal laws of crime and punishment that reinforce a person's criminal interpretation of reality and tend to further convolute their intent, rational capacity, and self-control are cruel. These laws may be common, but this does not differ their cruelty and brutality to deconstruct a human's capacity to re-process cognitive-emotional behavior for successful living in our society (Reference: Constitution Amendment VIII – cruel and unusual punishment shall not be inflicted)

4.0 ARGUMENT 2: Emotions as Effect and Cognitive Control Theory

Symbiotic psychology (Jackson, 2026a) redefines an evolved emotional neural circuitry as a circuitry of perception of the body's neurological and biochemical physiology precipitated by the mind's cognitive activities. This means that the neural circuitry of emotional behavior has an evolved function to guide cognitive behavior

and physical activity towards the desirable aspects of life, such as health, well-being, and success. Emotions have naturally evolved to lead physical and cognitive behavior towards life, liberty, and the pursuit of happiness.

4.1 **Reinforcing Criminal Behavior:** Within the current lawful culture of punishment and incarceration without a psychology of cognitive-emotional reformation agenda, the neuroplastic attribute of cognitive-emotional behavior will reinforce and maintain an emotional neural circuitry of existing criminal behavior. That is, the learning experience within an incarcerating environment tends to accentuate the existing emotional neural circuitry of the brain that has led to existing criminal life.

4.2 **Prohibiting the Free Exercise of Religion:** Laws of crime and punishment that reinforce a cognitive-emotional reality of criminal behavior diminishes and even prevents an individual's religious freedom to exercise behavior within God's favor. (Reference: Constitution Amendments I – free exercise of religion)

4.3 **Convoluting Intent, Reasoning, and Self-Control:** Laws of crime and punishment that deny an evolved cognitive-emotional reprocessing mechanism reinforces an emotional reality of criminal behavior and further convolutes an individual's intent, rational capacity, and self-control and therefore is cruel. (Reference: Constitution Amendment VIII – cruel and unusual punishment shall not be inflicted)

5.0 CONCLUSION:

Neuroplasticity and an evolved emotional bio-feedback mechanism redefine humanness and reconceptualize what it means to be a human being (Benko, 2015). These new neurological, biochemical, and physiological understandings in psychology must be incorporated to understand the true nature of law and the actual punishment being inflicted upon an individual. Any laws of incarceration as punishment that preclude a psychology of cognitive-emotional reformation are cruel and prevent the exercise of religion and are not supported by The Constitution of The United States of America.

I am arguing that a system of incarceration as punishment for a crime without any reformative processes cannot be just and is cruel because it exacerbates and reinforces the criminal element of behavior by convoluting intent, rational capacity, and self-control. This usual practice of criminal justice is a process of dehumanization and therefore is cruel. Also, a system that reinforces criminal behavior by convoluting intent, rational capacity, and self-control diminishes an individual's religious freedom to live in God's favor, thus limiting and even prohibiting the free exercise of religion. Capital Punishment is the ultimate prohibition of the free exercise of religion guaranteed by the Constitution of The United States of America.

6.0 References-Background Reading:

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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 Cogntive-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
14. 2026-10-26a: Added Millions of Years of Cognitive-Emotional Evolution; A Presentation in Emotional Wisdom; Wisdom of a Champion: Let Joy Reign: Escape From Alcatraz; Criminal Law and Justice: A Constitutional Challenge; **This work is free of copyright restrictions.**

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.

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.