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IB: GLOBAL SOCIOLOGY - CURRICULUM PLAN

By studying Global Sociology (Anthropology), you will explore what makes us human.

You will develop critical thinking skills, a sense of international mindedness and foster an appreciation of the ethical considerations of exploring cultures that are both similar and different to your own. You will become a more open minded, reflective learner with an awareness of the transformative value our actions can have on those around us.

The internationally minded Anthropology student feels a responsibility to be actively engaged with the world and operates from a platform of understanding of, and engagement with one's own society and culture.

Y E A R 1 2					
Term	Unit theme	Studies/theories	Knowledge/concepts/themes	Skills	Assessment
1	Course introduction and outline The language of anthropology	<ul style="list-style-type: none"> ● 'The Nacirema' - article ● 'Tales from the Jungle' (the Yanomamo) – Youtube film 	<ul style="list-style-type: none"> ● Culture shock – assumption and expectation ● Ethnocentrism – bias, subjectivity and recognition of position of researcher ● Cultural relativism – approach and understanding ● Advocacy – active vs passive, incompatibility with anthropology? ● Big 6: Why does anthropology matter? ● Big 6: To what extent is knowing others possible? 	<ul style="list-style-type: none"> ● Critical reading ● Source interpretation ● Looking for bias ● Recognising context 	<p>Internal assessment SL: IA stage 1</p>
2	The language of anthropology The practice of anthropology	<ul style="list-style-type: none"> ● 'Shakespeare in the Bush' (Bohannan) ● 'Bushmen of the Kalahari' (Lee) ● The Anuta – 'Tribe' DVD 	<ul style="list-style-type: none"> ● Ritual – expression of culture, connection to belief ● Custom – tradition and consolidation of norms and values ● Culture - <i>vs nature</i> 	<ul style="list-style-type: none"> ● Comparison ● Concept extraction ● Analysis ● Application ● Evaluation 	<p>Exam Paper 1: short answer questions Paper 1: Big 6</p> <p>Internal assessment</p>

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	Engaging with ethnography	<ul style="list-style-type: none"> • Trobriand cricket (the Trobrianders) - Youtube film • <i>Functionalism</i> • <i>Historicism, evolutionism and diffusionism</i> • <i>'Argonauts of the Western Pacific' (Malinowski)</i> 	<ul style="list-style-type: none"> • Society – creation of collective and role of person within • Hierarchy – system of structure, achieved vs ascribed • Reciprocity – exchange, process and product • Participant observation – fieldwork and ethnography • Big 6: What is culture? • Big 6: How are we the same yet different? • <i>Emic/etic – inside vs outside position</i> • <i>Synchronic/diachronic – present vs historical</i> 	<ul style="list-style-type: none"> • Recognising ethnographic context • Paper 1 exam skills • <i>Exploration and application of a theoretical framework</i> 	SL: IA stage 2
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Y E A R 1 2					
Term	Unit theme	Studies/theories	Knowledge/concepts/themes	Skills	Assessment
3	Engaging with ethnography Thinking anthropologically	<ul style="list-style-type: none"> • 'The Trobrianders of Papua New Guinea' (Weiner) • <i>Feminism</i> • <i>'Coming of Age in Samoa' (Mead)</i> • <i>Functionalism</i> • <i>Perspective</i> 	<ul style="list-style-type: none"> • Kinship – structure, type and role • Belief and knowledge – life and death • Materiality – yams for politics vs economics • Social relations – owners and workers, men and women, adults and children, dala and clan • Power – patriarchy and matrilineage • Genealogy – fieldwork implications • Andro/gynocentrism – researcher lens • Big 6: What does it mean to live in a society? • Big 6: What does it mean to be a person? 	<ul style="list-style-type: none"> • Conceptual comparison • Evaluation • Recognising position of researcher • Considering and methodological choices • Paper 1 exam skills • <i>Comparative application of theoretical frameworks</i> 	<p>Exam Paper 1: short answer questions and Big 6 <i>Paper 1: section B</i></p> <p>Internal assessment N/A</p>

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			<ul style="list-style-type: none"> • <i>Particularistic/universalistic</i> • <i>Anthropological ethics</i> 		
4	Engaging with ethnography Thinking anthropologically	<ul style="list-style-type: none"> • 'The Trobrianders of Papua New Guinea' (Weiner) • Feminism • <i>Marxism</i> 	<ul style="list-style-type: none"> • Interview and observation – comparison and evaluation • Symbolism – role of men and women • Exchange – through yams, Kula ring and mortuary distributions • Fieldwork – implications of context and methodology • <i>Production and consumption</i> • <i>Social relations</i> • <i>Mode of production</i> • <i>Conflict/cohesion</i> • <i>Structure/agency</i> 	<ul style="list-style-type: none"> • Exploring methodology • Exploring position of researcher • Evaluation and synthesis • Recognising the significance of ethnographic context • Paper 2 exam skills • <i>Comparative application of theoretical frameworks</i> • <i>Critical evaluation of theoretical frameworks</i> 	Exam Paper 2: section A

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Term	Unit theme	Studies/theories	Knowledge/concepts/themes	Skills	Assessment
5	Engaging with ethnography	<ul style="list-style-type: none"> • 'The Trobrianders of Papua New Guinea' (Weiner) 	<ul style="list-style-type: none"> • Identity – re social relations, parenthood • Power – chiefs and hierarchy • Hidden curriculum – implicit legitimation 	<ul style="list-style-type: none"> • Exploring the relevancy of ethnographic context • Evaluating position of researcher 	Exam PPEs (partial paper 1 only)

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	Thinking anthropologically	<ul style="list-style-type: none"> • ‘Learning to Labour’ (Willis) • <i>Marxism</i> • <i>Neo Marxism</i> • <i>‘The Gift’ (Mauss)</i> 	<ul style="list-style-type: none"> • Belief and knowledge – socialisation, role allocation and qualifications • Classifying the world – class, gender, role, ethnicity • Production, consumption and exchange – power, knowledge, control, class, respect • Belonging – culture vs subculture, WC vs MC • <i>Materialist/idealist</i> • <i>Gift exchange and total prestation</i> • <i>Moka and potlatch</i> 	<ul style="list-style-type: none"> • <i>Comparing and evaluating theories through perspective</i> • <i>Use of secondary data</i> 	Internal assessment <i>HL: IA Stage 1 and literature review</i>
6	Engaging with ethnography Thinking anthropologically	<ul style="list-style-type: none"> • ‘Learning to Labour’ (Willis) • Neo Marxism • <i>Neo Marxism</i> • <i>Perspective</i> 	<ul style="list-style-type: none"> • Class form – institutional culture • Exchange – expectation, acceptance and resistance • Subculture – change, identity and role • Resistance – social actors, paradigms and structure • Inequality and reproduction – myth of meritocracy and illusion of opportunity • Structure/agency – multi-positional approaches • <i>Research diaries</i> 	<ul style="list-style-type: none"> • Key and related concept application for complex analysis • Critical use of ethnographic context • <i>Comparing and evaluating theories through perspective</i> 	Exam Paper 1: compare and contrast Internal assessment <i>SL: IA stage 3</i> <i>HL: IA stage 2 (and 3)</i>

Y E A R 1 3					
Term	Unit focus	Studies/theories	Knowledge/concepts/themes	Skills	Assessment
1			<ul style="list-style-type: none"> • Subculture – cultural change and resistance 	<ul style="list-style-type: none"> • Essay writing skills 	Exam

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	Engaging with ethnography Thinking anthropologically	<ul style="list-style-type: none"> ● 'Learning to Labour' (Willis) ● 'The Yanomamo' (Chagnon) ● <i>Cultural ecology (Seward)</i> ● <i>Protein theory (Harris)</i> ● <i>Evolutionism</i> ● 'The Gift' (Mauss) 	<ul style="list-style-type: none"> ● Production, consumption and exchange – class inequalities, knowledge and power ● Belonging – to a group (person vs society), social agent vs structure ● Conflict – 'us' and 'them', acceptance and rejection ● Classifying the world – identity, labelling, role models ● <i>Productive and reproductive technology</i> ● <i>Culture and nature</i> 	<ul style="list-style-type: none"> ● Writing in timed conditions ● Comparison and conceptual analysis for argument ● Critical evaluation ● <i>Comparing and evaluating theories through perspective</i> ● <i>Comparing and contrasting position of researcher</i> 	Paper 2 Internal assessment SL: IA stage 4 HL: IA stage 3 and 4
2	Engaging with ethnography Thinking anthropologically	<ul style="list-style-type: none"> ● 'The Yanomamo' (Chagnon) ● <i>'The Story of Asdiwal' (Levi-Strauss)</i> ● <i>Structuralism</i> ● <i>'Deep play: notes on the Balinese Cockfight' (Geertz)</i> ● <i>Interpretivism</i> 	<ul style="list-style-type: none"> ● Warfare – conception and social construction ● Conflict – as a form of social control, for resolution, as expression of beliefs ● Myth – oral histories, socialisation and custom ● Symbolism – of beliefs and values ● Identity – individual vs group, ● <i>Binary oppositions</i> ● <i>Structures of mind</i> ● <i>Thick/thin description</i> ● <i>Macro/micro</i> 	<ul style="list-style-type: none"> ● Essay writing skills ● Writing in timed conditions ● Comparison and conceptual analysis for argument ● Critical evaluation ● <i>Comparing and evaluating theories through perspective</i> ● <i>Comparing and contrasting position of researcher</i> 	Exam PPEs (full paper 1 and partial paper 2) Paper 2: section B Internal assessment SL and HL: IA completion
3	Engaging with ethnography Thinking anthropologically	<ul style="list-style-type: none"> ● 'The Yanomamo' (Chagnon) ● 'The Cultural Ecology of India's Sacred Cattle' (Harris) ● Additional readers for supplementary use 	<ul style="list-style-type: none"> ● Materiality – impact of environment on cultural practices ● Symbolism – variations of value ● Belief and knowledge – cosmos and religion ● <i>Materialism – determinism, cost/benefit model</i> 	<ul style="list-style-type: none"> ● Application of ethnographic examples to course key concepts ● Compare and contrast – ethnography, methodology, <i>theory</i>/perspective and context ● Critical evaluation 	Exam Paper 1 and 2

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		<ul style="list-style-type: none"> • Cultural materialism • Cultural ecology 	<ul style="list-style-type: none"> • Comparison of analysis - one social phenomenon by cultural materialism, Marxism and functionalism 	<ul style="list-style-type: none"> • Theoretical analyses 	
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Y E A R 1 3					
Term	Unit focus	Studies/theories	Knowledge/concepts/themes	Skills	Assessment
4	Revision	<ul style="list-style-type: none"> • All course content – through practice papers, exam style questions and tasks designed to develop technique, planning methods and time management (see separate outline for this block of lessons) 			Exam Paper 1 and 2
5					