1 March 17th, 2021

1.1 Moral Emotions

Sigmund Freud
- Moral rules learned through identification with the same-sex parent during Phallic Stage
- Superego develops at age 5 or 6
  - Conscience - Disobedience leads to **guilt**.
  - Ego ideal - Failure to live up to these standards brings shame
  - Children obey conscience and ego ideal to avoid negative feelings i.e. moral emotions lead to moral behaviors.
- Freud believes that we should follow our superego.

Erikson
- Children learn moral rules from both parents
- Besides guilt and shame, **pride** is just as important in moral development.

1.1.1 Research Support

- Feelings of shame, guilt, and pride occurs at around age 6.

- The role of parents in forming moral emotions.

1.1.2 Research Against

- Factors that determine guilt

  Cognitive Development - Younger children feel guilty only when caught

  Parenting Style - Children of parents who use power-assertive discipline display less guilt

1.2 Moral Reasoning

Definition 1.1 (Moral Reasoning)**.** The process of making judgments about the rightness or wrongness of specific acts.

1.2.1 Piaget's Two-Stage Theory

According to Piaget, moral judgment occurs during the concrete operational thinking (age 7-12).

Moral Realism (Age ¡ 8):
- Rules are inflexible because they are set by authorities
- Rule violation would inevitably lead to punishment
- Strict obedience of rules
- Focus on outcomes rather than intention

Moral Relativism (age $\geq$ 8):
- Rules can be changed through social agreement.
- Punishment does not necessarily follows rule violations unless you get caught
- Moral judgments based on both intention and outcomes

- Intentional vs. unintentional act
- More weight is given to intentions than to outcomes

1.2.2   Kohlberg's Theory of Moral Reasoning

Moral dilemma of stealing a drug to save his wife.

Kohlberg believes there are three levels of moral reasoning

Preconvetional Reasoning: Judgements are based on positive or negative consequences (external rewards and punishments) and authority figures

- Punishment and obedience orientation
- reward orientation

> **Example 1.2** • "He should steal the drug for his wife because if she dies he'll have to pay for the funeral, and that costs a lot."
>
> • "He should not steal the medicine because he would consequently be put in prison, which would mean he is a bad person"

Conventional Reasoning: Judgements are based on rules or norms of a group to which the indivudual belongs

- "Good boy/nice girl stage" - e.g. rewarded by parents.
- Authority and social-order-maintaining morality - we have to obey the society's rules

> **Example 1.3** • "He should steal the medicine because his wife expects it; he wants to be a good husband."
>
> • "He should not steal the medicine because the law prohibits stealing, making it illegal."

Postconventional Reasoning: Judgements based on emergence of a personal reasoning. If the law is not fair, we must change it, and do not have to abide by it.

- Morality of contract, individual rights, and democratically accepted law, e.g. civil disobedience
- Morality of individual principles of conscience. Make moral decisions based on universal principles, e.g. basic respect and justice.

> **Remark 1.4 —** Laws change over time to reflect social values.

> **Example 1.5**
> "Heshould steal the medicine, because saving a human life is a more fundamental value than the property rights of another person."

- Kohlberg believe that the sequence is universal and invariant

- Not all individuals will progress through all 6 stages.

  > **Remark 1.6** — Only a small amount of people are at stage 6.

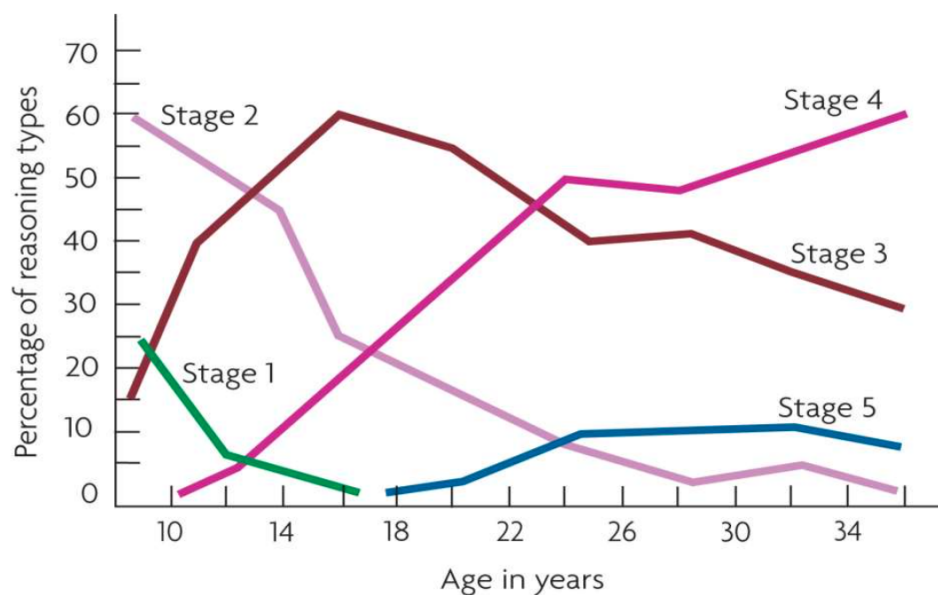- Research findings showed that there is a close relationship between the stage and age.

Figure 1: Study of Kohlberg's Theory of Moral Reasoning

Factors that promote Moral Development

- Cognitive development is needed to progress from stage to stage (nature)

  - Decline of egocentrism is critical
  - Perspective-taking improves an adolescent's ability to reason from another's perspective

- Support from the social environment (nurture)

  - Opportunities for reciprocal dialogue about moral issues.