S Y L L A B U S

COURSE: ANTH 410 ETHICS IN ANTHROPOLOGY (Method)

TIME: Tuesdays 1:30-4:00 p.m., Fall Semester 2009

PLACE: Webster 104, University of Hawai`i @ Manoa

INSTRUCTOR:

Dr. Les Sponsel, Professor of Anthropology
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ORIENTATION

“Yet the ethics of anthropology is clearly not just about obeying a set of guidelines; it actually goes to the heart of the discipline; the premises on which its practitioners operate, its epistemology, theory and praxis. In other words, what is anthropology for? Who is it for?” Pat Caplan, 2003, The Ethics of Anthropology: Debates and Dilemmas, New York, NY: Routledge, p. 3).

Since the controversy surrounding Patrick Tierney’s book *Darkness in El Dorado* erupted in late 2000, there has been a substantial elevation in the level of information, sensitivity, discussion and debate about professional ethics in anthropology as evidenced, for example, in the markedly increased number of publications as well as sessions at the annual convention of the American Anthropological Association (AAA). The El Dorado controversy was never adequately resolved by the AAA, this itself an ethical problem. Likewise, inexplicably, the Society for the Anthropology of Lowland South America (SALSA) has almost totally ignored the controversy for about a decade now, this itself an ethical problem. (One can only wonder what indigenous Amazonians would think about this neglect).

The El Dorado controversy has subsided in recent years, although not completely, and in the future it may occasionally erupt again in minor ways judging from other controversies like that over the Tasaday. However, the impact of the El Dorado controversy may be reflected in the marked increase in periodical articles related to professional ethics in recent years. For instance, a recent search using the key word “ethics” of the Anthropological Index Online reveals the following number of citations per decade, although not all of the citations are relevant: 1950s – 0, 1960s – 10, 1970s – 25, 1980s – 35, 1990s – 422, and 2000s – 1,396. Likewise, there has been a marked increase since 2000 in sessions on ethics at the annual conventions of the AAA. More generally, the growth of professional ethics in anthropology can be surveyed historically through articles published in the journal *Current Anthropology* since 1960.

In recent years, however, the El Dorado controversy has been superceded by another broader ethical controversy in which the AAA is embroiled as well, this one surrounding the role of anthropologists embedded with the U.S. military in the wars in Afghanistan and Iraq, the so-called Human
Terrain System program that some view as mercenary anthropology http://www.aaanet.org).

With the above in mind this seminar will survey the historical development of professional ethics in anthropology with special attention to its relationship with American hot and cold wars throughout the 20th century and into the present and the various involvements of the American Anthropological Association. General background will be provided through scrutiny of the Nuremberg Code, Declaration of Helsinki, Belmont Report, institutional review boards, and the like as well as through discussing a combination of general textbooks and selected anthologies of case studies. The course will begin with a film and discussion about the case of anthropologist Alfred L. Kroeber at the University of California in Berkeley and Ishi, the last surviving member of the indigenous Yahi culture, to illustrate ethical dilemmas in the colonial context of American anthropology many of which persist to this day.

While our emphasis this semester will be on problems, issues, questions, and cases involving ethics in ethnographic fieldwork, we will also critically analyze a broad and diverse range of other subjects. For instance, we will debate a number of hypothetical cases of the violation of professional ethics in an imagined dysfunctional department of anthropology such as discrimination by members of a graduate admissions committee; a conspiracy by three faculty to sabotage a dissertation defense examination; sex and age discrimination in "collegial" relations; and the creation and maintenance of a personally and intellectually hostile work environment.

While the American Anthropological Association and other professional organizations in the discipline have established general ethical guidelines, they have yet to develop any strong sanctions for serious abuses, unlike the medical and legal professions that can revoke an individual’s license to practice. Therefore, the ethical conduct of an anthropologist ultimately remains largely a matter of individual morality and conscience in following the guidelines. This situation is reinforced by the variety, complexity, and difficulty of many ethical concerns. Nevertheless, general agreement within the profession is apparent on many matters, especially some that are obviously just plain unethical.
Every individual is regularly faced with ethical dilemmas and choices in their professional and personal life, and no one is perfect. This course will not preach to students about ethical and unethical conduct. However, it will further inform and sensitize students about such matters by providing numerous and diverse examples of ethical codes, cases, problems, questions, dilemmas, issues, discussions, debates, and controversies in historical perspective through intensive reading and discussion.

**FORMAT**

This course is primarily designed as a seminar for advanced undergraduate and graduate students, and most of all for majors in anthropology specializing in the cultural and/or applied subfield. Only serious students should take this course because as a seminar it requires regular reading and active participation in class discussion, debates, individual reports, and panel discussions. Thus, this course is reading, thinking, and discussion intensive. Beyond monitoring attendance and student performances in every class meeting, the course grade will be based on mid-term and final take-home essay examinations.

As a seminar the class meets one afternoon a week for 2.5 hours to allow sufficient time for penetrating analysis and discussion focused on selected anthologies, case study books, and other materials. The instructor will only give one regular lecture with PowerPoint, an introductory overview on the historical development of ethics in anthropology with PowerPoint.

Every student is expected to actively participate in class discussions on a regular basis. The instructor may also call on individuals in class. Engaging in class discussions with clear, concise, and relevant comments and questions is the most important component of class participation and learning in this course.

In this class anyone is welcome to say or write anything with only three restrictions--- it is relevant, polite, and concise. This includes respecting the sensitivities of others and allowing others an opportunity
to join in the class discussion. Although it will become obvious that the instructor has his own perspective, ultimately there is no “party line” in this course. In fact, students are encouraged to disagree with the instructor, course material, and each other whenever they wish to do so. Ultimately, the instructor does not really care what students think; however, he does care very deeply that they think in an informed and critical manner.

OBJECTIVES

The four primary goals of this course are to:

1. provide a systematic, thorough, and in-depth survey of the development of professional ethics in American cultural anthropology and its sociopolitical contexts from its inception to the present;

2. increase information, awareness, sensitivity, and responsibility of students regarding matters of professional ethics in anthropology;

3. familiarize students with the available literature, videos, and internet resources on this indispensable subject [see Resource Guide pp. 25-129] and

4. facilitate each student in pursuing his or her own interests in a particular ethical matter in anthropology.

LEARNING OUTCOMES

1. Students will be able to demonstrate the main points in professional ethics in American cultural and applied anthropology.

2. Students will be able to demonstrate the historical influence of American wars and politics in the development of professional ethics in anthropology.

3. Students will acquire information and develop skills to demonstrate improved ability to cope with ethical dilemmas and make decisions regarding appropriate ethical conduct.
4. Students will be able to demonstrate a knowledge of the most important resources for this subject.

**GRADE**

The final course grade will be calculated as follows:

- 10% class attendance and *discussion*;
- 20% *individual* presentations (chapter reports, etc.);
- 30% panel (or individual) discussion of one *case study* book (ideally illustrated by PowerPoint);
- 10% mid-term take-home essay examination (1 question, Oct. 20)
- 30% final take-home essay examination (3 questions, Dec. 17)

The guidelines for the case study discussion and the take-home essay examinations including the questions are located at the end of this syllabus before the Resource Guide in Appendices I-III starting on page 19.

Regular attendance *is imperative*. Students are expected to stay for the entire class period (1:30-4:00). Attendance will be taken at the beginning and end of each class meeting. One whole letter grade will be deducted for every two absences that are not excused.

Students are expected to arrive at class on time, remain attentive, and avoid conversation or other behavior that distracts other students and the instructor. Cellular phones should be turned off before class and remain so throughout the period. Students who wish to use a laptop computer in class must email the instructor a copy of their notes after class to prove that they are paying attention and not using their laptop for something else. Students who fall asleep in class will be considered absent for that whole period. Any plagiarism will be rewarded with failure of the entire course and reported to the Dean for appropriate disciplinary action.

Extra credit is possible through a book review essay
required readings

Every student is required to carefully read and then discuss in class regular assignments from each of these five indispensable textbooks listed in the order to be considered in the class schedule:


Other readings and resources are recommended in the attached Resource Guide (see page 19). But this book should be singled out for general background, especially for graduate students:

Israel, Mark, and Iain Hay, 2006, Research Ethics for...

**Schedule (brief)**

**August**
- 25: Film: *Last of His Tribe*

**September**
- 1: Lecture: Historical Overview
- 8: Discussion: *The Elements of Ethics for Professionals*
- 15: Discussion: *Ethics for Anthropological Research...*
- 22: Discussion: *Dispatches from the Field*
- 29: Panel: Colonialism: Past to Present

**October**
- 6: Panel: World War II
- 13: Panel: Vietnam War
- 20: Panel: Cold War (mid-term examination)
- 27: Films: *Darkness in American Anthropology: El Dorado*

**November**
- 3: Panel: El Dorado continued
- 10: Panel: Mercenary Anthropology? Human Terrain System
- 17: Discussion: *Engaged Observer*
- 24: Discussion: *Engaged Observer*

**December**
- 1: Discussion: Other topics
- 8: Discussion: Conclusions
- 17: Final exam

**SCHEDULE (full)**
August 25 Course orientation, Ethical Dilemmas

Video: *Last of His Tribe* (1992, 90 min.)

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September 1  Historical Overview of the Development of Professional Ethics in American Anthropology
(PowerPoint Lecture)

Assignment:


Recommended:


“Some Notes on Biomedical Ethics” on instructor’s homepage under “Courses,” “410 Ethics in Anthropology,” and then “Medical”
[http://www.soc.hawaii.edu/Sponsel](http://www.soc.hawaii.edu/Sponsel)

American Anthropological Association Committee on Ethics (includes links to other professional associations)
[http://www.aaanet.org/committees/ethics/ethics.htm](http://www.aaanet.org/committees/ethics/ethics.htm)

Linguistic Society of America

National Association for the Practice of Anthropology
[http://www.practicinganthropology.org/about/?section=ethical_guidelines](http://www.practicinganthropology.org/about/?section=ethical_guidelines)

Society for Applied Anthropology
[http://www.sfaa.net/sfaaethic.html](http://www.sfaa.net/sfaaethic.html)
Research Methods for the Social Sciences (33 min.) VHS 19240

(Also, see some of the general sources in the section on the Darkness in El Dorado Controversy in the Resource Guide).

September 8  Overview of the Principles of Professional Ethics in General

Class Discussion:

Assignment:


September 15  Overview of Professional Ethics in Anthropology in General

Class Discussion:

Assignment:


September 22  Ethical Dilemmas, Choices, and Conduct in Ethnographic Fieldwork

Class Discussion:
Assignment:


Recommended reading:

AAA Committee on Ethics, 2002, "Briefing Papers on Common Dilemmas Faced by Anthropologists Conducting Research in Field Situations" [handout].

http://www.aaanet.org/committees/ethics/bp.htm

September 29 Ethics, Anthropology and Colonialism: Past to Present

Panel Discussion:


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**October 6**

**Ethics in Anthropology during World War II and the Aftermath**

Assignment:

Text: Fluehr-Lobban - Ch. 2

Panel Discussion:


October 13  Ethics in Anthropology during the Vietnam War

Assignment:

Text: Fluehr-Lobban - Ch. 3

Panel Discussion:


October 20  **** Mid-term Examination Due ****

Ethics in Anthropology during the Cold War

Assignment:

David H. Price Homepage
http://homepages.stmartin.edu/fac_staff/dprice

Panel Discussion:


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**October 27 Darkness in American Anthropology: The El Dorado Controversy**

Videos:

“The Yanomama: A Multidisciplinary Study” (1971, 45 min., VHS 4553)

“Ollelo Issues that Matter: Comments and Reflections on the Development of Ethics in Anthropology and the Darkness in El Dorado Controversy by Steve Boggs, Terry Turner, and Christopher Fong”

Assignment:


Also, explore aspects of the controversy on these
websites:

American Anthropological Association (Task Force on Darkness in El Dorado) http://www.aaanet.org

Robert Borofsky’s Public Anthropology http://www.publicanthropology.org

Napoleon Chagnon (responses to Tierney) http://www.anth.ucsb.edu

Douglas Hume http://members.aol.com/archaeodog/index.htm

Leslie E. Sponsel http://www.soc.hawaii.edu/Sponsel

November 3 Darkness in American Anthropology: The El Dorado Controversy

Assignment:

Text: Fluehr-Lobban – Ch. 4

Panel Discussion:


Neel, James V., 1994, Physician to the Gene Pool: Genetic Lessons and Other Stories, New York, NY: Oxford University
Press.


Napepe – Yanomami Ask Their Blood Back
http://www.youtube.com/watch?v=7608Vu-D_9U

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**November 10**  
**Mercenary Anthropology? The Human Terrain System and the Militarization of Anthropology**

Panel Discussion:


Assignment:
Also explore aspects of HTS on these websites:

American Anthropological Association
http://www.aaanet.org

Human Terrain Systems http://humanterrainsystem.army.mil

Marcus B. Griffin, HTS Anthropologist
http://www.marcusgriffin.com [site may be inactive]

Military Anthropology Listserv Mil_Ant_Net@yahoogroups.com

Network of Concerned Anthropologists
http://concerned.anthropologists.googlepages.com/home

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November 17  Ethics in Advocacy Anthropology

Class Discussion:

Assignment:


Text: Fluehr-Lobban - Appendix C


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November 24 Continued

December 1  Selected Remaining Topics on Ethics in Anthropology

Class Discussion:

Assignment:

Text: Fluehr-Lobban – Chapters 6, 7, 8, 9, 10

December 8  Conclusions: What Have We Learned about Professional Ethics in Anthropology?

Class Discussion:

Assignment:


Text: Fluehr-Lobban – Chapters 1 and 10, and Appendix A

December 17 *** FINAL EXAMINATION DUE ***

Please leave your final essay examination in the
APPENDIX I. GUIDELINES FOR PANEL DISCUSSION OF CASE STUDIES

1. PANEL SIZE AND COORDINATION  The optimum size for a student panel is around three individuals, a smaller or larger number can be awkward. One member of the panel should volunteer or be elected to serve as its coordinator. The coordinator should make a list of the names and email addresses of all members of the panel to set up a group email to facilitate effective communication and coordination of the panel as a whole.

2. THREE MEETINGS  Each panel should meet outside of class at least three times in order to successively plan, integrate, and rehearse the whole presentation. It is especially important for the panel to rehearse the presentation before it is given in class in order to work out any problems, gauge timing (1.5 hours), and make it run as smoothly as possible. In effect, panel meetings outside of class should be like a small seminar on the subject under consideration as part of the active and collaborative learning style emphasized in this course.

3. INSTRUCTOR FEEDBACK  Ideally the entire panel should meet with the instructor during his office hours to outline the presentation and obtain feedback. If such a regular group meeting is not feasible, then a representative from the panel may meet with the instructor instead. Since the panel presentation comprises 30% of the final course grade feedback from the instructor can be especially helpful.

4. BOOK ANALYSIS  The members of each panel should dialog
among themselves in person and by email to identify the author’s argument (thesis) and three to five main points about professional ethics for each book to explore in their class discussion. In this presentation panel members should engage together in a conversation about their individual conclusions from their own case study book, perhaps focusing in turn on each of three to five main points on the subject. Avoid each panelist simply summarizing their own book in succession. (The author of an academic book usually identifies the argument and main points in a preface, introduction, and/or conclusion).

5. IDEAS AND DELIVERY   The panel should keep its presentation simple, just focus on discussing the argument and three to five main points identified for each book as a whole. Try to accomplish this in a manner that attracts and holds the attention of the class. In other words, both the ideas and their delivery are important for an effective presentation. If feasible, it is desirable for the panelists to engage in a debate on the subject with different individuals taking opposing or alternative sides in a constructive argument.

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APPENDIX II. GUIDELINES FOR POWERPOINT PRESENTATION

Contents

Any report should incorporate substantial contents. However, the report also needs to be clear and concise. Drafting an outline first will help. Identify three to five main points near the beginning of your report and repeat them again near the end in order to reinforce your message. Keep the presentation focused on these main points. Package your information and ideas in a way that will attract and maintain the attention of your audience. Your opening statement is most important in this regard. A personal story or anecdote can be useful to set the stage.
Oral Communication

The most interesting and important ideas will not be effectively communicated to your audience unless they are delivered skillfully. The main skills in oral communication are to attract and hold the attention of your audience from the outset; vary your voice to avoid a monotone; maintain eye contact with the entire audience during your talk; judiciously use appropriate body language such as facial expressions and hand gestures; and identify and emphasize your main message(s) near the start and again at the close of your presentation. You need to repeatedly rehearse your presentation to be sure that you can confidently and comfortably deliver it within the time period available. Repeatedly rehearsing in front of a few of your acquaintances and getting their constructive feedback can help a lot. (A handout is available with more detail on oral communication skills).

PowerPoint

Limit the number of frames in your PowerPoint to about one frame for every one to two minutes according to the time available. For example, use about a dozen frames if you have only 15 minutes for your presentation, or about two dozen frames if you have a half of an hour. When you start developing your PowerPoint presentation, select a frame design and color combination that best reflect your subject matter. Be sure to use a strong contrast in the colors of the text and background. For instance, it is easy for your audience to read something like a yellow text on a dark blue background, or vice versa. Avoid using light colors for both text and background. Use a bold font in the largest size that will fit on the frame. The goal is to design the PowerPoint so that it can be easily read by the audience without straining. It should also be aesthetically pleasing. Limit the text on each frame of the PowerPoint to a few key words or phrases avoiding too much detail. The text is simply a guide to help your memory as the speaker and an outline for the audience to help them follow the main points of your talk. Do not read the text on each frame to your audience; they are literate and will be more actively engaged in your presentation if they read the text on each frame for themselves. Instead, explain the key words and phrases on each frame to
elaborate on the main points outlined. If you use a quote, then ask the audience to read it for themselves in order to involve them more actively in the presentation. Use a few striking but relevant illustrations or images for most frames, but not necessarily on every one of them. Carefully selecting images that are the most relevant and of the highest quality greatly enhances your PowerPoint. Images may be found at http://www.google.com, http://www.yahoo.com, http://www.flickr.com, and possibly on the department, faculty, or other website of the individual or subject of inquiry. Sometimes special effects or gimmicks with PowerPoint such as animation can enhance a presentation, but if they are not handled very carefully then they may be distracting for the audience, especially in a short presentation. Your primary goal is to inform your audience, rather than dazzle them with your technological skills and in the process sacrifice your message. Video segments may be useful, if you have time and if they can be accessed easily and quickly (e.g., http://www.YouTube.com). However, usually it is most convenient to simply use a video tape or DVD set beforehand at the appropriate place to begin the segment you wish to show, instead of inserting the video clip in your PowerPoint beforehand and then during your talk waiting for the download when you wish to show it.

USB

You should bring your PowerPoint file on a CD, USB, or other external storage device that can be installed easily and quickly in the computer provided in the meeting room, rather than wasting time installing your laptop, trying to download the PowerPoint from your email, or some other venue. Install this device well ahead of the time for your presentation for efficiency. Be sure to test and rehearse with any equipment in advance in order to avoid any frustration with technical problems for you and your audience.
APPENDIX III. GUIDELINES FOR MID-TERM AND FINAL ESSAY EXAMINATIONS

The mid-term essay examination is due October 20 and the final essay examination December 17. The mid-term should be turned in at the start of the class meeting, the final left in the instructor’s mailbox in Saunders Hall 346. Examination essays will not be accepted by email or fax. One letter grade will be subtracted for each day that the examination is late. The mid-term examination comprises 10% of the total course grade, the final examination 30%. One or more letter grades will be subtracted from the exam grade for failure to follow the guidelines.

Each answer should be a clear and concise but penetrating essay. Limit each of your answers to two pages typed single-spaced. (The instructor will not read more). Include introductory and concluding paragraphs. Identify by number 3-5 main points. Instead of quotes use paraphrasing, don’t waste space.

Ultimately your essays must be the product of your own individual scholarship and creativity. However, you are welcome to consult with any individual as well as any print and internet resources, although covering the required readings for the course is by far the most important. Just be careful to properly acknowledge the source for very specific information, ideas, and the like. Also, be sure to include your own insights, comments, reactions, and criticisms. Any plagiarism will be rewarded with an automatic F for the final course grade and reported to the office of the Dean.

Your essay should be a synthesis of relevant course material. Cite the course textbooks, other publications, and other sources including lecture, video, case studies, websites, class discussion, panels, and handouts. In each reading citation include the author, year, and page (for example, Berreman in Fluehr-Lobban 2003:55-56). Other sources can be documented as follows: (lecture Sept. 1), (discussion Oct. 13), (video title), or (personal communication with Secretary of Defense Robert Gates, November 17, 2009). It is not necessary to append a bibliography with the full citation of sources if they are already in the syllabus.
The purpose of the essay is to (1) convincingly demonstrate your familiarity with the course material, (2) present a critical analysis of it, and (3) discuss your own reactions to it. Your grade will be based on this purpose plus satisfying the above guidelines and the grading criteria and course objectives listed earlier in the syllabus on pages 4-5. In grading the instructor will emphasize content, but also make corrections for any serious and repetitive grammatical and spelling errors. However, you should routinely perform a grammar and spelling check with your own computer.

The instructor is willing to read and comment on an outline or draft of an essay sent by email well in advance of the due date of the examination.

**MID-TERM EXAM QUESTION**

Write a critical book review essay on your Whiteford-Trotter text.

**FINAL EXAM QUESTIONS**

Every student must answer question number one. Then, in addition, select two more questions of your choice to answer. You may answer more than three questions for extra credit.

1. Identify, explain, and discuss the three to five most important points that you learned in this course about professional ethics in cultural anthropology. (Every student must answer this first question).

2. Critically analyze and discuss the historical influence of one American war and the associated politics in the development of professional ethics in anthropology.

3. Identify and discuss the most important information that you have learned in this course for coping with ethical
dilemmas and making appropriate decisions regarding professional ethical conduct in cultural anthropology.

4. Summarize and critically analyze one case study in professional ethics in cultural anthropology that was not covered in class. (Select the case from the Resource Guide).

5. Why has the AAA failed to develop appropriate sanctions for serious violators of its own code of ethics and how might this obvious discrepancy be remedied? (You may elect to use any case to illustrate your main points such as the Darkness in El Dorado controversy).

6. Compare and contrast the ethical pros and cons of the involvement of anthropologists in the Human Terrain System in the recent wars in Afghanistan and Iraq. (You may also elect to critique the AAA position on HTS and/or develop an alternative ethical code for anthropologists in HTS).

7. How and why do professional ethics differ for basic and applied anthropologists? (Hint: compare and contrast the codes of the American Anthropological Association and the Society for Applied Anthropology as posted on their websites).

8. Write a critical book review essay on your Fluehr-Lobban text.

APPENDIX IV. RESOURCE GUIDE

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GENERAL BACKGROUND


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**LIBRARY SHELVES**

Ethics BJ66

Ethics in Anthropology GN 33.6

Social Science Fieldwork H62

Social Research Ethics KF4280
REFERENCE WORKS


ENCyclopedia ARTICLES


“Advocacy in Anthropology,” Leslie E. Sponsel, pp. 204-206.


“Ethical Dilemmas: Research and Treatment Priorities,” Betzler, M., pp. 4759-4762.


“Ethics Committees in Science: European Perspectives,”
Doppelfeld, E., pp. 4786-4788.


CASE STUDIES


Anthropology in Action volume 9 number 3, special issue on “Effective Ethics and Effects of Ethics”


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**ETHICS IN GENERAL**

*Balancing Society's Mandates: IRB Review Criteria 5117 (Beta)*

*The Belmont Report: Basic Ethical Principles and their*


Chalk, Rosemary, et al., 1980, Professional Ethics


Dickens, Bernard M., 2001, "Can Science or Ethics Compromise Each Other in Human Subject Research?," Science and Ethics, Patricia Demers, ed., Toronto, Ontario, Canada: University of Toronto Press, pp. 3-23.


Gross, Larry, John Stuart Katz, and Jay Ruby, eds., 2003,
Image Ethics in the Digital Age, Minneapolis, MN: University of Minnesota Press.


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**HISTORICAL AND OTHER ASPECTS**

AAA Committee on Ethics webpage, including "AAA Statement on Ethics" and "Final Report of the Commission to Review the AAA Statement on Ethics"  
[http://www.aaanet.org/committees/ethics](http://www.aaanet.org/committees/ethics)


Levy, Janet, 1994, "Anthropological Ethics, the PPR and the CoE: Thoughts from the front line," *Anthropology Newsletter* 35:1,5.


MacIntyre, Alasdair, 1993, “Ethical Dilemmas: Notes from
outside the field,” *AAA Anthropology News* 34(7):5-6.


Indian Communities," *American Indian Quarterly* XV(4):431-456.


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**ANTHROPOLOGY AND COLONIALISM**

*First Contact* (gold miners in New Guinea) 4387  
*Frontier: Stories of White Australia's Forgotten War* 14584/1-2  
The Last Tasmanians: Ancestors 424  
The Last Tasmanians: Extinction 425


Pandian, Jacob, 1985, Anthropology and the Western Tradition: Toward an Authentic Anthropology, Prospect Heights, IL: Waveland Press.


Schoen, Ivan, 1969, "Contact with the Stone Age," Natural History 68: 10-18, 16.


Sturtevant, William C., 1970 (April), "Resolution on Forced


First Contact (gold miners in New Guinea) 4387
Frontier: Stories of White Australia's Forgotten War 14584/1-2
The Last Tasmanians: Ancestors 424
The Last Tasmanians: Extinction 425

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WORLD WAR I TO THE PRESENT: ANTHROPOLOGISTS AS SPIES FROM BOAS PROTEST ONWARD

Franz Boas 1852-1942 (VHS 247)
The Shackles of Tradition (Franz Boas) (VHS 7101)


Price, David, November 20, 2000, “Anthropologists as
http://www.thenation.com


http://www.counterpunch.org/price03122005.html


http://www.news.cornell.edu/stories/April08/Perspective.Turner.html


Weiler, Bernd, 2008, “Thus Spoke the Scientist: Franz Boas’


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**ISHI THE LAST YAHI, ALFRED KROEBER, AND EARLY AMERICAN ANTHROPOLOGY**

Genocide, from Biblical Times through the Ages 19828
Indians' Sacred Spirit (Ogalala Lakota Sioux) 18922
Ishi, the Last Yahi 9383
Last Of His Tribe
The Tribe that Time Forgot 10873


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**WORLD WAR II**

*Half-Life: A Parable of the Nuclear Age (Marshall Islands)* 851

*The Trials of Robert J. Oppenheimer*

*Heart of the Matter: The Legacy of Nuremberg* (VHS 16786)

*Nuremberg: Reflections and Resonance* UH Law School DVD

*KZ1176 N86 2006*

*The Nuremberg Trial* (VHS 19638)

*The Nuremberg Trials: A Film Documentary* (VHS 11492)

*Nuremberg* (DVD 0636)


Schafft, Gretchen Engle, 2004, *From Racism to Genocide: Anthropology in the Third Reich*, Urbana, IL: University of
Illinois Press.


Crimes of War http://www.crimesofwar.org

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**JAPANESE AMERICAN INTERNMENT IN WORLD WAR II**

After Silence: Civil Rights and the Japanese American Experience UH Hilo D18
Children of the Camps VHS 16801
Day of Independence: A Short Film on the Japanese American Internment VHS 21764
Fighting for Justice: The Coram Nobis Cases VHS 18483
The First Battle DVD 5626
Forced Out: Internment and the Enduring Damage to California’s Cities and Towns VHS 21726
Harsh Canvas: The Art and Life of Henry Sugimato VHS 21726
Here, in America VHS 21726
Hidden Internment: The Art of Shibayana Story DVD 4632
Of Civil Wrongs and Rights: The Fred Korematsu Story VHS 21766
Rabbit in the Moon Windward CC DVD 260 D769.8 A6 R33 2004
When Your Smiling: The Deadly Legacy of Internment DVD 4297
9066 to 911 America’s Concentration Camps Then...and Now? DVD 4193


Suzuki, Peter T., 1980, “A Retrospective Analysis of a
Wartime 'National Character' Study by Weston LaBarre,
*Dialectical Anthropology* 5:44-45.

Suzuki, Peter T., 1981, “Anthropologists in the Wartime
Camps for Japanese Americans: A Documentary Study,”
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http://www.aaas.org

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Canadian Sociological and Anthropological Association
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Center for the Study of Ethics in the Professions (CSEP)
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Dartmouth College Institute for the Study of Applied and Professional Ethics
http://www.dartmouth.edu/~ethics/endowment.html

Declaration of Helsinki: Ethical Principles for Medical Research Involving Human Subjects
http://ohsr.od.nih.gov/helsinki.php

Ethics Across the Curriculum
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Hawai‘i State Ethics Commission
http://hawaii.gov/ethics

Hawai‘i State Workplace Violence Policy
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University of Hawai‘i Committee on Human Subjects
http://www.hawaii.edu/irb/index.htm

University of Hawai‘i Executive Policy
http://www.svpa.hawaii.edu/svpa/ep/e9/e9210.pdf

University of Hawai‘i Faculty and Student Handbooks
(sections on conduct)
http://www.hawaii.edu

University of Hawai‘i Human Subjects Committee
[institutional review board or IRB]
www.hawaii.edu/irb/html/hta_gs.htm

Also see the various centers and institutes on ethics on the websites of these universities:

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UNIVERSITY OF HAWAII SYSTEM VALUES

Aloha  
Collaboration and Respect  
Academic Freedom and Intellectual Rigor  
Institutional Integrity and Service  
Access, Affordability and Excellence  
Active Learning and Discovery  
Diversity, Fairness and Equity  
Leveraged Technology  
Hawaiian and Asian-Pacific Advantage  
Innovation and Empowerment  
Accountability and Fiscal Integrity  
Malama’aina, Sustainability

Source:

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