Learning Objectives

Be able to define and recognize examples of the theory of mind and the false beliefs task and be able to describe the development of theory of mind.

For the Psychoanalytic theory of moral development, be able to:
1) name the theorist(s); 2) identify what aspect of morality they stress; 3) explain the process by which they believe moral development occurs; 4) identify whether they believe morality is a state or a trait; 5) what environmental experiences might affect moral development; 6) list criticisms of the theory; 7) describe the research that exists to support or refute the theory.

For the Cognitive/Developmental theory of moral development, be able to:
1) name the theorist(s); 2) identify what aspect of morality they stress; 3) explain the process by which they believe moral development occurs; 4) identify whether they believe morality is a state or a trait; 5) what environmental experiences might affect moral development; 6) list criticisms of the theory; 7) describe the research that exists to support or refute the theory.

For the Social Learning theory of moral development, be able to:
1) name the theorist(s); 2) identify what aspect of morality they stress; 3) explain the process by which they believe moral development occurs; 4) identify whether they believe morality is a state or a trait; 5) what environmental experiences might affect moral development; 6) list criticisms of the theory; 7) describe the research that exists to support or refute the theory.

Be able to compare and contrast the three theories with regard to the 7 items mentioned above.

Be able to generate and recognize examples of reasoning at each of Piaget's stages of moral development and be able to state what approximate ages go with each stage.

Be able to generate and recognize examples of answers from Kohlberg's six stages of moral development and be able to state approximate age ranges of Kohlberg's stages.
Be able to recognize criticisms of Piaget's and Kohlberg's theories of moral development.
Be able to describe three forms of discipline and describe the effect each has on a child's moral development.
Be able to describe the relationship between moral reasoning and moral behavior based on Hartshorne and May's and more recent research studies.

**Social cognition**

**Developing a Theory of Mind**

1. The false beliefs task assesses:

2. A theory of mind is defined as:

3. Sally places a marble in a basket and leaves the room. While she's out of the room, Anne moves the marble to a box. Sally returns to look for her marble. Where will she look?

4. A child who states that Sally will look in the basket has a __________________________.

5. A child who does not possess a theory of mind will say that Sally will look where? Why?

6. Baron-Cohen, Leslie and Frith found that most normal children have developed a theory of mind by what age?

7. What other kind of children did Baron-Cohen et al. find also have a theory of mind?

8. What kind of children did not seem to have a theory of mind?

9. How might this finding explain the problems that these kinds of children have maintaining normal social relations?

10. Although children normally do not pass false belief tasks until about age __________, researchers have detected forerunners of a theory of mind in the first year of life. What four abilities are important early signs of a theory of mind? Explain how each one illustrates something about theory of mind.
Nature and Nurture

11. Developing a theory of mind requires maturation and normal neurological development. It also involves experience. Give three examples of how experience influences the development of theory of mind?

Perspectives on Moral Development

12. Psychologists are interested in three components of Moral Development, including:

Moral Affect: Psychoanalytic Theory

13. According to Freud, morality is controlled by the component of the personality known as the ____________.

14. According to Freud, morality develops during the ____________ stage, around the ages of ____________.

15. Explain how Freud believes that morality develops.

16. Freud believes that the child ____________ the moral beliefs of the same sex parent. This occurs because the child needs to resolve the ____________ (boys) or ____________ (girls) conflict.

NOTE: In order to resolve this conflict the child must identify with the same sex parent. Identification implies that the child internalizes the parent's personality and moral values into his or her own ego. For example, a boy wants to become like his father in order to avoid the punishment that he might receive because of his Oedipal feelings for the mother. This punishment could be imagined as castration or as any physical punishment or rejection by the parents.

17. Freud's model does explain how children come to develop an internal conscience that helps them to avoid doing things that are wrong whether or not they might get caught. However, it also implies that children whose parents rely on punishment or threats of loss of love as discipline strategies should have stronger superegos. Is this true?
18. Children develop a stronger superego if they have parents who are:

19. List the other two implications of Freud's Psychoanalytic theory of moral develop that have not been supported by research:

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**Moral Reasoning: Cognitive Developmental Theory**

20. Cognitive developmental theorists are interested in the thought process that leads a person to decide whether an action is right or wrong. This is known as ____________________ which involves:

21. Cognitive developmental theorists believe that moral reasoning progresses through a(n) ____________________.

**Piaget's views**

22. Piaget believed that children progress through two stages of moral development. Beginning at age _____, the child is in a stage known as ____________________ morality. In this stage, the child believes:

23. If you asked a child at this stage, whether it was worse to break one cup while sneaking jam out of the cupboard or to break 15 cups while trying to help your mother, what answer would you most likely get?

24. Beginning around age _____, children reach the highest level of moral reasoning, according to Piaget. This is known as ____________________ morality. In this stage, the child understands that:

25. Children at this stage would argue that the boy who broke 15 cups did a ____________ (better/worse) thing than the one who broke 1 cup. Why?
26. Piaget attributes moral development to what two factors: cognitive development and social experience. He believed that parents play a smaller role in a child's moral development compared to peers. Peers are a more important influence because children must learn to take each other's perspectives and resolve disagreements through negotiations, thus teaching them role-taking skills and a sense of fairness. Piaget would argue that children would learn more about morality from playing unsupervised games of basketball or baseball, rather than league sports. Explain why.

Kohlberg's Views

27. At Level 1: Preconventional morality, moral rules are imposed by ___________________. The child obeys the rules in order to obtain _______________ or to avoid _______________. Thus, young children do not have an internalized sense of morality.

28. Within each level are two stages of moral reasoning. The stages for Level 1 (the two preconventional stages) are:
   Stage 1: ________________________________ and
   Stage 2: ________________________________.

29. Stage 1 is sometimes referred to as the "Might makes right" stage. Children at this stage believe that morality is defined by authority figures, such as parents or teachers. They judge an action as good or bad based on what?

30. A child at Stage 1 obeys the parents' rules in order to ____________________.

31. Read the Stage 1 answer to Kohlberg's moral dilemma in Explorations on page 385. Can you explain to yourself why this represents a Stage 1 answer? What characteristics of Stage 1 does this answer contain?

32. Stage 2 in the Preconventional Level is called ____________________ or is sometimes referred to as the "You scratch my back and I'll scratch yours" stage. Stage 2 individuals judge an action on the basis of what?

33. Read the Stage 2 answer on page 385. What characteristics of Stage 2 reasoning do you see in this answer?
NOTE: The Preconventional Level of morality is defined by external rather than internal control of morality. The motivation for moral behavior is the desire to avoid punishment (particularly in Stage _______ or the desire for personal gain or benefit (as is the case in Stage _______).

34. In Level II: Conventional Morality, moral values are ___________________. Conventional Level thinkers obey rules in order to receive __________________ or to maintain ____________________.

35. Within this level there are two stages. Stage 3 is the stage of ___________________. Individuals at Stage 3 make moral decisions on the basis of a desire for ____________________.

36. Read the example of Stage 3 reasoning. What characteristics of Stage 3 do you see in that example?

37. Stage 4 moral reasoning is labeled as:

38. Individuals in Stage 4 make moral decisions based on:

39. Individuals in Stage 4 are less concerned with social approval than with a sense of _____________________.

40. Read the example of Stage 4 reasoning. What characteristics of Stage 4 do you see in that example?

41. In Level 3: Postconventional morality, individuals define right and wrong in terms of:

42. Stage 5 is labeled _____________________________________ or the "social contract" stage. The social contract refers to the concept of the "greatest good for the greatest number." People in Stage 5 are concerned with:

43. Read the example of Stage 5 reasoning and describe the characteristics of Stage 5 you see in that example.
NOTE: Stage 6 is labeled the stage of _________________. Sometimes this is referred to as the stage of *Universal Ethical Principles*. People at Stage 6 believe that there are some ethical principles that are so fundamental that they should be upheld even at the risk of social disapproval or going against the law. Stage 6 individuals do not just "take the law into their own hands." Stage 6 individuals are highly principled people who *take responsibility for their action*. When Martin Luther King, Jr. deliberately broke segregation laws, he did so openly and went to jail willingly in order to bring attention to the injustice of these laws. Stage 6 individuals act not for their own benefit, but because they believe strongly in a principle.

44. Read the example of Stage 6 reasoning. What characteristics of Stage 6 do you see in that example?

45. Below is another example of one of Kohlberg's moral dilemmas. Write examples of answers that might be given by an individual in each of the six stages to this dilemma. You may want to try giving the story to some friends or relatives and see how they answer it. Can you identify which stage of moral reasoning their answer reflects? Be aware that it is not the "yes, the person should have done that" or "no, they shouldn't" answer that tells you which stage the person is in. It is the reason they give to support their answer. If you try this on another person be sure to get them to say as much as possible about their answer.

"During the war in Europe, a city was often heavily bombed. All the men in the city were assigned to different fire-fighting and rescue stations all over the city. A man named Diesing was in charge of one fire engine station near where he worked. One day after an especially heavy bombing, Diesing left the shelter to go to his station. But on the way, he decided that he had to see whether his family was safe. His home was quite far away but he went there first. Was it right or wrong for him to leave the station to protect his family? Why?"

NOTE: It is very important that you try this exercise. Many students get very confused trying to distinguish one of Kohlberg's stages from another. This is the best way to try to do this. If you cannot think of six different answers, try asking friends and relatives of different ages to answer the question and see if you can categorize their answers.

Stage 1:

Stage 2:

Stage 3:
Stage 4:

Stage 5:

Stage 6:

Moral Behavior: Social learning theory

46. Social learning theorists like Bandura are less interested in moral judgment and reasoning and more interested in moral _________________.

NOTE: Before you're ready to take this quiz, you must know these theorists and be able to match their names with their ideas. Be sure that you have this very clear in your mind. We can usually tell that a student is not prepared for this quiz if they come in referring to Bandura as "the B guy."

47. List several basic principles of Social Learning Theory approaches to moral development.

48. Read the example of how the different theoretical perspectives each predict whether a teenager (Bart) will cheat or not cheat on an upcoming math test P. 386). Freud would predict Bart’s behavior on the basis of what?

49. Piaget and Kohlberg would predict Waldo's behavior based on what?

50. Psychoanalytic theorists and cognitive-developmental theorists tend to see morality as a personality ______________ that consistently influences:

51. Social learning theorists might predict Waldo's willingness to cheat on the basis of what?
52. Social learning theorists view morality differently than Psychoanalytic or Cognitive-Developmental theorists. Social learning theorists see morality as a situation specific behavior or a STATE. Explain this difference (between viewing morality as a STATE versus a TRAIT).

**NOTE:** The concept of a personality trait versus a behavioral state is critical in personality theory. It was an issue in Chapter 11 and it's an issue again in Chapter 13. Be sure you understand it.

53. **Critical Thinking Questions:** With which of these views do you agree? Why?

**The Infant**

*Early Moral Training*

54. With experience children come to learn several lessons about morality. These are:

55. Children begin to internalize rules and anticipate disapproval when they break rules at around the age of ____________.

56. According to Kochanska's research, moral development goes best when parents:

**Prosocial Behavior**

57. What is the earliest evidence of empathy and when does it appear?

58. The ability to act prosocially (helping, sharing, expressing concern, comforting etc.) appears at what age, according to Zahn-Waxler?
The Child

Thinking Through Kohlberg’s Dilemmas

59. Briefly summarize what Kohlberg had to say about moral development in children.

Weighing Intentions

60. Nelson (1980) read three-year-olds stories in which the person's intentions were either good or bad and the consequences of their actions were either positive or negative. She found that, in judging the morality of the actions, children at this age:
   a) considered only the intentions of the person
   b) considered only the consequences of the action
   c) considered both consequences and intentions
   d) considered only factors that were irrelevant to the situation.

Understanding Rules

61. Piaget suggested that young children view rules as absolutes that are handed down by authority figures and cannot be questioned or changed. However, Turiel found that children distinguish between different types of rules.

   a) Moral rules are:

   b) Social conventional rules are:

62. How does Turiel suggest that children think differently about these two types of rules?

Applying Theory of Mind

63. Children’s moral thinking becomes more sophisticated once they begin to understand a theory of mind at age four. What new skills related to moral thinking are evident when children are able to pass the false belief task?
**Behaving Morally**

64. Hartshorne and May studied the moral character of over 10,000 children between the ages of 8 and 16 by tempting them to lie, cheat, or steal in a variety of situations. In this study, how consistent were children’s moral values with their behavior? (Describe the finding of this study.)

65. What did later researchers find out about this? Does it change with age?

66. What would Kohlberg cite as possible reasons for the inconsistency between children's moral reasoning and their moral behavior?

67. What would a social learning theorist, like Bandura, cite as explanations for Hartshorne and May's findings?

68. **Critical Thinking Question.** What do Hartshorne and May's finding suggest about morality as a trait versus a state (see questions # 50 & 52).

**Moral Socialization**

**NOTE:** We are talking here about a process known as socialization. Socialization is what parents do when they teach their children about how they expect them to behave, what is polite and impolite behavior, what is right and what is wrong. The word in this context does not refer to hanging out with your friends, going to parties, etc. You will see this word on the quizzes; make sure you understand it.

69. What do social learning theorists recommend that parents do to encourage their child's moral behavior?

70. What are the possible problems with the use of harsh (esp. physical) punishment to discipline children?
71. Martin Hoffman compared three different discipline styles used by parents. Describe and generate an example of each of these:

1. Love withdrawal

2. Power assertion

3. Induction

72. Read the examples below and identify which of these three discipline style best describes each.

_______________ a. Don't call your little brother "stupid." If you do that once more I'll spank you.

_______________ b. Don't call your little brother "stupid." It hurts your feelings if someone calls you that and it hurts his feeling when you say it to him.

_______________ c. Don't call your little brother "stupid." I can't stand it when you do things like that. Go to your room-I don't even want to see you.

73. What is the relationship between parents' use of these three discipline styles and children's moral maturity?

74. Which style would Freud argue would produce children with the strongest superego (moral conscience)? Think back to questions #15-18.

75. Which style works best according to the research? Why do you think it does work best? What elements does it have that are consistent with the recommendations made by social learning theorists?

76. Critical Thinking Question: What did your parents do to teach you right and wrong? How was your upbringing similar to and/or different from the recommendations discussed in this section of the textbook?
77. Many students come from homes in which their parents used physical punishment (such as spanking, etc.) People tend to have very strong opinions about the use of physical punishment (both for and against). When is this type of discipline likely to be most effective?

78. Children are different and there is no one right way to raise a child. The approach a parent takes must reflect their own personality as well as the child's temperament. Describe the relationship between children's temperament and parents' discipline styles.

79. Which kind of children are easiest to socialize?

80. What kind of temperament type makes a child easiest to socialize?

81. What kind of temperament type makes a child most difficult to socialize?

82. How does parenting style interact with temperament in socializing children?

The Adolescent

83. The study by Colby et al. (1983) of changes in moral reasoning, is an example of a ___________________ study.

84. Summarize the findings of Colby et al.
The Adult

Changes in Moral Reasoning

85. Which of Kohlberg's levels of moral reasoning emerges during adulthood?

86. Is this level of moral development universal? (Does everyone reach this level?) How do most adults reason about moral dilemmas.

Influences on Moral Thinking

87. Why is reasoning at Stage 6 so unusual? In other words, why do so few people so seldom reason at Stage 6?

88. Summarize the research on the relationship between social experience and moral development.

Kohlberg's Theory and Beyond

89. List the aspects of Kohlberg's theory that have been supported by research.

90. Describe the four criticisms of Kohlberg's theory and what the research has to say about each one.
91. What is the relationship between moral reasoning and moral behavior? How would Bandura explain this relationship? What does it say about morality as a trait versus a state?

**Exercise: Practice on Recognizing Examples of Kohlberg's stages**

Below is another of Kohlberg's moral dilemmas. Read the story and the list of reasons below. Decide which stage of Kohlberg's theory is best represented by each answer.

In Korea, a company of Marines was greatly outnumbered and was retreating before the enemy. The company had crossed a bridge over a river, but the enemy were still mostly on the other side. If someone went back to the bridge and blew it up as the enemy soldiers were coming over it, it would weaken the enemy. With the head start the rest of the men in the company would have, they could probably then escape. But the man who stayed back to blow up the bridge would probably not be able to escape alive; there would be about a 4 to 1 chance that he would be killed. The captain of the company has to decide who should go back and do the job. The captain himself is the man who knows best how to lead the retreat. He asks for volunteers, but no one will volunteer. Should the captain order a man to stay behind, or stay behind himself, or leave nobody behind? Why?

a. Stage 1  b. Stage 2  c. Stage 3  d. Stage 4  e. Stage 5  f. Stage 6

___ 92. He should send another soldier back to blow up the bridge. His duty is to protect and to lead his troops and he can't do this if he gets killed.

___ 93. He shouldn't send any one back to blow up the bridge because if that guy gets hurt, the captain might get in trouble. He might be court-martialed for ordering someone to do something he knew would get them hurt or killed.

___ 94. He should send a guy back because if he saves the lives of the rest of his group, they'll be grateful to him and give him their help. They'd be willing to do anything for him in return for leading them to safety.

___ 95. You have to consider what serves the greater good. If you assume that our winning the war is a good outcome and will benefit the most people, then he needs to do what's necessary to achieve that. Although one person will certainly be killed, he is the one who can lead his group back to safety and accomplish their military goals. If the bridge isn't destroyed they might all be killed. He needs to do what is in the best interest of the most people. Besides this is consistent with the code he was taught as an officer.
96. This is hard to answer. No matter what he does he is endangering a life and a life is too important to sacrifice. He is caught in a dilemma. If you have regard for the sacred value of human life, it is difficult to reconcile this with the hard realities of war. What is the goal of the war? Are we fighting against an evil ruler who is inflicting pain and suffering on people? Or is this just a war about a political boundary line between North and South Korea? Is this issue worth the sacrifice of even one human life? It is very hard to choose what is right in this situation.

97. He should send the guy back because he is making a brave decision and his troops will respect and admire him for it. It is hard to order a man to do such a dangerous task but if he makes that decision he will be seen as a courageous leader and earn the respect of his men.

Match the correct theory(ies) of moral development with the statements below.

a. Freud  
b. Piaget  
c. Kohlberg  
d. Bandura

98. Focuses on moral reasoning
99. Focuses on moral behavior
100. Focus on moral affect (emotion).
101. Moral development requires the development of the superego
102. Development of perspective taking plays an important role in moral development
103. Children at lower stages focus more on consequences than on intentions
104. Important changes happen during the phallic stage
105. Moral reciprocity is achieved when you consider another's intentions
106. Observing the consequences of others' actions influences moral development
107. Views moral development as a stable trait
108. Views moral development as determined by the situational context (state)
109. Discussion/conflict with peers helps to advance moral development
110. Parents are the most important influence on moral development
111. If you see rules as sacred, you are at the level of moral realism
112. Parent's use of physical punishment and threats of loss of love leads to advances in moral development

BUT WAIT! THERE'S MORE! CHECK OUT THE NEXT PAGE.
As in Chapter 2, the biggest problem students have with this chapter is trying to keep the theorists straight. Here is a chart, like to one for Chapter 2 to help you organize this information.

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<th>Psychoanalytic</th>
<th>Cognitive/Developmental</th>
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<tr>
<td>Which theorist is this?</td>
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<td>What aspect of morality do they emphasize?</td>
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<td>By what process does moral development take place?</td>
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