

**C3 Framework Disciplinary Inquiry Matrix: All SOS Subjects**  
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WAYS OF KNOWING	CIVICS/ GOVT POLITICAL SCIENTISTS SAY...	ECONOMICS ECONOMISTS SAY...	GEOGRAPHY GEOGRAPHERS SAY...	HISTORY HISTORIANS SAY...	PSYCHOLOGY PSYCHOLOGISTS SAY...	SOCIOLOGY SOCIOLOGISTS SAY...	ANTHROPOLOGY ANTHROPOLOGISTS SAY...
<b>DIMENSION 1</b>							
POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS	What have major political parties proposed to respond to the Great Recession? What disagreements have political parties had and why? How can government institutions and the private sector respond?	What were some of the economic causes of the Great Recession? What are the indicators of its severity and what do they show? What are the possible economic policy solutions? How can those solutions be evaluated?	How did the Great Recession affect areas of the United States differently? Did it cause population migrations? If so, from where to where and why? Are land and resource uses affected. If so, how?	How bad (and for whom) compared to what earlier event? What related economic, political, and social events preceded the Great Recession? What precedents in the past help us understand the Great Recession?	How did citizens behave during the recession? Did stress levels increase, decrease or stay the same? Was there adequate mental health support available? How does an individual's social status affect his or her perception of the effects a recession has on family, work and other societal institutions? Do individuals have prejudices that affect their perception of "who or what is to blame" for economic crises? How do attributions of responsibility develop and affect people's behaviors during a recession?	What were the social consequences of the Great Recession, and in particular, how was the impact of the crisis differentially experienced by individuals, families and groups with different characteristics? What impact has it had on the social cohesion and collective behavior of communities? What were the possible policy responses to the crisis? Would they be effective across diverse communities?	How have different groups of people in the United States experienced the recession? Remembering that anthropology's commitment to holism, is the nation the most helpful scale at which to study the Great Recession? What happens if we study it at the level of a region (e.g., the Southwest, the Rust Belt)? A metropolitan area (e.g., Orlando)? Something smaller, like a mobile home court or school attendance area? How can studies at one scale be useful for understanding what is happening at another? Is the "Great Recession" an event unique to the United States? How do groups of people outside the U.S. name what happened & explain it? Has it made individuals & families more mobile? Less mobile? More of less attached to "home"?

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<b>DIMENSION 2</b>							
DATA SOURCES NEEDED TO ADDRESS QUESTIONS	Government policies, policy pronouncements, political poll results, statistics, leadership efforts, political behavior; observations of local conditions, interviews; news reports	Statistics and lots of them in as real time as possible (labor, capital, credit, monetary flow, supply, demand)	Spatial and environmental data; statistics, map representations, GIS data to measure observable changes to the planet; indicators of territorial impact	Accounts from the recent recession and from hard economic times in the past, both firsthand and synthetic, as many as can be found (oral history, diaries, journals, newspapers, photos, economic data, artifacts, etc.)	Statistics on rates of anxiety, stress, and depression; data. Surveys, focus groups, reports, and interviews on how different populations and/or ethnic groups were affected by unemployment, and how the economic climate affected older adults. Experiments.	Statistics on employment, housing, government programs, demographics, markers of disruption of social cohesion such as crime and divorce, etc. Interviews and observations. Content analysis of published descriptions.	Open-ended interviews with individuals. Observations over time of individuals and groups handling financially-related and status-related outcomes. Content analysis of published descriptions of the crisis. Statistics in the U.S. and elsewhere.
CONCEPTS AND CONCEPTUAL UNDERSTANDING NECESSARY TO ADDRESS QUESTIONS (non-exclusive examples)	Theories of political behavior, rationality, self-interest, political parties, power flow, government, fiscal policy; relationships between the state and markets; constitutional limits on government, debates about those limits; evidence (to make claims)	Application of different types of economic theories to gauge inflation/deflation, labor shrinkage, capital contraction, asset/liability analyses from banking sector, changes in supply and demand; evidence (to make claims)	Theories of human land/resource use; spatial representation, scale, degree of distortion, map symbols, specialized GIS symbolic systems and representations; evidence (to make claims)	Theories of human behavior, thought, perspective, agency, context, historical significance; historical imagination; moral judgment; evidence (to make claims)	Biological, cognitive, and psychological mechanisms of behavior and mental processes; theories of social learning and social cognition; theories of stress management and health promotion; theories of personality, motivation, emotion, and learning; theories of life span development; evidence (to make claims).	Theories of social structure and contexts including the interplay between institutions and culture; of social relationships and the connection between individuals and the groups to which they belong; and of social stratification and inequality. Understanding patterns of reaction to the crisis based on different resources, opportunities, and power statuses.	Informal as well as formal economy at the level of families, households, neighborhoods. Transnational flows of remittances. Social construction of status as it varies by ethnicity, class, gender, location in the global economy. Nutrition levels and their biological effects.

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<b>DIMENSION 2</b>							
STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)	Reading statistics from polls, conducting polls and interview research; reading subtext into policies/pro-nouncements; reading power flow and blockage, converting such data into evidence to make arguments and claims that answer sub-questions	Capability to read statistics critically, for assessing agendas behind statistical representations; conducting survey research; capability to convert statistics into meaningful arguments and claims that answer the sub-questions	Cartography including using map symbol systems, critical reading and thinking, capability of using statistics to represent spatial change, capability to use statistical and spatial (often digitized) representations to make arguments and claims that address sub-questions	Critical reading and thinking, analysis and synthesis, reading subtext and agency in older sources; statistics; converting verbal, written, photographic, oral, artifactual accounts into evidence to make arguments and claims that answer the sub-questions	Ability to read and interpret statistics critically, including the ability to interpret qualitative and quantitative data; ability to use data to find causal and correlational connections between and among variables; critical thinking. Ability to apply psychological knowledge to issues faced by local communities and encourage civic engagement.	Reading and interpreting statistics and graphical representations such as tables, charts, figures, and political cartoons. Conducting survey research as well as research via experimental, and content analysis methods. Seeing the social world through the perspective of others and understanding why the crisis impacts people differently.	In-depth, open-ended interviews, and fieldwork on everyday behavior. Case studies of neighborhoods, social service institutions, workplaces. Content analysis of news reports, academic studies, and everyday conversations. Comparison of qualitative and quantitative information across neighborhoods, regions, and countries.

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<b>DIMENSION 3</b>							
EVIDENCE-BACKED CLAIMS	Statistical analyses and theories of political and institutional behavior and outcomes point toward substantiating and justifying claims; adequacy judged within the community of peers	Statistical analyses coupled with economic theories show the way toward substantiating and justifying claims; adequacy judged within the community of peers, i.e., other economic investigators	Narratives, statistical and spatial analyses, and representations point toward substantiating and justifying claims; community of peers evaluates adequacy of claims	Accounts of human behavior and thought coupled with evidence corroborate and preponderance point toward substantiating and justifying claims; adequacy judged within the community of peers	Statistical analyses and theories of human behavior point toward justifying claims; these should be judged within the community of peers.	Statistical and narrative analyses, as well as interpretations based on theories of social structure, social relationships, and social stratification and inequality. These analyses and other methods of inquiry point toward substantiating and justifying claims; these should be judged within the community of peers including sociologists as well as other social scientists.	Ethnographic and narrative analyses, seeking "emic" (insider) understandings and cultural meanings of the event. These analyses and other methods of inquiry point toward substantiating and justifying claims that are judged within the community of peers, including anthropologists as well as other social scientists.
<b>DIMENSION 4</b>							
FORMS OF COMMUNICATION AND ACTION (illustrative examples)	Books, television appearances, articles, op-ed pieces, policy statements, blogs; supporting a public assistance non-profit organization	Op-ed articles, journal pieces, television appearances, policy statements, blogs, webinars, policy advisory roles, public action	Spatial representations for newspapers, web-based articulations, digital and analog geographical services; community mapping; other citizen-science experiences	Books, monographs, articles, websites, webinars, television appearances, blogs	Books and journal articles, newspapers and television, websites, webinars, press releases, professional presentations.	Books and scholarly articles; television and radio appearances; op-ed pieces and blog entries; policy statements and research briefs; webinars; presentations at professional conferences and meetings; evaluations and reports; websites and anthologies.	Books and scholarly articles; television and radio appearances; op-ed pieces and blog entries; policy statements and research briefs; webinars; documentaries; presentations at professional conferences and meetings; evaluations and reports; websites and anthologies.