PSYC3032 FINAL EXAM: REVISION FOR LECTURE 6-11

LECTURE 6: AFFECT AND PROSOCIAL BEHAVIOUR

What is affect? -moods vs emotions	Feelings that range from positive to negative, high to low activation. It is an umbrella term for **moods** and **emotions.** **Emotions** arise in response to ongoing, implicit appraisals of situations, which respect to positive/ negative implications **for one's goals and concerns.** Identifiable referents of emotion are: • Sharp rise time • Limited duration • High intensity **Moods** differ from emotions • lesser intensity, slower speed, slower duration • target referent is absent eg. mood is just about good or bad day but emotion is about feeling mad or happy over something.

Core affect
By Russell and Feldman Barrett (1989)
- What it means to experience affect?
	Basic emotional subjective experience with 2 dimensions:
	• Activation
	    o low activated: bored/tired/calm
	    o high activated: excited/fearful
	• Valence
	    o pleasant (eg. excited) vs unpleasant (eg. fearful) experience

The Affect Infusion Model
By Forgas (1995)
	Affect can infuse with our decision making process through:
	• **Affect Priming**
	    o about contamination of judgement
	    o ie. your bad experience in … can contaminate with your judgement of …
	    o Affect influences memory, intention and interpretation of events.
	    o substantive/systematic processing
	• **Affect-as-information**
	    o Answer the question of "how I feel about it"
	    o eg. bad moods, refuse to join a trip with your colleagues because you use that information to decide. (You can't go to the trip because bad moods indicate that you still have loads of work to do)
	    o Affect from one source can be misattributed to another
	    o Heuristic processing

Affect Priming study By Forgas and Borrer (1987) -Use false feedback to manipulate mood	Participants (Ps) would receive either a +ve or -ve feedback. Then, they need to read some +ve/-ve details about some other person (target). **Results in mood congruency condition (-ve feedback)** • Ps will read longer and have less favourable impressions and worse memory for positive details • experience **global activation** o if you're in a bad mood, you see other things as bad

Affect-as-information By Schwartz and Clore (1983) -sunny vs rainy day	Ps was interviewed about how satisfied are they with their life. Ps reported more satisfaction when it was sunny day compared to rainy. But the effect disappears when the interviewer mentioned the weather as sunny or rainy day. Bias? **Incidental** vs **Integral** (information comes from the target) effect or other influences ie. **resources** (feeling nervous before an exam indicate that you have not fully prepared for the exam/ not enough resources)

Affective Forecasting
By Wilson and Gilbert (2003)
-predictions of how events make us feel shapes goals and behaviours
	Generally, we make predictions about:
	• Valence of feelings
	  o will getting 20/100 in exam makes me happy/sad?
	• Specific emotions
	  o will I feel sorrow or relief?
	• Intensity of emotions
	  o if I win a Nobel Prize, will it makes me excited and happy?
	• Duration of emotions
	  o winning a Nobel prize will make me happy forever

Errors in Affective Forecasting	Predictions about events:
	• Valence of feelings – *generally good*
	• Specific emotions – *tend to oversimplify*
	• Intensity of emotions
	• Duration of emotions } *generally overestimate*
	
	Two errors in forecasting:
	• **Impact bias**
	  o tendency to overestimate the enduring impact that future events will have on our emotional reactions
	  o eg. graduating makes me happy for a long time
	• **Focalism**
	  o tendency to focus on main element of significant events and ignore other aspects
	  o eg. job promotion (focalism: it makes me happy, other aspects: it will affect my relationship with my colleagues, more stress)

Gilbert at al (1998) -lovers, loners, leftovers and luckies -support the idea of affective forecasting hypothesis	In general, how happy would you say you are these days? **Lovers**: how happy would you be 6 months after becoming involved in a relationship? **Luckies**: how happy would you be 2 months after breakup? **Results** • Lovers tend to be happier than loners • When loners forecast, they predict that they would be happier in a relationship (**accurate forecasting**) • People who have never had a breakup (luckies) thought that they would be less happy if they had breakup, compared to those who already experienced breakup (leftovers) (inaccurate forecasting) • Luckies and leftovers have pretty much the same level of happiness

Lucas (2007) -affective forecasting -happiness/ life satisfaction is relatively stable	**Use prospective approach** • Know subjective wellbeing <u>before</u> a key event Conducted 2 big panel studies, longitudinal and nationally representative samples (40000 **German** Ps for 14 years and 27000 **British** Ps for 21 years) **Measure life satisfaction before and after event** • life satisfaction after widowhood and divorce would never be high as before the event • life satisfaction for those who stayed married > divorce • life satisfaction increase very rapidly after an unemployment • life satisfaction of people with disability or severe disability will get down rapidly and remain stable at one point afterwards
Prosocial Behaviour and helping	Definition: Actions <u>agreed by society</u> as beneficial to other people – may have selfish or selfless motivations. **Not include** actions that are part of your job. eg doctors helping their patients
Distinct to altruism (see definition)	Definition: Actions that help others <u>without anticipation of external rewards</u> driven by emphatic concern.
2 Motivations for Helping	• **Egoistic:** helping for the purpose of ourselves • **Altruistic:** not serving for an external reward

3 Broaden categories of why people help	• **To gain social rewards** (most extrinsic)
	   o how will helping/not helping look to others
	   o eg. If I don't give to the poor, people would think I am selfish
	• **To relieve own personal distress** (egoistic act)
	   o eg. giving money to relieve own sadness/guilt
	• **To express empathic concern**
	   o eg. identifying victims' distress and wanting to improve their welfare

Social rewards from helping By Hardy and van Vugt (2006)	• Ps (high school student) group into 3 people • Ps were given money that they could contribute to **private fund** (own self) or **group fund**. • Other students could or couldn't see how much money was split • When Ps could track their **reputation** (high status and more likely to become leader) vs no track, students would **contribute more** money even if they **earned less money** than other Ps.
Helping to relieve a negative state By Cialdini et al (1987) -helping as an egoistic act -weak evidence!	*Helping is not about the victim, it is about the person who observed the victims in the horrible situation.* Observe a suffering victim → Feels -ve emotions eg. sadness → helps in order to relieve sadness, unless if there is another way. Meta-analysis (**Carlson and Miller, 1987**) suggests evidence for this model is weak. There is more robust support for empathic concern and social reward.