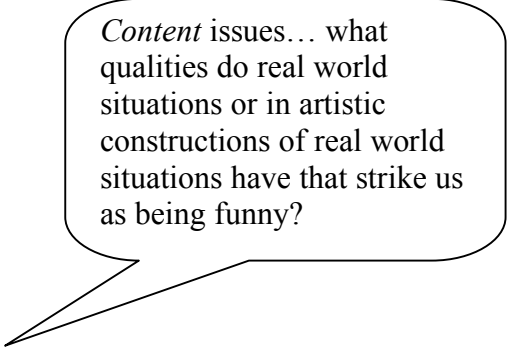


## First Day Brainstorm

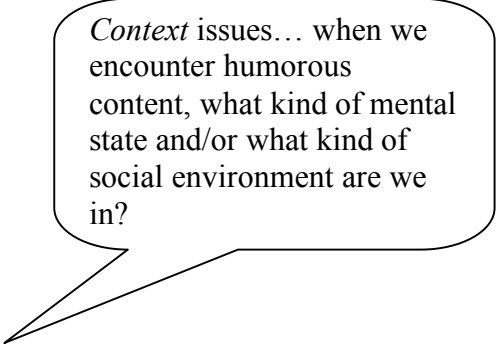
*Note that these are all hypotheses rather than factual assertions. Many of them are contradictory. On the other hand, many of them are complementary.*

- Nonsense
- Exaggeration
- Contrast/incongruity/difference
- Unexpectedness
- Unintentionality
- Familiarity/identification
- “Getting it”
- False or failed seriousness
- Embarrassment
- Not* embarrassment
- Manipulation of stereotypes
- Satire
- Parody
- More than just *clever*
- More than just *amusing*
- Frivolity (not *too serious*)



*Content* issues... what qualities do real world situations or in artistic constructions of real world situations have that strike us as being funny?

- To whom is it funny? (individuals)
- To whom is it funny? (groups, cultures)
- Sociality/contagiousness
- Social roles/hierarchy<sup>1</sup>
- Some people have a better “sense” of humor
- When is it funny? (situation)
- Naturalness vs. artificiality
- Laughter (vs. *smile* or *appreciation*)
- Intoxication/disinhibition



*Context* issues... when we encounter humorous content, what kind of mental state and/or what kind of social environment are we in?

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<sup>1</sup> In other words, if some social cues matter more than others because some people matter more than others in a particular context. If you believe in the social authority of teachers, you would be more inclined to follow my laughter than you would be to follow another student’s laughter. If you believe that teachers can’t possibly have a sense of humor, the opposite. This goes beyond saying merely that humor is affected by sociality because social groups posit distinct roles and statuses for their members.