ANTHROPOLOGY 200

**Study Guide #6**

Week Oct. 20 - 24

Covering:

 Lecture 13 & 14

 Readings:

 Venkatesh, Chapters 4, 5, 6 & 7

 Chase 3 & 4

IDs

Board of directors

Adolescent stress hypothesis

“path to a decent legitimate job practically invisible”

 “He’s taxing every one of them now”

*Coming of Age in Samoa*

Identity formation

G. Stanley Hall

Sleep crawler

Precocious puberty

Recreational lying

Derek Freeman

Age set

Age grade

Age villages

Moran

Ms. Bailey

Officer Jerry

Reggie

Underground economy

Endless pursuit of perfection and excellence

uni-ball

“How the hell did I get fucking black in me!”

*How to Survive in Shark Infested Waters*

“My garbage can”

“That is like a toothpick”

FUBAR

 “four people in one *night* is a lot”

belly tricks

Topless Tuesday

“Oh! I look at shoes too.”

“I honestly love your hair the way it is now”

QUESTIONS

1. What skills did Venkatesh discover one needed to be gang leader for a day?
2. What explanation did J.T. for why he had to beat up C-Note and Brass?
3. In Venkatesh’s research how does a lack of access to resources and racism effect adolescence among the projects in Chicago?
4. What is the status of women in the projects as revealed by Venkatesh? How might it be related to the lack of jobs for both men and women
5. Why is adolescence considered to be a Western invention?
6. Why was Margaret Mead’s work in Samoa so important?
7. What are the major issues in the Mean/Freeman debate? What have most anthropologists concluded about Meads work in Samoa?
8. How does the students’ behavior with opposite sex friends reveal that much of their usual behavior is a performance?
9. What are the gender differences in how the ideals of “self” and “other” play out in the lives of the Bolton students? What are some examples?
10. What are the gender differences in how the ideals of “individuality” and “conformity” play out in the lives of the Bolton students? What are some examples?
11. What are some of the ways the Bolton students feel pressure to conform in regards to sexuality?
12. What are some of the gender/class/ethnic differences apparent in the student’s attention to appearance?