

# **Class notes of dr. David Rehorick**

Dept. of Sociology, University of New Brunswick,  
Fredericton, Canada.

[rehorick@unb.ca](mailto:rehorick@unb.ca)

## **Sociology 533 (1<sup>st</sup> Term, 1970)**

University of Alberta, Edmonton, Alberta, Canada.

**Course taught by dr. Richard Jung**

L1/1

Conception of Science

Science: a human, social,  $\Psi$ , phenomena

Institutions and activity

Want to describe and examine it

Look at what it ought to be

Look at it as human cognitive activity

Process of orientation

Epistemic rather than telic orientation (as if it involved talking; i.e. discord with statements)

L1/2

Human cognitive activity can be described by six systems of discourse.

Definitions: System

Collection: a bunch of objects sort of together but sort of separate from other objects. Can be anything.

Set: a collection into a whole of definite distinguishable objects of any kind (perception, imagination, thought) Distinguishable: no redundancy in the set. All are different.

L1/3

However, you can mark oranges so that cardinal numbers distinguish the oranges.

Set property: a set, which consists of two ordered subsets.

Subset: collection of objects, which in itself is considered as part of a larger system.

Proper subset: Subset, which contains some but not all the elements that are in the other set.

Improper subset: Subset that contains all elements in the other set.

L1/4

Every set can be thought of as containing two subsets: the identity subset plus an empty subset.

E.g.

$S [A, U, C] = \{ \{A, U, C\} \{ \emptyset \} \}$

Or

$S [\{A, O\} \{C\}] = [\{A\} \{O\} \{C\}]$

**Types of Subsets:**

1. Variables = a set, the elements of which we call values.

L 1/5

(a) Some which are allowed to assume different values.

(b) Those which are not

- Restricted
- One value
- A constant = only one significant element

Scales = ordering of variables.

s = system

r = relation

v = values

S [ $\{V_1, V_2, V_3 \dots V_n\}$   $\{V_{12}, V_{21}, V_{13}, V_{31} \dots V_n\}$ ]

STATE

STRUCTURE

L1/6

state of system = when I specify all the values of all the variables

relation = a property of at least two sets.

Eg. 2 sets = a binary relation

3 sets = a tertiary relation

relation = orders, relative to each other, the relations of the set.

e.g. telephone book orders names with numbers; usually 1:1 relationship

- tell someone what the relation is by displaying it.

L1/7

<u>X</u>	<u>Y</u>
1	1
2	2
3	3
4	4
..	..
n	m

Express these relations as  $R_{xy} : y = x+2$

Relation = only a set, but a set of orderings

E.g. binary relation = set of doubles

"n"ary relation = a set of "n" tuples

i.e. for every "y", there is a matching element met by the conditions of  $x+2$ . However, every element in y need not statements.have a corresponding x.

L1/8

**2. Set of Relations:-**

Value of relations = abstractions that give you values relative to each other.

Structure of system = by specifying all the relations

2 uses in knowing the structure:

Can get its state without having to determine or observe all the relationships and variables.

Prediction: - i.e. we make time (+) one of system variables. Allows us to determine state of system at any time.

L1/9

E.g. the structure provides for a set of trajectories on which a missile will be. But the state selects which trajectory it is on.

structure allows us to infer from a partial description of the state, the full description of the state.

Not a closed system: other variables are impinging.

L1/10

**Doctrine of Progressive Depletion**

process of abstracting = drop some properties

everything is abstract: difference is only between concrete and specific.

2 consequences of "levels of abstraction"

1. entities and symbols = so abstracted that no properties are left.

2. no abstraction = all properties are left.

Impossible! E.g. even a "patch of brown" has properties. We tend not to realize this.

No such thing as a level of abstraction.

Qualitatively different	Formal	Analytic vs Synthetic state
	Abstract	Analytic vs Synthetic state
	Concrete	Analytic vs Synthetic state

L1/11

**Analytic vs. Synthetic Statements:-**

i.e. T-F value of statements.

Analytic = true or false by definition

Synthetic = not true or false by definition

true by other means such as observation; revelation.

Definition = a rule about how a term is to be used

statement is tautological if intended to be a synthetic statement, but is really an analytic statement.

All analytic statements are tautologies, meant to be tautologies.

L1/12

e.g. logic and mathematics are not science but tools of science. Set up to make tautologies.

Empiricism = doctrine that says only way to determine truth of synthetic statement is through observation.

Mysticism = only way to determine truth of synthetic statements is through experience.

Quantifiers = something that determines the range or scope of validity of the application of an assertion.

L1/13

E.g. all x's are y; versus some x's are y.

(a) Universal quantifier ( $\forall$ )

(b) Particular (existential) quantifier ( $\exists$ )  $\rightarrow$

### **Epistemic (Table 2):**

deals with construction of the world

objective not subjective

knowledge: descriptive and evaluative

basic assumptions: things are systematic in some simple way – must refer to body of knowledge and a tradition

L1/14

### **Simple Systems (Epistemic)**

#### **1. Accounting:**

observer = any object that we as a scientist observe i.e. we must observe changes in an object and note them

-we must not be interested in the object we observe, but with something else, i.e. put something into situation we are interested in, and observe how it changes.

e.g. observer is reading the position of pointers and dials. But how is the scale connected with what is really going on in the system?

L1/15

Simply, the observation happens at a point other than the scale.

E.g. we don't observe  $\alpha$ , but rather an object we put into  $\alpha$ .

\*\* Science calls this the instruments of measurement. E.g. We watch a column of mercury expand and contract, but we don't watch the actual conditions.

- main problem of observation = correlating observers!

L1/16

- we take knowns to observe and try to understand unknowns; which are later used to observe other unknowns.

- we study 1st order variables, but the 2nd and 3rd order variables describe the conditions which we are studying.

- Accounting system deals with concrete.

total state = for every value of time.

partial state = for one point of time.

L1/17

Patterns = relations on the observer variables

Observation protocol = at a given time and place, etc. We see such and such conditions. i.e. describe what you saw.

Epistemic validity = patterns that are true are true in only one sense. About what is actual. Deals with the concrete. Synthetic and particular statements.

L1/18

abstract entity that has the character of meaning.

Professor Jung can't define meaning, but can generate what it is.

"meaning" is undefined.

the variables are class concepts.

Concept = look up meaning in the dictionary. If you want a new conceptual scheme, must write a new dictionary.

L1/19

Implicitly, we often try to set up artificial terms by saying that words can be used in only one way.

However, this blocks communication and meaning.

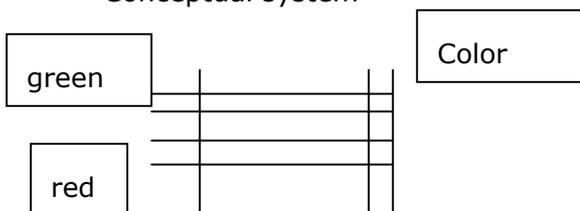
- Analytic operations used to set up conceptual system

Identity

Inclusion

Negation

Conceptual system



I.e. Green and Color

$C \notin G$

$C \neq G$

$G = C$

$G = \text{Weight}$

$G \neq W$

$W \notin G$

L1/20

i.e. by definition, green tells us nothing about its weight; nor does it tell us that it has no other color.

in conceptual system, all x's are y's. e.g. green things are heavy

many possible mappings within the system.

No reason to prefer one statement over another in conceptual system

L1/21

Concepts are the abstract stuff we work with.

Formally, statements are synthetic and they are universal.

**Explanatory system: -**

Take some object and say that it is now a symbol.

Some will be variable symbols and others value symbols.

e.g. let Capital letters = variable symbols

and small letters = value symbols

L1 /22

only meaning that variable and value symbols have is that they derive from their relations.

Relations = rules of how symbols relate to each other.

Meaning of symbols lies in the constraints on their behavior. Symbols are not concepts. Symbols have a peculiar kind of meaning relative to each other.

L1/23

Symbols are arbitrary. Can substitute anything, as long as they behave the same way. Only the functions are important.

At the explanatory system level, we deal with things which are formal.

Tells us what is a necessary statement to that system.

Must have epistemic validity

Statements: analytic, tautologies, and universal

L1/24

i.e. say that all x's are y's

### **Summary of Table 5a:**

Ontological Status	Epistemic Validity	T-value	Quantifier
1. Concrete	Actual	Synthetic	$\exists$
2. Abstract	Possible	Synthetic	$\forall$
3. Formal	Necessary	Analytic	$\forall$

L1/25

### **Table 5b: Combined Statements**

Correspondence rule = rule which tells you how to translate or align elements and their bivariables into two different systems of discourse.

e.g. via correspondence rule, the pointer is able to tell you what happens in the black box.

L2/26

Correspondence rule = a specific type of abstraction of a relation. – allow you to move back and forth

Transfer procedure = procedure about how to translate whole sentences, or strings of words. E.g. Translate examination scores into a concept by saying that a 70% correct response means good!

L2/27

Transfer procedure differs from dictionary since syntax between two languages differ. Hence we need appropriate rules to make such transfers.

**Methodological system: Conceptual and Accounting**

Operationalization – move from conceptual to accounting system.

L2/28

Operationalization: take some concept and find an observer for it. Entirely arbitrary at this stage.

operational definition: some rule for having a state of change in some object. Can be anywhere, and it is arbitrary.

Conceptualization: take some observation as an indicator of a concept.

Reverse of operationalization

Also arbitrary

L2/29

ideally: conceptualization = operationalization but seldom happens. (just reverse processes)

fact = a concept filled with a percept

since we create facts, we create new types of objects in this way.

L2/30

Matching of patterns – way of moving from one type of statement to another. E.g. when move from the accounting to conceptual system – we move from a pattern to a proposition.

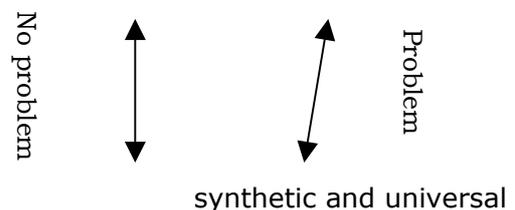
Process is inductive inference in terms of the formal properties of the patterns.

L2/31

What are the formal properties of patterns?

STATEMENTS:.

synthetic and particular



What are the formal properties of propositions?

- Very difficult to verify move from particular to universal. Depends on the proposition. All need is one x not to be y, and destroy move from particular to universal.

L2/32

- Always possibility of falsifying a proposition since need only one contrary case.

- What kind of general proposition can not be falsified?

Can verify restricted propositions but not unrestricted propositions.

Restricted = know every element in the set.

L2/33

move from conceptual to accounting system, the procedure is experimentation

experimentation = to contrive circumstances where certain states will occur which have certain circumstances. Operationalization is the intermediate stage.

Science merely refines common-sense!

Ecological validity = circumstances in experiment correspond with those in non-exp.

L2/34

Problem of validity = one between concept and observer. Never have rules or logic of how to do it. Merely a trial and error; back and forth type of procedure.

Reliability = different observers for the same concept and they behave the same way. Irregardless of time, if observers produce a different fact; then it is not reliable. Leads to notion of a "connected fact."

L2/35

e.g. consider expansion of a column of mercury vs. expansion of column of alcohol. Use a correction factor to show how they behave in a similar manner.

Indicator = a value of a variable.

No rules exist for validity and reliability. Simply expansion in the area of discourse.

L2/36

TABLE 5C:-

Hypotheses: = sentences that are at same time patterns and propositions.

Abstractions in concrete situation must have a concrete reference.

At same time, they are discrete and abstract.

Formally: synthetic and universal except in the case of restricted propositions.

L2/37

As patterns told us what is actual;

Propositions told us what is possible;

Hypotheses tell us what is real. i.e. relations between facts. Something that is real is possible to understand. Anything else is absurd – gives us no knowledge.

Arguing in science occurs in combine systems. Actual work is done in simple systems.

Problem: How to match the two.

L2/38

Theoretical System: Conceptual and Explanatory

Combining symbols and concepts

Lexical definitions = by making it identical with a particular symbol in a particular system. (vs. syntactic and operational definitions)

Meaning of a symbol is in relation to other symbols.

Formalization = giving lexical definition to every concept in the system.

L2/39

There is no theory without formalization. It is first step in theory building.

Why have "sub-concepts"? Gives us enrichment! More knowledge! No rules as to where to stop. It is mainly a matter of judgment.

Proposition = has a meaning because it is possible to say it grammatically without violation the rules of the system.

L2/40

Function = - a statement or relation

- necessary in the formal system

Explanation = matching of propositions and functions. Explained if proposition matches a necessary function.

i.e. We translate a proposition into a function and ask whether or not it is necessary in the formal system. Shows that the proposition is necessary under that formalization.

L2/41

The how, why, etc. are all answered in the formal system.

Formalization = take concepts into the conceptual system and equate them with symbols.

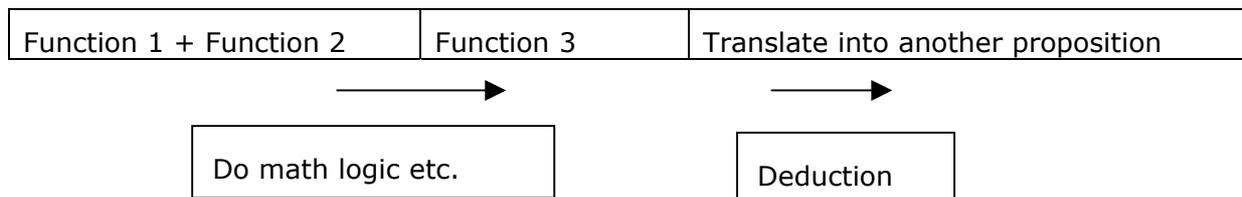
Tautological explanation = where formal system cannot be distinguished from the conceptual system.

Theory = take meaningful statements and combine them into other meaningful statements.

L2/42

Logic = based on the formal only. Cannot make a logical selection of meaningful statements. We use logic to select the sequence of statements that are meaningful.

Deduction = opposite of explanation



L2/43

e.g. deductive inference: -

If proposition 1 is true; and proposition 2 is true; then proposition 3 is also true.

Construct = both has meaning and behavior which is known. E.g. I.Q.

Laws = at the same time propositions and functions  
a proposition deduced or explained.

L2/44

Laws – necessary as a function in some formal system and at the same time can be meaningful in some conceptual system.

Formal Properties of Laws: Synthetic  $\forall$

Analytic  $\forall$

We gain nothing in scope in going from a proposition to a function or vice versa. Both are already universal.

L2/45

We gain in going from analytic to synthetic. i.e. we get something which is both possible and necessary; and therefore it is ideal.

Knowledge gained from theory is ideal.

L3/46

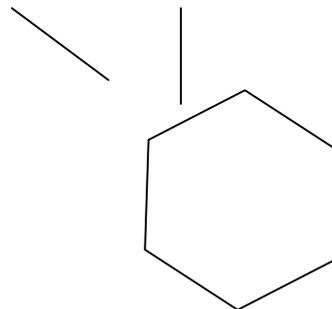
Representational System: Accounting and Explanatory

Transfer procedure: patterns  $\rightarrow$  functions

Simulation: e.g. monopoly as simulation of personal life.

e.g. chess as a simulation of medieval warfare. Not concerned with the correctness of the simulation.

e.g. benzene ring is a good representation of a model



L3/47

Variables = not constructs but artifacts

Statements = either hypotheses, laws, or functions

Epistemic validity = tells us something actual and necessary is permissible

Can only evaluate the permissibility in representational system.

L3/48

Problem: operationalization – don't want to use concepts because they mess everything up. However, unless you use concepts, you don't know which attributes to accept.

Limitation of models: useless as a way of conveying knowledge unless they are combined with concepts. E.g. DNA model.

L3/49

Formal properties of models:-

Formal	$\forall$	Analytic
Concrete	$\exists$	Synthetic

L3/50

How much knowledge do we get from different systems?

e.g. postulate that the basic principle of orientation (epistemic) is maximum reduction of uncertainty.

System		Psych. Level
3 Explanatory	A $\forall$	Necessary
2 Conceptual	S $\forall$	Possible
1 Accounting	S $\exists$	Actual

L3/51

- Get more information from universal statements. However both universal and particular statements generate and reduce uncertainty.
- Can generate and/or reduce more uncertainty via analytic as opposed to synthetic statements.
- A pattern by itself has no meaning. Simply a set of sensory impressions.

L3/52

1&3	Representational	S A $\exists \forall$	Permissible
2&3	Theoretical	S A $\forall$	Ideal
1&2	Methodological	S $\exists \forall$	Real

The representational generates and reduces more uncertainty than any of the others.

Analytic statements reduce more uncertainty than synthetic statements.

L3/53

To be analytic, a statement must be necessary. i.e. can continually reproduce the statement; show what it is about.

**Whole systems of discourse result in a language by which we can increase our knowledge of the world.**

N.B. representational system does not include conceptual (simple) system. However, it could have.

L3/54

But used to convey type of info (production, simulation) which do not require concepts.

**Jung's epistemic systems of discourse refer to knowledge in general and not just science.**

We have pictures of things (epistemology), not ontological (what things really are). According to Prof. Jung, in or out of science we deal with epistemology and not ontology.

L3/55

We do not deal with a deterministic type of situation. The probabilities are not known. If we knew the probabilities of events occurring then we have complete knowledge.

L3/56

Criteria of Science:-

Each system has certain criteria for acceptance and rejection of statements.

Does not matter what the criteria are, the system still works.

E.g. someone with reduced number of sensory systems will perceive different patterns.

We want to explore the criteria used. We are not setting a normative system.

*L3/57*

The requirements on the conceptual system actually are the criteria of science.

Criteria

- methodological system – maximize sufficiency  
i.e. When do you have sufficient empirical support?
- theoretical – maximize efficiency  
i.e. Shave off all statements that are not needed.

*L3/58*

- representational – maximize objectivity  
objectivity = invariance under transformations of perspectives  
i.e. remain the same no matter what the viewpoint.  
e.g. relativity theory is a theory about objectivity.
  - cost of objectivity: lose the subjectivity of person which may end up being the most valuable aspect ∴ objectivity is not universally desired.

*L3/59*

How is objectivity tied to the representational system?

Even a model itself is undesirable since it contains attributes that are irrelevant. Want to focus our attention only on certain attributes. As a result, end up using concepts since the process of abstraction results in dropping of attributes. It is impossible to display only the relevant attributes in a concrete medium.

*L3/60*

By using different perspectives, you can reflect the permissible representations which have the form in them, even though they have irrelevant aspects in them.

*L3/61*

\*\* Social sciences at about the level of the methodological system. They simply translate observations via interpretation into conceptual systems. This is what physics was 1000 years ago before science.

\*\*If we dropped the notion of a fixed criteria of selection, we could use these systems to study almost everything. Then this would move toward being a philosophy of science

*L3/62*

Can also be thought of as a normative model.

In science, the question "Why?" is answered by demonstrating certain things.

A lot of explanations in the social sciences are simply definitions.

L3/63

Variable	Values of
Bachelor	Unmarried adult male Possessor of lowest academic degree Knight in service of another knight Male seal in heat



If you restrict yourself to only one meaning; then you have a tautology.

**{A LOT MISSED IN BETWEEN. SEE 533 NOTEBOOK}**

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4 modes of classification of scientific explanations (similar in name and classification to Nagele, but not same)

Deterministic

Functional

Genetic – Comparative

Stochastic

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If you deduce something you already know, then you say that you have explained it.

In science the criteria by which we examine interrelationships of propositions is by empirical referent.

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	Complete Systems	Incomplete Systems
Closed System	<b>Deterministic</b>	<b>Functional</b>
Open System	<b>Stochastic</b>	<b>Genetic -Comparative</b>

Functional or casual, but causal is more misleading.

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process = change in state without change in structure

development = change in structure

1. DETERMINISTIC:

Complete and closed system

i.e. have specified all variable sand have all relations between the variables

complete = all variables and all relations specified

closed = no other factors involved

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effect: if we know state of system at any one time, we know state of system at all times.

e.g. Kantian type of time – space close system on 1<sup>st</sup> level, but time and space exist on 3<sup>rd</sup> level.

State of systems = location and date of system: know complete behavior of system at every time and space.

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if select time and space, know where it will be on given trajectory. State of field is a set of trajectories.

2. FUNCTIONAL:→

Variable divided into:

Independent	Intervening	Dependent
Boundary conditions	Functional subsystem	Essential variables

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Always one-way e.g.

intervening → dependent

independent → intervening

feedback is allowable

Independent → Intervening → Dependent → Intervening

$t_0 \rightarrow t_1$

system: closed; incomplete, i.e. not all relations studied

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nothing about the variables themselves that lets you categorize them.

Essential variables: from a biological analogy, one characteristic that must be (either empirical or postulated) – that it maintains an extremum value (i.e. maximum, minimum, or constant)

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i.e. system acts as if it seems to maintain the variable as possible. E.g. teachers, faculty, enrolment, etc. change, but about same proportion of students get A's, B's, C's etc.

"risk" of functional explanation is to find that essential variable. Next step to postulate that there is set of intervening variable(s) that move the essential variable towards extremum.

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i.e. notion of systemic limit: point at which the nature of the system changes.

N.B. system of intervening variables can also have internal connections. But bring into play only to extent that helps you explain your essential variable. i.e. you have a functional subsystem ∴ your functional explanation is complete.

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If the functional subsystem does not work, we substitute a different functional subsystem. i.e. some of the variables or boundary conditions have changed.

i.e. under different boundary conditions ↓

different functional subsystems ↓

the ? (an) essential variable

we can complicate the system by bringing in systemic limits, feedback, etc.

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the quantum theory, theory of relativity, optics, etc, in physics are cast in functional mode. In physics 3000 years ago, this creates same hang-ups as teleological modes do in sociology today.

### 3. STOCHASTIC EXPLANATION→

many forms

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most complete ~ have set of variables and complete (like a deterministic) One difference ~ system not closed. Some effects are not accounted for. Introduce one or more random variable into system to account for difference.

Vector = one component is a variable (value) and one component is a probability statement.

77

What do probability statements refer to? To individuals. The distribution gives the frequency for the aggregate ∴ probability is derived from the aggregate but not description of the aggregate.

\*\*This is contrary to statistics books.

Each value of variable is now a scalar and not a vector.

Can use different stochastic models to explain. E.g. "bombardment" of atoms in physics.

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Not all stochastic models are deterministic, could be functional.

### 4. GENETIC – COMPARATIVE

process = change of state. A change of state results from change of structure.

Postulate (or find) that within an attribute or time or space region, a particular process accounts for changes in state.

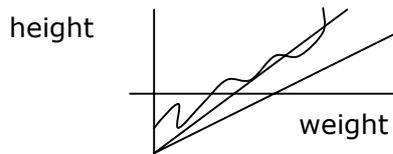
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Basis for doing structural typology

Step 1: comparative stage; produce a structural typology. E.g. in psycho-social development. Problem! When introduce new variables, the structure changes. This is emergence. Way to handle. Say these variables were always there but had either constant or no effect. ∴ can treat as change of structure.

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e.g. structural type



Step 2: have same space and have structures within it. Have to explain why moving from one value to another, accounts for change in structure?

81

i.e.

Stage 1: attribute space e.g. social class

Stage 2: to explain state of structure in classifications. Probably find that not all variables necessary are there. Hidden.

Stage 3: need additional variables

Stage 4: feedback mechanism working

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N.B. do epigenetic analysis before get to feedback.

Epigenetic explanation = using a functional mode. i.e. have a functional system acting as a boundary condition (could call it epicomparative)

Can move around 4 modes of explanation. Need only change the nature of the variables. None of this tells you about mode of reality. Might tell you that your ability to formulate questions is good.

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Where does causality come in?

Anywhere in the functional (has both necessary and sufficient conditions). Must have a one-way time sequence. The efficient cause was responsible! Not the final cause. i.e. exact opposite of what causal models propose.

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Ideal-type explanation = a conceptualization, not an explanation. E.g. phenomenological method.

Phenomenology and functional analysis go together (Parsons). But can move in other directions with phenomenology.

Functionalism fits well with naturalistic type of theory.

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Stochastic theory = try different statistical models to data. E.g. Stouffer's migration and intervening opportunities paper is such an attempt.

↓

*Continues page 91*

# **Class notes of dr. David Rehorick**

Dept. of Sociology, University of New Brunswick,  
Fredericton, Canada.

[rehorick@unb.ca](mailto:rehorick@unb.ca)

## **Sociology 631 (2<sup>nd</sup> Term, 1971)**

University of Alberta, Edmonton, Alberta, Canada.

**Course taught by dr. Richard Jung**

92

development of a domain by asking one simple question: by asking it in general terms, creates

1. methodological problems
2. conceptual problems
3. theoretical problems

must be developed for every question you ask. When you ask the question, sets domain of your inquiry.

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most problems in natural sciences are formulated in this way. Problem is fundamental since things can be reduced to it.

e.g. in thermodynamics – pressure and temperature.

Questions asked are naïve and mundane. Complexity comes in the development.

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fundamental problem = a problem on which a whole branch of science rests.

A set of fundamental problems defines a whole science.

What kinds of fundamental problems does Jung have in mind?

What is the general domain?

What are the units?

e.g. forces

95

i.e. produce general term applicable to the whole field.

Involves as few as possible fundamental abstractions for whole field.

Need some overall conception.

e.g. notion of "action" for psychological and social-psychological fields.

i.e. distinguish between micro- and macro- levels.

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3 problem areas:

1. problem of orientation
2. problem of motivation
3. problem of decision
4. another fundamental problem is the relationship between the three before.

Whether or not can poise action as a whole theory is a problem

Relation between action and aggregate behavior is a problem.

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How to formulate theory of action and aggregate behavior such that they are complementary (e.g. problem of aggregation in economics)

1. Theory of aggregate behavior – 2 problems
  - a. sectors – relationship between
  - b. changes over time
2. fundamental problems:
  - a. in theory of action
  - b. in theory of aggregates

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2 virtues of this approach:

consciously tries to stay in mainstream of sociological thinking thus far.

not really developed within. e.g. fundamental to Freudian theory: why do people have dreams and slips which make sense?

N.B. a principle can only be invented as a solution after a fundamental problem has been asked.

99

2 kinds of systems:

1. individual
2. aggregate

$\Psi$	$\epsilon\Psi$	$\epsilon$
Individual Organism→ Bio-chemical/electrical Actor Surfaces Ecological planes	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;">                         Situation                     </div>	Aggregate Ecological Collective Sectors

100

individual and collective system as seen in a complementary fashion  
 actors have some surfaces which correspond to collective  
 from social psychology, analysis of collective seen as sociology plus  
 [actor = individual (psychologically)]

101

on the whole, the general orientation by Jung is similar to Parsons. Key notion in the abstraction by Jung is something along the line of "meaning"; "phenomenology".

**-  $\Psi$  Social**

From point of view of actor, if see surfaces, then the sectors are seen as having global situation. However, the actor concerned with certain sectors.

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From aggregate, social –  $\psi$  trying to compose meaningful sectors (all sectors)  
 Other side of social –  $\psi$  is to investigate localized structures e.g. stratification sector.

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Social –  $\psi$  perspective involves the tracing of interactions between actors.

Key:

1. "meaning" analysis of individuals
2. "meaning" analysis of aggregates.
3. Another key problem of aggregation.  
 Relationship between "meaning" analysis of individuals versus aggregates.

104

IF WE COULD SOLVE THESE THREE PROBLEMS, THEN ALL THAT WOULD BE LEFT WOULD BE THE SPECIFIC PROBLEMS IN SOCIAL –  $\psi$  ANALYSIS.

Problem of aggregation – how to get from micro to macro.

Action (as concept)

Functional: action is an expenditure of a definite amount of energy through time and space, subject to definite constraints.

105

difference between physical and our inquiry is in the constraints.  
 Functional mode fits action as a concept.

Independent variables	One-way direction of influence	Dependent variables (essential variables)
-----------------------	--------------------------------	-------------------------------------------

Build in constraints by putting all of them on dependent variables. Make these variables extremum (i.e. maximum, constant, minimum)

106

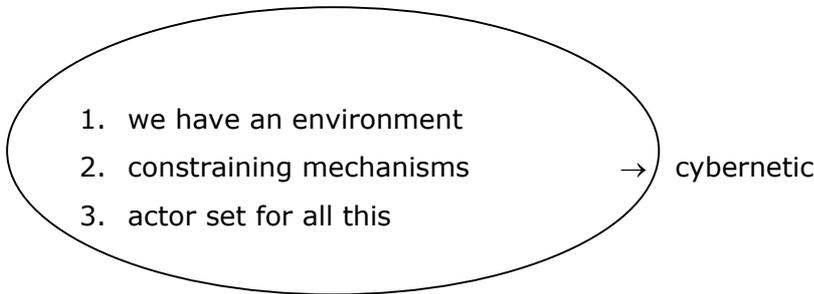
e.g. if we use "constant", now take a set of intervening variables  
 essential variables = describe the essence of the thing (i.e. that which we wish to define as the object being)  
 assertion about essences (essential variables) is arbitrary.  
 Intervening variables is the functional subsystem  
 Object is adapted to environment via boundary conditions. All affect the essential variables such that stay within the boundary conditions

107

there are a variety of developments which can occur to regulate the whole system.  
 Don't forget: other ways of considering extremum are the maximum possible, or the minimum possible.

Actor = some unit within certain boundary conditions has a process so that certain conditions are an extremum.

108



2 questions:

1. How do you specify the extreme?
2. What are the variables?

Jung postulates a general principle of action where dependent variable = authenticity

109

Maximum possible reduction of dependent variable. All principles will start from here.

Maximum possible reduction of inauthenticity.

Maximally (as much as possible) reduce the discrepancy between your state as an organism and your definition as an actor.

How to do?

E.g. change your definition of actor via defense mechanisms to correspond with state of organism.

110

e.g. socialization involves the changing of definitions. Freudian psychology is an attempt to reduce the inauthenticity.

Actor may have inability to recognize this discrepancy

Theory of orientation provides both solutions.

3 kinds of constraints:

111

1. internal constraint

Variables being dealt with are of such nature that do not have zero scale. Do variables we are dealing with allow for definition of a zero scale? Is there something in the nature of the essential variable which does not allow for a zero scale? e.g. authenticity as dependent variable.

Definition of inauthenticity and definition of actor. Handled via three theories of action:

	Maximum reduction of
1. orientation	uncertainty
2. motivation	tension

3. decision	risk
-------------	------

112

Is there anything in essential variables which would result in maximum reduction of uncertainty, tension, and risk, respectively?

Each theory concerned with understanding a process. Locate process in the intervening variables.

Uncertainty = only meaningful in a statistical sense. Can have zero uncertainty, e.g. no degrees of freedom, etc. Not meaningful as a conception by itself.

113

Tension = situation of no tension means we have no knowledge or no potential for knowledge. (i.e. no capacity for work). Tension is related to uncertainty.

To do theory you have to constantly suspend your commitment to reality. Precondition for theorizing is intuitive feeling for what goes on. Unshakable.

Only in end do you ask if your theory fits reality.

114

Theory has to allow you to make statements that are contrary to the facts as you believe them.

Risk = external constraint, referring to boundary conditions. Conceivable that there can be zero risk.

Output of motivation process produces system, etc. etc. i.e. system is dynamic.

N.B. No primacy of any system or sub-system in Jung's theory.

115

None of three can move to zero (uncertainty, tension, risk) unless you drive others to extreme limits. (Sorokin's notion of "systemic limits". i.e. if you reduce "x" to extremely small; "y" and "z" are driven to extreme ranges. Counter-forces are generated.)

\*\* Jung's theory uses "function" in mathematical sense, not in Parsonian sense (i.e. does not talk about dysfunctions, enfunctions, goals, etc.)

116

Parsons works only theory of motivation (Freudian, Monistic type of system). Drew on biology and psychology to get his model. Difference from Jung is in notion of dependent variables (i.e. some states of situation which the actor seeks to change) → reduction of tension. Comes out of no change in boundary conditions.

Not possible to reduce uncertainty totally as long as all processes (orientation, motivation, and decision) remain integrated.

117

Independent variables may be such that cannot allow for total reduction of uncertainty, tension, or risk.

Reduce uncertainty by change in boundary conditions, and by changing tension and risk!

Jung's paper draws on traditional knowledge in field as much as possible (rephrased some) since gives some key to what is going on.

Must get some idea of what is a "collective orientation."

118

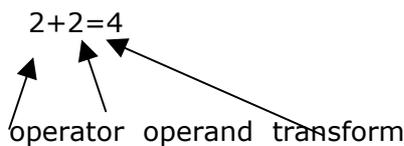
(p72) field of a system = a set of all the values of the variables. Ordering is any that you choose. From information that you have you cannot tell which values go with which variables.

Table 3

~ Pandemic = universal within a given situation

~ Endemic = to particular group

Operator → operand → transform



119

denoting operator = denote; point at

pandemic operators = operate on experience

string = a set in which only order is a sequence (minimum kind of order; e.g. in mathematics) Have to touch one thing before you can go on to the next.

denoting operators                    -index

-boundary

120

set = collection into a whole of distinguishable objects called elements of imagination, perception, etc.

index set = a set, only purpose of which elements are taken out of set to denote other elements with.

Whenever we engage in labeling, we draw something out of a set. Only function of an index set is to label.

121

Individual = something to which a tag has been put. i.e. something that has a tag can be distinguished from other things that have tags.

Class = a subset of a sample

Universal interval = used up all tags we have. No more objects to be distinguished. E.g. population

General boundary complement = must put individuals in context.

122

\* specifying the general boundary complement specifies an individual in a condition.

Environment = sum total of all conditions

Table 3 cont.

Traditionally, time and space are treated as separate attributes. This created a problem for Jung's labeling.

This creates problem for modern physics as well. Instead of modifying time and space, tried to use logic. Should have abandoned time and space attributes.

123

We need time and space to avoid using other attributes. Use time and space as attributes if we do not want to study nature of time and space.

3 orders of variable in study:-

1 <sup>st</sup> order variables	Attributes in which we are interested
2 <sup>nd</sup> order variables	Describe variables we are not interested in but ----- ?
3 <sup>rd</sup> order variables	Used simply to locate, in a neutral fashion, the other two. E.g. traditional Kantian.

124

In some investigations may end up with time and space as 1<sup>st</sup> or 2<sup>nd</sup> order variables.

Table 3, 1.2a

Unit of time = date

Use "interval" instead of "aggregate" because the values are now ordered.

Space variables and terminology can be used for other 3<sup>rd</sup> order variables than space.

125

set = a collection into a whole of objects; no order; no redundancy.

126

Set abstractor = that which the objects have in common

for simple sets

for simple sub-sets

{a,b,c,d}

described as the first four small letters of the English alphabet.

Set abstractor for a set of "n-tuples" is called a relation.

Variable = emphasis on the common property. That is what we want to look at.

Table 3

common property + common order = scale

2.1 + 2.2 = 2.3

field = {a,b,c,1,2,3}

set of elements that is a part of the system.

127

space = another way of saying system. i.e. graphic or geometric presentation of the variables.

Construct spaces with 3<sup>rd</sup> order variables. Within them we place systems.

Selection of a sample = same sort of procedure as selecting a 3<sup>rd</sup> order variable.

Status of 3<sup>rd</sup> order variable is same as that used to generate random numbers.

128

Table of random numbers – assumption that mechanism used in generating those numbers is unrelated to other numbers. Assumption: process of getting random numbers is unrelated to the process you are studying.

2<sup>nd</sup> order variable – we know relationship, but we are not interested in this level!

Space – “relativity” comes in when we start to consider 2<sup>nd</sup> or 3<sup>rd</sup> order variables as interesting. The notion of space is of interest. Must understand the transforms.

129

Endemic Operators→

Particular combination of particular endemic operators produces different combinations in different systems of orientation.

Aspect restrictors ~ restrict the meaning of properties

Domain quantifiers ~ restrict the meaning of statements

No such thing as more or less formal, concrete, or abstract. Either one or another.

130

Abstract = attributes or properties

Concrete = objects, entities

No such thing as an “abstract object”. E.g. a particular table is an object. But table as an idea is not an object.

Formal ~ what is formal has no abstract notions in it? (Do not think of mathematics otherwise have difficulties.)

Meaning of terms in formal system derives from their rules for usage (not from their definitions.)

131

Concrete entities ~ positivism failed in giving meaning to concrete because used other attributes to tell them what was concrete.

Way concrete has been used is certainly unconceptual. Want to generate notion of “concrete” which does not involve perception. E.g. “a patch of brown” is not concrete.

Go back to idea of printers and scales.

132

scale

symbols

(order or variables)

concepts

constructs

what happens inside the black box is concrete. Whatever happens inside the black box alters the state. Both is and is not concrete.

Not interested in the pointers and dials. That is simply apparatus to tell us that there was a change of state inside the black box. The object inside the black box changed. Do not need to use perception.

133

\*\* Concrete = state of an observer. Use another observer to tell whether there was a change in the state of the observer.

What is the attribute of the object I am observing? I am observing another concrete object!?!

- ~ attribute of the observer
- ~ an object has no attributes

134

Jung disagrees with Doctrine of Progressive Depletion, which says that the object has attributes.

Symbols are defined in terms of other symbols. Start with non-problematic symbol. Becomes tautological because define it by other symbols. Doing the same thing in trying to get meaning to "concrete".

Image one has to have of an object is that it is property-less and structure-less. It is a nothing to which other objects react. Product of the way we set things up.

135

The nothingness of the world is really the way philosophers set it up. Opposite to the way positivists set things up.

Nature of our process of knowing, not of what is out there.

Source restrictors = restrict meaning endosystemic = implication that proceeds from within the system → analytic statements.

136

Jung's analytic and synthetic statements different from conventional notions. E.g. Kantian.

i.e. in Jung's formulation, cannot have analytic statements other than in formal system.

Endosystemic ~ allows for all sorts of criteria, other than simply True-or-False by definition.

Analytic statements are possible from any system that is being built by Jung.

137

		Statements	
		$\forall$	$\exists$
Statement	A	Formal statements	□ ?

	S	Abstract statements	Concrete statements
--	---	---------------------	---------------------

e.g. if a statement is particular and synthetic, the elements are restricted to concrete.

? Analytic particular statements ↓↓

138

e.g. bachelor - male seal in heat

- man not married
- man in service of knight
- etc.

i.e. other values for the same variable

$\exists$  statements have no meaning. Hence not talked about in philosophy and excluded from systems of discourse.

Correspondence statement = assertion of equivalence between abstract, concrete, and formal properties.

139

Transfer procedures = a particular relation that holds between two or more abstract properties also holds between two or more concrete properties. But doesn't tell you which ones.

Transfer procedures  $R \{ \{a_1^c, a_1^f\} \{a_2^c, a_2^f\} \}$

Objectifying and subjectifying operators are inverse, and not really that important. Either the subjectifying or the objectifying generates your 12 systems of discourse.

140

Get all these statements. How do you select among them? Systems of validation.

System of utterances produces the definition of action-world.

Get the utterances by making available statements "accepted".

141

Problem! By what criteria do you select your statements?

e.g. empiricism, logic, are criteria only of scientific systems of discourse. Not of other systems of discourse.

Figure 3 →

Pandemic operators generate the experience.

Experience = jumble of objects, properties, etc.

142

Content of experience determined by available operators that are there. Experience is result of our cognitive, perceptive, & .....

Not ordered. The endemic operators sort it out.

Process of Orientation

Operators generate experience and available statements.

Principles which allow us to accept or reject certain statements. Notions of selection and judgments enter in.

143

Note: possible to restate Freud and Piaget in terms of Jung's telic system.

Following discussion relevant for both pandemic and endemic operators:

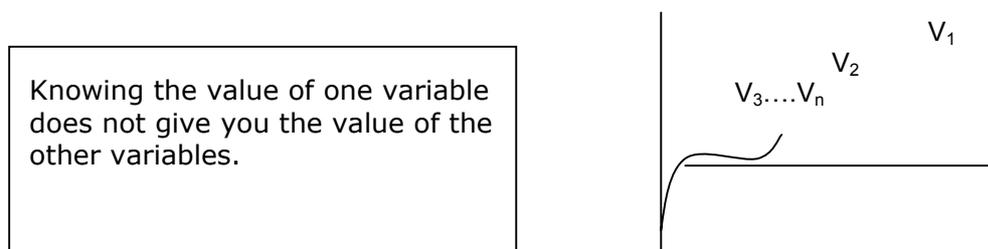
Constructing a possibility space is constructing a Cartesian system

$$I \{ S_1, S_2 \} = \{ \emptyset \}$$

If the relation is Cartesian, then the intersection between the two sets is an empty set.

144

i.e. no two elements are the same at the same time.



Variables do not provide any information about other variables. Ideally, we want this in all systems.

145

Later, we want observers, symbols, and so forth which do not give any information about the others.

? must be careful what you put on your symbols because may later show up as artifacts. We do not want this.

The logical operations involved are simple:

e.g. bachelor definition, operators of: 1. inclusion; 2. identity; and 3. negation.

146

set up a possibility space for concrete, abstract, and formal (see Tables 4a and 4b), holds for telic and epistemic systems of discourse.

Tables 4a and 4b – important to distinguish semantically between space and system. Space = get rid of everything except the empty set in the system.

147

initial decision as to how to treat notion of space is neutral. Whether want to look at results arithmetically or geometrically is a matter of convention. E.g. expressed geometrically as straight lines.

∴ distinction between space and system is important.

148

Table 4b – use meaning extendors to get space and system relations in double or combined systems. Two types of meaning extendors:

correspondence rules, and  
transfer procedures.

Correspondence rules used to get description or evaluation of space relations.

149

Transfer procedures to get system relations (see Table 4b). Yet doubles here. Use 1:1 mappings. Must use non-Cartesian elements here. Must work within equivalence and boundary conditions. Equivalence is established by a correspondence rule.

Always be aware of the artifacts that you are introducing. E.g. if symbols are not in a 1:1 relationship, the danger of introducing artifacts enters in.

150

Thus there are 6 different ways of constructing knowledge out of experience (or vice versa, of generating uncertainty).

**Table 5a: Epistemic Systems of Discourse**

Jung's: psychological viewpoint; not philosophy of science

151

To get philosophy of science from Jung's system, one need only add some criteria for accepting or rejecting statements.

**Table 5a: System #1: Accounting**

Get data in the end

∴ meaningful operation = data processing. Hence useful to make data of form where more amenable to other operations

152

make data into patterns since we want to compare with other data.

The structure of the Accounting system is the sum total of the patterns of all the observers

At accounting system level. We are still talking about making statements available, not accepting statements.

153

no the structure of the accounting system = all patterns given

structure of conceptual system = all the propositions

Problem: how do we select amongst all these statements? E.g. we have no basis for choosing between patterns.

154

We have to ascertain what they obtain. The kind of knowledge we get is actual. We assert one pattern over another because we have some reason for believing a particular observer state.

(Table 7" truth is actual on accounting level)

155

since we really have no basis for doing this, becomes a possible statement on the conceptual system (since have no reason for asserting it). Moved from a particular to a universal statement (still synthetic). As yet we have no reason for saying that we choose a statement, hence it is simply possible.

Explanatory simple system (Formal level). When we assert on function rather than another function, we want to say that it is necessary.

156

need an endo-systemic reason for making such a transition. (see Table 3, endemic operators = source restrictors)

formal level, move from particular to universal statements, both are analytic. Now need a way of choosing statements, hence need a syntax.

157

i.e. want criteria which allow for choosing statements (endo-systemic) within this system.

the interesting part is the set of rules that make functions necessary. i.e. get a set of rules that select a particular structure at formal level (not set of rules on conceptual level)

only the accounting and explanatory systems = representational allow us to do this.

158

Combined Systems of Discourse (Tables 5a, 5b, 5c)

Get the combined systems from simple systems using correspondence rules.

i.e. doubles (Tables 5b, 5c)

e.g. in methodological system, we get variables which are both observers and class concepts.

159

transfer procedures:

methodological: our relations are patterns or propositions. Want to translate from one to other? Use transfer rules to allow us to translate class concepts to observers, or observers to class concepts.

Formulate a hypothesis by translating propositions into patterns. (this gives a means of validation.)

160

Test the hypothesis by seeing whether the patterns obtain or not from the translation of the proposition.

Inductive generalization = which patterns does the proposition select i.e. go from patterns to propositions.

Experimental design = specifying the observers. Setting it up so that can test a hypothesis.

161

If we accept a hypothesis, we have accepted a statement as actual and another statement as possible. These statements are valid in sense that they describe what is real (both actual and possible)

#### Combined Systems of Discourse: Theoretical

Matching concepts and symbols.

Symbol = something we accept as constraint on individual. That is, constraints on its definition makes it a symbol.

162

interpretation theoretical system: move from symbols to concepts

lexical definition = take a concept and say let status be equal with node (in sense of graph theory) and get symbols.

163

Construct = both a symbol and a concept at the same time.

e.g. I. Q. ~ intelligence and chronological age together

#### Transfer procedures

Deductive inference = from function to proposition

Explanation – deduce functions from propositions.

Deduction = we match propositions upward so that we can select a set of functions.

i.e. we look through various syntaxes. We use this to match functions with propositions we have selected (matching process)

165

the theory is dropped when something wrong in the matching. May be nothing wrong with deduction or functions.

Laws = ideal "truth" (both possible and necessary) i.e. our functions and propositions are matched

We build theories that are ideal and then test them for their reality.

166

Tables 5b & 5c: Representational

Matching observers and symbols

Correspondence rules:~

1. Representation = take symbols and translate them into observer states
2. symbolization = observer states and translate them into symbols

artifacts = only to extent that they exhibit ideal and actual behavior are we interested in them.

167

#### Transfer procedures: -

production = observers & symbols. Want to impose a set of constraints. (i.e. functions) on the relations between the observers.

simulation = want relation between symbols to act the same way as relations in nature do.

168

sometimes we want artifacts, and sometimes we do not. Yet artifacts by constraining the possibility space (i.e. do not have a 1:1 relation)

tautologies = constraints on the possibility space.

169

e.g. artifacts e.g. result of not knowing enough mathematics, hence you think you have a profound theoretical finding, when simply the result of something in the mathematics which you do not know about.

Models = relations on the artifacts.

Simulation and theory done together to bypass conceptualization and propositions. Why?

170

1. because operationalization bias
2. want device to predict from data without wanting to conceptualize. Jung says this is impossible.

Representational system = we get permissible knowledge

Jung doubts the use of simulation. Most simulations build a stochastic theory without knowing that they do it.

171

Application:-

Figure 3 (Process of Orientation: Formal results)

Go from systems of orientation to systems of validation

Moving from systems – space to a definition of the world

i.e. reflect the statement against 6 systems of validity

172

Systems (i.e. systems relations, <u>not</u> space relations) <u>telic forces</u> anxiety guilt shame	1	S	1&3	Gradients of Uncertainty ↑	Sequence of mental development of child ↑
	2	S∇	2&3		
	3	A∇	1&2		
	1&2	S∇	3		
	2&3	SA∇	2		
	1&3	SA∇	1		

SA∇ statement generates and reduces most uncertainty.

A lot of confusion is generated in trying to match statements with a hypothesis.

173

i.e. an example can both generate more and/or less uncertainty and confusion

decision and motivation theories (telic systems) are imbedded in the same space as theory of orientation.

Note: Can match Piaget's stages of development with Jung's stages of development. Could try with Freud, Erikson, etc, but very difficult.

Note:  $A\exists$  is a possibility space in all of these systems.

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### **Telic System**

Gradients of uncertainty:

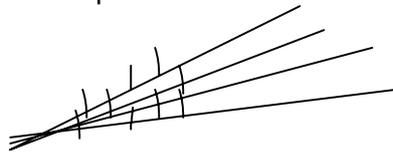
counting statements within systems

rank statements which have universal scope as being able to generate or reduce more uncertainty

analytic statements generate more uncertainty than synthetic. Get rank order of statements.  $\therefore$  the higher up the rank; more ability to generate and/or to reduce uncertainty.

175

Gradients – some picture of slopes



Bits moving down or up reduces or generates more uncertainty.

If formal aspects are not correct, question the theory as a whole. Throw it out if it does not formally fit together.

176

Table 3: use subjectifying operators to move from epistemic to telic systems of discourse. Moved this way because philosophers have worked out epistemic systems more. Which one in prior is an irrelevant question here.

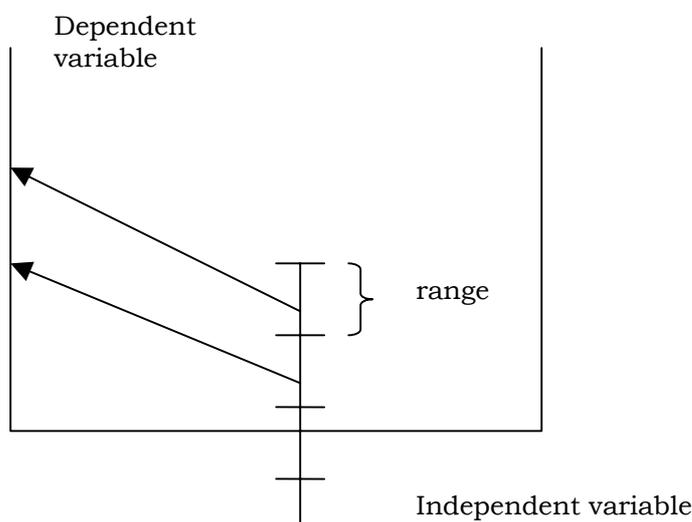
Subjectifying operator = selects a perspective or a point of reference from which the world is viewed (or evaluated)

The subjectifying operator selects some variable which to that point would have been essential.

177

i.e. selects certain variables (and perhaps values of variables) which is dependent.

e.g. space-time graph



178

select a situation, changes in which affect the dependent variable

subjectifying operators allow us to select eufunctional, dysfunctional, and non-functional, variables. Non-functional ranges of independent variables are those that do not affect a given dependent variable (and vice versa)

179

i.e. a certain range of variables is me; other variables are non-me.

∴ from point of view of orientation, I want to select variables which are me. (me = actor) – then goal of action is to have definitions of the situation that do not violate the actor.

All that is involved is whether or not one is clear about how everything fits in. e.g. how painful, or risky is it to be outside one's system? This is not the question for Jung. Simply: are we within our definition?

180

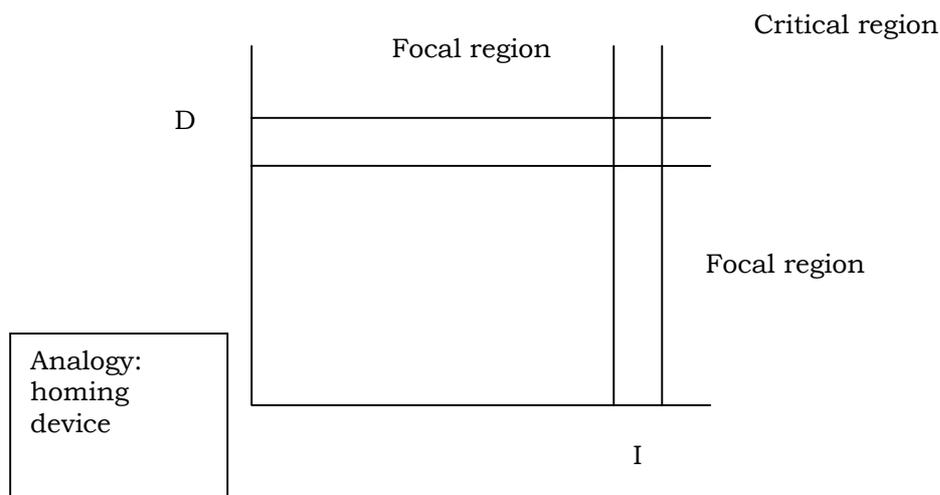
has consequences for trajectories of action. Which one am I on?

Table 6a (Telic): Systems 1,2,3 have all the formal properties of epistemic systems. Change into combined telic systems via correspondence rules and transformations, i.e. transfer procedures.

Subjectifying operation selects the essential variables and the critical values.

181

Out of "x" no. of variables in the epistemic space, throw out most and select essential variables for telic system.



182

Table 6a

Think ontogenetically i.e. development of a child

System 1: Aesthetic □

Thresholds – touch, taste, pain types of thresholds. Leads to defining the focal region; hence recognition of body-self (after Merleau-Ponty).

Inside of boundary is psychological referent = body-self.

Outside of boundary is external environment = consumer

183

[N.B. in Table 6a, Jung did not originally split into internal and external, but did so later]

functional relations = emotions; feelings of relation is enfunctional, it is pleasant. If relation is dysfunctional, it is unpleasant. Something that doesn't affect body is non-emotion.

184

Each individual probably has several critical regions regarding body-self which are in conflict. He will engage in certain kinds of behavior to see which critical region he is in. Boundary conditions are in conflict. Where is he?

Aesthetic system: in Kant and Kierkegaard treated as the 3<sup>rd</sup> system. Jung means aesthetic in both art and sense of the system. Jung makes aesthetics part of the same system as lowest level of practical reason. Radical departure from Kant and Kierkegaard.

185

System 2 (telic): Moral system □

Subjectifying operation = commitment = selected certain variables and values of these variables as standards. Only thing that binds him to them is the act of commitment. No reason for choosing one commitment as opposed to another .

Inner = identity

Outer (external) = role

186

Erikson in technical sense uses term identity correctly (same way as Jung). Problem is Erikson's identity crisis has taken on too broad a meaning.

Functional relations = rules of conduct = rules to govern behavior. No reason to select one over another.

System 3 (telic): Religious system →

(formal system)

187

subjectifying operation = individuation = (as in Kierkegaard's sense) i.e. specify what you are by specifying values and variables on these values.

Focal region                      internal = define your essence

(df. of actor)                      external = your existential condition

functional relations = rules of importance (often hear it as rules of relevance). E.g. thou shalt not kill except in war, self-defense.....

188

"rule of importance" is more general than "rules of relevance". It is a way of ranking norms as related to each other.

Religious ~ tantamount to saying that whether you are in a state of salvation or of condemnation, anyone in any system with the same values has the same experience.

Religious corresponds to Explanatory system in formal sense. i.e. Symbols are involved.

189

at this level get angels, devils, heroes, etc. Archetypes which must be dealt with in a particular way, hence need meaning to be ascribed to them.

Combined systems: telic

Match variables and values. Do this with essential variables and values. Rest follows. Get matching of focal regions.

190

Pragmatic (2&1): going from Aesthetic to Moral. From separation to commitment, is interpretation as a sanction. (sanctions as either positive or negative).

Cathexis = (positive or negative) = attachment in some state of affairs, but now emotions are involved.

From Aesthetic to Moral system is a prudential generalization i.e. on basis of how it feels you decide what conduct is appropriate. (similar to inductive generalization)

191

transfer procedure from Moral to Aesthetic = pragmatic experience. Parallel to hypothesis testing. Don't care what will happen, but how will it feel?

Elements of pragmatic system (Table 6c)

Engagement = combines separation and commitment.

Critical values = constraints e.g. like a clutch on a car

192

Focal region (df. of actor) = regulator = - external = producer

Functional relations are prudential rules. E.g. rules of thumb, proverbs, etc. craft. Rules tested by experience since they work and desired result feels good.

Regulator = a slave, a robot.

193

Once set constraint, changes depend entirely upon external circumstances. Enslaved since regulator combines commitment and emotions. E.g. think of a thermostat.

Ethical (telic) (2&3) Moral and Religious

Ethical  $\cong$  of theoretical (epistemic)

Abstract and formal. Only universal statements, but analytic and synthetic..

194

parallel to lexical definition  $\rightarrow$  identification of loyalty. i.e. people stay in coalitions because of loyalty. E.g. may be charisma, etc. someone has access to power, knowledge, or something.

In Jung's context, simply treating the object at that level as cultural entity (rather than just a social-action entity). Identity with some embodiment of values. Another interpretation of yourself. Your essence is equated with yourself = identification. i.e. role defined in terms of your existential situation.

195

Transfer procedures – if go from rules of conduct to rules of importance you get categorical judgment. e.g. any decision about constitutionality of law. Is conduct compatible with highest values.

Categorical command (similar to Kant's categorical conduct.) Certain standards and values have been matched  $\rightarrow$  categorical command.

196

e.g. can be issued by certain courts. i.e. from importance  $\rightarrow$  conduct

e.g. once become aware of your existential condition, make certain categorical commands. If not aware of your proper existential condition, make incorrect categorical judgments.

197

ethical system: get notion of a calling (i.e. Weber) or an appointment. Critical values = norms

external = office

internal = mission

Fill office for two reasons: 1. calling, or 2. appointment

Functional relations = categorical rules

198

Expressive System (telic) 1&3 Aesthetic and Religious

Similar to representational system in format

## Correspondence rules:

- ~ Representation = Religious □ Aesthetic
- ~ Symbolization = Aesthetic □ Religious

199

## Transfer procedures:

- ~ Incarnation = rules of importance to rules of conduct  
incarnation: - analogy for all life as a carnival. People at carnival wear masks and play roles. Mask maintains a fixed expression, ∴ behavior is always permissible.

internal = image

external = status i.e. consumer

Table 6c

Subjectifying operator = posture = display behavior

200

Basic element of defining myself on expressive plane is a posture.

Critical values = stigmata =

- ~ holes in imitators of Christ – virtuous
- ~ Goffman's sense = derogatory

Jung uses both meanings. Assume certain posture and hang up your stigmata.

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together your stigmata convey your image

- ~ outside = status
- ~ insider = image

must use your repertoire of stigmata to convey what you are. May still fail because you don't have same reference system and don't define symbols in same way.

rules of conduct = rituals (rituals in wider sense than is generally used)

e.g. animal displays behavior; displays of stigmata over time and interaction of them.