

Psychologist Lawrence Kohlberg theorized that a person's moral reasoning (which drives ethical behavior) has six identifiable stages spread across three levels. Each successive stage is superior to the previous stage with regard to responding to moral dilemmas. We illustrate each stage below.

I don't care if it is the law it's not right and it's not fair!



Postconventional level

Level 1 (Preconventional Level). Here moral reasoning is closely tied to personal concerns.

Stage 1. Obedience and punishment orientation ("How can I avoid punishment?")



Stage 2. Self-interest orientation ("What's in it for me?")



Right or wrong is a function of rewards in this stage, where a "you scratch my back and I'll scratch yours" mentality dominates.

An individual's motivation to behave ethically is driven by the fear of getting caught and punishment.

Level 2 (Conventional Level). Here moral reasoning arises from comparing one's actions with society's expectations.

Stage 3. Interpersonal accord and harmony



Stage 4. Authority and social order—maintaining orientation



Individuals act with the goal of fulfilling social roles, such as student, parent, and worker.

The desire to maintain a functional society by obeying laws drives behaviors.

If you drive too fast, you will break the law.



Conventional level

Level 3 (Postconventional Level). Here morality is more than simply following social rules or norms.

Stage 5. Social contract orientation



Stage 6. Universal ethical principles

Free Tibet



Laws are viewed as social contracts that promote the greatest good for the greatest number of people. Unjust laws and policies must therefore be resisted.

Moral reasoning is based on universal ethical principles such as the "golden rule" that you should treat others as you would want them to treat you.

I better share this toy or Mommy will be mad.



Preconventional level

Why is his theory important?



- ▶ Attempts to explain why we do what we do
- ▶ Gives credit to children as “moral philosophers”
- ▶ Maintains that people can grow and mature morally

Lawerence Kohlberg's Theory of Moral Development

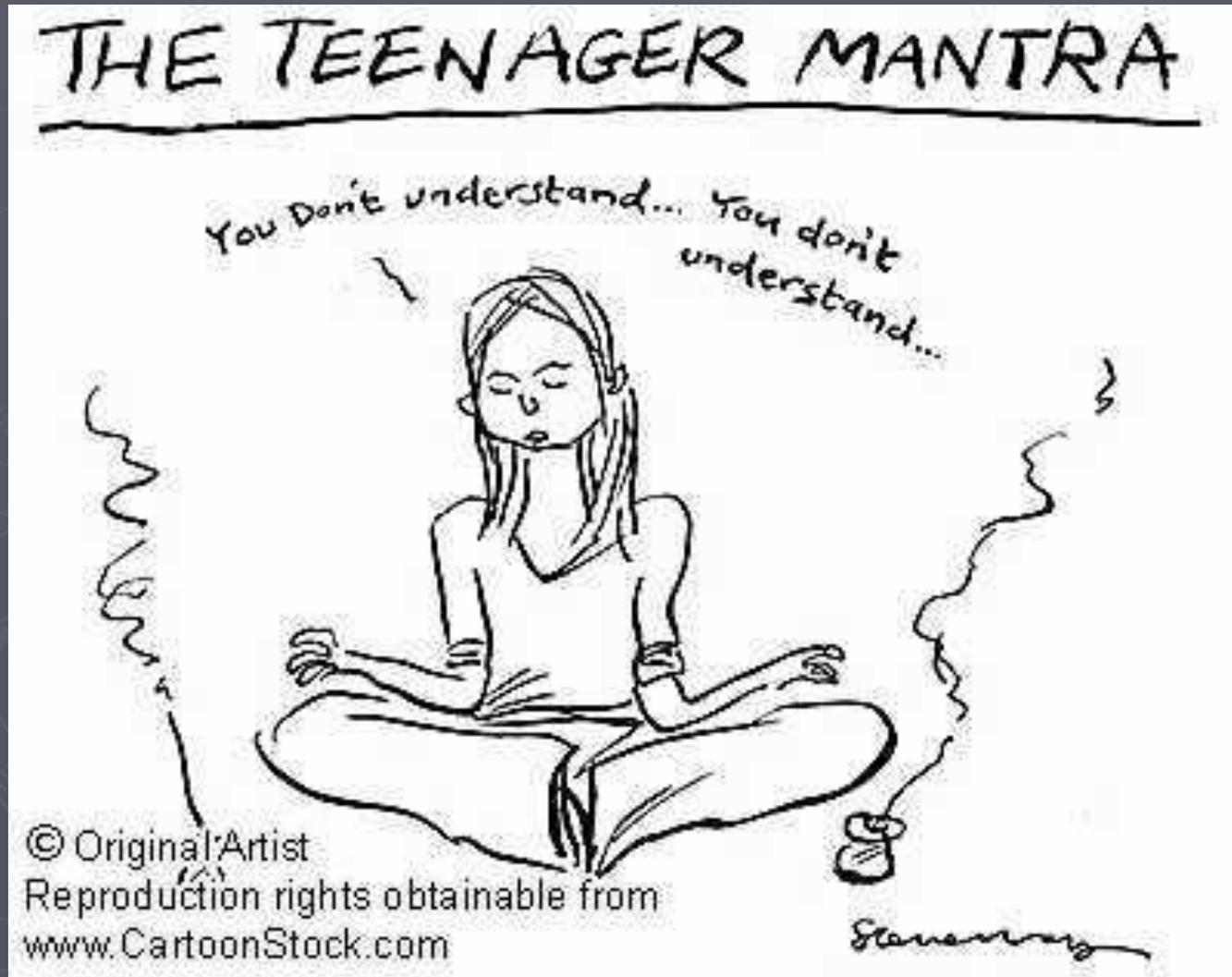
► Criticisms

- Great deal of overlap
- Cognitive abilities influence moral development
 - See other people's point of view
- Reaching the post-conventional stage is more appropriate for individualistic societies
- Understanding vs. action
- Carol Gilligan - Gender bias (girls are taught empathy, while boys are taught justice)

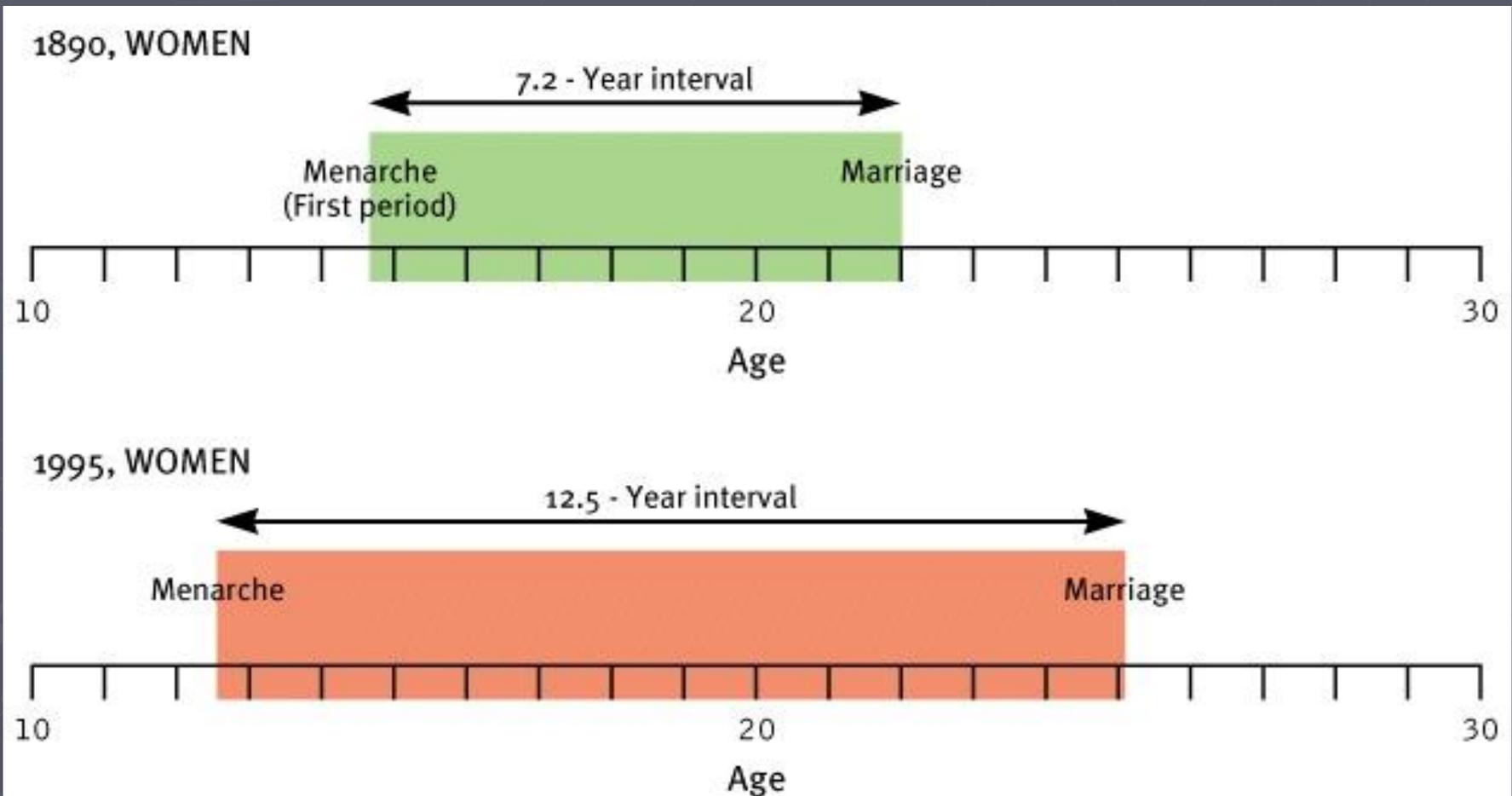
Carol Gilligan

- ▶ Argued Kohlberg's theory was biased toward men.
- ▶ It was based upon interviews with white males.
- ▶ Men show a morality of justice
- ▶ Women reason based on a "morality of care"
 - Stage 1 - care for one's own survival
 - Stage 2 - care for others
 - Stage 3 - care for integrity (self and others)
- ▶ Gilligan believed the difference was based upon cultural conditioning. Men's focus was traditionally on the workplace, women's on the family. *Will this change?*

ADOLESCENT DEVELOPMENT



Is adolescence getting longer or shorter?



Physical Development - puberty

- ▶ Puberty: sexual maturation and rapid physical changes, physically able to reproduce.
- ▶ The landmarks: Menarche for females, first ejaculation for males.
- ▶ Average height from childhood to adolescence
 - Different for males and females
 - Childhood: boys tend to be slightly taller than girls
 - Puberty begins earlier for females than males causing females to be slightly taller than males through the early years of puberty

How might timing differences in the onset of puberty affect an adolescent socially?

- Boys who mature early: social advantage, become leaders, sports stars, more confidence
- Girls who mature early: often feel embarrassed, tend to date older boys, often have a difficult time w/ boys their own ages
- Boys who mature late: social disadvantage, more likely to be picked on, feelings of inferiority
- Girls who mature late: tend to be less quarrelsome and bossy, get along with peers more easily



Social Development



Its all about forming
an identity!!!

SOCIAL DEVELOPMENT

▶ SOCIALIZATION

- Learning the rules of society, when to apply rules, and when to bend them
- Acquiring an identity: member of society, member of social categories, member of a family
- Learning to live w/ other people
 - ▶ Others have rights and you have limitations

Erik Erikson

- ▶ Thought our personality was influenced by our experiences with others.
- ▶ 8 Stages of Psychosocial Development, each stage centers on a social conflict.
- ▶ Positive resolutions to conflicts builds foundation for healthy development.



Trust vs. Mistrust

Age

***Important
Event***

Description

Birth - 18
months

Feeding

Infants form a loving, trusting relationship with parents; they may also learn to mistrust parents and others.

Basic
Strength:
Hope



Autonomy vs. Shame and Doubt

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
18 months - 3 Years Basic Strength: <i>Will</i>	Toilet Training 	Child's energies are directed toward physical skills: walking, grasping, and toilet training. The child learns control along with a healthy dose of shame and doubt.

Initiative vs. Guilt

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
3 - 6 Years Basic Strength: <i>Purpose</i>	Independence 	Child becomes more assertive, takes more initiative, becomes more forceful.

Industriousness vs. Inferiority

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
<p data-bbox="19 521 540 606">6 - 12 Years</p> <p data-bbox="19 799 569 1120">Basic Strength: <i>Competence</i></p>	<p data-bbox="647 521 927 606">School</p> 	<p data-bbox="1188 521 1845 1406">The child must deal with demands to learn new skills while risking a sense of inferiority and failure</p>

Primary influence on resolution

Stages 1-4

- Largely determined by others (Parents, teachers, peers)

Stages 5-8

- Individual has more control over environment
- Individual responsibility for crisis resolution in each stage.

The adolescent mind...

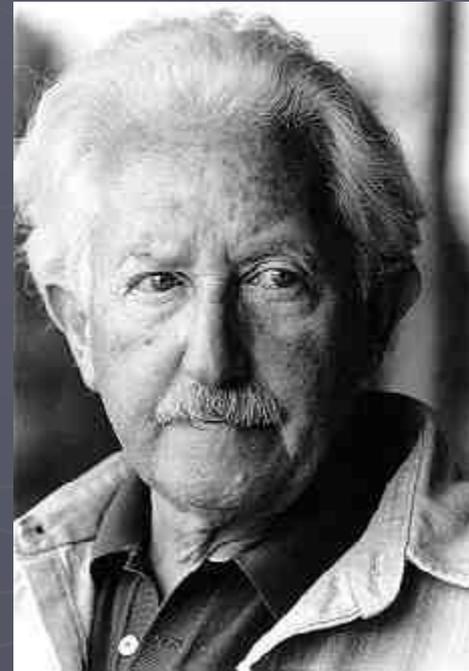
- ▶ Cognitive Development (Which stage?)
 - Adolescents can think in more abstract terms (hypothetical situations)
 - RATIONALIZATION:
 - ▶ Explaining why something happened in a way that preserves their self-esteem (what else is that an example of?)
 - Egocentrism

Personal Development

- ▶ Adolescents tend to be idealistic
 - Compare the hypothetical to real life
 - ▶ Why not quit your job?
 - Messiah complex - believe they can save the world from evil.
 - Problems adolescents develop
 - ▶ Feeling of invulnerability
 - ▶ Indecisive
 - ▶ Feelings that adults do not measure up
 - ▶ 80% have committed crimes for which they could have been arrested

Identity

- ▶ One's sense of self.
- ▶ The idea that an adolescent's job is to find oneself by testing various roles.



Consider your current sense of identity...

- ▶ Write down 10 different answers to the following question:
 - “Who am I?”
 - ▶ You may respond in terms of your roles and responsibilities, groups you belong to, religious beliefs, personality traits, needs, feelings, behaviors, hobbies, etc.
 - ▶ List only those which are really important. Those that if lost, would make a real difference in your sense of identity.
 - ▶ Now, consider each one individually, and imagine what your life would be like if it was no longer true.
 - Eg: if you wrote down son/daughter, how would your role change with the death of a parent?
 - ▶ After consideration, rank them in the order of importance to who you feel you are. (Consider the adjustment required if you “lost” the item.)

Personal Development

► Identity development

- Erikson's theory of identity crisis
- Be unique vs. fitting in
- Social identity tends to form around one's distinctiveness.
- Include everything about themselves and express it in a socially acceptable way
- Children live in the present / adolescents think about the future

Identity vs. Role Confusion

Age

*Important
Event*

Description

13-21 years
Adolescence

Peers

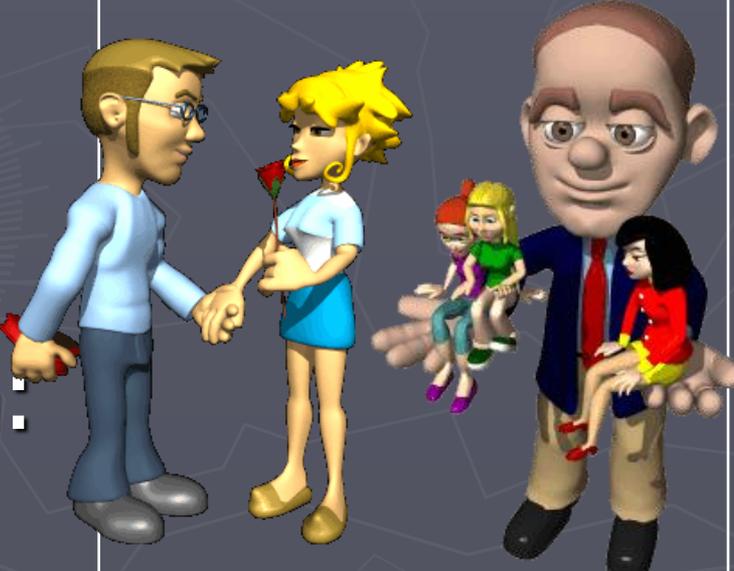
Teens must achieve self-identity while deciphering their roles in occupation, politics, and religion.

Basic
Strength:
Fidelity





Intimacy vs. Isolation

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
21-39 years (Young Adult) Basic Strength: <i>Love</i>	Relationships 	The young adult must develop marriage-seeking relationships while combating feelings of isolation.

Generativity vs. Stagnation

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
40-65 years (Middle Adult) Basic Strength: <i>Care</i>	Parenting 	Assuming the role of parents signifies the need to continue the generations while avoiding the inevitable feeling of failure.

Integrity vs. Despair

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
65+ years (Late Adult) Basic Strength: <i>Wisdom</i>	Life Reflection 	Acceptance of one's lifetime accomplishments and sense of fulfillment.

Personal Development

► Contributions of Erikson

- Personality develops throughout life
- Identity crisis in adolescence
- Realizes impact of social, cultural, personal, situational forces in forming personality.

► Criticisms of Erikson

- Identity crisis may only apply to those affluent enough to explore identities
- Point out that he studied mostly troubled / disturbed adolescents.
 - Adolescents chosen at random appear to be progressing smoothly through adolescence and do not experience a crisis.