ANTHROPOLOGY 0200

**Study Guide #7**

 Week Oct. 27 – 31

Covering

 Lectures: 15 & 16

 Readings:

 Chase, Chapter 5, first half of chapter 6

 Roose, Chapter 1 & 3

 Movie:

 *God Grew Tired of Us*

**IDS**

“No time even for the family to be together.”

“One day we find 28 messages.”

The most dangerous job in America

$3.30 an hour

“Why do Drug Dealers Live With Their Moms?”

The Harvard Adolescent Project

hame

Arnold Van Gennep

Rites of Passage

Ritualized homosexuality

Food taboos

Liminality

Separation

Transition

Incorporation

“To steal without getting caught”

Cow jumping

Sambia

Flute ceremony

Possum-Liver Spitting Ceremony

Communitas

 “Yeah, he had a knife under his bed for, like, two weeks.”

“”[Y]ou are kind of friends with people who are like you. Like you are not really friends with people that are totally opposite from you . . . looks-wise.”

nerdery

“You went to Brown?” “Wow, it must be terrible there.”

“So Rooster, when you went to Brown did you, uh, party? . . . No way. Like you drink and everything?”

***Questions:***

1. What are initiation rites and what is their function?

2. What is the purpose of the intense initiation rites for boys among the Sambia?

3. What are the cliques found at Bolton based on? Does it differ for males and females?

4. Why did the students at Bolton get so upset when the diversity group from Brown came to their school?

5. Did the Ijo traditionally have a stage that corresponds to “adolescence”? How is that changing?

6. What gender differences in work occur in the lives of Ijo children between 12 and14?

7. How do the lives of 16 year-old boys and girls differ in regards to responsibilities and friends?

8. How does the Ijo view of sexuality differ from what is typical in the U.S.?

9. Which gender do the Ijo boys and girls wish to be? Why? How was this tested?

10. What is the difference between being “autonomous” and being “independent,” and how do the Ijo and Americans view these differently in relation to establishing identity and achieving adulthood?

12. What are some of the ways Roose found that the adolescent experience at Liberty differed from the adolescent experience at Brown?