

Stage 3:

Good Interpersonal Relationships

- Strong desire to win approval from peers and adults.
- Emphasis on avoiding disapproval.
- Kids tend to cite a person's intentions, or motives as proof of right & wrong.

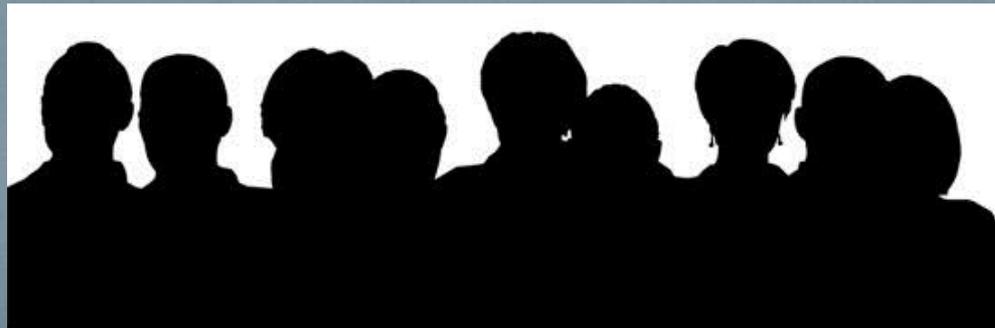


For example, cheating is wrong “because you’re always supposed to do the right thing”. -4th grade girl (age 9)

Stage 4: Maintaining the Social Order

- Child becomes more concerned with society as a whole, and how the rules are made for a purpose.
- ‘people want to keep society functioning’ (Crain 162)
- Can focus on the effect an action has on society.

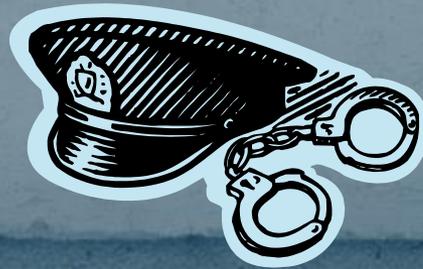
For example, keeping promises is important because “when you promise something, you follow through with it, and hold your end of the bargain”. 6th grade girl (age 12)



Stage 5: Social Contract

- The person is generally entering adolescence at this stage, and they are able to consider ‘the big picture’ or society as a whole.
- They have respect for the laws not because they are told to, but because it is detrimental to society if they disobey.

For example, stealing is worse than cheating because “you are doing something bad, the cops will chase you could hurt someone in the process” –8th grade boy (age 14)



Stage 6: Universal Principles

- The person considers how the characters in the dilemma can best achieve a just result.
- The person also examines the parameters of the situation to see if they are most likely to promote a good outcome.



For example, when someone is given the Heinz dilemma, they might say that there should be laws forbidding price gauging in pharmacies.

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 moral reasoning is based on universal ethical principles.

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?*

Other Dilemmas to Consider



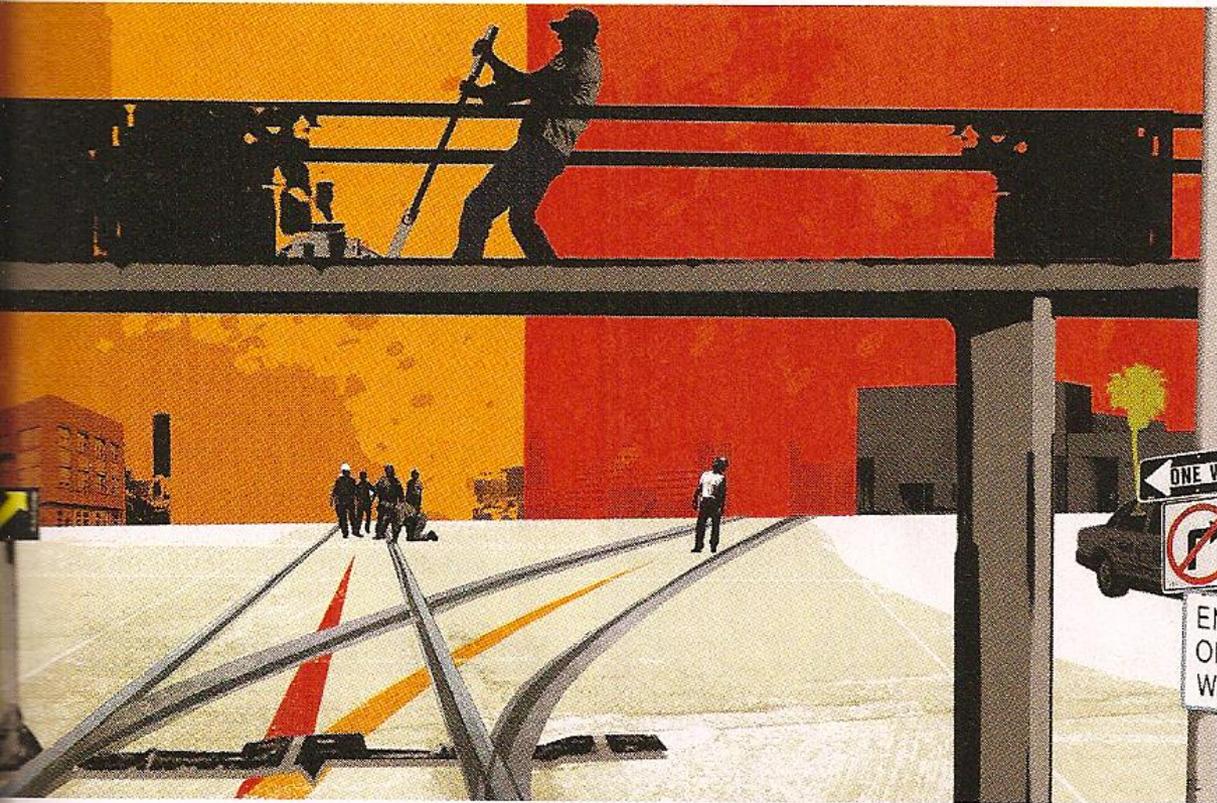
MORAL DILEMMA

The Sinking Lifeboat

You are adrift in a life raft after your cruise ship has sunk. There are too many survivors for the life rafts, and yours is dangerously overloaded. The raft is certain to sink, and even with life vests on, all the passengers are sure to die because of the frigid temperature of the water. One person on the boat is awake and alert but gravely ill and will not survive the journey no matter what. Throwing that person overboard would prevent the raft from sinking. Could you be the one who tosses the person out?

I COULD THROW A SURVIVOR OVERBOARD

- YES
- NO

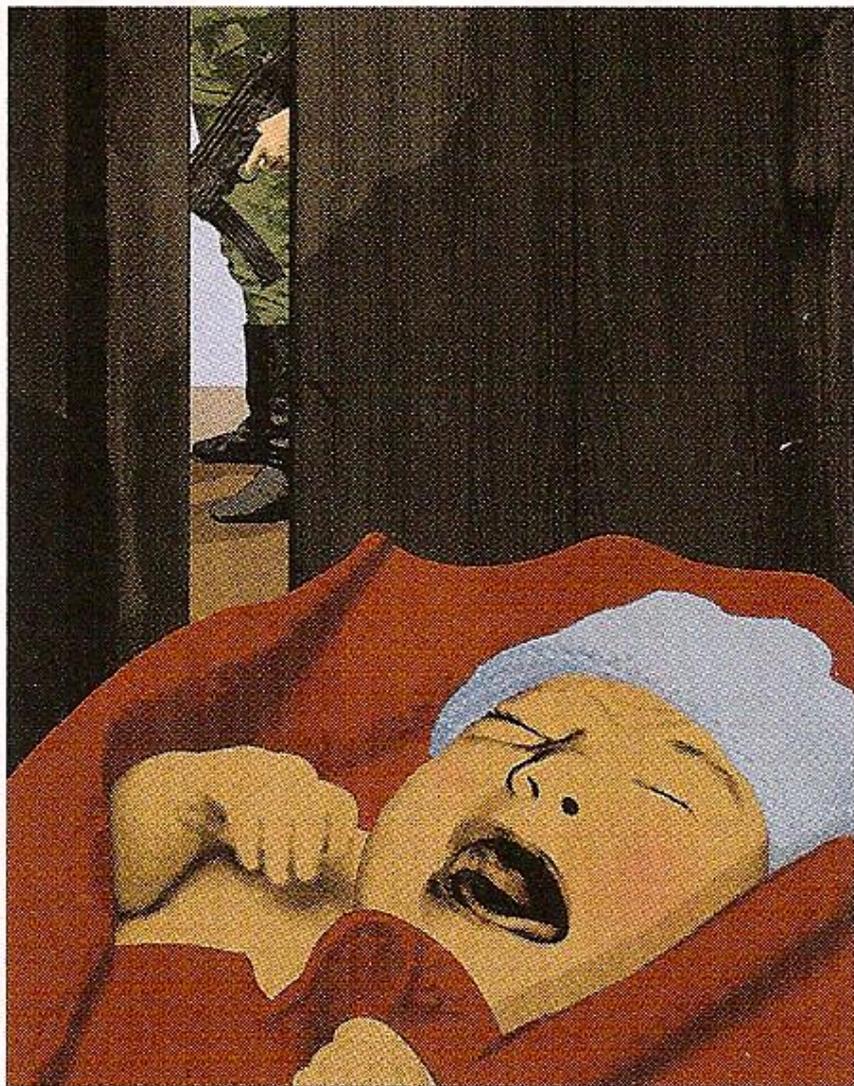


MORAL DILEMMA

The Runaway Trolley

A runaway trolley is heading down the tracks toward five workmen who can't be warned in time. You are standing near a switch that would divert the trolley onto a siding, but there is a single unsuspecting workman there. Would you throw the switch, killing one to save five? Suppose the workman was on a bridge with you and you could save the men only by pushing him onto the tracks? (He's large enough to stop the train; you're not.) Suppose you could throw a switch dropping him through a trapdoor—thus not physically pushing him?

DIVERT TRAIN	PUSH MAN	USE TRAPDOOR
<input type="checkbox"/> YES	<input type="checkbox"/> YES	<input type="checkbox"/> YES
<input type="checkbox"/> NO	<input type="checkbox"/> NO	<input type="checkbox"/> NO



MORAL DILEMMA

The Crying Baby

It's wartime, and you're hiding in a basement with your baby and a group of other people. Enemy soldiers are outside and will be drawn to any sound. If you're found, you will all be killed immediately. Your baby starts to cry loudly and cannot be stopped. Smothering him to death is the only way to silence him and save the lives of everyone in the room. Could you do so? Assume the baby is not yours, the parents are unknown and there will be no penalty for killing him. Could you be the one who smothers this baby if no one else would?

YOUR BABY

YES

NO

SOMEONE ELSE'S BABY

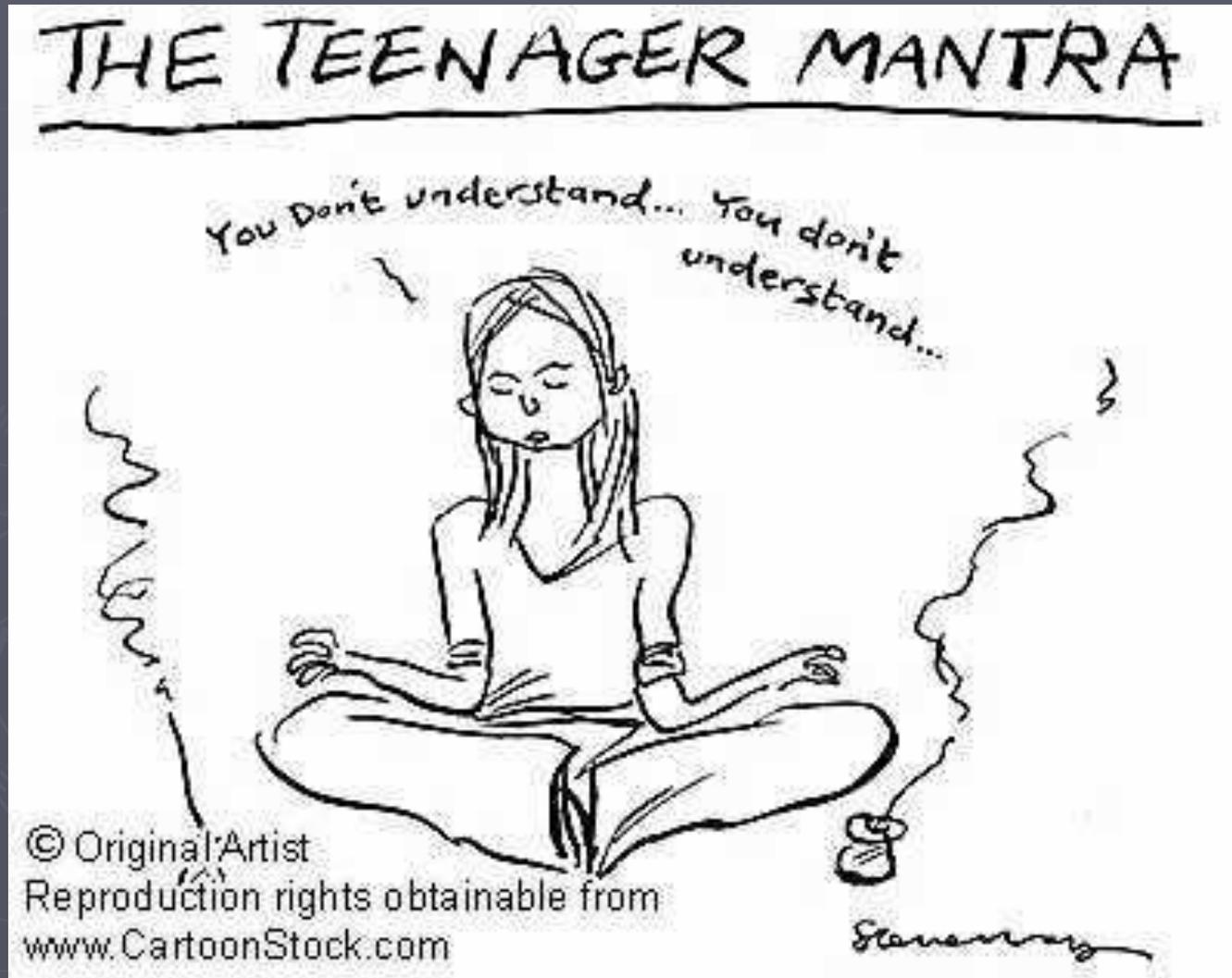
YES

NO

The Porcupine and the Moles

- Seeking refuge from the cold, a porcupine asked to share a cave for the winter with a family of moles. The moles agreed. But because the cave was small, they soon found they were being scratched each time the porcupine moved about. Finally, they asked the porcupine to leave. But the porcupine refused, saying, "If you moles are not satisfied with the situation, I suggest that you leave."
- How would you resolve this dilemma?

ADOLESCENT DEVELOPMENT



Social Development



Its all about forming an
identity!!!

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="19 792 569 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

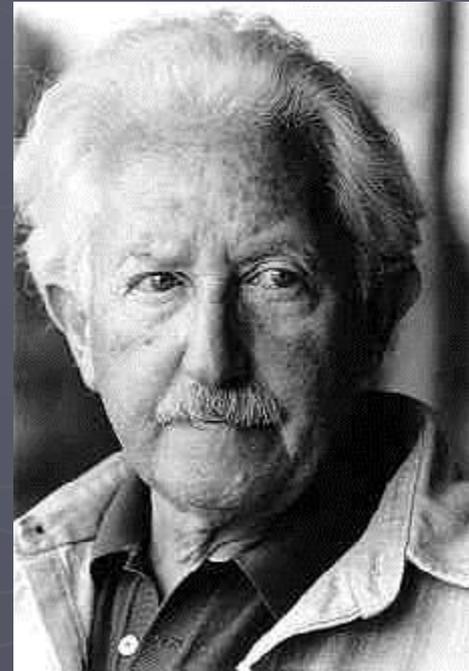
- Largely determined by others (Parents, teachers, peers)

Stages 5-8

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

Identity

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



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

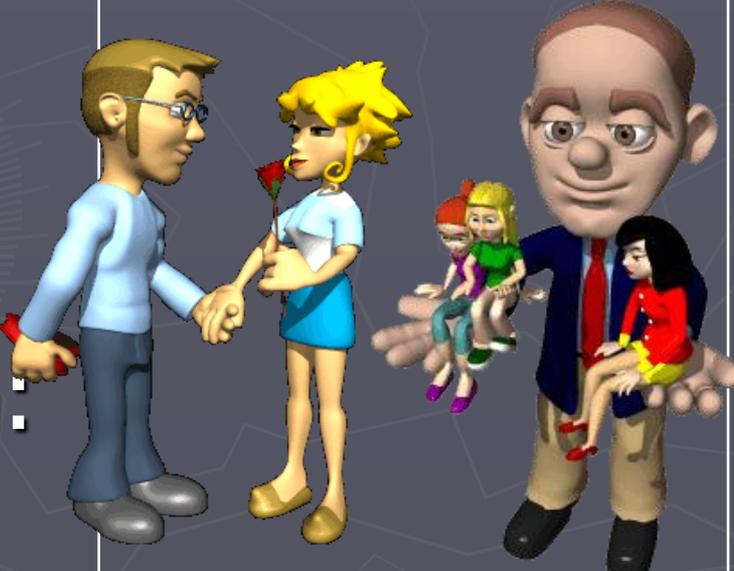
Teens must achieve self-identity while deciphering their roles in occupation, politics, and religion.

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.