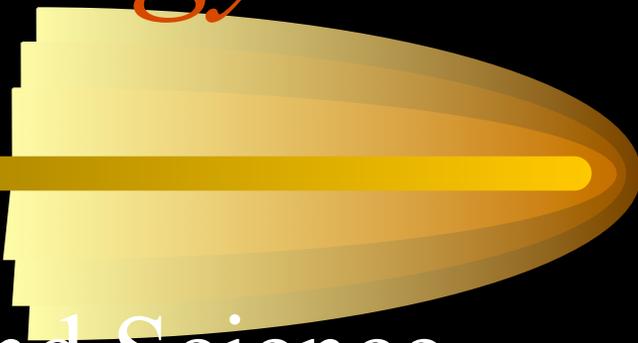


Sociology 201



2. Human Inquiry and Science

Later in this class. . .

- We'll form small groups
- And we'll take pictures
- But first. . .



Course Mantra

- ?• Who knows what a mantra is?
- Examples
 - *Nam myoho renge kyo*
 - *Om nama shiva ya*
- This course has a mantra
-



The Sociology 201 Mantra is:

- *How do you know?*



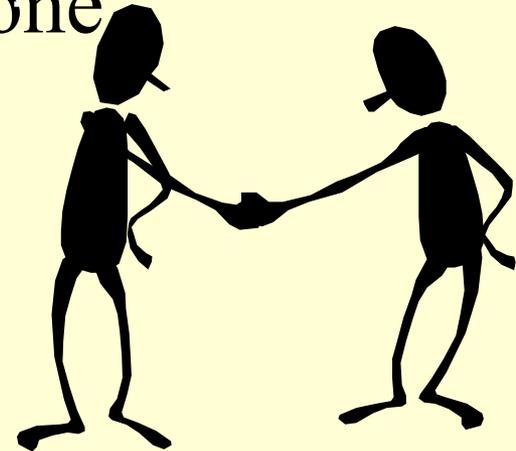
Modes of Knowing



- ?• Experience - examples?
- ?• Tradition - examples?
- ?• Authority - examples?

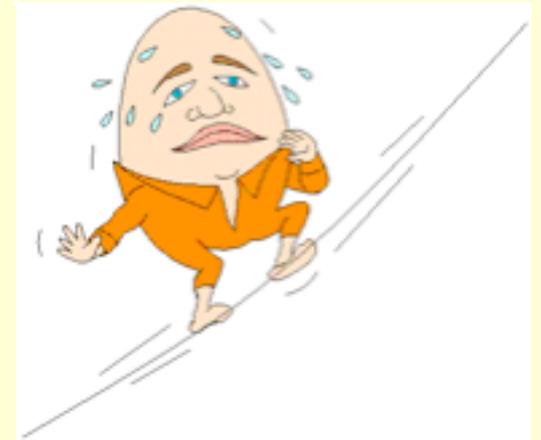
Agreement (as opposed to experience)

- Tradition and Authority are examples of **agreement**
- There are so many things "Everyone knows"
 - You must breathe to live
 - Worms are yukkie to eat
- Almost everything you know is by agreement



Some Errors in Inquiry

- Inaccurate observations
- Overgeneralization
- Selective observation
- Deduced information
- Illogical reasoning
- Ego-involvement in understanding



Science versus those errors

- Science offers some protection
- Science is deliberate, conscious, and explicit
 - Observation
 - Measurement
- Peer review
- However, scientists can make mistakes



“Lateral Thinking”

Paul Sloane and Des MacHale, *Challenging Lateral Thinking Puzzles*, NY: Sterling Publishing Co., Inc., 1993

- A deaf man needed to buy a saw to cut some wood. He went into a hardware store. How did he indicate to the storekeeper that he wanted to buy a new saw?
- A man was changing a wheel on his car when the four nuts used to hold the wheel in place fell into a sewer drain and were lost. He was afraid he was stuck there, but a passing boy made a very useful suggestion which enabled the man to drive off. What was the boy's idea?
- Take two apples from five apples. How many do you have?
- Do they have Fourth of July in England?

Foundations of Social Science

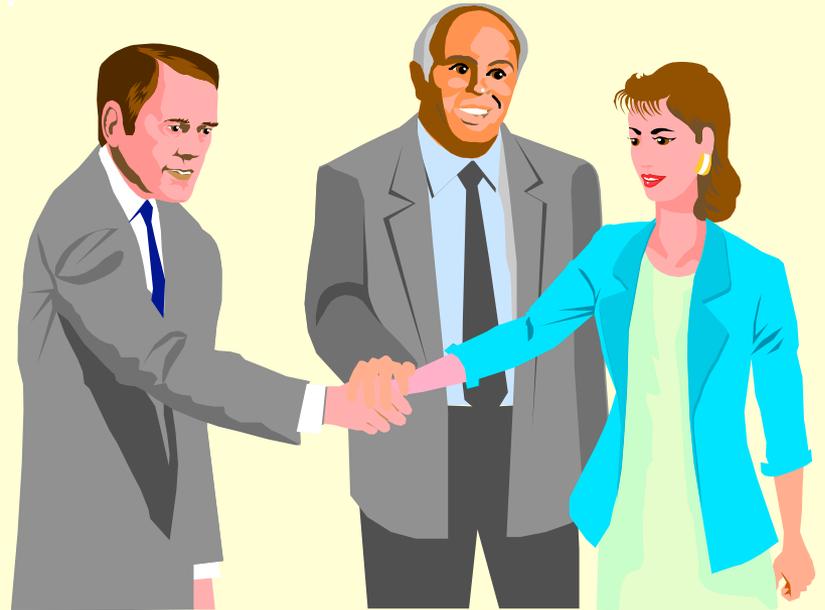
- Regularities
- Variable language



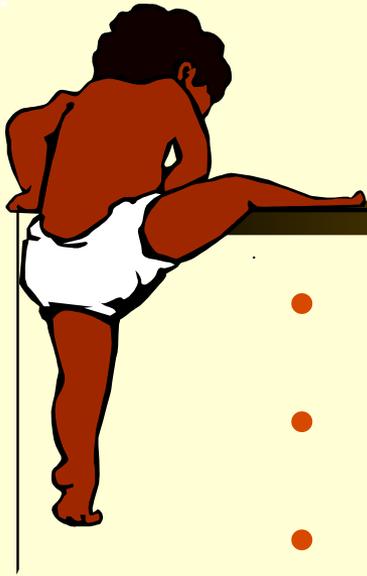
Total = 28 slides

Form small groups

- I have an assignment for you
- (And I'll take pictures while you do it)



*WHO KNOWS SOMEONE WHO HAD A
baby in 1999?*



- One example per group
- Get full description of the circumstances
- I'll take pictures (and take names)
- Then we'll reconvene as a class
- Someone in the group will give a brief description of how the baby happened

when you put all these soap operas end to end ...

- Total = 3,930,408 babies
- Population in 1996 = 272,945,000
- Crude birth rate = 14.4/1000
 - $\text{CBR} = 1000 \times (3,930,408 / 272,945,000)$
 - (For every 1000 people in the population, there were 14.4 babies born)



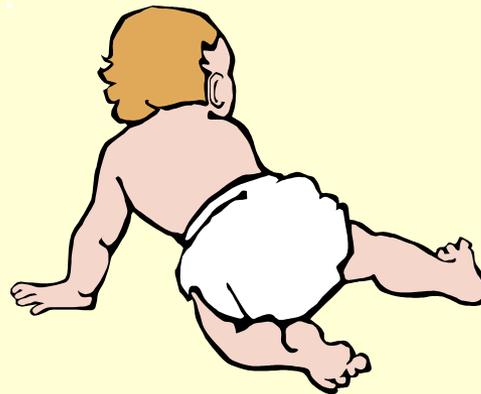
*WHO KNOWS SOMEONE WHO HAD A
baby in 2000 ?*

- Same assignment
- I'll take more pictures



When the dust settled in 2000. . .

- There were 3,872,212 babies
- The population was 272,691,000
- Crude birth rate was 14.2



Here are some U.S. Birth Rates

- 2000 - 14.2
- 1999 - 14.4 1989 - 16.4
- 1998 - 14.6 1988 - 16.0
- 1997 - 14.5 1987 - 15.7
- 1996 - 14.7 1986 - 15.6
- 1995 - 14.8 1985 - 15.8
- 1994 - 15.2 1984 - 15.6
- 1993 - 15.5 1983 - 15.6
- 1992 - 15.9 1982 - 15.9
- 1991 - 16.3 1981 - 15.8
- 1990 - 16.6 1980 - 16.0



Contrast the US with Kenya

A decorative graphic consisting of a thick black horizontal bar on the left that transitions into a large, stylized arrow pointing to the right. The arrow has a yellow-to-orange gradient and a 3D effect with a shadow.

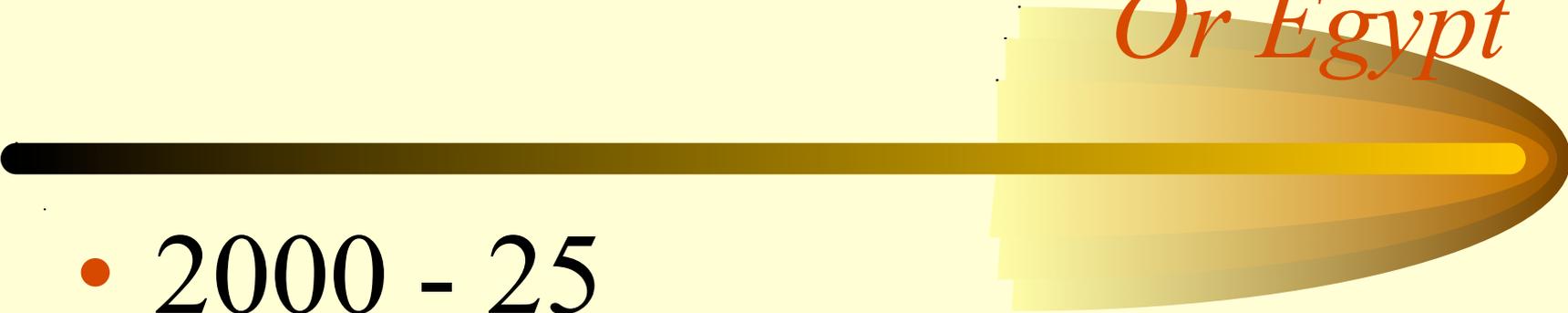
- 2000 - 29
- 1995 - 45
- 1993 - 45
- 1992 - 45

Contrast both with Spain



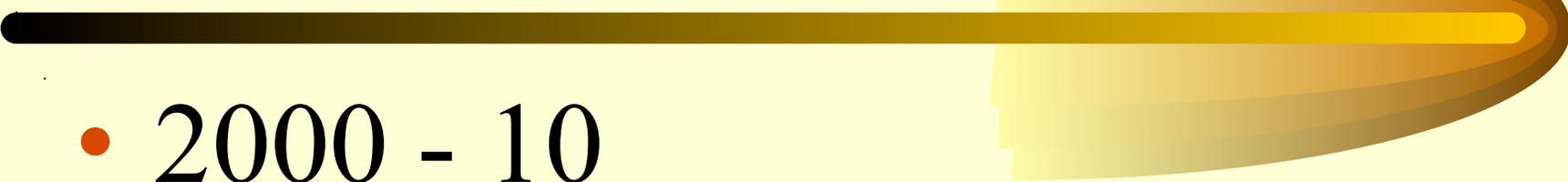
- 2000 - 9
- 1995 - 10
- 1993 - 10
- 1992 - 10

Or Egypt



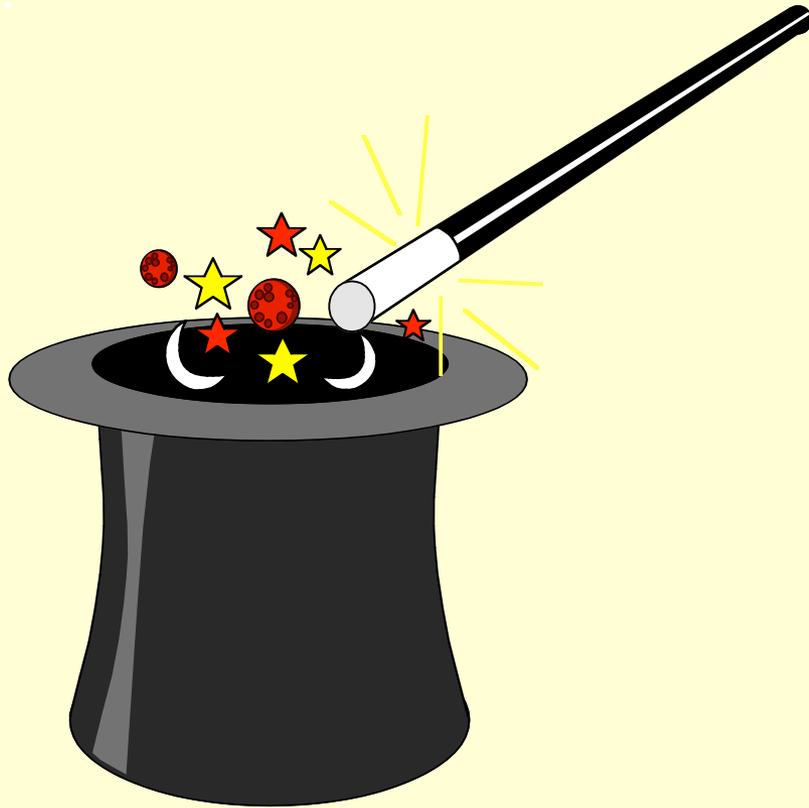
- 2000 - 25
- 1995 - 30
- 1993 - 31
- 1992 - 32

Or Sweden



- 2000 - 10
- 1995 - 13
- 1993 - 14
- 1992 - 14

There are social regularities



- Though the birth rates of different societies vary, they are remarkably stable within a given society

Variable language

- Attribute = characteristic, quality
 - female, sophomore, Democrat, Catholic
 - ? – More examples?
- Variable = logical set of attributes
- Gender = male + female
- Class = Freshman, Sophomore, etc.
- Party = Democrat, Republican, etc.
- Religion = Catholic Moslem etc

Uses of Attributes and Variables

- We can *describe* the distribution of attributes on variables
- We also find *cause/effect* relationships
- IV ---> DV
 - Independent variables
 - Dependent variables

The Logic of Causation

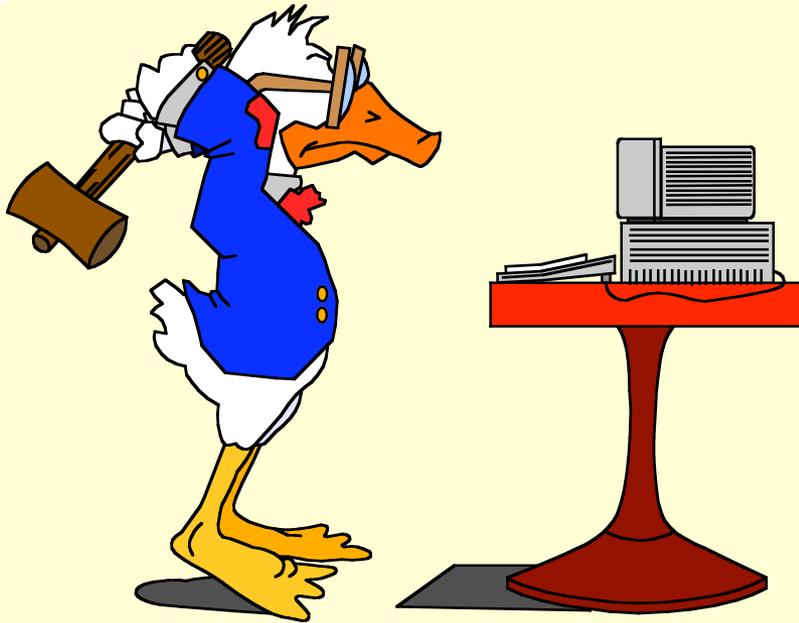
- Which IV attributes are associated with which DV attributes?
- Education ----> Prejudice/tolerance
 - Being educated -----> tolerant
 - Being uneducated -----> prejudiced

In Sum



- We are ultimately interested in variables
- People are the *carriers* of attributes and variables

Preview homework



- Deadline is absolute:
with no
exceptions,
no excuses

4.5: *Conflict and Functionalist paradigms in university*

- Read the assignment carefully
- How would you study the university
 - As a functionalist?
 - As a conflict theorist?
- You have to read the chapter to learn what *functionalists* and *conflict theorists* are and how they think and do research

Next Time



- “Theory and Research”
- Read Chapter 2