

Learning Goal (Begin with the end in mind): I will be able to develop questions relevant to each of the three “ologies”, and have a deeper understanding of each discipline including ways that they are similar and different from one another.

Teen girl missing after prom night

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According to authorities, seventeen year old, Jasmine Smith did not return home after her

This headline is splashed across the front page of the newspaper. A student has gone missing after the school's graduation dance. You feel a slight chill as you read the report. The police know very little about what happened. Most of the article is guesswork about the incident. Maybe the young woman was kidnapped from a late night part, or perhaps she has run away from home. The article lists the disappearances of other teens, which might or might not relate to this case.

There is much more behind the story than what we see in the newspaper. In fact, the police need knowledge from the social sciences to solve this case. Knowledge from the study of anthropology gives police background information about different cultures and the significance of human behaviour over time. Forensic investigations conducted by physical anthropologists, look at physical clues such as DNA, human remains and other types of clues that could be connected to the investigation of a death.

Police officers' training often involves the work of sociologists when the police look at issues such as race relations, class stratification, gender and violence against women. Similarly, an understanding of psychology is part of police work as well. The police department may even have a psychologist on staff to help with tasks such as determining the personality profile of a possible criminal and or the behaviours of an individual who may be a missing person or a person of interest.

An Anthropologist's Questions

Whether connected to law enforcement or not, social scientists read articles like the one about the missing girl much differently than most people do. They see other information between the lines. What might their thoughts be when reading such an article? The anthropologist will wonder about the teen culture and the larger culture of which the young woman is a part. As well, the anthropologist would consider the graduation dance or "formal" tradition at the girl's school. Here are examples of the questions that an anthropologist might ask in a situation like this.

- ◆ What are the cultural norms in terms of the treatment of males and females in this country or cultural group compared to others?
- ◆ Are females typically safe in this particular culture?
- ◆ Do the cultural norms differ here (in Canada) in terms of protection of females and males, compared to other cultures, for example the United States?
- ◆ Do the parental actions and rules of this culture tend to differ when it comes to gender or age of child?

- ◆ Were there any relevant cultural factors in her background that need to be addressed?
- ◆ Does the girl come from a different cultural background that might help to explain the disappearance?
- ◆ Does the family of the girl have different cultural expectations regarding her behaviour and her safety?
- ◆ Does the girl come from a cultural community that might support the family at this time and or provide assistance in the investigation?

- ◆ How does this cultural group deal with perpetrators of violence and victims of violence?
- ◆ Is violence part of the sub culture of this teen or the larger culture she is part of?

- ◆ Is there any DNA evidence perhaps at the scene of the dance, her home, or the surrounding areas that may assist with the investigation?

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A Psychologist's Questions

The psychologist will wonder about the personal lives of the young woman and the people around her. The questions that interest the psychologist are the questions the police ask as they try to discover the exact circumstances surrounding a person's disappearance and the mental and physical state the person was in when last seen. These are some questions a psychologist might ask:



- ◆ Was the girl suicidal at any time in the past?
- ◆ Was the girl depressed?

- ◆ Did she leave any clues or notes that might assist investigators to understand her state of mind?
- ◆ Similarly did she keep a diary, blog, or journal that might provide clues about her state of being?

- ◆ Was she on any medication that might cause her to become disoriented?
- ◆ Was she on any medication that might interact negatively with alcohol consumption?
- ◆ Was she slipped any drug that might have caused her harm?

- ◆ How was she acting prior to prom, did she seem to have any behaviours that would indicate that she was troubled?

- ◆ Had she been having problems relating to parents, friends or her date?

- ◆ Has she ever run away?

A Sociologist's Questions

The sociologist will wonder about the social conditions of the young woman, her family and the school where the formal was held. They could also be interested in the institutions connected to cases like these. These are some of the questions a sociologist might ask:

- ◆ Have there been any recent incidents of stalking or assaults in the area?
- ◆ Have there been any other incidents of missing persons?

- ◆ Did the school have a safety policy for dances, and was it being followed?
- ◆ Were police in attendance at the prom?

- ◆ Were there relationship concerns regarding her parents, date for the prom, peers and so on?
- ◆ Was the girl in an inappropriate or unsafe relationship?

- ◆ Was the young woman with friends, or people who knew her in the hours that lead to her disappearance?

- ◆ What was her economic background?
- ◆ Did she live in an area that might be considered “less safe” than others?
- ◆ Did she attend a school that might be considered “less safe” than others?

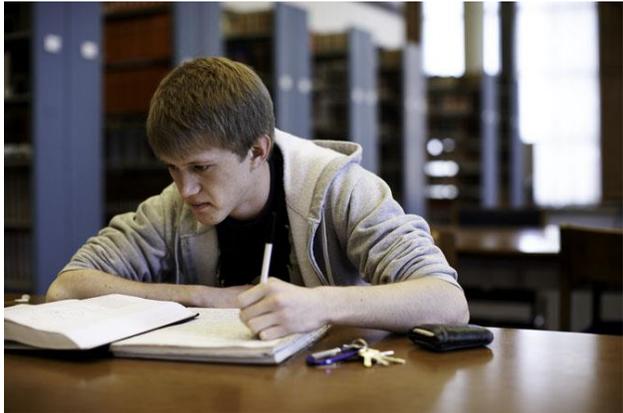
- ◆ Were there any factors such as her race, religion, sexual orientation, or economic status that might have affected her relationship with other students? For example cause her to be the target of a hate crime?

- ◆ What role will emergency workers, police, the courts and the prison system possibly have to offer?

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Assignment

1. Briefly describe the similarities and differences between psychology, sociology and anthropology.
2. Choose an article about an event, situation, incident or crime from the newspaper. Print it or cut it out.
 - a) Write a one-paragraph summary of the article.
 - b) List **five** questions **each** that an anthropologist, a sociologist and a psychologist might ask to help the police investigate the incident or to just better understand the situation.
 - c) Hand in the descriptions of the three “ologies”; the article; the summary & the questions.



My Success Criteria Checklist

- I have described the similarities between psychology, sociology and anthropology.
- I have described the differences between psychology, sociology and anthropology.
- I have a hard copy of an article about an event, situation, crime or incident from a newspaper.
- I wrote a one-paragraph summary of the article.
- I have developed **5** questions that an **anthropologist** might ask to help the police investigate the incident or to just better understand the situation.
- I have developed **5** questions that a **psychologist** might ask to help the police investigate the incident or to just better understand the situation.
- I have developed **5** questions that a **sociologist** might ask to help the police investigate the incident or to just better understand the situation.
- I am ready to hand in all of the above.

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HSP3U DEVELOPING QUESTIONS THAT ANTHROPOLOGISTS, PSYCHOLOGISTS or SOCIOLOGISTS MIGHT ASK RUBRIC

Criteria	Level 1			Level 2			Level 3			Level 4		
	5.2	5.5	5.8	6.2	6.5	6.8	7.2	7.5	7.8	8.5	9.0	9.5
<p>Knowledge/ Understanding knowledge of the different disciplines is shown through choice of questions</p> <p>Definitions show an understanding of the varying aspects of the disciplines</p>	Limited knowledge of the three ologies is shown.			Some knowledge of the three “ologies” is shown.			Good knowledge of the three “ologies” is shown.			Thorough knowledge of the three “ologies” is shown.		
	Understanding of the concepts are not indicated			Some understanding of the concepts are shown			Effective understanding of the concepts are shown			Insightful understanding of the concepts are effectively shown		
<p>Thinking/Inquiry able to develop questions that were relevant to the different disciplines</p> <p>Through definitions student is able to compare and contrast the “ologies”.</p>	Student showed a limited ability to develop questions that were relevant to each of the disciplines			A moderate number of successful questions were developed relevant to each of the disciplines			A good number of successful questions were developed in relation to each of the disciplines			Several insightful questions were developed		
	Limited to no comparison of the three “ologies”			Some comparison of the three “ologies”			Good comparison of the three “ologies”			Thorough comparison of the three “ologies” – how they are similar and how they differ		
<p>Application Application of information learned about the nature of the three disciplines shown through question development</p>	Student show the beginning of an ability to apply their knowledge of the disciplines through question development			Student shows some ability to apply their knowledge of the disciplines through question development			Student shows good ability to apply their knowledge of the disciplines through question development			Student shows very strong ability to apply their knowledge of the disciplines through question development		
<p>Communication written communication of the summary clear and grade appropriate</p> <p>Questions are clear and well written</p>	Limited success in term of clear writing			Some success in terms of clear writing			Successful writing skills shown			Highly effective writing skill shown		
	quite a few grammar errors			some grammatical errors			Minimal grammatical errors					
	quite a few spelling errors			some spelling errors			Minimal spelling errors					

Strengths...

Areas for Improvement...
