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## Preface

Scientists have prophesized that the present century will be the century for emotions. There are indications that this is already happening. The frequency of studies and theoretical views on emotions has shown a rapid increase since early in the 1990s and until today. Key terms for this is the relation between emotions and health, the significance of emotions for interaction and cooperation in the family, in the schools, and at work, and the mapping of emotions in the brain by the new magnetic resonance techniques. Scientists have even begun to show the satisfaction with life in different countries in terms of inhabitants' experiences of emotions such as happiness, sadness (depression) and anxiety. The media show, furthermore, a constant focus on emotions in news and interviews about politicians', actors', media- and sport persons' successes and failures, behaviors and intimate relationships, and in entertainment designed to arouse emotions, such as «idol» competitions and “reality TV”.

The central reasons for the focus on emotions are that emotions are associated with human's basic competencies by being part of the foundations of thinking and communication. Emotional responses generate sufficient energy to register, experience, and become conscious of something, and are expressed and communicated in a flexible and visible facial area. They are indispensable and beneficial for our adaptation, but may function destructively and lead to personal and social conflicts and catastrophes.

Science should be guide for our emotional life as it is guide for our physical life and for a wide diversity of human coping and endeavors. This has not been established because research on emotions has been conducted within a number of different disciplines (e.g. anthropology, neuroscience, physiology, psychology, and sociology), and shows a traditional bias in focus on a few emotions (fear/anxiety, sadness/depression, and anger/aggression) dominated by theory and research either related to biological processes or to clinical (psychiatric) problems. A tendency toward an integrated view on emotions is, on the other hand, noticeable in the modern expansion of research into new areas of people's emotional experiences and emotional life.

The present book is written to support this integration tendency by presenting the main themes of scientific knowledge about emotions in 13 chapters. This is knowledge which should be basic to those who prepare to (or are already engaged in) work that depends on the identification of people as being anxious, happy, angry, envious, shameful, disgusted, interested, etc., i.e. those whose duty is caring for people's health, are engaged in stimulating people to learn or achieve as individuals or in interaction, negotiate with people and help them select and make plans, and/or strive to control people's behavior to prevent them from harming themselves and others. The book is, consequently, directed at persons who are preparing for or is already working with persons and relationships, such as students and professionals in nursing, organizational- and economic professions, medicine, pedagogy, psychology, physiotherapy, and social work.

The book's Chap. 11 about historical background of research and recent theories, and Chap. 12 about the biological (neurological and physiological) basis of emotions represent frames which are traditionally the first chapters in an introductory text. These are often the first ones in an introductory book, and may well be read as the first ones in the present one for those who prefer to enter the subject from a distanced perspective. The priority for the

present book was to get directly into the substantial knowledge, although prepared in Chap. 1 by a definition of emotions as a coordination of part, a description of their functioning as selective drivers, a discussion of research which indicate that emotions may serve as an unconscious early warning system and a short survey of emotion types and main emotions.

The first chapter is followed by Chap. 2 about the facial expressions and their universality, Chap. 3 about the experience, function, causes, and consequences of 13 emotions and Chap. 4 about the general experience of emotions and their intensity which may result in fears of emotion, the relation of emotions to the self, the tendency of emotional contagion and the need for sharing of emotion. Chapter 5 is a description of the development of emotions from birth, with a focus on the first year and the development of self-conscious emotions in the second- to fourth year, Chap. 6 is a presentation of how emotions both are influenced and influence cognition, and Chap. 7 comprises a discussion of indications that emotions are related to stress and health. The main factor in this respect may be the manner in which emotion is regulated, which is discussed in Chap. 8 about emotion regulation, which also is involved and may be part of emotional work and intelligence discussed in Chap. 10. All themes related to emotional life may show variation pertaining to the set of values, beliefs, and social organization which is implied in the concept of culture as is shown in Chap. 9. The final Chap. 13 in the book is reserved for an overview and notes on a few themes which had to be ignored in the ordinary chapters.

The term «emotion» is used consistently as the central term rather than «feelings» in this book. One reason for this is that “emotion” has its root from «emovere» in Latin. “Emovere” refers to being moved by something, and is an intrinsic and typical quality of the phenomena we ordinarily refer to as emotions. Other reasons for using “emotion” throughout the book are that “emotion” is a central term in many worldwide languages (English, French, Spanish, and Portuguese), and is the main word which employed in research on the subject. In most headings “emotions” is preferred to the more conservative “emotion”. This is because the subject of this book is a family of functional forms with common basic characteristics who differ in experience, facial expression and behaviors.

Emotions refer to people’s behavior and manner of living their life. The best way to learn from the presented book is, therefore, to relate the results from the cited research to one’s own life. An attempt to facilitate this is made in the present book by a challenge to reflect on themes or issues by two reflection questions at the end of each chapter. Each chapter also ends with proposals for 2–3 research projects. The majority of these are rather straightforward, but they have scientific merit only to the extent to which they fulfill the requirements of reliability, validity, and representation.

The book started as a project on children’s socio-emotional development with support from the Norwegian Non-Fiction Writers’ and Translators’ Association, and was enlarged and based on a course on emotions for doctoral students at the Universidade Federal da Paraíba, Joao Pessoa, Brazil in 2013/2014 when the author was a visiting professor as Bolsista CAPES. The author is indebted to CAPES for the opportunity to develop a book based on the course and published in Norwegian on “Akademika Forlag” (ISBN 978-82-321-0263-1) in 2014 with the title “Innføring om emosjoner”. The present book is a translation of the Norwegian text with an additional chapter (Chap. 10) on emotions at the workplace and with several improvements after suggestion from Springer’s reviewers. Thanks are due to my wife Anne-Lise Løvaas and to Tom Knudsen at the Institute of Psychology NTNU for great help in preparing the manuscript.

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