



# Course Description

International Baccalaureate

## Course Information

Name	Level (SL/ HL)	Both Years Mandatory (HL only)	Frequency (Years/ Dates)
Social & Cultural Anthropology	SL	No	11 <sup>th</sup> , 12 <sup>th</sup> M - F

## General Information

### Description

Social and Cultural Anthropology helps students to understand the interconnections of cultures and societies in the 21st Century world and to engage with similarity and difference in human experience. Students explore different social and cultural structures and practices leading to a greater understanding of the world around them. This course encourages the development of strong communication skills, critical thinking, and ethical approaches that will assist students in preparing for the future global workplace. This in-turn fosters the IB learner profile attributes that are transferrable to their entire coursework, providing relevance and support for the student's learning.

### Expectations and Goals

Students are expected to actively participate in the class. Students are encouraged to respond to and, when appropriate, question the responses of their peers. All participation must be respectful and make use of appropriate language. Participation must reflect the students understanding of course material and must not be a simpler repetition of material. Students must also be mindful of not dominating the discussion, allowing others to participate. Students can expect to cover a chapter every two weeks in addition to analyzing one or two articles related to the chapter being studied. The time spent out of class on readings is going to vary but is anticipated to be 1.5 to 2 hours a night. Students will be required to complete a four part Internal Assessment as well as quizzes and exams in class.

## Learning Outcomes

The aims of the social and cultural anthropology course at SL and HL are to enable students to:

1. explore the characteristics and complexities of social and cultural life
2. develop new ways of thinking about the world that demonstrate the interconnectedness of local, regional and global processes and issues
3. foster an awareness of how cultural and social contexts inform the production of anthropological knowledge

4. develop as critical thinkers who are open-minded, reflective and ethically sensitive
5. apply anthropological understanding in order to reflect on their own lives and experiences, as well as those of others, transforming their actions in the world.

## Materials

- **Textbook:** *Introducing Anthropology*, Laura Pountkey & Tomislav Maric
  - Note: This textbook is board approved and is used in IB courses around the world. It should be noted that the text does contain some PG/PG-13 language. This language is used sparingly and in context.
  - **Textbook management:** Students will be checked out a textbook for their use. Students will be given a notice of at least one day prior to needing the book in class. All books must be covered with the students name clearly labeled on the front and spine of the book.
- **Ethnographies:**
  - *Made in Madagascar; Sapphires, Ecotourism, and the Global Bazaar*, Andrew Walsh, *Working the Night Shift; Women in India's Call Center Industry*, Reena Patel, *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*, Seth Holmes
  - Ethnographies will be managed the same as the textbook.
- **Additional readings:** Articles from a variety of academic journals and news sources will be provided in class to supplement course materials and assist students in connecting what they are learning to the world outside the classroom.

## Course Outline

Topic/ Unit	Topic	Exercises
Part 1	Engaging with Anthropology	Ch 13 Research Methods
	Language of Anthropology	Key concepts, Core terms
	The Practice of Anthropology	CH 4 Organizing Social Relations
	Anthropological Thinking - Theories	Ch 3 Ways of Thinking and communicating
	Anthropological Questions to think with and through	Anthro Big 6 Questions, and Real World Issues
	Engaging with Anthropology	Document analysis
Part 2	Engaging with Ethnography	Reading ethnographies
	Areas of Inquiry	Classifying the world; Movement Time and Space; Consumption, Exchange and Production
	Making meaningful connections	Applying Areas of Inquiry, Real World Issues, and Key Concepts to contemporary examples
Part 3	Engaging with Anthropological Practice	Document Analysis
	Doing Anthropology	Internal Assessment Parts 1 - 4

# Assessment Schedule

## Date

## Assessment

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<b>The first few weeks of school</b>	Internal Assessment Part 1 - Observation
<b>Five months after part 1</b>	Internal Assessment Part 2 - Methodological and conceptual extension of initial fieldwork
<b>Shortly after Part 2</b>	Internal Assessment Part 3 - Second fieldwork data collection and analysis
<b>Shortly after Part 3</b>	Internal Assessment Part 4 - Critical reflection
<b>Spring, Annually</b>	External Assessment – Compulsory Essay (IB Exam)

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