

**6th International Summer School on
Humour and Laughter:
Theory, Research and Applications**



**At the Department of Psychology
University of Fribourg, Switzerland
10th – 15th July 2006**



Syllabus/Course outline and timetable

Organisation committee

Lic.phil. Andrea Samson andrea.samson@unifr.ch

Prof. Oswald Huber oswald.huber@unifr.ch

Prof. Willibald Ruch w.ruch@psychologie.unizh.ch

Contact Information

andrea.samson@unifr.ch

Department of Psychology

Rue de Faucigny 2

University of Fribourg

1700 Fribourg, Switzerland

Phone +41 26 300 76 39

www.unifr.ch/psycho/humor

Thanks to

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- **Rectorate of the University of Fribourg**
- **Schweizerische Studienstiftung**
- **Stiftung Suzanne und Hans Biäsch zur Förderung der Angewandten Psychologie**
- **Swiss National Science Foundation (SNF)**
- **The cogito foundation**

School dates and location

The 6th International Summer School and Symposium on Humour and Laughter is to be held in Fribourg, in the Department of Psychology at the University of Fribourg, from 10th - 15th July 2006. The summer school is jointly organized by Andrea Samson, Oswald Huber (both from the University of Fribourg) and Willibald Ruch (University of Zurich).

Registration is on Monday morning 8:30 – 9:00 a.m. at the Kinderstube, in front of the lecture hall (follow the signs). The summer school starts at 9:00 a.m. with some general announcements and the first lecture begins at 9:30.

We would like to thank Arlette Bär, Catherine Schäfer, Elisabeth Rumo, Boris Siradovic, Philip Hunkeler, Michael Hegenloh, Patrick Lüthold, Jérôme and Céline and the Team of the Centre Fries for assisting during the week and in the preparations.

Structure of Course

There sessions are from Monday morning to Saturday afternoon inclusive, with Wednesday afternoon free for relaxation, sightseeing, or excursion etc. Monday and Wednesday evening there is a formal occasion to meet the lecturers and discuss topics of your choice. Lecturers will indicate when they are available and there will be a booking sheet for making appointments with a lecturer. On Wednesday, Thursday and Saturday morning will be workshops. On Friday afternoon there will be the Symposium (see separate booklet). For the rest of the time, classes will be presented by a number of lecturers.

The timetable of the course can be found at the end of this document. Each morning there are three hours of lectures in a block with a total of half an hour break. Delegates are expected to be in the classroom by 9:15 to hear the general announcements of the day. Lectures then start at 9:30.

Teaching Faculty

Psychology

Prof. Rod A. Martin (University of Western Ontario, Canada)

ramartin@uwo.ca

Prof. Willibald Ruch (University of Zurich, CH)

w.ruch@psychologie.unizh.ch

Ursula Beermann (University of Zurich, CH)

u.beermann@psychologie.unizh.ch

Sociology

Prof. Christie Davies (University of Reading, UK)

j.c.h.davies@reading.ac.uk

Linguistics

Prof. Salvatore Attardo (Youngstown State University, OH, USA)

sattardo@neo.rr.com

Prof. Christian F. Hempelmann (Georgia Southern University, GA, USA)

hempelma@mac.com

Literary Studies

Dr. Ralph Müller (Free University of Amsterdam, NL & University of Fribourg, CH)

Ralph.mueller@unifr.ch

Neuroscience

PD Dr. Barbara Wild (University of Tübingen, D)

bawild@med.uni-tuebingen.de

Prof. Brigitte Stemmer (University of Montreal, Canada)

b.stemmer@umontreal.ca

Andrea Samson (University of Fribourg, CH)

andrea.samson@unifr.ch

Educational Science

Prof. Werner Wicki (Teacher Training University, Lucerne, CH)

werner.wicki@phz.ch

Applied Humor

Doni Tamblyn (Philadelphia, USA)

tamblyn@HumorRules.com

Prof. Oswald Huber (University of Fribourg, CH)

oswald.huber@unifr.ch

Unfortunately, Dr. Sharon Lockyer (DeMontfort University, UK), who is “Winner of the emerging scholar award ISHS 2004” could not make it to come to the Summer School.

Excursion on Wednesday

There are no scheduled classes on Wednesday afternoon. An optional tour to Murten/Morat with boat trip and vine degustation will be organized.



Evening program

Evening Program 11th of July 2006:

„Humor als Schwimmring auf dem Strom des Alltags“



www.pello.ch

Pello, the Clown of the circus Roncalli presents pieces of his current Program „Evergreens“ and talks about his experiences with therapeutical humor at work place and with patients. And you will get an idea of the application of so-called “Humor instruments”.

Conference dinner

On Wednesday evening, there will be an outing to a restaurant in Fribourg or Murten. More details will be announced at the Summer School. Friday evening, there will be organized a Barbecue at the Centrefries (rue Techtermann 8, 1700 Fribourg).

Workshops

- A) General Theory of Verbal Humor (Salvatore Attardo & Christian F. Hempelmann)
- B) Psychological Assessment of Humor (Rod A. Martin)
- C) Humor and Workplace (Doni Tamblyn, Philadelphia, USA)
- D) Facial Action Coding System (Ursula Beermann & Willibald Ruch)

Meeting the lecturers

Monday and Thursday evening

Monday

8:30 – 9:00 registration

9:00 announcements

1)

Smiles and laughter: Typology, structure and dynamics

Taught by Willibald Ruch (9:30 – 10:30)

In recipient studies of humour research participants typically are exposed to samples of humour and their responses are recorded. However, research on facial expression distinguishes among altogether about 20 types of smiles that are functionally and anatomically different. For example, Ekman (1985) considers 18, Stettner et al. (1986) 12, Steiner (1986) 8, and Bänninger-Huber (1996) 16 types of smiles that are differently created and have a different meaning. Therefore one needs to know which one(s) are relevant for humour research? Likewise, we do know that different types of laughter exist, albeit laughter is less well understood. Finally, the problem of whether smiling and laughter are qualitatively or quantitatively different needs to be solved. Traditionally humour researchers recorded them either separately (e.g., as part of the so called “mirth-spectrum”) or on a continuum (e.g., the mirth-index). The talk will review the knowledge related to the above-mentioned questions which accumulated around the so-called Facial Action Coding System (FACS; Ekman, Friesen & Hager, 2003), an anatomically based assessment tool for the measurement of 44 facial actions. The so-called *Duchenne smile* will be described and its difference to the existence of masking, miserable phoney, and contempt smiles will be highlighted. Furthermore, indicators of facial lies will be presented and the minimal number of smiles to assess in humour research will be discussed. Participants of the workshop will further learn how to distinguish among them. The lecture will also include what we know about laughter at the morphological and physiological levels. Also, the issue of the relationship between smiling and laughter will be addressed.

Suggested and further reading:

- Ekman, P. (2003). *Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life*. New York: Henry Holt & Company.
- Ekman, P., Friesen, W. & Hager, J. (2003). *The facial action coding system*. CD-ROM. http://face-and-emotion.com/dataface/facs/new_version.jsp, <http://face-and-emotion.com/dataface/general/homepage.jsp>
- Ekman, P. & Rosenberg, E. L. (Eds.) (2005). *What the face reveals. Basic and applied studies of spontaneous expression using the Facial Action Coding System*. Oxford; Oxford University Press.
- Ruch, W. & Ekman, P. (2001). The expressive pattern of laughter. In A.W. Kaszniak (Ed.), *Emotion, qualia, and consciousness*. Word Scientific Publisher. Tokyo, 426-443.

2)

Is Incongruity Resolved Humor?

Taught by Christian F. Hempelmann (10:30 – 11:30)

Among the major groups of approaches to humor, incongruity theories focus on the humorous text and its processing: Basically, two things in the text don't match. In contrast to superiority and release theories,

they are not interested in affectual, psycho- and socio-dynamic, or other functional properties of humor, but rather the essence of the text's humorousness and, potentially, funniness. This lecture will contrast incongruity theories and other approaches, highlight the potential role of resolution, and provide an overview of the main proponents of incongruity theories.

Suggested and further* reading:

- Forabosco, G. (1992). Cognitive Aspects of the Humor Process: The Concept of Incongruity. *Humor*, 5/1-2, 45-68.
- * Hempelmann, C.F. and Ruch, W. (2005). 3 WD meets GTVH: Breaking the ground for interdisciplinary humor research. *Humor*, 18/4, 353-388.
- McGhee, P. E. (1972). On the Cognitive Origins of Incongruity Humor: Fantasy Assimilation versus Reality Assimilation. In: J.H. Goldstein and P.E. McGhee (Eds.). *The Psychology of Humor*. New York, Academic, 61-80.
- *Morreall, J. (1987). *The Philosophy of Laughter and Humor*. State University of New York Press, Albany.
- *Raskin, V. (1985) *Semantic Mechanisms of Humor*. Reidel, Dordrecht.
- Rothbart, M. K., and D. Pien. (1977). Elephants and marshmallows: A theoretical synthesis of incongruity-resolution and arousal theories of humour. In: A. J. Chapman, Antony J. and H. C. Foot (Eds.), *It's a Funny Thing, Humour*. Oxford: Pergamon, 37-40.
- *Shultz, T. R. (1972). Role of Incongruity and Resolution in Children's Appreciation of Cartoon Humor. *Journal of Experimental Child Psychology*, 13, 456-477.
- Suls, J. M., (1972). Two-Stage Model for the Appreciation of Jokes and Cartoons: An Information-Processing Analysis. In: J.H. Goldstein and P.E. McGhee (Eds.). *The Psychology of Humor*. New York, Academic, 81-100.

3)

Humour and pain tolerance: Genuine enjoyment as the missing link?

Taught by Willibald Ruch (12:00 – 13:00)

Research of the past decades verified the assumption that enjoyment of humour may serve as a painkiller. This observation is already old. As early as 1928, Walsh observed that laughter seemed to have analgesic effects on postoperative pain. However, the experimental study of a laughter – pain tolerance relationship started with the experiment by Cogan, Cogan, Waltz and McCue (1987). More recently, it became clear that the effects cannot be tied to humor directly, but only indirectly. In two studies conducted by the presenter and coworkers (Baumann, Städeli & Ruch, 2005; Zweyer, Velker & Ruch, 2004) it was demonstrated that the presence of genuine smiles (Duchenne display) of high intensity, and of (Duchenne-based) laughter leads to enhanced pain tolerance. In both studies pain perception was measured using the cold pressor test (CPT) before, immediately after, and 20 minutes after a funny film. Trait cheerfulness and trait seriousness were measured by the State-Trait-Cheerfulness-Inventory (STCI; Ruch, Köhler, & van Thriel, 1996), and facial responses were measured via the FACS (Ekman & Friesen, 1978). Results of the studies will be presented and directions for future research and applications will be given. For example, we still need to verify the mediating mechanisms (e.g., relaxation, production of endogenous opioids, like beta-endorphins, or distraction). Furthermore, it seems to be safe to recommend humour for pain therapy, but the appropriate conditions need to be considered.

Suggested and further reading:

- Cogan, R., Cogan, D., Waltz, W. & McCue, M. (1987). Effects of laughter and relaxation on discomfort thresholds. *Journal of Behavioral Medicine*, 10, 139-144.

Zweyer, K, Velker, B. & Ruch, W. (2004). Do cheerfulness, exhilaration and humour production moderate pain tolerance? A FACS study. In R.A. Martin (Ed.), *Sense of Humor and Health [special issue]*. *Humor: International Journal of Humor Research*, 17, 67-84.

4)

Introduction to the Comparative and Historical Study of Jokes

Taught by Christie Davies (14:00 – 15:00)

The sociology of jokes is best studied by taking aggregates of jokes of a particular type and seeing how these differ between one society and another and change over time in any particular society. We can then look for a widespread patterns of jokes and seek the common social location of the joke in the different societies. We can also ask why it is that a set of jokes that is very popular in one society does not occur in or spread to another society even when the inhabitants of the latter are aware of the jokes and understand them. In this way and only in this way can we come to understand the social processes that underlie the production of entire cycles of jokes : political jokes, ethnic jokes, disaster jokes, lawyer jokes etc.

Suggested and further reading:

Christie Davies, *The Mirth of Nations : a Comparative and Historical Stud*, New Brunswick, NJ USA, Transaction , 2002 Chapters 1, 9

Christie Davies (1998). The dog that didn't bark in the night: A new sociological approach to the cross cultural study of humor in Willibald Ruch (ed) *The Sense of Humor*, Berlin and New York, Mouton de Gruyter, pp 293-306.

5)

An Overview of The Linguistics of Humor

Taught by Salvatore Attardo (15:00 – 16:00)

In this lecture a brief overview of the various fields of the linguistics of humor will be presented. We will review recent scholarship on the linguistics and sociolinguistics of humor, seeking to highlight connections and interplay with other areas of study (such as psycholinguistics).

Suggested and further reading:

Attardo, Salvatore (1994). *LinguisticTheories of Humor*. Berlin: Mouton de Gruyter.

Attardo, Salvatore (ed.) 2003. The Pragmatics of Humor. Special issue of *Journal of Pragmatics*. 35:9. 1287-1449.

6)

Wordplay: Humorous and Non-Humorous

Taught by Christian F. Hempelmann (16:30 – 17:30)

Humorous wordplay is a convenient object of study for those interested in humorous texts. Its are universal, their mechanisms are apparently simple, and insights into punning are assumed to scale up to

insights into humorous texts in general and into humor overall. This lecture will present the unexpectedly intricate linguistic mechanisms of puns and related types of humorous wordplay, such as spoonerisms, calembours, and malapropisms, and attempt to contrast them to non-humorous wordplay.

Suggested and further reading:

- *Hausmann, Franz Josef. 1974. *Studien zur Linguistik des Wortspiels*. Tübingen: Niemeyer.
- Hempelmann, C.F. (2004). Script Oppositeness and Logical Mechanism in Punning. *Humor*, 17-4, 381-392.
- Hempelmann, C. F. (in press). Puns. In: V. Raskin (Ed.). *A primer of humor*. Berlin: Mouton de Gruyter. (soon available online).
- *Hinton, L., Nichols, J., and Ohala, J. (1994). Introduction: Sound-Symbolic Processes. In: L. Hinton, J. Nichols, and J. Ohala (Eds.). *Sound Symbolism*. Cambridge, Cambridge University Press. 1-12.
- *Marchand, H. (1969). *The Categories and Types of Present-Day English Word-Formation*. München: Beck.
- Oaks, D. D. (1990). *Enablers of Grammatical Ambiguity*. Dissertation: Purdue University.
- *Sobkowiak, W. (1991). *Metaphonology of English Paronomasic Puns*. Frankfurt: Lang.
- *Zwicky, A. M. and Elizabeth D. Zwicky. (1986). Imperfect Puns, Markedness, and Phonological Similarity: With Fronds like These, Who Needs Anemones? *Folia Linguistica*, 20-2, 493-503.

Evening Program "MEET THE LECTURER"

Tuesday

9:15 announcements

1)

Swiss jokes about Freiburg/Fribourg viewed in comparative perspective

Taught by Christie Davies (9:30 – 10:30)

Why are the people of Freiburg/Fribourg treated as stupid in Swiss jokes when there is no reason for thinking that they are any more stupid than other Swiss and no more reason for disliking them? A sociological answer can be found only by studying all the other cases in which a town, country, region or ethnic group is the butt of stupidity jokes and seeing what is common about the social location of the targets of the jokes and the joke-tellers.

Suggested and further reading:

Christie Davies, *Ethnic Humor around the World, a Comparative Analysis*, Bloomington Indiana, Indiana UP, 1990 and 1997. Chapters 1,2 and 3.

Christie Davies, *The Mirth of Nations*, New Brunswick NJ, Transaction 2004, Chapters 5,6,7 and 8

2)

French jokes about the Swiss

Taught by Christie Davies (10:30 – 11:30)

Why are the Swiss the butt of French jokes at all? Why do the French treat slowness of speech as if it were a kind of humorous stupidity when this joke does not exist in most other societies to the point where it can be difficult to translate them into English? What does this tell us about the French? Likewise American jokes about Poles treat them as dirty as well as stupid whereas French stupidity jokes about the Belgians and British stupidity jokes about the Irish do not treat their targets as dirty. What does this tell us about the Americans? How can we use jokes peculiar to one country as a way of understanding its distinctive culture and values. How can further comparative analysis then overturn theories of jokes based on hostility, tendenz and hostility?

Suggested and further reading:

Christie Davies, *Ethnic Humor around the World, a Comparative Analysis*, Bloomington, Indiana, Indiana UP, 1990 and 1997. Chapter 4.

Christie Davies, *The Mirth of Nations*, New Brunswick NJ, Transaction 2004, Chapters 8

Christie Davies Searching for Jokes, Chapter 7 in Toby Garfitt et al, *The Anatomy of Laughter*, London, Legenda 2005

3)

Humor in fMRI studies

Taught by Andrea C. Samson (12:00 – 13:00)

This presentation gives an overview into the field of fMRI studies that attempted to investigate humor processing by means of functional Magnetic Resonance Imaging (fMRI). fMRI is based on the principle that neural activity goes along with increased blood flow and blood volume. This is due to the fact that for neural activity, additional energy in form of oxygen is needed which is delivered by the blood. As oxygenated and deoxygenated blood has other magnetic properties, the amount of oxygenated blood can be measured by the means of a strong magnet field.

Before fMRI studies on humor were conducted, several studies on humor processing with brain damaged patients came to the result that the right prefrontal cortex is involved in humor processing. Surprisingly, none of the existing fMRI studies found activity in this area, but rather a more left sided network. The main focus of this presentation is on cognitive humor processing and the related areas that are involved during humor processing. Regions involved in affective/emotional processing will be briefly summarized. Several areas will be discussed on the background of the stimuli used in each fMRI experiment.

Suggested and further* reading:

Goel, V. & Dolan, R.J. (2001). The functional anatomy of humor: segregating cognitive and affective components. *Nature Neuroscience*, 4, 237-238.

Samson, A.C., Zysset, S., Huber, O. & von Cramon, D.Y. (in preparation). Different Logical Mechanisms in Cartoons: an fMRI study. Manuscript.

Shammi, P. & Stuss, D.T. (1999). Humor appreciation: A role of the right frontal lobe. *Brain*, 122, 657-666.

Wild, B., Rhodden, F.A., Grodd, W., & Ruch, W. (2003). Neural correlates of laughter and Humour: A Review. *Brain*, 126, 2121-2138.

4)

Positive Psychology: A new conceptual framework for humour studies?

Taught by Willibald Ruch (14:00 – 15:00)

Positive Psychology recently evolved as a major movement in psychology, and it is aimed at studying what makes life worth living for. Positive Psychology examines positive experience, positive traits, and positive institutions. It aims at defining the positive states and traits, providing tools for their assessment, developing interventions for increasing or fostering those positive phenomena in individuals and to evaluate their effectiveness. One of the major accomplishments of Positive Psychology is the generation of a classification of character strengths (Peterson & Seligman, 2004), which comprises 24 strengths that are grouped around six core virtues, namely wisdom, courage, humanity, justice, temperance, and transcendence. Humor is considered to be strength of transcendence. Those strengths are assessed via the Values in Action (VIA) Inventory of Strengths (VIA-IS). Recently, three paths to happiness (the life of pleasure, the life of engagement and the life of meaning) were identified and it was shown that they indeed lead to more life satisfaction. What is the role of humor and laughter in the empty vs. the full life?

Is humor a strength of character, and if so, what virtue does it serve—if at all? Should humor research adopt the positive psychology view and what would be the pitfalls? What can Positive Psychology learn from the study of humor? The discussion of this and related topics will be illustrated by results from a large-scale study (N = 5000 adults) using standard instruments from Positive Psychology research.

Suggested and further reading:

Ruch, W. (2004). Humor. In C.P. Peterson & M.E.P. Seligman (Eds.), *Character strengths and virtues: A handbook and classification*. American Psychological Association, Washington DC, USA/Oxford, UK: American Psychological Association/Oxford University Press, 583-598.

5)

**Are Cartoons Drawn Jokes?
Aesthetic, Formal, and Cognitive Differences to Verbal Humor**

Taught by Christian F. Hempelmann and Andrea C. Samson, (15:00 – 16:00)

Despite the general identity of their semantic humor processes, there are crucial differences between *verbal* humor stimuli like jokes and *pictorial* humor stimuli like cartoons. This is obvious in the formal domain, where the encoding of humor into purely pictorial—or an interaction of pictorial and verbal—symbols offers different formal and aesthetic possibilities than in purely verbal ones. Despite these differences, most previous research assumed an essential similarity of processing for both types of humor. In contrast to this, we should assume the stimulus difference to also have an effect on the cognitive processing. From a contrastive perspective, there are three main sources of differences between verbal, linguistic jokes and pictorial, visual cartoons: formal features, aesthetics, and cognition.

The aim of the lecture is two-fold: On the one hand, it should provide a clearer theoretical basis for future research into cartoons, their cognitive and aesthetic factors. On the other hand, cartoons may be able to provide new insights into the semantics and cognition of humor in general, as the distribution of the essential humor elements in the stimulus is not as restricted and forcedly linear as in verbal humor. The interaction of verbal and visual parts in mixed cartoons should provide a good starting point for such research, for example to distinguish phases of humor cognition. An additional emphasis will be on the difference between cognition (joke recognition) and appreciation (funniness).

Suggested and further* reading:

*Brône, Geert, and Feyaerts, K. (2003). The cognitive linguistics of incongruity resolution: Marked reference-point structures in humor. Preprint nr. 205 (2003). Department of Linguistics, University of Leuven, 58pp.
<http://www.ling.arts.kuleuven.ac.be/iclc/Papers/BroneFeyaerts.pdf>

Carroll, P. J., Young J. R., and Guertin M. S. (1992). Visual Analysis of Cartoons: A View from the Far Side. In: Rayner, K. (Ed.) *Eye Movements and Visual Cognition: Scene Perception and Reading*. New York: Springer: 444-461.

Herzog, T. & Larwin, D. (1988). The appreciation of humor in captioned cartoons. *The Journal of Psychology*, 122, 597-607.

*Lessard, D. (1991). Puns and Cartoons. *Semiotica*, 85-1/2, 73-89.

*Paolillo, J. C. (1998) Gary Larson's Fare Side: Nonsense? Nonsense!. *Humor*, 11, 261-290.

Samson, A. C. and Hempelmann, C. F. Are Cartoons Drawn Jokes? Formal, Aesthetic, and Cognitive Differences to Verbal Humor. Manuscript.

6)

On Cartooning

Taught by Oswald Huber (16:30 – 17:30)

This presentation deals with the practical side of cartooning. It discusses different types of cartoons, aspects of the style of cartoons and of techniques in cartooning. Then it gives some answers to the questions of where to get ideas for cartoons, how to draw and how to sell cartoons. Finally it talks about reactions of viewers.

The author is a part-time cartoonist, his cartoons appear regularly in, for example, SPEKTRUM DER WISSENSCHAFT, NZZ am Sonntag, GEHIRN & GEIST, Medical Tribune.

Suggested and further reading:

Gerberg, M. (1989). *Cartooning: The art and the business*. New York: William Morrow.

Hartas, L. (2004). *How to draw and sell digital cartoons*. Hauppauge (NY): Barron's.

Keener, P. (1992). *Cartooning*. Englewood Cliffs (N.J.): Prentice Hall.

Whitaker, S. (1994). *The encyclopedia of cartooning techniques*. New York: Simon & Schuster.

Wednesday

9:15 announcements

WORKSHOP A)

Analyzing Texts with the General Theory of Verbal Humor

Taught by Salvatore Attardo & Christian F. Hempelmann (9:30 – 11:30)

Among the linguistic approaches to humor, the General Theory of Verbal Humor (GTVH) has achieved prominence as an encompassing and formalized approach. In this workshop we will look at its development as a theory in Raskin (1985) and its expansion in Attardo and Raskin (1991). The emphasis will be on introducing recent approaches to further develop the theory (Attardo, Hempelmann, and Di Maio 2003), focusing on its usefulness for humor researchers, providing models for applying the GTVH, and, most importantly, getting our hands dirty on some sample analyses. The outline of the workshop includes:

- intro to GTVH
- application types and samples
- detailed methodology for all KRs
- workshop on examples (ours and yours)

Suggested and further *reading:

- *Attardo, S. (2001). *Humorous Texts. A Semantic and Pragmatic Analysis*. New York: Mouton de Gruyter 2001.
- Attardo, S. and Raskin, V. (1991). Script theory revis(it)ed: joke similarity and joke representation model. *Humor*, 4, 293-347.
- *Attardo, S., Hempelmann, C. F. and Di Maio, S. (2002). Script oppositions and logical mechanisms: Modeling incongruities and their resolutions. *Humor*, 15-1, 3-46.
- *Hempelmann, C. F. (2003). Christian Jokes. 99 Nuns Giggle, 1 Nun Gasps: The Not-All-That-Christian Natural Class of Christian Jokes." *Humor* 16-1, 1-31.
- * Hempelmann, C.F. and Ruch, W. (2005). 3 WD meets GTVH: Breaking the ground for interdisciplinary humor research. *Humor*, 18/4, 353-388.
- *Paolillo, J. (1998). Gary Larson's Far Side: Nonsense? Nonsense! *Humor*, 11-3, 261-290.
- Raskin, V. (1985) *Semantic Mechanisms of Humor*. Reidel, Dordrecht.

WORKSHOP B)

Psychological Assessment of Humor

Taught by Rod A. Martin (9:30 – 11:30)

This workshop will provide a hands-on introduction to psychological methods of assessing various aspects of the sense of humor in research and applied settings. The emphasis will be on how to select measures and measurement strategies that are most relevant to one's research questions and goals. We will begin with a discussion of popular conceptions and assumptions about the sense of humor, and will explore methods of translating these sorts of concepts into reliable and valid operational definitions that are useful for research and other practical applications. Participants will be introduced to several questionnaires that are widely used in current research, and we will examine the strengths and limitations of each. In addition to self-report questionnaires, we will briefly explore several other potentially useful measurement approaches, including observational assessments, daily diaries, peer ratings, and performance tests. By the end of this workshop, participants should have a good understanding of the various assessment options that are available and how to choose the most appropriate ones for their own research or applied purposes.

3)

A History of Humor in Western Civilization

Taught by Salvatore Attardo (12:00)

This lecture examines the development of humorous genres and characters from the earliest Greek records, through the Middle Ages and into Modern times, emphasizing the continuous tradition the links them all. Attention will be paid to high and low literary forms but also to non-literary forms, and physical artefacts.

Suggested and further reading:

Benton, Janetta Rebold 1997. *Holy Terrors: Gargoyles on Medieval Buildings*. New York: Abbeville Press.

Bovey, Alixe. 2002. *Monsters and Grotesques in Medieval Manuscripts*. Toronto: University of Toronto Press.

Bremmer, Jan et Herman Roodenburg. 1997. *A Cultural History of Humour*. Cambridge, England: Polity Press.

Camille, Michael. 1992. *Image on the Edge. The Margins of Medieval Art*. London: Reaktion Books.

Any history of comedy.

WEDNESDAY AFTERNOON: EXCURSION

Thursday

9:15 announcements

WORKSHOP C)

Humor Without Jokes: The People's Choice

Taught by Doni Tamblyn (9:30 – 10:30)

When I began performing in comedy clubs some twenty years ago, I quickly noticed that even mildly humorous ad-libbed interactions with the audience often got laughs as big as (and sometimes bigger than) those inspired by the comedy material that had been carefully prepared, and that was by general standards funnier. Soon I was ad-libbing all the time as a theatre improviser. I have come to consider improv a more natural or “authentic” kind of humor; essentially it is play, and human beings play much more than they tell jokes. Therefore, I consider improv a highly appropriate skill for any humor practitioner to learn. Interestingly, the “rules” one studies in improv are sometimes diametrically opposed to those of stand-up. Two of these include “Try to Have Fun Rather than ‘Be Funny’” and “Focus Outward, Not Inward.” In the first workshop, attendees will 1) participate in theatre improv games that give training in not having fun without trying to be funny, and 2) watch an improvised demonstration and observe the kind of laughter that happens when this rule is used. In the second workshop, attendees will 1) practice the second rule, focusing out, and 2) again observe a demonstration. We will finish by discussing whether the behaviors inspired by the rule are observable, i.e., could represent discrete, identifiable “units” of humor. If so, could they be used in some research in place of jokes and cartoons, and offer more reliable results?

Website: <http://www.HumorRules.com>

Suggested and further reading:

Hazenfield, Carol. *Acting on Impulse: The Art of Making Improv Theatre*. (Berkeley, CA: Coventry Creek Press. 2002.)

Johnstone, Keith. *Improv: Improvisation and the Theatre*. (New York, NY: Routledge/Theatre Arts Books, Routledge. 1987)

Tamblyn, Doni. *Laugh and Learn: 95 Ways to Use Humor for More Effective Teaching and Training*. (New York, NY: AMACOM, 2002.)

WORKSHOP D)

Workshop: Learning the Basics of the Facial Action Coding System-- FACS

Taught by Ursula Beermann & Willibald Ruch (9:30 – 10:30)

FACS (Ekman & Friesen, 1978; Ekman, Friesen & Hager, 2002) objectively describes and measures facial expressions and movements. Based on an anatomical analysis of facial action, it offers an advanced method for describing facial movements as they relate to emotions. FACS therefore is an ideal tool for research of the emotional responses to humour since it allows a distinction among different smiles and laughs (only one of which indicates positive affect) and to score basic parameters such as frequency, intensity, duration, or symmetry. It has been successfully applied to study the emotional responses to humour before and it is superior to other methods used in humour research (such as the “mirth-index”).

The workshop consists of three parts: pre-workshop reading, workshop part 1 and workshop part 2.

In the *pre-workshop reading part* we expect you to study the following websites:

- <http://face-and-emotion.com/dataface/expression/expression.jsp> for an introduction in facial expression.
- http://face-and-emotion.com/dataface/tools/tools_intro.jsp for an introduction of tools for studying the face.
- <http://face-and-emotion.com/dataface/facs/description.jsp> for a short description what FACS is all about.
- The first chapter of the investigators guide, available online <http://face-and-emotion.com/dataface/facs/guide/FACSIV1.html#221680> , for information on background, development and overview of FACS.
- We suggest you also to study the first two chapters of the FACS Manual, available online <http://face-and-emotion.com/dataface/facs/manual/TOC.html> , (click on the links of chapter 1 and chapter 2), to get a first idea of the FACS-coding procedure.

In *workshop part 1* we plan to give an introduction to facial measurement, which includes FACS, followed by practical training of Action Units (AU) in several sessions. Several Action Units (AUs) are important for the study of humour: AU6 (“Cheek raiser & Lid compressor”), AU12 (“Lip Corner Puller”), AU13 (“Sharp Lip Puller”), AU14 (“Dimpler”), AU20 (“Lip Stretcher”), AU25 (“Lips part”), and AU26 (“Jaw drop”). Further action units are relevant for the suppression and dampening of smiling (AU24, “Lip pressor”) and laughter and for other types of smiles.

In *workshop part 2* we will learn additional AU's, which are relevant for other emotions mentioned above, e.g. AU1, AU2, AU4, AU9, AU10, AU15, and AU17. The objectives relating to these two units are to teach those action units that are necessary to describe smiling and laughter, and to differentiate them from other similar expressions using the material provided online and in the workshop. Participants also have the opportunity to involve in practice coding. Furthermore, we will introduce you to facial expressions of seven basic emotions (prototypes and families) as well as micro-expressions of emotions and you will do a test of how good you are in detecting emotional facial expressions. However, learning the *complete* FACS requires app. 100 hours and this can only be achieved by further independent study.

Please note that if you want to participate in the workshop it is necessary that you attend all parts of it.

Please bring a small mirror with you!

Suggested and further reading:

- Darwin, Ch. (1872). *The expression of the emotions in man and animals*. London: Murray. (3rd edition. Edited by Paul Ekman. Harper & Collins, London. [Oxford University Press, New York, 1998].
- Ekman, P. (2003). *Emotions revealed: recognizing faces and feelings to improve communication and emotional life*. New York: Times Books.
- Ekman, P. & Friesen, W.V. (1978) *The Facial Action Coding System (FACS): A technique for the measurement of facial action*. Palo Alto, CA: Consulting Psychologists Press.
- Ekman, P. & Rosenberg, E. L. (Eds.) (2005). *What the face reveals. basic and applied studies of spontaneous expression using the Facial Action Coding System*. Oxford; Oxford University Press.

Related web-sites:

<http://face-and-emotion.com/dataface/general/homepage.jsp>

<http://www-2.cs.cmu.edu/~face/>

3)

Interpersonal Functions of Humor

Taught by Rod A. Martin (12:00 – 13:00)

Although humor is generally viewed as a nonserious, playful activity that is enjoyed for its own sake, it has a number of “serious” functions in interactions among people. In this lecture I will discuss the many ways people use humor to communicate messages and influence others in their daily social relationships. I will begin by exploring the face-saving function of humor, which makes it useful for a diverse range of purposes, including self-disclosure, social probing, social comparison, decommitment, exerting control and enforcing social norms, maintaining status and hierarchy, ingratiation, social exclusion, enhancing group identity and cohesion, and so on. Teasing will be discussed as a form of humor that incorporates many of these paradoxical uses of humor. I will also touch on the role of humor in attitudes and prejudice, as well as gender differences in various interpersonal uses of humor. Finally, I will address some implications for applications of humor in education, health care, and the workplace.

4)

Pedagogical Humor

Taught by Werner Wicki (14:00 – 15:00)

The simple and obvious fact that children laugh much more frequently than adults is the starting point of this presentation. An analysis of naturally occurring students’ laughter and humour in school including empirical data about developmental trends and gender differences is followed by a closer look at the relationship between humour, learning, and instruction with a particular focus on the classroom. A theoretical framework and some empirical evidence will be presented showing that humour can indeed be an effective tool to improve learning in the classroom.

Teaching is then portrayed as a complex action including multiple tasks such as giving attention to several sources of information while simultaneously adjusting a current lesson to the learning needs of the students. In this situation, humour can help as a key to effective classroom management because of its emotion regulatory functions. Finally, limitations and risks of humour in the classroom will also be mentioned.

Suggested reading:

- Powell, J.P., Andresen, L.W. (1985). Humour and teaching in higher education. *Studies in higher education*, 10 (1), 79-90.
- Schmidt, S.R. (1994). Effects of humor on sentence memory. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 20(4), 953-967.
- Schmitz, J.R. (2002). Humor as a pedagogical tool in foreign language and translation courses. *Humor: International Journal of Humor Research*, 15 (1), 89-113.

5)

Humor and Physical Health

Taught by Rod A. Martin (15:00 – 16:00)

In this lecture, I will present the current research evidence for health benefits of humor and laughter. I will begin by exploring several ways humor and laughter might potentially have an impact on health, and will point out those that seem most promising. I will then summarize the research findings in several areas of health, including the immune system, cardiovascular health, pain tolerance, illness symptoms, and longevity. An emphasis will be placed on what we know and what we still don't know, as well as strengths and limitations of various research approaches. I will discuss some principles for evaluating research in this area, and will also give some suggestions for future research.

6)

Humor and Mental Health

Taught by Rod A. Martin (16:30 – 17:30)

From the perspective of positive psychology, mental health is more than just the absence of illness, distress, or dysfunction. Positive psychological health involves the ability to: (1) enjoy the full range of positive emotions as well as regulating negative moods, (2) thrive on challenge as well as coping with stress; and (3) maintain meaningful and satisfying close relationships with others. In this lecture, I will discuss research evidence for the role of humor in each of these areas of positive mental health. I will emphasize the importance of distinguishing among various styles of humor, noting that, whereas some forms of humor are beneficial for health and well-being, others may be detrimental. The current state of the research in this field will be discussed, and suggestions will be made for future investigations.

Friday

9:15 announcements

1)

Punch Lines in Con-Text. Exploring the Interplay of Humor, Genre and Poetics

Taught by Ralph Müller (9:30 – 10:30)

The reconstruction of the historical development of terms can – as the example of the punch line will illustrate – raise our awareness of the complexity of the phenomena we are dealing with. For instance, if we look at what writers, philosophers, literary critics and scholars have written about humor and (more specifically) about punch lines over a longer period of time (e.g. 2000 years in the case of the punch line) we encounter complex interdisciplinary and cross-cultural influences, gross generalizations or subtle differentiations, and, unsurprisingly, competing terminologies. As a result, we may get the impression of a chaotic terminological field, which is interesting, but also puzzling. The question is, what can we do with a chaotic collection of historical definitions, which at first sight does not seem to be of much practical use? For instance, if we try to calibrate our analytical tools in order to investigate older texts we may get rather confused. In fact, if we want to develop a coherent and non-contradictory set of definitions we will, inevitably, have to reduce the complexity of the terminological field in question. But how can we do this?

I will try to provide some answers to these problems by discussing some aspects of terminological reconstruction in connection with the punch line. In particular, I will emphasize the role of discourse and genre and discuss the usefulness of corpus stylistic tools.

Suggested and further reading:

Attardo, Salvatore (1994) *Linguistic Theories of Humor*, Berlin: de Gruyter.

Blanco, Mercedes (1992) *Les Rhétoriques de la Pointe. Baltasar Gracián et le Conceptisme en Europe*, Paris: Librairie Honoré Champion.

Müller, Ralph (2003) The Pointe in German Research. In: *Humor. International Journal of Humor Research*. 16,2, 225-242.

Müller, Ralph (2003) *Theorie der Pointe*, Paderborn: mentis-Verlag.

2)

Humor and close Relationships

Taught by Rod A. Martin (10:30 – 11:30)

A “good sense of humor” is often seen as a very desirable characteristic in a prospective romantic partner or friend. But do people with a sense of humor actually have more satisfactory relationships? It all seems to depend on how they actually use humor in their relationships. In this lecture, I will review research on the role of humor in dating relationships, marriage, and close friendships. I will discuss research findings indicating ways in which humor may have beneficial as well as detrimental effects on close relationships. Various uses of humor will be explored, as well as ways of identifying their effects on a relationship. I

will also touch on gender differences in humor in relationships. Practical implications and directions for future research will be discussed.

3)

Keep smiling – the neurophysiology behind laughter and smiling

Taught by Barbara Wild (12:00 – 13:00)

This talk gives an overview about the known neurophysiology of laughter and smiling. It will be based on data from neurological patients, brain stimulation, laboratory animals as well as the recent functional imaging studies. It will also deal with the question what happens in the brain if we smile voluntarily. A framework for the neural correlates of smiling and laughter is formulated.

Why are smiles contagious? Perception of smiles and laughter

Among facial expressions smiles are the ones recognized best and fastest. This talk will review the data about the perception of smiles and laughter including functional imaging studies. Furthermore, the phenomenon of emotional contagion will be discussed.

4)

Jokes under socialism and under political correctness: fluesterwitz

Taught by Christie Davies (14:00 – 15:00)

Jokes are about breaking restrictions on speech, whether imposed by social convention or political coercion. It can be done tendentiously as a more or less disguised act of defiance but is best seen in a far more general context as an exercise in taking time off and in exercising individual choice by evading restrictions and inhibitions. There is much pleasure in this, which is why so much effort and time is spent on jokes and joke-telling. It is comparable with the pleasure taken in drinking just enough alcohol to depress the inhibitory layer of the nervous system or in taking a holiday from the constraints of work. This is clear in regard to political jokes under socialism also the jokes forbidden under political correctness about ethnic minorities or disasters. Why are there so few political jokes told in democratic countries relative to those that flourished under socialism? Why since the early 1960s have there been so many popular joke cycles about disasters notably the Challenger Space Shuttle and the death of Diana, the former wife of the Prince of Wales, whereas there were none before? Why do we whisper them?

Suggested and further reading:

Elliott Oring, *Jokes and their Relations*, Lexington, University Press of Kentucky, 1992, Chapter 3

Elliott Oring, *Engaging Humor*, Urbana, University of Illinois Press, 2003, Chapter 6

Elliott Oring, Risky Business Political Jokes under Repressive Regimes, *Western Folklore* Volume 63, Number 3, Summer 2004 pp 209-236

Christie Davies, Electronic Humor about Disasters in Peter Narvaez, *Of Corpse, Death and Humor in Popular Culture*, Logan Utah, Utah State U.P. 2003 pp 15-34, 311-2.

Christie Davies, *The Right to Joke*, London, Social Affairs Unit., 2004

Christie Davies, *Jokes and Groups*, London, Institute for Cultural Research, 2005

SYMPOSIUM (see booklet)

Saturday

9:15 announcements

WORKSHOP C)

Humor Without Jokes: The People's Choice

Taught by Doni Tamblyn (9:30 – 11:30)

See Thursday

WORKSHOP D)

Workshop: Learning the Basics of the Facial Action Coding System--FACS

Taught by Ursula Beermann & Willibald Ruch (9:30 – 11:30)

See Thursday

3)

The fear of being laughed at: New studies of Gelotophobia

Taught by Willibald Ruch (12:00 – 13:00)

What happens to those who are the butt of mockery in real life and repeatedly and constantly? Based on clinical practice and observations Titze (1995, 1996) described the phenomenology and behavioural manifestations of *gelotophobia*--the fear of being laughed at—and one consequence: the *Pinocchio Complex*. Ruch and Proyer (2005) examine whether the findings of his case studies can be generalized to larger samples (N = 1000+ German subjects) using the GELOPH, a 46 items questionnaire assessing gelotophobia. They demonstrate empirically that gelotophobics can be separated from other shame-based depressives, not shame-based depressives, and normal controls. Furthermore, the phenomenon was verified by a semi-projective test, and by two experiments (e.g., a laughter perception task and motor task). Possible antecedents (personality traits, dispositions for emotion, experiences of shame, bullying) of gelotophobia are explored and the hypothesis that gelotophobia involves different forms of humorlessness are examined using a variety of humour tests and questionnaires. Furthermore, international versions of the scale were generated and results from several countries from different continents (e.g., Arabia, Austria, Argentina, England, Fiji / Solomon Islands, France, Germany, India, Italy, Lithuania, Switzerland, and USA) are compared.

Suggested and further reading:

Ruch, W. & Proyer, R. (2005). *Gelotophobia: A useful new concept?* Manuscript submitted for publication.

Titze, M. (1996). The Pinocchio Complex: Overcoming the fear of laughter. *Humor & Health Journal*, 5, 1–11.

4)

Funny Brainwaves

Taught by Brigitte Stemmer (14:00 – 15:00)

Humor and laughter have been investigated using a wide range of different methodologies and techniques. Only recently have researchers gained interest in studying the relationship between humor or laughter and the brain. One technique commonly used is functional magnetic resonance imaging (fMRI) which is based on measuring metabolic activity in the brain. Less often used is the electroencephalogram (EEG) which measures electrical brain activity and which is usually displayed as waveforms. I will present studies that have used the EEG to investigate humor and pursue the question whether humorous material or humorous states are reflected in such 'waveforms'.

5)

Analyzing Longer Humorous Texts

Taught by Salvatore Attardo (15:00 – 16:00)

This lecture is a hands-on seminar on the analysis of humorous texts of all kinds (short stories, poems, conversations, film, etc.) using the tools of the GTVH. Emphasis is put on practical techniques and applications, such as how to identify the script oppositions and how to classify them, how to analyze the data, store them in a database, and how to present them. Participants are encouraged to bring a copy of a text they wish to analyze, but this is not a requirement.

Suggested and further reading:

Attardo, Salvatore. 2001a. *Humorous Texts*. Berlin: Mouton De Gruyter.

6)

Round table and Discussion (16:00 – 17:00)

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