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Term: Spring 2016
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Office hours: TR 4:30-5:30 pm

***ANTH 328
NEW GUINEA
104 Condon Hall
TR 3-4:20 pm***

The course introduces students to one of the most ethnically and linguistically diverse areas of the world: to New Guinea, the second largest island in the world. New Guinea divides between a western half, which comprises two provinces of Indonesia (West Papua and the larger province, Papua), and an eastern half, which, since 1975, when Australia relinquished colonial control, has been the Independent State of Papua New Guinea. The course provides exposure to both halves, but, because of the relative dearth of reading materials in English on Papua and West Papua, it favors Papua New Guinea (PNG), which is where the instructor does her research. Course materials are divided between readings and films that reflect cultures and societies as they were before contact and colonialism and readings and films that depict contemporary cultures and societies. There is, then, a kind of “before”-and-“after”-colonialism contrast built into the course.

Expected learning outcomes include knowledge about the following:

- warfare and violence: it’s a man’s world
- ritual, art, and the body: Asmat headhunting (Indonesia)
- gender, sexualities, marriage, and the body (PNG highlands and Papuan variations)
- male initiation ritual
- Gebusi sorcery and the resurgence of sorcery and witchcraft in the PNG highlands
- exchange and prestige
- first contact and WW II exposure to the wider world
- Indonesian colonialism in Papua/West Papua
- cargo cults and millenarian movements
- the Gebusi’s penchant for change
- development and new cultural trends
- violence against women
- mining and its impacts in an era of human rights

Readings, films, and powerpoint lectures

We will read the book *The Gebusi: Lives Transformed in a Rainforest World*, 4th edition, by Bruce Knauft. Books are available for purchase in the UO Bookstore and one has been placed on reserve in the Knight Library (PB Biersack A 1). All other readings will be available on Canvas. Most of the films that will be screened in class will be available through Knight Library Reserves and/or on Canvas. When you watch the films, you should take notes, as you will be asked about the films on exams. All powerpoint lectures will be posted on Canvas after class.

Performance requirements

There will be a sit-down midterm (4-28-16) and a final (6-8-16). The midterm will be worth 30% of your grade, and the final will be worth 40% of your grade. Students will be given a study guide for each exam, and there will be a review session. The exams will cover powerpoint/lectures, readings, and films. The final will be comprehensive.

You should make it your business to be present for these exams. You will need to inform anyone who is handling your travel arrangements of what the time and day of the final is. Excuses such as “My grandfather bought me a ticket that requires I leave Eugene before the final” will *not* be accepted, since you know as of the first day of the class when the final will be (or the midterm, for that matter) and it is your responsibility to inform your relatives of these dates and make it clear that you are tied up until the exams are over. Make-ups will be administered only if the student supplies complete documentation for an *acceptable* excuse for missing an exam, and the make-ups will be harder than the original exams.

In addition, students will be asked to write two response papers. The first will cover the film *First Contact*, in the context of other course materials. Guidelines for the response paper will be posted on Canvas on 4-14-16; turn in your paper in class on 4-21-16. The second will ask you to discuss the film *Joe Leahy's Neighbors*, in the context of other course materials. Guidelines for the response paper will be posted on Canvas on 5-12-16; you should turn in the paper in class on 5-19-16. The film will be screened and discussed in class. This may seem like an added burden but it will help you prepare for the midterm and final. Each such response exercise will be worth 15% of your grade.

Students will get bonus points for contributing knowledgeably to classroom discussion.

How to succeed in taking the midterm and final

These will combine short answer and essay exams. You will have a study guide, but it will contain no actual questions, only an indication of what you need to bone up on for the exam.

Rubric for the essay component of the midterm and final

Excellent (A): Excellent coverage of the materials (lecture/powerpoint, readings, and films); ideas are clearly expressed, with few misspellings; the questions asked are completely answered. Coverage of the materials you are being tested on is only excellent if you are able to demonstrate a grasp of the powerpoint/lecture materials and film **as well as a knowledge of the reading materials that goes beyond any use of these in the powerpoint/lecture materials.** In other words, getting an A in the course requires your doing the assigned readings and retaining information from them. Posted on Blackboard will be questions pertaining to each reading. You will be expected to know the answers to these questions on the exams.

Good (B): Solid coverage of the materials the test covers (lecture/powerpoint, readings, and films); the questions asked are for the most part answered.

Poor (C and D): Adequate but spotty coverage of the materials the test covers (lecture/powerpoint, readings, and films); the questions asked are just barely answered.

Failing (F): Shows an inadequate grasp of the course materials; does not answer the questions asked.

Grades

Grades will be posted on Canvas. The numerical value of various grades (A, B, C, etc.) will be determined after the midterm. **If you make frequent and sensible contributions to classroom discussion, you will receive a boost in your term-end letter grade.**

Special accommodation

Those who require special accommodation should contact the Office of Accessible Education, 164 Oregon Hall (541 346-1155).

Electronic devices

All electronic devices are to be turned off as long as you are in the classroom.

Classroom behavior

Attendance is not required. Those who do come to class should be prepared to learn and to participate as needed. At all times students should show one another as well as the instructor respect. This means no side talk, no inappropriate use of electronic devices (including the computer), and no eating. **Those who are disruptive in class will be reported to the Office of Student Conduct and Community Affairs** (relevant URL: <http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>).

COURSE OF STUDY***Week one***

March 29, 2016 Introduction to New Guinea

March 31, 2016 Beyond relativism: paradoxes and it's a man's world

Knauft, Bruce. 2016. *The Gebusi: Lives Transformed in a Rainforest World*, 4th edition. Long Grove, IL: Waveland Press. Read pp. 3-8 and 13-28 "Ethos: Key Concepts." In *Good Company and Violence: Sorcery and Social Action in a Lowland New Guinea Society*, pp. 61-80. Berkeley: University of California Press.

Resource: Knauft's web page on the Gebusi:
<http://www.anthropology.emory.edu/FACULTY/ANTBK/gebusiResearch/gebusi.html>

Langness, L. L. 1999. "Violence and Warfare." In *Men and Women in New Guinea*, pp. 20-38. Navato, CA: Chandler & Sharp.

Wardlow, Holly. 2006. *Wayward Women: Sexuality and Agency in a New Guinea Society*, pp. 9-19. Berkeley: University of California Press.

Week two

April 5, 2016 Headhunting, art, and the body: the Marind (or Marind-Anim) and the Asmat of Papua, Indonesia

Schneebaum, Tobias. 1990. *Embodied Spirits: Ritual Carvings of the Asmat*, pp. 26-44, 52-56. Salem, MA: Peabody Museum of Salem.

Hoffman, Carl. 2011. "What Really Happened to Michael Rockefeller?" Smithsonian Magazine, March 2014. Online: <http://www.smithsonianmag.com/history/What-Really-Happened-to-Michael-Rockefeller-180949813/?no-ist>

"The Search for Michael Rockefeller: Behind the Scenes." Online: <https://vimeo.com/100234675>

Knauft, Bruce M. 1993. "Asmat." In *South Coast New Guinea Cultures*, pp. 188-195. Cambridge: Cambridge University Press.

April 7, 2016 Male maturation rituals in the PNG highlands; male sexuality

Knauft, chapters 5 and 6.

Biersack, Aletta. 2004. "The Bachelors and Their Spirit Wife: Interpreting the *Omatisia* Ritual of Porgera and Paiela." Read pp. 101-109.

Film clip: *Guardians of the Flutes*

Week three

April 12, 2016 Exchange; Gebusi sorcery: the upside and downside of Gebusi exchange

Sillitoe, Paul. 1998. "Exchange Cycles in the Massim Archipelago." In *An Introduction to the Anthropology of Melanesia: Culture and Tradition*, pp. 69-83. Cambridge: Cambridge University Press.

Knauft, *The Gebusi*, chapters 3 and 4.

Film Clip: *Off the Verandah: Malinowski*

April 14, 2016 First contact in the New Guinea highlands

Anderson, Robin, and Bob Connelly. 1983. "Sky Men and the Living Dead." In *First Contact: New Guinea's Highlanders Encounter the Outside World*.

Film: *First Contact* (VT 01410); online: <https://vimeo.com/51548963>

Guidelines for the first response paper will be posted on Canvas by the end of the day.

Week four

April 19, 2016 Guest presentation: Mr. Lucas Erickson The Dark Side of the Greatest War

Hinz, E. *Pacific Island Battlefields of World War II*, chapter 8.

April 21, 2016 Contact and cargo cults

Turn in your first response paper in class.

Sillitoe, Paul. 2000. "Cargo Cults and Millennial Politics." In *Social Change in Melanesia: Development and History*, pp. 181-197. Cambridge: Cambridge University Press.

Raffaele, Paul. 2006. "In John They Trust." *Smithsonian Magazine*. Available online: <http://www.smithsonianmag.com/history/in-john-they-trust-109294882/>

Biersack, Aletta. 2013. "Beyond 'Cargo Cult': Interpreting *Mata Kamo*." In *Cargo Cults, Kastom, and Kago Kalja: Old Theories and New Realities in the Study of Melanesian Movements*, edited by Marc Tabani and Marcellin Abong, pp. 85-102. Marseilles: Pacific-Credo Publications Press, CNRS.

Film: *Angels of War*

Week five

April 26, 2016 Review for midterm

April 28, 2016 Midterm

Bring a green book and a pen.

Week six

May 3, 2016 Colonialism East and West

Most of the readings will be on West Papua; readings TBA.

May 5, 2016 Change among the Gebusi

Knauft, chapters 7-10.

Week 7

May 10, 2016 The cultural trends of development I

Knauft, chapters 11 and 12.

Finney, Ben. 2003. "From the Stone Age to the Age of Corporate Takeovers." In *Globalization and Culture Change in the Pacific Islands*, ed. by Victoria S. Lockwood. Englewood Cliffs, N.J.: Prentice-Hall.

Martin, Keir. 2007. "Your Own *Buai* You Must Buy: The Ideology of Possessive Individualism in Papua New Guinea." *Anthropological Forum* 17(3): 285-298.

Macintyre, Martha. 2013. "Instant Wealth: Visions of the Future on Lihir, New Ireland, Papua New Guinea." In *Cargo Cults, Kastom, and Kago Kalja: Old Theories and New Realities in the Study of Melanesian Movements*, edited by Marc Tabani and Marcellin Abong, pp. 123-146.

May 12, 2016 The cultural trends of development II

Screening and discussion of *Joe Leahy's Neighbors* (VT 01781)

Guidelines for your response paper on *Joe Leahy's Neighbors* and related materials will be posted on Canvas by the end of 5-12-16. This is due in no later than 5-19-16 in class.

Week 8**May 17, 2016 Youth, crime, the resurgence of tribal warfare**

Goddard, Michael. 2005. "Rascal Road."

Macintyre, Martha. 2008. "Police and Thieves, Gunmen and Drunks: Problems with Men and Problems with Society in Papua New Guinea." In "Changing Pacific Masculinities: The 'Problem' of Men," edited by John P. Taylor. *The Australian Journal of Anthropology* 19(2):179-193.

Wiessner, Polly. 2010. "Youths, Elders, and the Wages of War in Enga province, PNG." State, Society and Governance in Melanesia, Australian National University, Discussion Paper 2010/3. **Read pp. 9-19 only.**

May 19, 2016 Women today I

Wardlow, Holly. 2006b. "All's Fair When Love Is War: Romantic Passion & Companionate Marriage among the Huli of Papua New Guinea." In *Modern Loves: The Anthropology of Romantic Courtship and Companionate Marriage*, edited by Jennifer S. Hirsch and Holly Wardlow, pp. 51-77. Ann Arbor: University of Michigan Press. **Read pp. 51-66 and pp. 74-76 only.**

One reading TBA

Garap, Sarah. 1999. "The struggles of women and girls in Simbu Province."

Turn in your second response paper in class.

Week nine**May 24, 2016 Women today II; mining in Papua New Guinea and Papua**

Mitchell, Deana. 2013. "Crying Meri: Violence Against Women in PNG." Online: <http://abcnews.go.com/blogs/headlines/2013/06/crying-meri-violence-against-women-in-papua-new-guinea/>

Chandler, Jo. 2014. "Violence Against Women in PNG: How Men Are Getting Away with Murder." Online: <http://www.lowyinstitute.org/publications/violence-against-women-png-how-men-are-getting-away-murder>

Connell, John. 1997. "Mining: The Source of Economic Growth."

"Below a Mountain of Wealth, a River of Waste"

(<http://www.nytimes.com/2005/12/27/international;>

(<http://www.nytimes.com/2005/12/27/international/asia/27gold.html?pagewanted=all>)

“The Amungme, Kamoro and Freeport: How Indigenous Papuans Have Resisted in the World’s Largest Gold and Copper Mine.” 2001. *Cultural Survival* 25(1) (<http://www.culturalsurvival.org/ourpublications/csq/article/the-amungme-kamoro-freeport-how-indigenous-papuans-have-resisted-worlds->).

May 26, 2016 Mining in Papua New Guinea

Coumans, Catherine. 2011. "Occupying spaces created by conflict: anthropologists, development NGOs, Responsible Investment, and mining." *Current Anthropology* 52(3): 29-43.

On the UN Guiding Principles concerning Business and Human rights. Online: http://business-humanrights.org/en/video-explanation-of-un-guiding-principles-on-business-human-rights?utm_source=Business+%26+human+rights+-+Weekly+Update&utm_campaign=1d7966d990-Weekly+Update+21+January+2014+20+2015&utm_medium=email&utm_term=0_3a0b8cd0d0-1d7966d990-174096133

Biersack, Aletta. 2016. “*Olgeta Meri Igat Raits?*’ (All Women Have Rights?)” EnviroSociety. Online: www.envirosociety.com/2016/01/olgeta-meri-igat-raits-all-women-have-rights

Week 10

May 31 and June 2, 2016 Preparation for the final

Finals week

June 8, 2016 Final exam 12:30-2:20 pm in room 104 Condon Hall

Bring a green book and a pen.

Restrictions on use of study guides

The study guides for exams are for the use of individual students. These should not be posted online. Anyone caught posting a course study guide online and/or filling it out will flunk the course and will be reported to the Office of Student Conduct. Note that the University of Oregon includes among its definitions of Academic Misconduct the “[g]iving or receiving of **unauthorized help** in an academic exercise” (emphasis added).

Also note:

Selling, preparing, or distributing for any commercial purpose course lecture notes or video or audio recordings of any course unless authorized by the University in advance and explicitly permitted by the course instructor in writing. The unauthorized sale or commercial distribution of course notes or recordings by a student is a violation of these Policies whether or not it was the student or someone else who prepared the notes or recordings.

Copying for any commercial purpose handouts, readers or other course materials provided by an instructor as part of a University of California course unless authorized by the University in advance and explicitly permitted by the course instructor or the copyright holder in writing (if the instructor is not the copyright holder).

“One People, One Soul . . . Free Papua”

(<http://www.youtube.com/watch?v=NapsxHQxfCs>)

"The Prime Minister Speaks Out about West Papua"

(<http://www.actnowpng.org/blog/png-prime-minister-speaks-west-papua#.VNgeRICGWoE.facebook>)