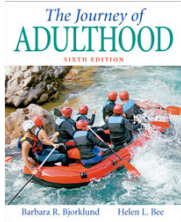


Bjorklund & Bee The Journey of ADULTHOOD SIXTH EDITION

The Journey Of Adulthood, 6/e Helen L. Bee & Barbara R. Bjorklund

Chapter 9

THE QUEST FOR MEANING



Barbara R. Bjorklund Helen L. Bee

Bjorklund & Bee The Journey of ADULTHOOD SIXTH EDITION

Growth and Meaning

Meaning is what matters:

- *Worldviews*
- *Internal models*

Studying meaning systems:

- Need to look beyond observable behavior.
- Standardized questionnaire techniques.
- Open-ended interview techniques.
- Individual case studies.

The Journey of Adulthood 6/e by Bee & Bjorklund. Copyright © 2007 by Pearson Education. All rights reserved.

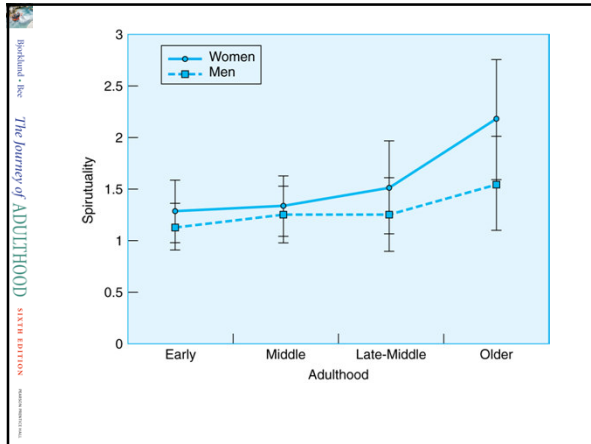
Bjorklund & Bee The Journey of ADULTHOOD SIXTH EDITION

Religion and Spirituality

Changes in Spirituality

- Recently more research on spirituality
- Increase in religiosity over the life course
- Women and minorities attend religious services more often than men

The Journey of Adulthood 6/e by Bee & Bjorklund. Copyright © 2007 by Pearson Education. All rights reserved.



The Development of Meaning Systems

Kohlberg's theory of the development of moral reasoning:

- Children and adults move through a sequence of stages in moral reasoning.
- Key is reasoning behind beliefs (e.g., why is lying wrong?).
- Presented hypothetical dilemma and looked at moral reasoning.
 - *Preconventional level:* punishment and obedience; naïve hedonism
 - *Conventional level:* good boy/girl; social order
 - *Postconventional level:* social contract; individual principles

The Journey of Adulthood 6e by Bee & Bjorklund. Copyright © 2007 by Pearson Education. All rights reserved.

Figure 9.7 Kohlberg's Stages of Moral Development

Kohlberg's theory of moral development was based on responses about moral dilemmas. This story of Heinz is the best known of these moral dilemmas:

In Europe a woman was near death from a special kind of cancer. There was one drug that doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make but the druggist was charging \$2000, or 10 times the cost of the drug, for a small (possibly lifesaving) dose. Heinz, the sick woman's husband, borrowed all the money he could, about \$1000, or half of what he needed. He told the druggist that his wife was dying and asked him to sell the drug cheaper or to let him pay later. The druggist replied, "No, I discovered the drug, and I'm going to make money from it." Heinz then became desperate and broke into the store to steal the drug for his wife. Should Heinz have done that?"

The following responses are examples of people operating in different stages of moral development:

Level 1: Preconventional morality

Stage 1: Punishment and obedience orientation
 Yes, Heinz should take the drug. *Why?* Because if he lets his wife die, he could be responsible for it and get into trouble.
 No, Heinz should not take the drug. *Why?* Because it is stealing. It doesn't belong to him and he can get arrested and punished.

Stage 2: Naïve hedonism orientation
 Yes, Heinz should take the drug. *Why?* Because he really isn't hurting the druggist and he wants to help his wife. Maybe he can pay him later.
 No, Heinz shouldn't take the drug. *Why?* The druggist is in business to make money. That's his job. He needs to make a profit.

Level 2: Conventional morality

Stage 3: Good-boy or good-girl orientation
 Yes, Heinz should take the drug. *Why?* Because he is being a good husband and saving his wife's life. He would be wrong if he didn't save her.
 No, Heinz should not take the drug. *Why?* Because he tried to buy it and he couldn't, so it's not his fault if his wife dies. He did his best.

Stage 4: Social Order Maintaining orientation
 Yes, Heinz should take the drug. *Why?* Because the druggist is wrong to be interested only in profits. But Heinz also must pay for the drug later and maybe confess that he took it. It's still wrong to steal.
 No, Heinz should not take the drug. *Why?* Because even though it is natural to want to save your wife, you still need to obey the law. You can't just ignore it because of special circumstances.

Level 3: Postconventional (or principled) morality

Stage 5: Social contract orientation
 Yes, Heinz should take the drug. *Why?* Although the law says he shouldn't, if you consider the whole picture, it would be reasonable for anyone in his situation to take the drug.
 No, Heinz should not take the drug. *Why?* Although some good would come from him taking the drug, it still wouldn't justify violating the consensus of how people have agreed to live together. The ends don't justify the means.

Stage 6: Individual principles of conscience orientation
 Yes, Heinz should take the drug. *Why?* When a person is faced with two conflicting principles, they need to judge which is higher and obey it. Human life is higher than possession.
 No, Heinz should not take the drug. *Why?* Heinz needs to decide between his emotion and the law—both are "right" in a way, but he needs to decide what an ideally just person would do, and that would be not to steal the drug.

The Journey of Adulthood 6e by Bee & Bjorklund. Copyright © 2007 by Pearson Education. All rights reserved.

Bjorklund & Bee
The Journey of ADULTHOOD
SIXTH EDITION

The Development of Meaning Systems

Fowler's theory of faith development:

- *Faith* is a set of assumptions or understandings about the nature of our connections with others and with the world in which we live.
- Stages of Faith:
 - *Synthetic-conventional*: authority found outside oneself
 - *Individuative-reflective*: authority is found internally
 - *Conjunctive faith*: consider welfare of others
 - *Universalizing faith*: live principles of love and justice

The Journey of Adulthood 6e by Bee & Bjorklund. Copyright © 2007 by Pearson Education. All rights reserved.

Bjorklund & Bee
The Journey of ADULTHOOD
SIXTH EDITION

Integrating Meaning and Personality

Process of transitions:

- *Transitions*: transformations from one stage to the next.
 - Conformist to individualistic
 - Individualistic to integrated
 - Integrated to self-transcendent

The Journey of Adulthood 6e by Bee & Bjorklund. Copyright © 2007 by Pearson Education. All rights reserved.

Bjorklund & Bee
The Journey of ADULTHOOD
SIXTH EDITION

General Stage	Loevinger's Stages of Ego Development	Maslow's Levels of Needs Hierarchy	Kohlberg's Stages of Moral Reasoning Development	Fowler's Stages of Faith Development
Conformist; culture-bound self	Conformist; Self-aware Stages	Love and Belongingness Needs	Good-Boy or Good-Girl Orientation; Social Order Maintaining Orientation	Synthetic-Conventional Faith
Individuality	Conscientious; Individualistic Stages	Self-esteem Needs	Social Contract Orientation	Individuative-Reflective Faith
Integration	Autonomous; Integrated Stages	Self-Actualization	Individual Principles of Conscience Orientation	Conjunctive Faith
Self-transcendence		Peak Experiences	Unity Orientation	Universalizing Faith

The Journey of Adulthood 6e by Bee & Bjorklund. Copyright © 2007 by Pearson Education. All rights reserved.

10th Edition • New
 The Journey of ADULTHOOD
 SIXTH EDITION
 © 2010 Pearson Education, Inc.

Table 9.4 Transitions from One Stage to Another: Some Possible Triggering Situations of Experiences That May Assist in Passing Through a Transition

Specific Transition	Intentional Activities That May Foster That Transition	Unintentional or Circumstantial Events That May Foster That Transition
From conformist to individualistic	Therapy; reading about other religions or faiths	Attending college; leaving home for other reasons, such as job or marriage; usual failures or reversals while "following the rules"; development of personal or professional skills
From individualistic to integrated	Therapy; introspection; short-term programs to heighten self-awareness (e.g., Gestalt workshops)	Illness or prolonged pain; death in the family or prolonged crisis; peak experiences
From integrated to self-transcendent	Meditation or prayer; various forms of yoga; self-disciplines	Near-death experience; transcendent experiences such as peak or immediate mystical experiences
