

## Extended Essays in Social and Cultural Anthropology

These subject guidelines should be read in conjunction with the "Introduction", "Outline" and "Details—all essays" sections of this guide.

### Overview

An extended essay in social and cultural anthropology provides students with an opportunity to develop an awareness of what constitutes a distinctively anthropological approach to the organization of human life in society and culture. Extended essays should be based on published ethnographic research. Students are expected to demonstrate, in the presentation of the research, their knowledge and understanding of the methods and aims of social and cultural anthropology.

### Choice of topic

Social and cultural anthropology is not a "residual" category for essays that do not fit into any other extended essay subject. Students must choose topics that lend themselves to anthropological investigation, and must carefully consider their choice of topic in terms of the assessment criteria.

An extended essay in social and cultural anthropology should analyse a topic from a theoretical or comparative perspective, based on the student's own original analysis and on a solid understanding of the theoretical issues concerned. Students who intend to tackle comparative projects must be aware that research strategies involving two or more societies may call for greater narrowing of the research focus than a study in a single society. For example, a comparative analysis of Mexican and US views of death cannot be conducted successfully in the context of an extended essay because the topic is too broad. The research would have to be narrowed down by focusing, for example, on specific sub-groups of each society, as well as on a few well-chosen contrasting points, from which the student would identify underlying patterns and causes.

Extended essays that address issues in subfields of anthropology other than sociocultural anthropology, such as archeology, primatology or the study of human evolution, are not appropriate. Extended essays in linguistic anthropology are acceptable, provided that they demonstrate the student's ability to analyse language in its sociocultural context. Students interested in conducting a research project in linguistic anthropology should be warned that such research frequently presumes a background in both sociocultural anthropology and linguistics.

Extended essays that seek to find solutions to social problems in an abstract fashion, that consist of polemic arguments for a particular position, or that present value judgments, are not appropriate. For example, the research question "Abortion: can one make a decision concerning the life of another human being?" cannot be analysed from the perspective of social and cultural anthropology.

Students must be aware that an emotional or experiential commitment to a particular issue can blunt their analysis of the topic. Personal commitment must be reinforced with intellectual and academic work, including explicit reference to what anthropologists have had to say about an issue. For instance, anthropologists have written a great deal about the role of women in Islam, so an essay that addresses the issue from a theological interpretation of sacred texts, or from journalistic accounts, will be marked down unless it frames the discussion within the context of anthropological research on religion and/or gender in specific societies.

The title of the extended essay must indicate a specific focus and problem, usually with reference to a specific group. Essay titles that are too general almost inevitably lead to a discussion that is inappropriately descriptive and superficial. In contrast, more tightly focused essay titles encourage clear expositions of ethnographic research conducted among specific groups, with an attention to theoretical implications.

The following examples of titles for social and cultural anthropology extended essays are intended as guidance only. The pairings illustrate that focused topics (indicated by the first title) should be encouraged rather than broad topics (indicated by the second title).

- "The Sioux sweat lodge: ethnic revival and New Age appropriations" **is better than** "Native American culture".
- "Transnationalism and the labour market: South Asian workers in the Kuwaiti service industry" **is better than** "South Asians in the Middle East".

# Social Cultural Anthropology Extended Essay

**Paul Hoang, Joseph Koszary**



## **Social Cultural Anthropology Extended Essay:**

Extended Essay for the IB Diploma Paul Hoang, Joseph Koszary, 2025-02-17 Unlock the path to excellence with Extended Essay for the IB Diploma developed in cooperation with the International Baccalaureate Aligned with the latest IB syllabus first teaching 2025 first assessment 2027 this comprehensive resource is designed to build confidence and clarity at every stage of the Extended Essay journey Proven strategies for success Equip students with expert insights and effective techniques and strategies for achieving top marks Focused on student clarity and confidence From citation and critical thinking to IB specific requirements each chapter is crafted to simplify complex concepts and give students the confidence they need to succeed Step by step guidance From topic selection to final reflection every chapter provides structured support for a seamless writing process Focus on academic integrity and responsible AI use Help students uphold academic honesty and navigate AI responsibly in academic writing Real world relevance and interdisciplinary insight Encourage deeper exploration and problem solving that transcends classroom boundaries

**Perspectives on the IB Diploma Core** Jeff Thompson, Judith Fabian, Mary Hayden, 2019-10-15 The Diploma Programme was the first programme to be devised and implemented by the International Baccalaureate over fifty years ago Since its creation the curriculum upon which the programme is based has been continuously developed to take into account the rapidly changing needs of students schools higher education and employment contexts For much of that time the programme has included three essential components that must be undertaken by students who wish to graduate with the Diploma Theory of Knowledge Extended Essay and Creativity Activity Service CAS Taken together over time these have come to be regarded as a core of the Diploma Programme although they were not described as such at the outset This edited collection is intended to provide input into the current review of the IB Diploma Programme It comprises contributions from experienced authors researchers and practitioners who were invited to reflect upon the nature of the core as it exists at present to raise issues in relation to the future development of the core and to share experience in the learning and teaching of the core components across a wide range of schools in both national and international systems of education Questions concerning the concept of the core as a whole developing students as internationally minded thinkers and the challenges of bringing coherence to the core in establishing a holistic approach to the curriculum underpin the individual chapters throughout Contributors Edward Allanson Tom Brodie John Cannings Christian Chiarenza Mary Donnellan Jenny Gillett Robin Julian Julian Kitching Justin Laleh Ann Lautrette James MacDonald Shona McIntosh Heather Michael Paul Regan John Royce John Sprague George Walker

**The International Baccalaureate: 50 Years of Education for a Better World** George Walker, Ian Hill, Judith Fabian, 2018-10-19 To celebrate its 50th anniversary the IB proudly invites you to read about the first half century of its ongoing story Written by a series of significant figureheads and stakeholders this book describes and celebrates the ways in which the IB has seized the opportunity not only to address the need for an internationally recognized certification of

educational achievement but also to frame a global vision for values based learning that improves the prospects for a better and more peaceful world Contributors Carolyn Adams Sir John Daniel Judith Fabian Howard Gardner Laura Gardner Jenny Gillett Matt Glanville Judith Guy Robert Harrison Gareth Hegarty Ian Hill Carol Inugai Dixon Siva Kumari Andrew Macdonald Andrew Macle hose Pilar Quezzaire Angela Riviere Dominic Robeau George Rupp HRH Princess Sarvath El Hassan of Jordan Anthony Tait Nicholas Tate George Walker

**IB World Schools Yearbook 2013** Jonathan Barnes, 2012 There are currently more than 3600 IB World Schools and this number is growing annually The IB World Schools Yearbook is the official guide to schools authorised to offer the International Baccalaureate Primary Years Middle Years Diploma and Programmes It tells you where the schools are and what they offer and provides up to date information about the IB programmes and the International Baccalaureate This is an ideal reference for schools administration parents and education ministries worldwide as it provides a comprehensive reference of IB World Schools for quick and easy access raises the profile of schools within the IB World School community and beyond reinforces a sense of belonging to the IB World School community

**IB World Schools Yearbook 2011** Wendy Bosberry-Scott, 2011 This yearbook is the official guide to schools offering the International Baccalaureate Diploma Middle Years and Primary Years programmes It tells you where the schools are and what they offer and provides up to date information about the IB programmes and the International Baccalaureate Organization

**Theory in Social and Cultural Anthropology** R. Jon McGee, Richard L. Warms, 2013-08-28 Social and cultural anthropology and archaeology are rich subjects with deep connections in the social and physical sciences Over the past 150 years the subject matter and different theoretical perspectives have expanded so greatly that no single individual can command all of it Consequently both advanced students and professionals may be confronted with theoretical positions and names of theorists with whom they are only partially familiar if they have heard of them at all Students in particular are likely to turn to the web to find quick background information on theorists and theories However most web based information is inaccurate and or lacks depth Students and professionals need a source to provide a quick overview of a particular theory and theorist with just the basics the who what where how and why if you will In response SAGE Reference plans to publish the two volume Theory in Social and Cultural Anthropology An Encyclopedia Features Benefits Two volumes containing approximately 335 signed entries provide users with the most authoritative and thorough reference resource available on anthropology theory both in terms of breadth and depth of coverage To ease navigation between and among related entries a Reader s Guide groups entries thematically and each entry is followed by Cross References In the electronic version the Reader s Guide combines with the Cross References and a detailed Index to provide robust search and browse capabilities An appendix with a Chronology of Anthropology Theory allows students to easily chart directions and trends in thought and theory from early times to the present Suggestions for Further Reading at the end of each entry and a Master Bibliography at the end guide readers to sources for more detailed research and discussion

Classic Anthropology John William Bennett,

Classic Anthropology is Bennett's label for the work produced by anthropologists during the period 1915-1955 which many believe represents the most productive era in the discipline's history. It is also one that can never be repeated given the fact that most of anthropology's basic data—the ideas and customs of tribal peoples—have been extinguished or greatly transformed by modernization and nationalization. The book is composed of some fifteen essays. Among the issues examined are the emergence of a functionalist viewpoint in ethnology; the difficulties of developing a theory of human behavior because of the focus on culture; the search for concepts of culture to serve specialized needs; the neglect of social psychology by the culture and personality field; how value judgments emerged willy nilly or conversely were neglected in ethnological research; how applied anthropology was challenged by Action Anthropology; and how the interdisciplinary anthropology of the late 1940s was submerged in the postwar effort to return the discipline to traditional roots. Individual anthropologists whose work is examined include, among others, Bronislaw Malinowski, Leslie Spier, Alfred Kroeber, Ralph Linton, Margaret Mead, Ruth Benedict, Clyde Kluckhohn, Gregory Bateson, and Walter Taylor.

*Classic Anthropology* John W. Bennett, 2017-11-30

Classic anthropology is Bennett's label for the work produced by anthropologists between 1915 and 1955. In this book, Bennett criticises classic anthropology for neglecting the contemporary world and modern societies.

British Universities' Guide to Graduate Study, 1993

Medical Anthropology in Europe Doreen Montag, 2005

This handbook to existing medical anthropology programs at the undergraduate and postgraduate level in Europe is designed for students who are looking for suitable training and professionals who are looking for expertise in the field.

**Theory of Knowledge for the IB Diploma Fourth Edition** Carolyn P. Henly, John Sprague, 2020-04-27

Developed in cooperation with the International Baccalaureate, this guide confidently navigates the Theory of Knowledge Guide with a set of rich and engaging resources grounded in conceptual considerations and illustrated with real-world examples. Guide students by helping them examine the nature of knowledge and their own status as a knower. Develop diverse and balanced arguments with a variety of activities, case studies, and Deeper Thinking features. Aid understanding with in-depth discussions of the twelve course concepts and detailed definitions of all key terms. Provide assessment support with guidance relating to the TOK Exhibition and Essay. Free online material available at [hoddereducation.com/ib/extras](http://hoddereducation.com/ib/extras). Also available: Theory of Knowledge Student eTextbook 9781510475458, Theory of Knowledge Whiteboard eTextbook 9781510475441, Theory of Knowledge Teaching for Success 9781510474659, Theory of Knowledge Skills for Success 9781510474956, Theory of Knowledge Skills for Success Student eTextbook 9781510475472.

**Making Sport History** Pascal Delheye, 2014-05-23

The field of sport history is a relatively new research domain situated at the intersection of a number of disciplines and sub-disciplines. This interdisciplinarity has created interesting avenues for growth and fresh thinking but also inherent problems of coherence and identity. Making Sport History examines the development of an academic community around sport history, exploring the roots of the discipline, its current boundaries, borders, and challenges, and looking ahead at future prospects. Written by a team of world-leading sport historians with

commentaries from scholars working outside of the sport historical mainstream the book considers key themes in the historiography of sport including The relationship between history sport studies and physical education Comparative analysis of the role of historians in the writing of sport history Modern and post modern approaches to sport history Race gender and the sport historical establishment The role of scholarly organisations conferences and journals in discipline building Presenting new perspectives on what constitutes sport history and its core methodologies the book helps explain why historians have become interested in sport why they've chosen the topics they have and how their work has influenced the wider world of history and been influenced by it Making Sport History is essential reading for any advanced student scholar or researcher with an interest in sport history historiography or the history and philosophy of the social sciences

**Introducing the IB Diploma Programme** Marc Abrioux, Jill Rutherford, 2013-02-14 Schools wishing to introduce the IB diploma programme are faced with major investment in terms of time effort and money in order to become authorised This manual is a resource for schools already offering the diploma as well as for prospective diploma schools **Outsider Within** Faye Venetia Harrison, 2008 Envisioning new directions for an inclusive anthropology **In/Different Spaces** Victor Burgin, 1996-10-31 Book on art and philosophy **The Study of Ethnomusicology** Bruno Nettl, 1983 The Baccalaureate Graham Phillips, Tim Pound, 2003-12-16 Every year the UK A Level results bring with them the inevitable tide of questions about the quality and standard of the exams Are they getting easier Is studying for three or four subjects in great detail right in the modern world Can standards and pass rates be sustained One option already available to schools and students is the baccalaureate system With reform of the gold standard A level likely and with qualification reform in Wales and Scotland already a reality this unique book will be essential reading for anyone who needs to know about the post 16 qualifications debate Covering national and international approaches the IBO curriculum reform and political and educational imperatives the book including expert contributions by the leading figures in the bac debate from the HE state and independent schools sectors as well as from political and research fields *Choosing Your A-Levels and Other Post-16 Options* Gary Woodward, 2008-09-15 This book gives an overview of the different courses and qualifications available to young people post GCSE It profiles over 40 of the most popular A level AS level and new diploma subject areas listing everything students need to know to make an informed choice The only book on the market to link post 16 options to future career aspirations it contains independent advice providing all the options so that students can choose which route is best for them without outside influence pressure Easily navigable it is divided into sections by subject area and listed alphabetically making it easy for students to browse Author Gary Woodward is a qualified careers consultant and has significant experience of advising young people about education and career options as well as job hunting **Rediscovering Paul** Norman R. Petersen, 2008-08-18 In this groundbreaking work Norman R Petersen integrates contemporary literary critical sociological and anthropological insights into the traditional arena of historical critical methods he demonstrates how these new

approaches can be used to interpret biblical texts especially Paul's letters The Letter to Philemon serves as a case study Yet Petersen focuses on the narrative world of Paul as well for one cannot be truly understood without the other This work articulates a sociology of letters explores the social structures which underlie the social relations of the actors in Paul's world and deals with the systems of belief knowledge and value that define the identities of these actors and motivate their actions Here is cutting edge scholarship *Choice* ,2008

This book delves into Social Cultural Anthropology Extended Essay. Social Cultural Anthropology Extended Essay is a vital topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Social Cultural Anthropology Extended Essay, encompassing both the fundamentals and more intricate discussions.

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