The distinction between norms and facts is long-standing in providing a challenge for psychology. Norms exist as directives, commands, rules, customs and ideals, playing a constitutive role in human action and thought. Norms lay down ‘what has to be’ (the necessary, possible or impossible) and ‘what has to be done’ (the obligatory, the permitted or the forbidden), and so go beyond the ‘is’ of causality. During two millennia, norms made an essential contribution to accounts of the mind, yet the twentieth century witnessed an abrupt change in the science of psychology where norms were typically either excluded altogether or reduced to causes. The central argument in this book is twofold. Firstly, the approach in twentieth-century psychology is flawed. Secondly, norms operating interdependently with causes can be investigated empirically and theoretically in cognition, culture and morality. Human development is a norm-laden process.

**Leslie Smith** is Professor Emeritus, Lancaster University and is currently based in the Lake District as a freelance researcher.

**Jacques Voneche** is Professor Emeritus, University of Geneva and Director of the Archives Jean Piaget, Geneva.
Norms in Human Development

Edited by
Leslie Smith and Jacques Vonèche
# Contents

| List of figures                      | pages vii |
| List of tables                      | viii      |
| List of contributors               | ix        |
| Acknowledgments                    | x         |

1 Norms in human development: introduction  
   **Leslie Smith**  
   1

## Part I  Norms and development in epistemology

2 The implicit normativity of developmental psychology  
   **Jacques Voneche**  
   35

3 Developmental normativity and normative development  
   **Mark H. Bickhard**  
   57

4 Genetic epistemology: naturalistic epistemology vs normative epistemology  
   **Richard F. Kitchener**  
   77

5 Norms and normative facts in human development  
   **Leslie Smith**  
   103

## Part II  Norms in moral and social development

6 Contextualizing moral judgment: challenges of interrelating the normative (ought judgments) and the descriptive (knowledge of facts), the cognitive and the affective  
   **Lutz H. Eckensberger**  
   141

7 The development of obligations and responsibilities in cultural context  
   **Monika Keller**  
   169
vi Contents

8 The multiplicity of social norms: the case for psychological constructivism and social epistemologies
   ELLIOT TURIEL 189

Part III Norms in cognitive development

9 Can psychology be a quantitative science, or is Kant right after all? Normative issues in psychometrics
   PETER C. M. MOLENAAR 211

10 Norms and intuitions in the assessment of chance
   VITTORIO GIROTTO AND MICHEL GONZALEZ 220

11 Making conditional inferences: the interplay between knowledge and logic
   HENRY MARKOVITS 237

References 253

Index 282
### Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Two action types: effect-oriented and norm-oriented actions</td>
<td>144</td>
</tr>
<tr>
<td>6.2</td>
<td>A hierarchy of action levels</td>
<td>146</td>
</tr>
<tr>
<td>6.3</td>
<td>Action elements and their relation to Aristotelian causes</td>
<td>151</td>
</tr>
<tr>
<td>6.4</td>
<td>Moral stage development based on an action theory reconstruction of Kohlberg's stage theory</td>
<td>153</td>
</tr>
<tr>
<td>7.1</td>
<td>Frequencies of content categories for practical and moral decision</td>
<td>183</td>
</tr>
<tr>
<td>7.2</td>
<td>Direction of practical and moral decision for ‘friend’ in Iceland and China</td>
<td>185</td>
</tr>
</tbody>
</table>
### Tables

<table>
<thead>
<tr>
<th>Table Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Summary of moral levels</td>
<td>155</td>
</tr>
<tr>
<td>6.2 Four types of contextualized everyday moral judgments</td>
<td>163</td>
</tr>
<tr>
<td>7.1 Developmental levels of general understanding of close friendship and promise-keeping</td>
<td>179</td>
</tr>
<tr>
<td>7.2 Developmental levels in situation-specific reasoning about the dilemma</td>
<td>180</td>
</tr>
</tbody>
</table>
Contributors

MARK H. BICKHARD, Henry R. Luce Professor of Cognitive Robotics and the Philosophy of Knowledge, Department of Psychology, Lehigh University, USA

LUTZ H. ECKENSBERGER, Professor Dr Head of the Centre for Education and Culture, German Institute for International Educational Research, and Chair for Psychology, Johann Wolfgang Goethe University, Frankfurt-am-Main, Germany

VITTORIO GIROTTO, Professor of Psychology, Department of Arts and Design, University IUAV of Venice, Italy

MICHEL GONZALEZ, Dr, Research Affiliate, Laboratoire de Psychologie Cognitive, University of Provence & CNRS, France

MONIKA KELLER, Dr, PD, Max Planck Institute for Human Development, Berlin, Germany

RICHARD F. KITCHENER, Professor of Philosophy, Colorado State University, USA

HENRY MARKOVITS, Professor of Psychology, University of Quebec, Montreal, Canada

PETER C. M. MOLENAAR, Professor of Methodology, Department of Human Development and Family Studies, Pennsylvania State University, USA

LESLIE SMITH, Professor Emeritus, Lancaster University, and freelance researcher, Lake District, UK

ELLIOT TURIEL, Professor, Graduate School of Education, University of California, Berkeley, USA

JACQUES VONECHE, Professor Emeritus, University of Geneva, Director, Archives Jean Piaget, Geneva, Switzerland
Acknowledgments

Leslie Smith and I want to express our gratitude to a number of persons and institutions who have made this book possible: the Board of Trustees of the Jean Piaget Archives in Geneva for many different grants; the Swiss National Science Foundation for a conference grant anticipating this book; the British Academy for its Overseas Conference Grants; Marylene Bennour for tremendous work tiding us over difficult moments as well as doing the job of research associate in the process; Silvia Parrat-Dayan, Maria del Rio Carral, Katalin Haymoz and Mathieu d’Acremont who assisted us in various capacities. As to our own always amicable collaboration on this book, we part company. Les sees its origin in things that I wrote a quarter of a century ago before he started to read Piaget at all, clinched by a conversation in my office in 1991 and followed by numerous exchanges at the Jean Piaget Archives in Geneva. He seems to think that without my expertise and commitment this book would not have been produced at all. For my part, I am very much indebted to Les for the incredible amount of energy, talent and faith he put into this project and its implementation. This book owes so much to his intelligence and leadership that I am a bit ashamed to co-sign it with him.

JACQUES VONECHE