ANTH 410 ETHICS IN ANTHROPOLOGY

Course Description

Humans – their origins, evolution, behavior, and institutions – form the focus of anthropological research. Professional ethics is essential to our field, because anthropologists engage closely with people’s lives, bodies, histories, and beliefs. Participants in this course will examine what “Anthropological Ethics” means and focusing on historical examples across several subfields (cultural anthropology, archaeology and biological/physical anthropology), and how our colleagues handled them. Ishi’s brain, Greenland Inuits at the American Museum of Natural History, anthropologists in the Vietnam War, biomedicine, ethnopharmacology, repatriation, and the Human Terrain System are just a few issues that offer ethical challenges to responsible anthropologists. Reading and thinking about situations that anthropologists face helps us to recognize our own ethical dilemmas and to make sensitive and informed decisions.

We begin the course with an historic overview of ethical issues within anthropology. We will then discuss how the actions of the past have led to changes in current practice, including the implementation of laws, ethical guidelines, principles and codes. The course will conclude with a discussion on how a more ‘collaborative anthropology’ could help to reduce ethical dilemmas, especially those involving descendant communities. Be prepared to participate actively as we explore problems, issues, and questions surrounding ethics in Anthropology.

ANTH 410 has a contemporary ethical issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

Course Objectives & Student Learning Outcomes

By the end of the course, students will:

1. be able to identify and discuss the main points in professional ethics within the discipline of American anthropology (including cultural anthropology, archaeology and biological/physical anthropology).
2. acquire information and develop skills to demonstrate improved ability to cope with ethical dilemmas and make decisions regarding appropriate ethical conduct.
3. demonstrate a general knowledge of the most important resources for this subject.

ANTH 410 is a face-to-face course that includes lectures, films, class discussions, and student presentations. We will rely extensively on our Laulima course webpage. After registering for the course,
students may access the class at https://laulima.hawaii.edu. Students are required to use their UH account (username@hawaii.edu) for the duration of the course. A reliable, broadband internet connection is required to access course materials, stream videos, take tests, and participate fully in online discussions.

Prerequisites: ANTH 152 (ANTH 210 & 215/215L Recommended) or Instructor approval.

**Student Responsibilities**

**You will read and write a lot in this class.** On average, these readings will consist of 4–6 articles of 5–25 pages each per week, and may require several hours per week to complete. Plan to write short weekly essays based on the assigned course content, and to discuss this content in class sessions. We have two essay assignments that serve as your mid-term and final examinations. Each requires at least 3 pages (double-spaced). I want you to perform well. Please plan to complete all of the required readings/films (along with reviewing slide presentations) and submit all essays and exams by the dates assigned.

**Weekly Assignments**

Weekly assignments will involve writing 1 page (double-spaced) essays based on provided questions pertaining to your assigned readings and/or films. Your responses should demonstrate that you read and understood the content. The assignments, worth 4 points each, comprise a substantial portion of your grade; thus, it is important that you put time and effort into them. Please format your responses as formal essays utilizing complete sentences. Essays should be at least 1 page double-spaced (250 words) (Please refer to the “writing guideline” section at the end of the syllabus). Essays will be reviewed and provided with comments from the instructor; they will be uploaded via Laulima for your review. Please review your instructor’s comments/revisions so that improvements in your writing can be achieved.

Please submit your assignments as a pdf or Microsoft Word (.doc or .dox file). **Weekly work is due every Tuesday by 8:55 am Hawaiian Standard Time (HST).** Late assignments are discouraged but will be accepted; however, **1 point will be deducted for each day it is late** (after the 5th day, the late assignment will no longer be accepted).

**Required Readings**

The required “textbook” for this course is:


Additional required readings, including articles from academic journals, will be provided on Laulima.

**Grading Policy**

You can earn a total of 100 points in this course (each equivalent to one percent of your final grade). **Assignments must be submitted at the specified date and time; one letter grade for each day (including weekends) will be subtracted from the earned grade, beginning immediately after the submission date/time.** Students earning a cumulative total equal to or more than 60 points pass the course and will be assigned a letter grade according to the table below. Students earning fewer than 60 points fail the course.
and receive a letter grade of “F”. “Incomplete” grades will be given only in the most extenuating circumstances, and requires (at a minimum) signed medical documentation.

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<th>ADEQUATE PERFORMANCE</th>
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<td>A+ 97–100</td>
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Grade Break-Down

Attendance & Participation = 20 (includes Hmong presentations: Week 6)
Weekly Essays (4 pts each) = 40
Mid-Term Presentation (2 3-page papers, each with 6 references: 12.5 points each) = 25
Final Essay Exam = 15

Academic Dishonesty

Disciplinary action will be taken against all forms of academic dishonesty (plagiarizing, cheating, etc.) as outlined in the University of Hawai‘i---Manoa’s Campus Policies (http://www.catalog.hawaii.edu/about---uh/campus---policies1.htm).

Two Points on Valid Sources of Information and Proper Citation:

1) Wikipedia, however convenient, is not a valid source of reliable information. Anyone with a computer and internet connection can create/edit Wikipedia articles and entries. It should never be used as a serious research tool, and never be cited in an academic paper.

2) All assignments for this course require that you properly cite/give credit to your information source. Rephrasing/slightly changing the wording or structure of information does not make it your own. As students pursuing higher education, it is important for all of you to understand what plagiarism is, as well as how to evaluate, employ and cite an accurate source of academic information.

To that end, the UH--- Manoa Library has an excellent listing of online research and citation tools: http://guides.library.manoa

The Pennsylvania State University's Online Writing Lab (OWL), accessible through the aforementioned link, is an especially useful tool for research and citation.
ANTH 410 Course Schedule

Week 1 (1/9-1/13): Introduction: Anthropology and Ethics

Readings: MacClancy and Fuentes 2015
Assignment(s): Syllabus Quiz (1 point extra credit)

Week 2 (1/16-1/20): Historical Overview of Ethical Issues in Anthropology

Readings: Fluehr-Lobban 2013: Chapters 1 (pp 1-22) and 2 (pp. 23-53)
Assignment(s): Weekly Essay (4 points)

Week 3 (1/23-1/27): Case Study: Ishi

Flipped Classroom Film: Ishi, the Last Yahi (1992) http://www.snagfilms.com/films/title/ishi_the_last_yahi
Readings: Marks 1999; Brandes 1999; Killion et al. 1999; Rockafeller and Starn 1999
Assignment(s): Weekly Essay (4 points)

Week 4 (1/29-2/3): “Do No Harm”: Ethical Responsibilities of Anthropologists

Readings: McGill et al. 2012; Ryan 2014
Assignment(s): Weekly Essay (4 points)

Week 5 (2/5-2/10): Anthropology, War and Secrecy

Readings: Fluehr-Lobban 2013: Chapter 5 (pp 109-137); Price 2000; Price and Spier 2001
Film: Human Terrain System (see https://www.youtube.com/watch?v=pTg6g9mR2FQ
NGS https://www.youtube.com/watch?v=oBkHWb6Iurw
Assignment(s): Weekly Essay (4 points)

Week 6 (2/12-2/17): The Spirit Catches You and You Fall Down
https://www.youtube.com/watch?v=cHLJMJJ3IBac
Reading: The Spirit Catches You and You Fall Down
Flipped Classroom films: Becoming American Parts I – 6
https://www.youtube.com/watch?v=B1_LkKdnJjk&list=PL2C07F5DB2023EC4D&index=4
Assignment: Personal Reaction Paper (see handout: “Weeks 6-7 Spirit Catches You Questions“)

Week 7 (2/19-2/24): The Spirit Catches You and You Fall Down: Literature Circle
Reading: The Spirit Catches You and You Fall Down
Flipped Classroom film: https://www.youtube.com/watch?v=FKjZkjb45cs
Assignment: https://www.youtube.com/watch?v=FKjZkjb45cs
Assignment: Personal Reaction Paper (see handout: “Weeks 6-7 Spirit Catches You Questions“)

Week 8 (2/27-3/3): Putting Anthropological Ethics into Practice: Scenarios in Panel Presentations

Ethical Issues in Anthropology:
http://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=1942&navItemNumber=731
Mid-Term Essays based on ethics scenarios: submit two (2) 3-page, double-spaced essays that respond to two (2) scenarios presented in class. Due to Laulima Drop Box by Tuesday 3/21/16
Weeks 9 (3/6-3/10) – 10 (3/13-3/17): Archaeology, Repatriation, Consultation (NAGPRA), Curation & Case Study of Forbes Cave
Film: Bones of Contention Native American Archaeology (available online through UHM Films on Demand at http://fod.infobase.com.eres.library.manoa.hawaii.edu/p_ViewVideo.aspx?xtid=7427)
Readings: Nicholas et al. 2008; Rose et al. 1996
Assignment(s): Weekly Essay (4 points)

Week 11 (3/20-3/24): Case Study: Kennewick Man
Readings: Meltzer 2015; Rasmussen et al. 2015
You could watch this documentary: http://www.snagfilms.com/films/title/who_owns_the_past
Be prepared to report on sections of this source: https://www.nps.gov/archeology/kennewick/index.htm#dna
Assignment(s): Weekly Essay (4 points)

~~~ SPRING BREAK: MARCH 27-31, 2017 ~~~

Week 12 (4/3-4/7): Ethical Principles and Guidelines: Physical/Biological Anthropology
Assignment(s): Weekly Essay (4 points)

American Association of Physical Anthropologists: Code of Ethics

Week 13 (4/10-4/14): Case Study: The Yanomami (Darkness in El Dorado)
Readings: Robin 2004; Turner and Nelson 2005
Assignment(s): Weekly Essay (4 points)

Week 14 (4/17-4/21): Decolonizing Anthropology
*please note: class will meet with Mr. David Brier TUESDAY April 17th (Hamilton Library; meet in Room 113) to learn research techniques on each of the days*

Flipped Classroom Film: Exodus
http://www.pbs.org/wgbh/frontline/film/exodus/
Assignment: watch the film, think about it, and bring to class (Thursday): (a) two personal responses you had to watching these refugees’ plight; and (b) two questions concerning ethics and anthropology that this documentary raised. Use new concepts of advocacy anthropology (not just of “endangered” tribal peoples) and the AAA Code of Ethics as your starting points.

Readings: Acabado et al. 2017; Mullins 2011; Repatriating Antiquities and the case of Koh Ker (URL’s provided under Week 15 resources in Laulima)

Week 16 (4/30-5/3): Ethics in Anthropology’s Future
Readings: Barnhardt and Kawagley 2005; Watkins and Nicholas 2014; Zimmerman and Branam 2014

Final Exam Essay (due in your Laulima Drop Box by 11:45 a.m. on Tuesday May 9th): on pp. 6-7
Archaeologists always study “old” things, but sometimes we learn new insights from “old” collections, stashed away in museums somewhere. This is certainly the case with the recently-published genetic studies of human skeletal remains from the 9th century archaeological site of Pueblo Bonito, in Chaco Canyon (NW New Mexico). These remains were excavated in 1896 and curated at the American Museum of Natural History in New York. Here is a URL to the article: https://www.nature.com/articles/ncomms14115

It’s a pioneering study of genetic material from nine individuals who were buried in an “elite crypt” at Pueblo Bonito, the largest multi-storied masonry building or “Great House” in Chaco Canyon. Researchers already knew, from osteological analysis, that one of the burials (Burial 14) was a man in his 40s who died after a lethal blow to the head. His end was violent, but his life was one of luxury: more than 11,000 turquoise and more than 3,300 shell beads and pendants were included in his tomb. He was covered with a layer of sand and a second individual (Burial 13) was placed atop that layer. In total this “crypt” contained nine people, large amounts of artifacts (including ceramic bowls and pitchers, flutes and wooden ceremonial staffs, and the remains of scarlet macaws (Ara macao), a kind of tropical parrot whose native land is Central America. These individuals ruled their Chaco world.
Genetic analyses suggest that all nine individuals were related as part of a 330-year long matrilineal tradition of hereditary leaders in Chaco Canyon. The results are amazing; so is the fact that researchers were allowed to undertake genetic studies on “prehistoric” skeletal remains from the North American Southwest. Most human remains in US museums were repatriated through the Native American Graves Protection and Repatriation Act (NAGPRA); these hadn’t. So I was surprised to learn that the American Museum of Natural History had determined these Chaco Canyon remains were "culturally unidentifiable" and exempt from NAGPRA constraints. Read these two postings: https://www.scientificamerican.com/article/ancient-dna-yields-unprecedented-insights-into-mysterious-chaco-civilization/ http://www.sapiens.org/archaeology/chaco-canyon-nagpra/

Neither the Museum nor the article's co-authors consulted with potential descendant communities before doing the study. Six of the article co-authors are members of the Society for American Archaeology (SAA). Principle #2 in our SAA Principles of Ethics stipulates a commitment to consultation. http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx

We have a real-time ethical dilemma here, which archaeologists are even now discussing as our Spring 2017 semester grinds along. We’ve talked, in ANTH 410 this semester, about the difference between ethics, morals, and laws. We have also discussed how anthropology – and archaeology in particular -- has roots in practices that today would be considered highly disturbing and unethical: like this Chaco Canyon genetics study.

Your ANTH 410 Final Exam Assignment

Make sense of this case study by: (1) identifying both the facts and the stakeholders by reading both the article AND the two listed blog entries carefully; (2) proposing 2-3 practical solutions that could satisfy the stakeholders while upholding the SAA Principles of Ethics, and discuss both resource and budgetary limitations; and (3) using this case study and what you have learned to addressing the following two questions:

How can we change the culture of our discipline so that ethical obligations are met? How do we “put our house in order” to foster ethically motivated anthropological (and archaeological) research and community engagement?

Incorporating course readings into your answer will enhance your grade; so will including additional library sources (not web pages). Your written product should be between 8-10 double-spaced pages. That page limit does not include your List of References (see pp. 9-10 of your syllabus for bibliography format), and you can also insert photographs/illustrations to support your point: so long as you have those 8-10 pages of text. Put your name at the top of the first page and paginate the essay. Then convert it into a pdf file and load your final project onto your Laulima Drop Box by 11:45 a.m. on Tuesday May 9th to receive credit for the assignment.

GOOD LUCK!
ANTH 410 Required Reading


Colwell-Chanthaphonh, Chip and T.J. Ferguson, 2008, Collaboration in Archaeological Practice: Engaging Descendant Communities, AltaMira Press.


Register of Professional Archaeologists (RPA) Codes and Standards. http://rpanet.org/?page=CodesandStandards


Guidelines for Writing ANTH 410 Essays

This class involves weekly writing assignments, including two essay exams (mid-term and final exams). The following are several important points to keep in mind in writing all required essays for this course.

1. Create an outline before you begin to write. Compare and contrast ideas in the various readings, and organize your discussion thematically.

2. Begin with a clear introductory paragraph that lets the reader know what you are going to accomplish in the essay; be sure to emphasize cross-cutting themes in the course readings.

3. Begin each paragraph with a topical sentence that lets the reader know what the content of the paragraph will refer to. Short and snappy topical sentences catch the reader’s eye and provide a concise way of summarizing what is to come afterward.

4. Reread your work and edit it closely before handing in the final essay. Check for incomplete sentences and for awkward constructions. Reading your paper out loud to yourself is helpful. If you are not comfortable with your writing, talk to your teaching assistants or professors.

5. Cite your references correctly.

Remember that all discussions of a person’s ideas or direct quotes from their work should include an in-text reference (e.g., Relethford 1994:254). At the end of the paper you should have a References Cited section with the full reference to the work, including the author, date, title, publisher, and publisher’s location. See the following notes for the correct way to cite and reference publications.

Some Notes on Citations Properly citing sources used in essays is an essential writing skill and the foundation of good scholarship. A “References cited” section allows others to find these sources easily and also acknowledges others’ hard work. Failing to adequately cite other scholars’ ideas is a form of theft. There are several situations in which one needs to cite specific ideas or quotes, and examples of each situation are provided below.

Examples of direct quotes:

The late Pleistocene of Beringia may be characterized by, “two or more very distinct cultural groups” (Kunz and Reanier 1995:25.)

Example of a specific idea or concept:

The Upper Paleolithic assemblage from Jebel Humeima, southwest Jordan, in many ways reflects a Nunamiut “winter camp,” as described by Binford (1991:46-48.)

In other instances, specific reports, figures, general idea(s), or theoretical perspective(s), should be acknowledged. Depending on what is cited, the page number may, or may not, be required.

Reference to a specific report or figures: Examples of extreme intra-site technotypological variability have also been noted at the central Negev site of Boker where distinct clusters of tools and debitage associated with the Early Ahmarian were observed (Marks and Ferring 1988:60).

Reference to general ideas or theoretical perspectives:
Wiessner’s ethnographic work (1983, 1984) with South African hunter-gatherers has influenced how archaeologists identify and envision the concept of style. As one of the architects of post-processual archaeology, many of Ian Hodder’s theoretical works (e.g., 1982, 1986) are both championed and criticized.

Remember to acknowledge specific ideas, phrases, or figures from readings in your essay. General knowledge does not need to be cited (e.g., Australopithecine skeletal remains are found only in Africa). When in doubt, however, acknowledge your source.

**Conventions for “References Cited” section**

List references in alphabetical order by author’s last name and include the following kinds of information: author(s), publication date, book chapter or article title, book or journal title, place of publication (if book), editor name (if edited book), page numbers (if chapter or journal article). Book and journal titles should be italicized.

Examples of journal bibliographic citations:

Stark, Miriam T.

Examples of book bibliographic citations:


Examples of book-section bibliographic citations:
