10/30: Development

1. What can we learn from 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?
      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?