

ANTH 419: INDIGENOUS ANTHROPOLOGY O/H/E

Fall 2013, Mondays, 1:30-4:00pm, Ah Quon McElrath Community Room George 301

Class website: laulima.hawaii.edu

Instructor: Ty P. Kāwika Tengan, ttengan@hawaii.edu, Office Hours: Saunders 314, Thursday 1:00-3:00, 956-7831

What happens when the distinction between the “native” and the “anthropologist” is blurred, when the “home” becomes the “field”? What do Indigenous perspectives and politics bring to anthropological practice, and what can anthropology offer Indigenous peoples? How does one study culture in a world where the “exotic” is now “familiar,” and the “familiar” is found in “exotic” places? How do people maintain a sense of indigeneity in such a world, particularly in Oceania? This class will attempt to answer these questions and others by starting from the following premises. First, anthropological and Native subjectivities have been mutually constituted, as exemplified by the history of anthropology of and by Hawaiians. Second, political decolonization and transnational Indigenous rights movements have entered into dialogues with academic anthropology by creating alternative (though related) spaces for thinking and writing about culture, particularly in Native/Indigenous research centers and academic associations. Third, current engagements within the discipline have suggested new ways of articulating the genealogies of anthropology with those of Native Hawaiian and Pacific Islander communities. This class will examine the possibilities and limitations of such articulations with respect to fieldwork methodologies, theoretical frameworks, and ethical guidelines. As a Hawaiian, Asian and Pacific Issues (HAP) course, we will focus on voices of Native Hawaiian and Pacific Islander anthropologists, as well as the ways they intersect.

Required texts (available at the UH Bookstore and on Amazon):

Goodyear-Ka‘ōpua, Noelani. 2013. *The Seeds We Planted: Portraits of a Native Hawaiian Charter School*. Minneapolis: University of Minnesota Press.

Sissons, Jeffrey. 2005. *First Peoples: Indigenous cultures and their futures*. London: Reaktion.

Smith, Linda Tuhiwai. 1999. *Decolonizing methodologies: Research and indigenous peoples*. London; New York: Zed Books.

Tengan, Ty P. Kāwika. 2008. *Native Men Remade: Gender and Nation in Contemporary Hawai‘i*. Durham, NC: Duke University Press.

Other readings will be available in pdf format for download from laulima.hawaii.edu.

This course also has a Contemporary Ethical Issues (E) and an Oral Communication (O) designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the course 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 pertaining to anthropological and indigenous research; responsibly deliberating these ethical issues; and making ethically determined judgments.

Classes will feature student-led large group discussions. Regular attendance and classroom participation are vital components of this course. THERE WILL BE A LOT OF READING AND A LOT OF TALKING. In groups of 2 or 3, students will take turns leading discussions by raising issues, themes, and questions from assigned articles. Students not leading will be graded on participation. In addition to student discussions, which will take up the first 1 ½ hours of class, discussions on additional readings will be scheduled for the last part of class.

Final projects will explore some facet of Indigenous anthropology, and it may take the form of a research paper, annotated bibliography, book or media review, oral history, service learning project, creative writing, artwork, video, website, etc., though in all cases it must involve research. Students will do an oral presentation and submit a paper or media form. Importantly, your oral presentation will count for 20% of your overall grade. Topic statement for final projects are due in class on Sep 23, outline due Oct 14, draft due Nov 11, and final projects due Dec 16. Guidelines on the final and on presentations will be forthcoming. Grading breaks down as such:

Discussion Leadership:	20 points
Discussion Participation (10 x 2):	20 points
Final Oral Presentations	20 points
Final Project (outline, draft and final)	30 points
<u>Attendance & Participation</u>	<u>10 points</u>
TOTAL	100 points

DISCUSSION GUIDELINES

Leading (20 pts)

Discussion leaders will summarize the readings, identify, discuss, and evaluate the main points and themes (including ethical) raised by the authors and, if applicable, compare and contrast them to previous readings, films, discussions, and speakers. Though you have the freedom of structuring the discussion as you please, plan to give a 20-25 minute oral presentation that summarizes the readings and main points, and then spend an hour leading discussion on pre-circulated questions and any other learning activities you may have planned. Questions will be posted in the laulima discussion room by the Friday prior to class, and online discussion may precede in-class discussion (if so, leaders will be responsible for collating and discussing them in-class). At least one question **must** address the ethical issues raised about anthropology or the representation of Indigenous peoples and draw upon one of the frameworks introduced in the first week. Additional questions (at total of six is about right) may address any of the following: strengths and weaknesses of the approach(es) of the author(s) for understanding anthropology and/or Indigenous peoples; the specifics of the ethnographic (i.e., social, economic, political, and geographical) setting/s and how they influence the practice of culture and research in that location; application of the ideas, approaches, methodologies, and theories from the readings to other sites. **All questions must cite the specific page/s in the readings** that you want the class to look to in order to answer the question (if you can't identify a particular page or range of pages, your question is too broad). Feel free to bring in additional sources (readings, websites, videos, etc.) that will help to facilitate discussion or add another viewpoint to the theoretical or ethnographic details; PowerPoint slideshows are recommended, though not required. These are the following components I will grade you on:

- Organization of presentation and discussion (4 pts)
 - ideas organized, follow logical sequence, and flow well
- Clarity and quality of oral expression (4 pts)
 - ideas clearly stated, utilizing appropriate verbal and body language
- Identification of main points and themes (4 pts)
 - demonstrate an understanding of the main ideas and application to the study of indigenous peoples and/or anthropology through the summary given and the questions chosen
- Ability to engage class in discussion (4 pts)
 - pose pre-circulated questions that lead to adequate class discussion
 - guide in-class discussion and allow all students the opportunity to speak
- Identification and discussion of ethical issues (4 pts)
 - identify the ethical issues and ways to make determinations and carry out particular courses of action based on ethical deliberation

Each group of discussion leaders must meet with me by the Thursday prior to class in order to go over your list of questions and your plan for leading discussion. This is also the time to ask questions about the readings in order to gain clarification of confusing points.

Discussion Participation (20 pts)

As a participant in the discussions, it is your responsibility to **complete the readings** and be prepared to discuss them in class. You are encouraged (though not required) to type out responses to the pre-circulated discussion questions or summarize the main point of the article (1-2 sentences) and point out at least one strength and one weakness of the article. Prior to class, you are encouraged to discuss or post responses/summaries in the laulima discussion room. Whether you chose to come to class with a written statement or your own notes, you **must** be prepared to **actively engage** in discussion about the article by identifying **specific pages** in the article that support your points. Remember to **respect** others' ideas and **practice turn-taking** and **listening** so that everyone has a chance to speak. You can earn up to two points for each of the 10 discussions you are not leading. Full 2 points will be given for satisfying above guidelines (citing specific pages in the readings when summarizing and critiquing). You will not be able to make up discussion points if you miss class.

Attendance and Participation (10 pts)

After the student discussions are finished each class, there will be a short break followed by an additional discussion (led by myself or a guest lecturer) on an additional reading. Students need not prepare as thoroughly for these, but they must complete the reading and be ready to talk or ask questions. If you miss class, you may make up these points by posting a short response to the reading in the laulima discussion room.

ANTH 419 FALL 2013 FINAL PROJECT GUIDELINES

Final projects will explore some facet of Indigenous anthropology, and it may take the form of a research paper, annotated bibliography, book or media review, oral history, service learning project, creative writing, artwork, video, website, etc., though in all cases it must involve research. Some of the themes raised in class include (but are not exclusive to): the relationship between Indigenous peoples and research generally, the role and place of Indigenous researchers and Indigenous knowledge in anthropological projects, anthropology in Hawai'i and the Pacific, the experiences of Native/Indigenous/insider anthropologists, and the problematics of claiming an insider identity. There are many other themes that would also fit within the scope of this course. Whatever you choose, you must also include an ethical issues discussion that clearly identifies the ethical issue/s and utilizes a clear framework for determining a course of action based on ethical deliberation. A traditional research paper will be 8-10 pages for undergraduates. Regardless of what medium you chose, you should also have a references section of at least 4 academic sources (OK to use class readings, and encouraged to use more than 4) that will inform your project; APA citation style is preferred. Also keep in mind that your oral presentation on your project at the end of the semester will be weighted the same as the final written/crafted project. You also have the option of doing a group (no more than three) project, which will require a little bit more writing (10-12 pgs) or work in the alternative media. I will give you comments based on what you propose in your topic statement, which is subject to my approval before carrying out full research (individuals or groups). Graduate student papers will be between 15-20 pages and a minimum of 10 academic references. All papers are to be typed, double-spaced, 12 point font, paginated, spell- and grammar checked.

Topic statements (1/2 – 1 page) for final projects are due in class on **Sep 23**. The topic statement should explain what it is you want to research, how you will do so, and if it is an alternative media, how you will put it together. Note also what ethical issue you plan to take up. Note: I strongly suggest that you only chose another media if you already have experience in it; this project is not a time for you to learn how to make a film or sculpture in order to do something creative for the sake of trying something new. Revised topic statements are due **Oct 7**. Approval of topic is required in order to proceed with the project.

Project outlines (2-3pages) are due in class on **Oct 21** and are worth **5 pts**. They should be structured as follows:

- I. Thesis statement – a discussion of what your primary research question/s are, what you are arguing or expressing, and why this is important
- II. Literature review – a short review of the main points of least 2 academic sources that you are using for your project
- III. Ethical issue/s – an identification of at least one important ethical issue that arises from your research and what framework you use to discuss and deliberate it
- IV. Discussion – overall discussion of your topic, including a synthesis of research and themes and articulation of your argument and answers to the original research questions posed
- V. References – give full list of references to be used

Project drafts (6pgs/12 pgs min for undergrad/grad students) are due via email on **November 11** are worth **5 pts**. This must represent your best effort at producing a complete draft, providing evidence that the majority of the research has been completed and integrated into the writing/crafting of your project. The more complete it is, the better I can give you comments and tips on how to produce the final product.

Final presentations (10 minutes each) will be in class on **December 2, 9, and 16** and worth **20 pts**. Guidelines will be forthcoming. **Final projects** are worth **20 pts** and are due **December 16** in class.

COURSE OUTLINE (SUBJECT TO CHANGE; DISCUSSION TOPICS AND READINGS FOR SECOND HALF OF CLASS TO BE ADDED)

I. INTRODUCTION

- A. Aug 26: Introductions, orientations. Explanation of O/H/E focuses and requirements. Talk story. Markkula Center's "A Framework for Thinking Ethically" at: <http://www.scu.edu/ethics/practicing/decision/framework.html>; Declaration on the Rights of Indigenous Peoples at <http://www.un.org/esa/socdev/unpfii/en/declaration.html>; AAA Statement on Ethics <http://www.aaanet.org/cmtes/ethics/Ethics-Resources.cfm>; Hau'ofa (2008, 180-182).
B. Sep 2: HOLIDAY—No Class. Post responses on laulima to questions on White and Tengan (2001); Tengan (2005); Tengan et al (2010). GET BOOKS! First discussion leader group meet with me by 9/5 and post questions by 9/6.

II. First Peoples

- A. Sep 9: Discussion 1: Dispossessions: Indigeneity and Authenticity (Sissons, Chs 1-3).
B. Sep 16: Discussion 2: Repossessions: Indigenous Futures (Sissons, Chs 4-6).

III. Decolonizing Methodologies

- A. Sep 23: Discussion 3: Imperial Knowledges (Smith, Foreword-Ch4). TOPIC STATEMENT DUE.
B. Sep 30: Discussion 4: An Indigenous Agenda (Smith, Chs 5-8).
B. Oct 7: Discussion 5: Kaupapa Māori (Smith, Chs 9-Conclusion). REVISED TOPIC STATEMENT DUE.

IV. Native Men Remade

- A. Oct 14: Discussion 6: Into the Pō and Out (Tengan, Preface-Ch 1).
B. Oct 21: Discussion 7: Pu'ukoholā: Temple of State (Tengan, Chs 2-3). OUTLINE DUE (5pts)
C. Oct 28: Discussion 8: Kā i Mua: In the Men's House (Tengan, Chs 4-Conclusion).

V. The Seeds We Planted

- A. Nov 4: Discussion 9: Indigeneity, Colonialism, and Education (Goodyear-Ka'ōpua, Preface-Ch 1).
B. Nov 11: HOLIDAY—Veteran's Day. TURN IN ROUGH DRAFT VIA EMAIL.
C. Nov 18: Discussion 10: Rebuilding Structures of Self-determination (Goodyear-Ka'ōpua, Chs 2-3).
D. Nov 25: Discussion 11: Restoring Vessels (Goodyear-Ka'ōpua, Chs 4-Conclusion).

VI. FINAL PROJECTS & PRESENTATIONS

- A. Dec 2, 9: Final Presentations (20 pts).
B. Dec 16: FINAL PROJECTS DUE (20 pts)

Readings available on laulima site

American Anthropological Association (AAA)

2012 *Statement on Ethics: Principles of Professional Responsibilities*. Arlington, VA: American Anthropological Association. Available at: <http://www.aaanet.org/cmtes/ethics/upload/Statement-on-Ethics-Principles-of-Professional-Responsibility-2.pdf>

Hau'ofa, Epeli

2008 Blood in the Kava Bowl. In *We are the Ocean: Selected Works*, pp.180-182. Honolulu: University of Hawai'i Press.

Tengan, Ty P. Kāwika

2005 Unsettling Ethnography: Tales of an 'Oiwi in the Anthropological Slot. *Anthropological Forum* 15(3):247-256.

Tengan, Ty P. Kāwika, Tēvita O. Ka'ili, and Rochelle Tuitagava'a Fonoti

2010 Genealogies: Articulating Indigenous Anthropology in/of Oceania. *Pacific Studies* 33(2/3):139-167.

United Nations

2008 *United Nations Declaration on the Rights of Indigenous Peoples*. United Nations. Available at: http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

United Nations Children's Fund (UNICEF)

2013 *Know Your Rights! United Nations Declaration on the Rights of Indigenous People for Indigenous Adolescents*. New York: United Nations Children's Fund. Available at:

http://www.unicef.org/policyanalysis/rights/files/HRBAP_UN_Rights_Indig_Peoples.pdf

White, Geoffrey, and Ty Kāwika Tengan

2001 Disappearing Worlds: Anthropology and Cultural Studies in Hawai'i and the Pacific. *The Contemporary Pacific* 13(2):381-416.