

- (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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