

## Lesson 3

# Moral Development:

## *Understanding Right & Wrong*

*“Every man has three characters: that which he shows, that which he has, and that which he thinks he has.”*

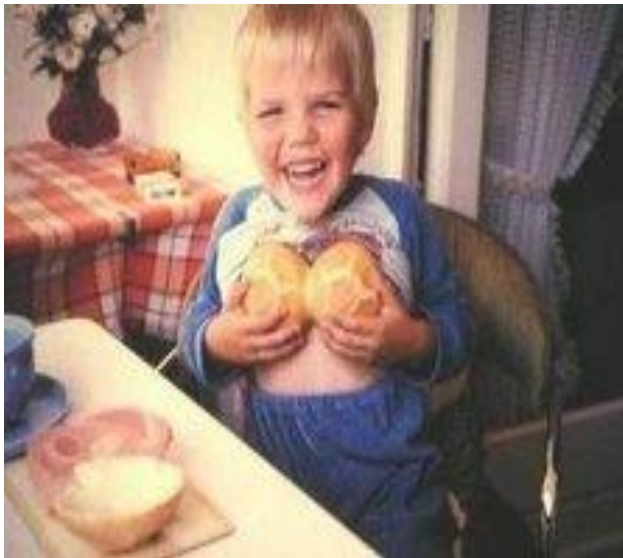
Alphonse Kerr



*A lecture series on ethics by Professor Bonnie Black*

# Where Does it Come From?





# Discipline: What Works?



● You be the parent!!

# Spanking vs. Abuse

- **Spanking**

- Hurt
- Fear
- Intent?

- **Physical Abuse**

- Hurt
- Fear
- Intent?

● Is there a difference?



# New Law Proposed in CA - 2007

● **Illegal to spank child under four years old!**



# Spanking Culturally Accepted

*“Parenting example and modeling is powerfully important...If you hit your child, it will be very difficult to teach them not to hit others because they have experienced it from the most important person in their life.”*

Source: Tribune February 5, 2002

# Moral Development Theories

1. Biological Theories
2. Learning Theories
3. Developmental Theories





# Biological Theory



- Brain – frontal lobes
- Hormones – sex differences
- Genetics – born that way

# Is this Biological Behavior?



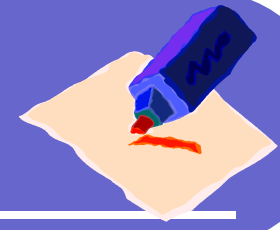
# Learning Theory

- **Learn by what we are taught**
- **Right and wrong shaped by world around us**



● Johnny's Story  
● Johnny's Story

# Johnny's Story



“A father comes home and finds his son, Johnny sitting on the living room floor making posters for school. He’s drawing with big magic markers and his father says, ‘Johnny, where did you get the markers?’ Johnny says, ‘I took them from school.’ The father is outraged and says, ‘Johnny, those markers don’t belong to you. They belong to the school and they’re not just for you, they’re for everyone to use. Next time you need magic markers, let me know and I will bring some home from work.’”

# Learn Morals By:

## ● **Modeling**

- identifying with someone you respect or admire

## ● **Reinforcement**

- certain behavior is rewarded
- creates habits which lead to beliefs



# Cognitive Dissonance

- Behaviors not consistent with beliefs so develop attitude to support them



- Rationalizations:  
**MAKES BAD BEHAVIOR RIGHT**



# EXAMPLE

● "Some guys need a beating....."

Listen carefully for  
the rationalizations!

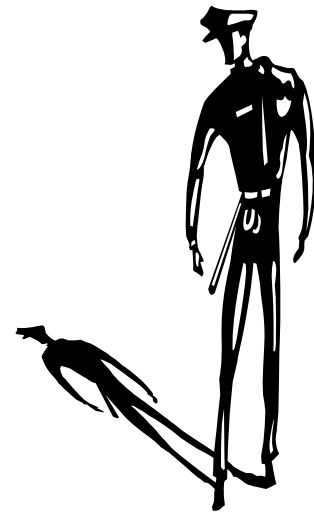


# *Some guys need a beating.....*

“Some guys need a beating. In the street or the back of the precinct, there’s a guy who needs a beating. And you got to do it. If you don’t do it, the next situation that a cop runs into this character, it’s going to be bad. It’s hard for people to understand or believe that. But the fact of the matter is, if this guy runs into a cop, gets into a fist-fight and really beats the shit out of him, he believes he can beat up all cops, if you arrest him without working him out. He’s got to know that the next time he does this, he’s going to get his ass kicked in. So I have no problem with that. Neither did any other cop I’ve ever know have any problem with that. As long as you don’t do it in public, as long as the guy really needs it, and as long as you don’t carry it too far...

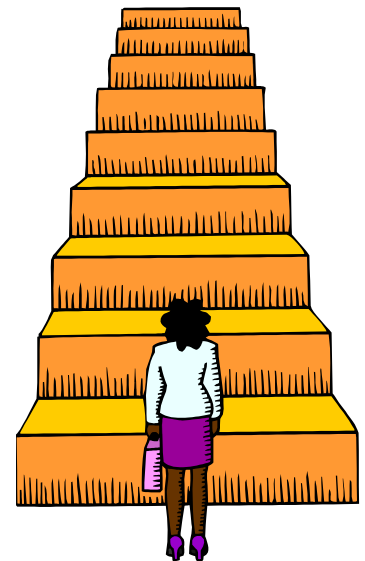
# Rationalization in Story

- **Endanger other officers if don't do it**
- **Offender needs it; teaches lesson**
- **I won't go too far**
- **Everybody does it**
- **Expected**



# Developmental Theories: Kohlberg

- Six stages of cognitive and intellectual growth (reasoning/perceptions)
- Morality is developed with cognitive process
- Don't skip stages
- Most never reach higher stages
- Each stage more comprehensive



# Three Levels of Development

- Level One:  
**Pre-Conventional Morality**
- Level Two:  
**Conventional Morality**
- Level Three:  
**Post-Conventional Morality**



# Level 1 - Pre-conventional

## ● “Me” is my world

- **Personal interest first**
- **Concern for consequences**
  - Right praised/wrong punished
- **Beginning level of fairness**
  - Recognize others needs





# Level 2 - Conventional

## ● "Me" is part of society



- **Self part of society**
- **Learn role responsibilities/rules for behavior**
  - Can play with others
- **Views of others important**
- **Conform to rules/expectations**

# Level 3 - Post-conventional

## ● “Me” and universal good

- **Concern for good of society/world**
- **Moves beyond norms and laws that govern society**
- **Part of humanity**



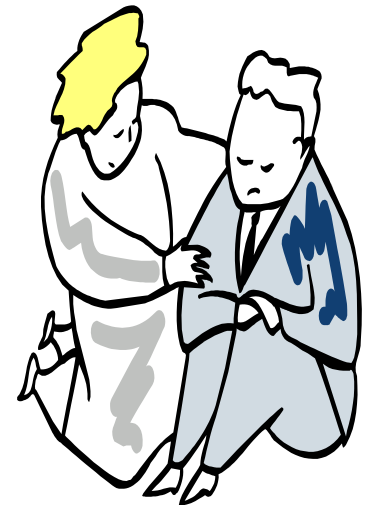
# Criticism Of Kohlberg

- Too much focus on justice and rules
- Ignores caring and relationships; emotional factors
- Little connection between reasoning and morality
- Studies sexually biased; only interviewed boys
- Modified by Gilligan - *Kohlberg's Student*



# Gilligan's Ethics Of Care

- Focus on human relationships/needs
- Called feminine morality
  - nurtures/sensitivity
- Promotes empathy
  - meeting needs of others
- Show mercy/compassion
- Concern for all



**Restorative Justice**

Are women more ethical than men?

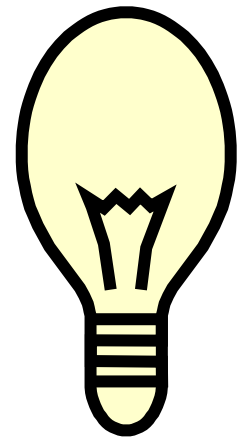
# Morality and Crime

- Can we make criminals moral?
- Will punishment alone stop criminal behavior?
- What about rewards?
- Do criminals know it is wrong and do it anyway?



# Crime Solutions

1. **Changing Values---Thinking**
2. **Foster Critical Thinking Skills**



*No Simple Answers!*



# Conclusion

- Which moral development theory do you think is most credible?
- Is cognitive dissonance a way of manipulating our conscience?



○ *Lesson 3 Tool Box*

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