

- (1) Critical Evaluation of Piaget
  - (1.1) Cognitive stages
    - (1.1.1) biological maturation
    - (1.1.2) social experience
- (2) Lawrence Kohlberg: Moral Development
  - (2.1) Moral reasoning
    - (2.1.1) Judging situations as right or wrong
  - (2.2) Preconventional
    - (2.2.1) Young children – pain or pleasure
  - (2.3) Conventional
    - (2.3.1) Teen years – what pleases parents, consistent with cultural norms
  - (2.4) Postconventional
    - (2.4.1) Final stage – abstract ethical principles
- (3) Critical Evaluation of Kohlberg
  - (3.1) Like Piaget viewed moral development as stages
  - (3.2) Many people do not reach the final stage
  - (3.3) Research limited to boys, generalized to population
- (4) Carol Gilligan: Gender Factor; Boy's and Girl's moral reasoning
  - (4.1) Boy's – justice perspective
    - (4.1.1) Formal rules – right and wrong
  - (4.2) Girl's – care and responsibility perspective
    - (4.2.1) Personal relationships define reasoning
  - (4.3) Critical evaluation
    - (4.3.1) Cultural conditioning (Have boys/girls been taught by culture?)
    - (4.3.2) When more women enter the workplace, will justice replace the care and responsibility perspective?
- (5) George Herbert Mead: The Social Self
  - (5.1) The Self – self-awareness + self-image
    - (5.1.1) Self develops from social interaction
    - (5.1.2) Social experience – exchange of symbols
    - (5.1.3) Understanding intention requires imagining the situation from the other's point of view
    - (5.1.4) By taking the role of the other we become self-aware
  - (5.2) Charles Horton Cooley (1864-1929)
    - (5.2.1) The Looking-Glass Self
    - (5.2.2) Self-image is created as we think of how others will see us
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