Exercise walk-through

# 3.1
# Anthropological practice

International Baccalaureate · IB Diploma · Social and Cultural Anthropology · HL

# Methods

- **Field notes** : write what you see (who, what, where, when) separately from what you think it means.
- **Observation**: the same place at the same time on several days, so that you see patterns, not one-off events.
- **Interviews** : short, open questions ("Can you tell me about ...?"), which bring in the emic view.
- **Maps and counts**: a plan of the space with flows of people; tallies of a behaviour.

# Sources for this lesson

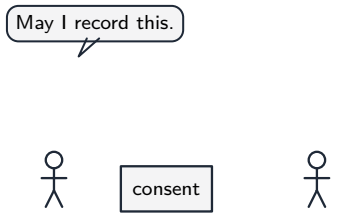
- International Baccalaureate, *Social and Cultural Anthropology guide* (first assessment 2019), internal assessment criteria.
- C. Geertz, "Deep Play: Notes on the Balinese Cockfight", in *The Interpretation of Cultures* (1973).
- American Anthropological Association, *Principles of Professional Responsibility* (2012).
- R. Emerson, R. Fretz and L. Shaw, *Writing Ethnographic Fieldnotes* (2nd edition, 2011).

# Check yourself

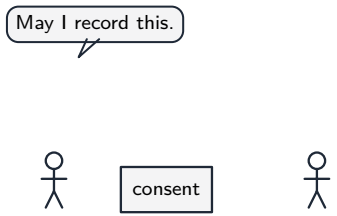
- 1.
- How does the internal assessment differ between SL and HL in hours and weight? 2.
- Why did the Balinese villagers start talking to the Geertzes? 3.
- Turn "students and their phones" into a focused fieldwork question with one concept. 4.

# Exercises 2.1·2.2

**2.1** Name the four stages of the fieldwork cycle. [4]

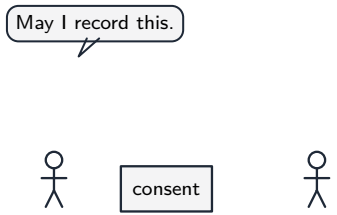



**2.2** Name the three fieldwork methods the toolkit lists. [3]



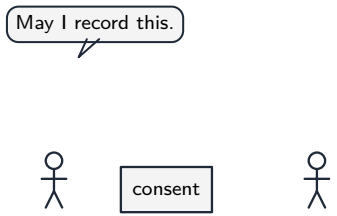
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**2.1** Observe (1); collect (1); interpret (1); reflect (1).

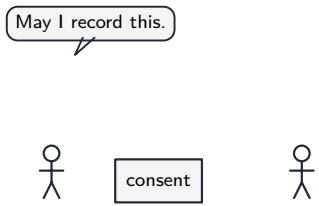
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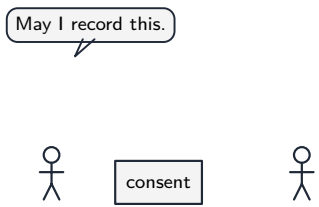

**2.2** Observation (1); counting and mapping (1); short interviews (1).

# Exercises 2.3·2.4

**2.3** Name the three non-negotiable ethics rules, plus the permission that comes first. [4]

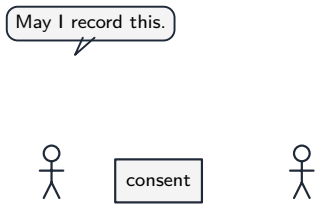



**2.4** Why run the cycle twice rather than once? [2]



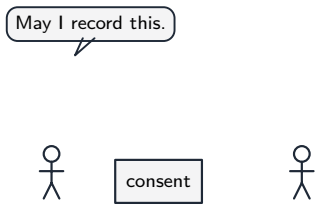
# Exercises 2.3·2.4

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**2.3** Informed consent (1); anonymity (1); do no harm (1); school permission first (1).

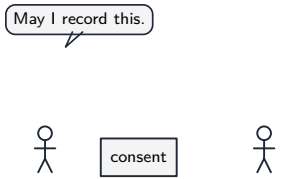
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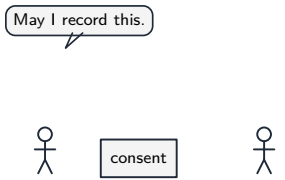

**2.4** The second pass tests the first (does the pattern hold?) (1); and the extension adds what the first could not see (1).

# Exercises 2.5·3.1

**2.5** What does the critical reflection judge? [2]

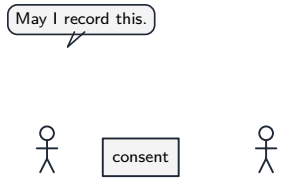



**3.1** *(Method style.)* The corridor project maps the same minute on five days rather than one observation. Justify the choice, and name what it still cannot see. [4]



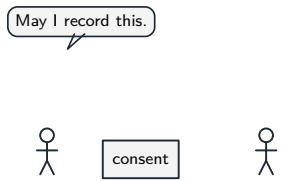
# Exercises 2.5·3.1

**2.5** What does the critical reflection judge? [2]




**2.5** The practice itself: what the methods could and could not see (1); what the second collection changed and what the anthropologist would do next (1).

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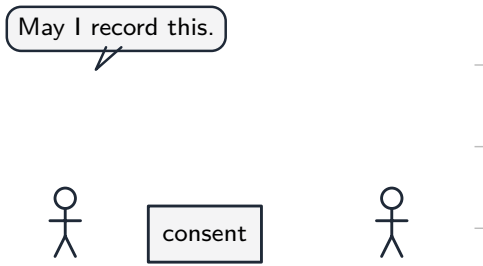



**3.1** Justification: five same-minute maps make the flows comparable (one observation is one morning's accident) (2); limit: the map sees movement, not meaning (why the door is held, what the holding means), so it cannot interpret (2).

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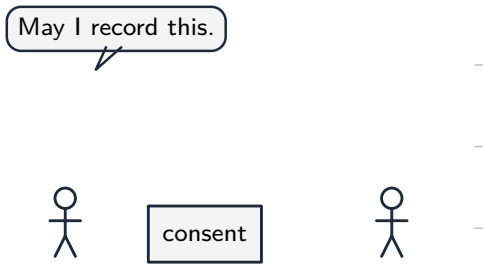
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**3.2** *(Ethics style.)* A student wants to film the corridor anonymously for the project. Draft the ethics verdict. [4]



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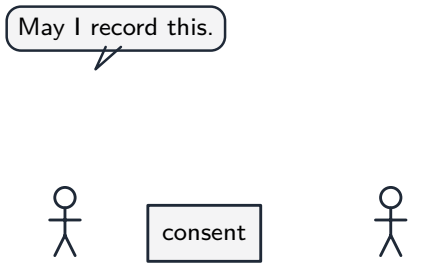
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**3.2** Anonymous filming still fails consent: the studied do not know they are studied (2); verdict: explain the project and get consent, or replace the camera with the hand-drawn map that anonymises individuals into flows (2).

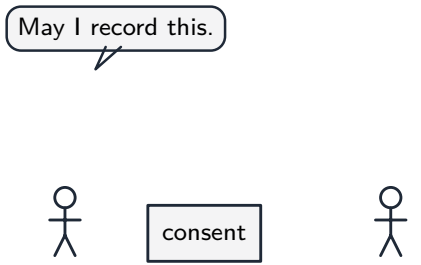
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**3.3** Power (or social relations): the door is held by position and familiarity (the narrow door's queue holds itself; the regular's door held open), so micro-rules distribute who waits and who passes: the concept named (1); the first evidence used (1); the second evidence used (1).

Local review guidance: (R1) 3.1 argues comparability; 3.2 grounds the verdict in the rules; 3.3 names the concept and uses both evidences. Authored guidance.