

Character Analysis



HSP3U – ISU

HSP3U

CHARACTER ANALYSIS—Course ISU

Expectations:

A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;

A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry;

A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

B1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in anthropology

B2. Explaining Human Behaviour and Culture: use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture

B3. Socialization: use a cultural anthropology perspective to explain patterns of human socialization

C1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in psychology

C2. Explaining Human Mental Processes and Behaviour: use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour

C3. Socialization: use a psychological perspective to analyze patterns of socialization

D1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in sociology

D2. Explaining Social Behaviour: use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour

D3. Socialization: use a sociological perspective to explain patterns of socialization

Resources:

- library/internet resources
- relevant books, movies, episodes, games that are relevant to the character

Tracking Sheet – Check each activity off as you complete it to monitor your progress

ACTIVITY	DATE STARTED	DATE COMPLETED	Check Mark

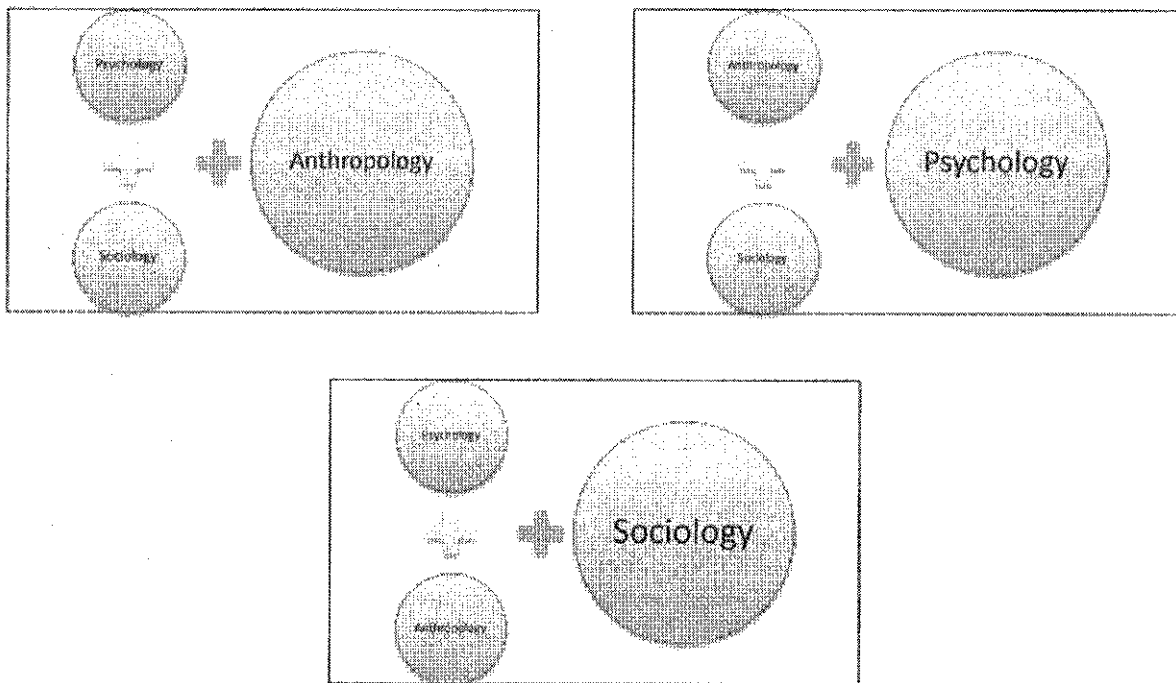
This learning guide will consist of one large project that will get you to incorporate many of the things you have learned so far in this course. You will include elements of psychology, of sociology and of anthropology to explain the behaviour and motivations of one particular character. **READ ALL, AND I MEAN ALL, OF THE INSTRUCTIONS BEFORE YOU DO ANYTHING ELSE!!**

The scenario is as follows:

You are a social scientist specializing in one of the disciplines that you have studied in the course this year—psychology, sociology or anthropology.

As part of your research, you have been applying your studies to one specific individual. Based on the level of your expertise, you have been asked to present your research findings and conclusions to a multi-disciplinary panel of your peers.

The individual that you will be analyzing will be drawn from the world of entertainment and pop culture—a list is provided for you later in the guide—however, you are to approach this project as if this character is a real person. You are not analyzing the actor or actress, you are analyzing the character that they play. If you are tackling this project as a psychologist, your character has been referred to you for treatment. If you are a sociologist, you have been asked to determine the sociological basis for his or her behaviour. If you are an anthropologist, you are explaining this individual's behaviour based on the world in which he or she lives. Regardless of which discipline you choose as your primary focus, you must incorporate elements of ALL THREE into your presentation.



Your presentation will use your area of expertise as the basis but must incorporate the other two disciplines in order to satisfy the interests of all panel members. In other words, if the focus of your analysis is the psychology of your subject, you must still present some of the relevant sociological and anthropological details in your assessment of the character.

How do sociological factors affect the behaviour and motivations of your character? How do anthropological factors affect the behaviour and motivations of your character?

You will have 10-15 minutes for your presentation which should include some time for questions and discussion. This means that you will need to be focused and precise with what you present. The attached rubrics will outline those things on which you will be evaluated.

You will also need to submit a Research Summary Report as an overview of your research methodology. In this you will include your process—questions you asked, sources you investigated, connections you made. Your Summary Report will be evaluated using a different rubric attached to this guide.

How to Begin—Choose Your Character:

Start by selecting a character from the list provided in this learning guide. Each character has been chosen because he or she provides enough personal background and available material from which you can develop your presentation. If you would like to choose a character that is not on the list, please see your teacher and discuss it with them. You may have to show your teacher how your character will work for this project so you may have to have some information on hand. This decision will be based on whether he or she offers enough personal history and documentable evidence to justify an analysis. If the character does, your choice will likely be approved.

Step 1—Generate a List of Questions

Inquiry begins with figuring out what you need to know. Use the Character Profile Brainstorming Form included in the guide and generate a list of questions what you need to answer along the way to properly analyze your subject.

Step 2—Teacher Conference

Bring your list of questions and the general focus of your research and be prepared to discuss why this individual interests you. You may be asked to generate more questions if your teacher believes that you are not ready to move on to the next phase. Once you have your teacher's approval, you may move on to Step 3.

<p>Please see your teacher at this point for assessment. Your teacher's signature and the date must appear in this box.</p> <hr/>

Step 3—Research Personal History

The first step in any psychological, sociological or anthropological assessment is a detailed personal history. It is through this detailed collection of information that you will be able to begin to identify behavioural causes, patterns of behaviour and key developmental events.

Use the Patient History Template in the guide to organize your findings. Make this as complete as you can. Depending on your character, there may be more information in some areas than in others. You must hand in the completed Patient History Template with your research notes—therefore, this must be completed as much as you can!

EXAMPLE

Of course, since you are working with a fictional character, you will be required to use material included in his or her experiences. For example—you have chosen Jason Bourne as your subject. In order to gain a clear understanding of his history and his motivations, you would need to see the four Bourne films—Bourne Identity, Bourne Supremacy, Bourne Ultimatum and Bourne Conspiracy. You may also read one or more of the novels by Robert Ludlum. While doing so, you should make note of key moments and events that you believe are key in creating the person that Jason Bourne has become. What can you find out about his family background? What about his love life? His occupational background? Previous traumatic experiences or injuries? History or substance abuse? The environment or culture in which he was raised? In which he lives now? The time period and the culture of that period? You will also be looking for the behaviour that you will be trying to explain. Also remember—if you are looking at Jason Bourne from a sociological perspective as your primary focus, you will need psychological and anthropological information to support your secondary foci.

Step 4—Determine the Major Analytical Lens

Once you have the character's history, you must now focus your analysis by deciding if you will be taking a Psychological, Anthropological or Sociological perspective. You must determine which discipline would provide the most effective explanation for your character's behaviour. Using the example from above, Jason Bourne's actions would be best explained through:

- psychology—what goes on in his mind?—psychological trauma caused by Post Traumatic Stress Disorder, for example
- sociology—issues of socialization—family, education, training, religion, politics, etc.
- anthropology—can we gain insight of Jason Bourne through examining his surroundings? A Cold War world where Bourne must adapt and survive amidst spies, assassins, double agents, and national secrets—is this all relevant and if so, how does it explain his behaviour and personality?

Once you have determined your PRIMARY lens, consider how elements of the other two might influence the elements of your primary lens. Consider these to be secondary lenses.

Are you going to approach your character from a psychological, sociological or anthropological perspective? Decide now! Write down your choice here:

Step 5—Teacher Conference

At this point, you must meet with your teacher to present your research findings to date and to discuss the analytical lens that you have chosen for your character. Be prepared to justify your decisions. You will need your teacher's approval to move on to the next phase. If your teacher determines that you need further research, you will be asked to do that before proceeding.

Please see your teacher at this point for assessment. Your teacher's signature and the date must appear in this box.

Step 6—Analysis

Using your research and analytical skills, develop a detailed description of your character that explains the behaviour that you have observed while taking their personal history. Look for ways to demonstrate why your character acts the way he or she does. This analysis **MUST** demonstrate your understanding of both the primary and secondary perspectives as you have chosen them.

Step 7—Document your Findings

It is absolutely critical that your conclusions be based on verifiable data drawn from your research/personal history chart. When identifying an explanation for behaviour, actions or motivations, you must tie it to a specific source— whatever TV episode, movie scene, book page, video game screen, etc. For example, if you discuss that your character is bipolar, you need to indicate where you got that piece of information—which episode? which movie scene? which book and page number? Documentation is to be presented formally using Turabian format.

Step 8—Prepare Your Presentation

You must present your findings to the class in a 10-15 minute oral presentation. You may use visual aids and/or media to help you to demonstrate your findings but they must not **BECOME** your project. Remember, no one wants to hear someone read off the entire contents of his or her PowerPoint presentation. The visual aids or media that you use are the evidence to support your conclusions about the character you have chosen. A guide for your presentation structure is provided here:

- a) Subject history 2-3 minutes
- b) Behavioural analysis with evidence 3 minutes
- c) Causes of identified behaviour with evidence 5 minutes
- d) Prognosis/Treatment/Next Steps 1-2 minutes
- e) Questions/Discussion 2-3 minutes

Step 9—Complete your Research Methodology Report

This is a one to two page overview of your project. This is designed to help you demonstrate your ability to use the Social Science Inquiry Model.

So....what exactly needs to be done? Follow this list and check each box off as you complete it.

- Read ALL of the instructions
- Have a general understanding of the scenario. If you do not, be sure to see your teacher for clarification.
- Choose your character
- Develop list of questions
- Teacher Conference #1
- Research character's history
- Determine primary and secondary lenses—anthro, psych, soc
- Teacher Conference #2
- Analysis
- Document your findings
- Prepare presentation
- Present/Submit complete report
- Make sure Research Methodology Report is complete and submitted
- Bibliography using Turabian format
- Citations if submitting written report

CHARATERS TO PROFILE

This is not an exhaustive list. If you would like to do a different character, please see me before you go any further.

THIS IS US Kate Pearson Jack Pearson Kevin Pearson	THE SIMPSONS Ned Flanders Marge Simpson Waylong J. Smithers Montgomery C. Burns	HOUSE Gregory House	Kids Movies Mulan Woody Buzz Lightyear Simba Marlin (Nemo's dad)	REALITY CHARACTERS Chef Gordon Ramsay Paul Teutal Sr. (American Chopper)
BIG BANG THEORY Howard Wolowitz Leonard Hofstadter	BREAKING BAD Walter White Saul Goodman	STAR TREK Captain James T. Kirk	MOVIE CHARACTERS John Rambo (Rambo) Sarah Connor (The Terminator)	Professor Dumbledore (Harry Potter) Severus Snape (Harry Potter)
AMERICAN HORROR STORY Dandy Mott	SHERLOCK Sherlock Holmes	SEINFELD George Constanza Newman	Willy Wonka (Charlie and the Chocolate Factory)	
ONCE UPON A TIME Emma Swan Regina	GREY'S ANATOMY Meredith Grey	DR. WHO The Doctor	Voldemort (Harry Potter) Katniss Everdeen Bella Swan	
CRIMINAL MINDS Dr. Spencer Reid Penelope Garcia Derek Morgan Jason Gideon	FRIENDS Monica Geller Ross Geller Chandler Bing	TWO AND A HALF MEN Allan Harper Charlier Harper Walden Schmidt Judith Harper	LITERATURE Romeo Montague Pi Patel Anne of Green Gables	COMIC BOOKS Bruce Wayne Peter Parker Tony Stark Black Widow

Character Profile Brainstorming Form

Please bring this to you first Teacher-Student Conference.

Subject:

What do you need to know about your character??

Consider these questions when you are making up your list: has there been trauma? what is the family history? does he/she belong to a subculture. You will need to work through the three disciplines (S, A, P) and develop questions about each. All of these will help you as you work through the project

Teacher Approval:

You may now begin your research! ☺

PATIENT HISTORY TEMPLATE

Personal Information

Name: _____

Age: _____

Gender: _____

Physical appearance

Social Background

Family Background and Childhood History:

Was the subject adopted? () Yes () No Where did the subject grow up? _____

List the subject's siblings and their ages:

What was the subject's father's occupation?

What was the subject's mother's occupation?

Did the subject's parents' divorce? () Yes () No If so, how old were the subject when they divorced? _____

If the subject's parents divorced, who did the subject live with? _____

Describe the subject's father and the subject's relationship with him:

Describe the subject's mother and the subject's relationship with her:

How old was the subject when the subject left home?

Has anyone in the subject's immediate family died?

Who and when? _____

Trauma History:

Does the subject have a history of being abused emotionally, sexually, physically or by neglect? () Yes () No.

Please describe when, where and by whom.

Educational History:

Describe the subject's educational experience:

Did the subject attend college? _____ Where? _____ Major? _____

What is the subject's highest educational level or degree attained? _____

Occupational History

Is the subject currently: () Working () Not working by choice () Unemployed () Disabled () Retired

How long in present position? _____

What is/was the subject's occupation? _____

Where does the subject work? _____

Have the subject ever served in the military? _____ If so, what branch and when? _____

Honorable discharge () Yes () No () Other type discharge Any other relevant info?

Relationship History and Current Family:

Is the subject currently: () Married () Divorced () Single () Widowed How long? _____

If not married, is the subject currently in a relationship? () Yes () No If yes, how long?

Is the subject sexually active? () Yes () No

How would the subject identify the subject's sexual orientation?

() straight/heterosexual () lesbian/gay/homosexual () bisexual () transsexual () unsure/questioning

() asexual () other () prefer not to answer

What is the subject's spouse or significant other's occupation? _____

Describe the subject's relationship with the subject's spouse or significant other:

Has the subject had any prior marriages? () Yes () No. If so, how many? _____

How long? _____

Does the subject have children? () Yes () No If yes, list ages and gender _____

Describe the subject's relationship with the subject's children:

List everyone who currently lives with the subject.

Legal:

Has the subject ever been arrested? _____ If so, describe the circumstances _____

Has the subject ever spent time in prison? _____

If so, how long? For what crime? _____

Spiritual life:

Does the subject belong to a particular religion or spiritual group? () Yes () No

If yes, what is the level of the subject's involvement? _____

Patient history

Psychosocial History (employment, finances, education, religion, stress and support network, including friends and family)

Medical / Mental Health Treatment History:

Educational / Work History:

Substance Use and Chemical Dependency (include treatment history):

Activities of Daily Living (include a description of the client's activities on a typical day):

Living Environment:

Symptoms Present (Check all that apply)

- | | | |
|--|--|--|
| <input type="checkbox"/> Depressed mood | <input type="checkbox"/> Racing thoughts | <input type="checkbox"/> Excessive worry |
| <input type="checkbox"/> Unable to enjoy activities | <input type="checkbox"/> Impulsivity | <input type="checkbox"/> Anxiety attacks |
| <input type="checkbox"/> Sleep pattern disturbance | <input type="checkbox"/> Increase risky behavior | <input type="checkbox"/> Avoidance |
| <input type="checkbox"/> Loss of interest | <input type="checkbox"/> Increased libido | <input type="checkbox"/> Hallucinations |
| <input type="checkbox"/> Concentration/forgetfulness | <input type="checkbox"/> Decrease need for sleep | <input type="checkbox"/> Suspiciousness |
| <input type="checkbox"/> Change in appetite | <input type="checkbox"/> Excessive energy | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Excessive guilt | <input type="checkbox"/> Increased irritability | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Fatigue | <input type="checkbox"/> Crying spells | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Decreased libido | | <input type="checkbox"/> _____ |

Family history

Is there any history of mental illness in the family? If so, please specific:

Maternal:

Fraternal:

Is there any history of severe trauma in the subject's past? If so, please describe the nature and circumstances.

Clinical Findings

List all behaviours observed in the individual's daily life:

Behaviour	Description (including severity and frequency)

The Evaluation

Since you are being asked to focus on ONE discipline covered in this course, but to include analysis from the other two, it is only fair that the majority of your final grade come from your area of major focus. As a result, there are two sections of evaluation—one for the primary discipline and one for the secondary disciplines. You are also evaluated on the effectiveness of your communication. The breakdown of marks will be as follows

Criteria	Level 4	Level 3	Level 2	Level 1	Below Standard	Mark
Primary Discipline						
Theories, Perspectives, & Methods:	understanding of major theories, perspectives, & research methods in your primary discipline exceeds expectations	understanding of major theories, perspectives, & research methods in your primary discipline meets expectations	understanding of major theories, perspectives, & research methods in your primary discipline slightly below expectations	understanding of major theories, perspectives, & research methods in your primary discipline well below expectations	understanding of major theories, perspectives, & research methods in your primary discipline not demonstrated	/20
Explaining Human Behaviour & Culture:	use of your primary discipline to explain how diverse factors influence & shape human behaviour & culture exceeds expectations	use of your primary discipline to explain how diverse factors influence & shape human behaviour & culture meets expectations	use of your primary discipline to explain how diverse factors influence & shape human behaviour & culture slightly below expectations	use of your primary discipline to explain how diverse factors influence & shape human behaviour & culture well below expectations	use of your primary discipline to explain how diverse factors influence & shape human behaviour & culture not demonstrated	/20
Socialization:	use of cultural your primary discipline perspective to explain patterns of human socialization exceeds expectations	use of cultural your primary discipline perspective to explain patterns of human socialization meets expectations	use of cultural your primary discipline perspective to explain patterns of human socialization slightly below expectations	use of cultural your primary discipline perspective to explain patterns of human socialization well below expectations	use of cultural your primary discipline perspective to explain patterns of human socialization not demonstrated	/20
Secondary Disciplines						
Theories, Perspectives, & Methods:	understanding of major theories, perspectives, & research methods in your secondary disciplines exceeds expectations	understanding of major theories, perspectives, & research methods in your secondary disciplines meets expectations	understanding of major theories, perspectives, & research methods in your secondary disciplines slightly below expectations	understanding of major theories, perspectives, & research methods in your secondary disciplines well below expectations	understanding of major theories, perspectives, & research methods in your secondary disciplines not demonstrated	/10 X 2
Explaining Human Behaviour & Culture:	use of your secondary disciplines perspective to explain how diverse factors influence & shape human behaviour & culture exceeds expectations	use of your secondary disciplines perspective to explain how diverse factors influence & shape human behaviour & culture meets expectations	use of your secondary disciplines perspective to explain how diverse factors influence & shape human behaviour & culture slightly below expectations	use of your secondary disciplines perspective to explain how diverse factors influence & shape human behaviour & culture well below expectations	use of your secondary disciplines perspective to explain how diverse factors influence & shape human behaviour & culture not demonstrated	/10 X 2
Socialization:	use of cultural your secondary disciplines perspective to explain patterns of human socialization exceeds expectations	use of cultural your secondary disciplines perspective to explain patterns of human socialization meets expectations	use of cultural your secondary disciplines perspective to explain patterns of human socialization slightly below expectations	use of cultural your secondary disciplines perspective to explain patterns of human socialization well below expectations	use of cultural your secondary disciplines perspective to explain patterns of human socialization not demonstrated	/10 X 2
Communication						
Communication	Ideas are very well organized and communicated clearly and very effectively and adds to the effectiveness of the profile	Ideas are well organized and communicated clearly and effectively	Ideas are organized and communicated clearly and effectively	there is some organization of ideas and an attempt to communicate them with some degree of clarity and effectiveness	there is poor organization of ideas and they are not communicated with much clarity or effectiveness	/15
Final Mark =						/135