1. What can we learn about emotions in general by studying emotions in kids?

2. What do we know about emotions in the 1st year of life?
   a. What are some important methodological issues?
   b. Hiatt, Campos, & Emde (1979)
      i. What hypothesis are they investigating? How do they derive this hypothesis?
      ii. What did they do and measure? What age kids were they testing?
      iii. How did they define intratask and intertask specificity and how did they determine them? You might want to think about the discrimination accuracy and response bias measures in Surguladze et al. (2004) because they are getting at a similar issue here.
      iv. What are the methodological problems the authors discuss with respect to studying emotions in children?
   c. Together with the results of Hiatt et al. (1979), what has been concluded about negative emotions in the 1st year of life?

3. When do kids develop the ability to discriminate emotions in others?
   a. What are relevant methodological issues?
   b. What are findings for vocal versus facial expression stimuli?

4. How do emotions change as cognitive abilities increase?
      i. What is their model of emotional development (e.g., figure 14.1)? How are fear, embarrassment, and self-referential behavior related?
      ii. What did they do? What did they find?

5. How do kids understand the causes of emotions in others?
   a. What do researchers mean when they talk about mentalistic versus behavioral explanations? When can kids start to explain emotions in mentalistic terms?