

Anthropology 640
ANTHROPOLOGICAL ETHICS AND PROFESSIONALISM

Fall Semester 2008
Tuesdays, 9:35 am – 12:35 pm
Anthropology Building, Room 214

COURSE DESCRIPTION

The course prepares graduate students to deal with a number of ethical situations and career issues that are likely to arise in the life of a professional anthropologist. The first objective of this course is to discuss a series of ethical issues and controversies that have emerged in the history of anthropology as a discipline. This includes ethical issues general to all anthropologists, such as the impact of one's research on local populations. The course also covers ethical issues specific to each sub-field, including:

- *cultural anthropology* (informed consent, managing relations with informants, cultural relativism, anthropologists "embedded" in the military)
- *archaeology* (dealing with looters and collectors, the power of history, NAGPRA)
- *physical anthropology* (NAGPRA, the Human Genome Project, primate research)

The second objective of this course is to prepare graduate students for a professional academic career. Class discussions will cover the practical issues that arise while preparing grant proposals, publishing academic articles, teaching anthropology courses, and applying for academic jobs.

Prerequisites: Students enrolled in this class should be graduate students in the Department of Anthropology. There are no other prerequisites for this course. Students who do not fit this description should consult with the instructor.

LEARNING OUTCOMES

There are six learning outcomes for this course. Students who successfully complete this course will be able:

- To identify the key issues in the major ethical debates in anthropology.
- To formulate and clearly argue their own view in relation to these ethical debates.
- To assemble a thoughtful and coherent grant proposal to fund their pre-dissertation and dissertation research.
- To understand the review process involved in scholarly publications.
- To design a course syllabus for a topic in their area of specialty.
- To assemble a cover letter and curriculum vita for an academic job position.

INSTRUCTOR INFORMATION

Name Cynthia Werner
Telephone 979-847-9254
Email werner@tamu.edu
Office Hours Tuesdays and Wednesdays, 2-5 pm; Thursdays, 2-4 pm
Office Location Anthropology Building, Room 224

COURSE READINGS

- Julia Miller Vick & Jennifer Furlong, *The Academic Job Search Handbook*. Fourth Edition. (Penn 2008)
- Lawrence Locke, Waneen Spirduso and Stephen Silverman, *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals*. Fifth Edition. (Sage 2007)
- Ken Bain, *What the Best College Teachers Do*. (Harvard University Press 2004)
- *Anth 640 Course Reader*. Additional readings listed in the syllabus are available in a reading packet available at Notes & Quotes. Many of the readings in the packet are available online, so students have the option of buying different versions of the reader – one is a complete version, and one includes only those articles that are not available online.

GRADING POLICIES

There are no exams for this course. The final course grade will be based on the grades for eight written assignments, and a grade for participation and attendance:

<u>Assignment</u>	<u>Due Date</u>	<u>Percent of Grade</u>
Ethics Case One	??	5%
Research Proposal	??	20%
Ethics Case Two	??	5%
Conference Paper Abstract	??	15%
Ethics Case Three	??	5%
Course Syllabus	??	20%
Ethics Case Four	??	5%
Job Application	??	15%
Participation/Attendance	Each class	10%
TOTAL		100%

ASSIGNMENTS

- **Short Papers on Ethics in Anthropology.** Accusations of unethical behavior are pretty straightforward when somebody knowingly does something they consider to be wrong. For example, if somebody falsifies data results or copies another person's article verbatim without citation, there is little question that such behavior is unethical. However, many ethical issues are not so cut and dry. Ethical controversies exist because people do not agree about what is "right" or "wrong." The purpose of this assignment is to take a stance on an ethical issue that has a blurry area between right and wrong. Something that might seem right from one perspective (i.e. paying informants for participating in your study) may seem wrong from another perspective (i.e. impact on local community, division between those receiving payment and those who don't). For this paper, you should discuss both sides of the issue, and then take a firm stance on one side. You may want to choose an issue that has relevance for your own research. You may choose a topic covered in class, or a topic that has relevance that was not covered in class. The paper should be 6-8 pages, typed & double-spaced.
- **Research Proposal.** Grant writing is an important skill for all anthropologists. For this assignment, you will be expected to complete a grant application to support your dissertation research. Students who are in their 1st or 2nd year of graduate school have the option of submitting a grant proposal for one of the following internal grant competitions: the Glasscock Center for Humanities Research's Travel to Archives or Travel to Fieldwork Grant or the Jordan Institute for International Awareness' L.T. Jordan Fellows Program. If neither of these fit well with your research needs, you can prepare an application for the Department of Anthropology's Graduate Student Travel Grant. Students who have already completed two years of graduate study should be prepared to submit a more substantial grant application for their master's or dissertation fieldwork. Students in this category should prepare a grant application for one of the following: the Wenner-Gren Foundation for Anthropological Research (<http://www.wennergren.org>), the National Science Foundation (<http://www.nsf.gov>), the Social Science Research Council (www.ssrc.org), or the Fulbright Foundation (www.fulbright.org).
- **Conference Paper Abstract.** Graduate students should start presenting their research at national conferences before they complete their degree. Conferences provide an opportunity to get more feedback on your work and to develop professional networks. A strong paper abstract is essential to getting accepted into the program and getting funding for your travel expenses. A strong abstract summarizes the main arguments of a paper while demonstrating the paper's contribution to the field. For this assignment, you are expected to write a 250-word abstract for a conference paper. Graduate students who have not yet completed original research may submit an abstract for a paper based on secondary sources (including a paper for another class). Graduate students who have completed field research should submit an abstract based on their own research.
- **Course Syllabus.** A detailed course syllabus requires a lot of thought and consideration of subject material and teaching philosophy. For this assignment, you should prepare a syllabus for a course that you have not previously taught. Graduate students who have not yet taught

their own course have the option of preparing a syllabus for an introductory course in anthropology (such as ANTH 201, ANTH 205, or ANTH 225). Graduate students who have experience teaching an intro-level course should ideally prepare a syllabus for an upper-level undergraduate topics course. The course syllabus should include the following information: course description, learning outcomes, textbooks and reading materials, course assignments, exams, grading policy, other course policies, and course schedule.

- **Job Application.** The academic job market is one of the final challenges for graduate students who seek a career in academia. The expression “first impressions count” is true when it comes to landing an interview for an academic job. For this assignment, you will prepare a job application for a position relevant to your specialization listed in *Anthropology News*. You will need to prepare a two-page cover letter and a curriculum vita. You may add “credentials” to your letter and c.v. based on realistic goals that you hope to achieve before you enter the job market. (For example, you can add grants and publications, as well as research time in the field.) You should make it clear that these are future credentials by dating them in the future and dating the job letter for the year that you expect to complete your degree.
- **Attendance and Participation.** Class participation and attendance are required for this course. To get full credit for participation and attendance, you need to attend each class meeting and participate in class discussions. Most of the class time will be devoted to discussions of the readings and the course assignments. Although I will lead the discussions, I expect each student to participate in the discussions on a regular basis. After each class, I will take notes on participation. If you are regularly prepared for class, you will receive a higher participation grade than students who do not seem to do the reading on a regular basis and/or do not participate in class discussions. As for attendance, you should let me know if you have a legitimate excuse for missing class.

COURSE POLICIES

- **Late Papers.** Papers should be turned in during the class meeting. If you are unable to attend class, you can submit your paper by email. Late papers for any of the written assignments will be penalized two points for each weekday late. If the paper is extremely late, you may receive up to half the total points for the assignment.
- **Americans with Disabilities Act (ADA) Policy Statement.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

- **Academic Integrity Statement.** “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information on the Aggie Honor Code, please visit: www.tamu.edu/aggiehonor. All cases of plagiarism and cheating will be handled according to university policies. (<http://www.tamu.edu/aggiehonor>). If you are caught plagiarizing or cheating, you will receive a zero for the assignment and you may receive an F for the class. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys trust among colleagues without which research cannot be safely communicated.

COURSE OUTLINE

** MATCH ETHICS & PROFESSIONALISM

- Ethics of publishing w/ how to publish (co-authorship)
- Ethics of grants w/ grant writing (reviewing grants)
- Ethics of teaching (student-teacher relations)
- Ethics of job search (?)

WEEK ONE (AUG. 26)

Introduction to the Ethics in Anthropology

Sample Cases from the AAA Handbook on Ethical Issues in Anthropology

- Case 1: To Medicate or Not to Medicate
- Case 2: Who Owns the Fieldnotes?
- Case 3: Witness to Murder
- Case 8: The Case of the Missing Artifact
- Case 10: Professor Purloins Student's Work: Her Recourse?

WEEK TWO (SEPT. 2)

Overview of Ethical Issues in Anthropology

- AAA Code of Ethics, 1998
(www.aaanet.org/committees/ethics/ethcode.htm)
- Society of Professional Archeologists Code of Ethics, 1995
(www.rpanet.org/displaycommon.cfm?an=1&subarticlenbr=3)
- The Archaeological Institute of America Code of Ethics, 1990
([http://www.archaeological.org/About the AIA/ethics.html](http://www.archaeological.org/About_the_AIA/ethics.html))
- AAA Commission to Review the AAA Statements on Ethics
(www.aaanet.org/committees/ethics/ethrpt.htm)
- Carolyn Fluehr-Lobban, "Ethics and Anthropology 1890-2000: A Review of Issues and Principles" from Fluehr-Lobban's *Ethics and the Profession of Anthropology* (XEROX)
- Mark Lynott, "Ethical Principles and Archaeological Practice: Development of an Ethics Policy" (xerox)
- Locke, Spirduso & Silverman, *Proposals That Work*, Ch. 2 (on ethics)

Grant Writing – Understanding the Review Process

- Locke, Spirduso & Silverman, *Proposals That Work*, Ch. 1 and 8
- Adam Przeworski & Frank Salomon, "The Art of Writing Proposals: Some Candid Suggestions for Applicants to SSRC Competitions"
(fellowships.ssrc.org/art_of_writing_proposals)

WEEK THREE (SEPT. 9)

Anthropology, the IRB, and What Constitutes Informed Consent

- Carolyn Fluehr-Lobban, "Informed Consent in Anthropological Research: We Are Not

- Exempt” (XEROX)
- Jeffrey Bendremer and Kenneth Richman, “Human Subjects Review and Archaeology: A View from Indian Country” (IN Scarre & Scarre, *The Ethics of Archaeology*) (XEROX)
 - James Boster, “Towards IRB Reform” *Anthropology News*, May 2006
(www.anthrosource.net/doi/abs/10.1525/an.2006.47.5.21)
 - Erik Kjeldgaard, “Anthropology and IRBs: A Response to James Boster” *Anthropology News*, Sept. 2006
(www.anthrosource.net/doi/abs/10.1525/an.2006.47.6.5)
 - Rena Lederman, “IRB Consent Form Dilemmas and the Importance of Local Knowledge” *Anthropology News*, May 2006
(www.anthrosource.net/doi/abs/10.1525/an.2006.47.5.22)
 - Lauren Clark and Ann Kingsolver, AAA Briefing Paper on Informed Consent
(www.aaanet.org/committees/ethics/bp5.htm)
 - Case 5 – “Anonymity Declined”
(www.aaanet.org/committees/ethics/case5.htm)
 - Case 14 – “The Hazardous Consent Forms”
(www.aaanet.org/committees/ethics/case14.htm)

Grant Writing – Objectives and Literature Review

- Locke, Spirduso & Silverman, *Proposals That Work*, Ch. 3, 4

WEEK FOUR (SEPT. 16)

Ethical Issues Related to Grants

- Case 8.5 – “A Request from the National Foundation to Review a Research Proposal” (xerox)
- Case 9.4 – “A Student Recounts his National Foundation Interview” (xerox)
- Case 10.2 – “When a Research Proposal Turns Out to Be a Flop” (xerox)
- Ethics Case: “To Review or Not: Reviewing the Competition” (= use of materials in paper reviewed; is it okay to review article when you are writing the same)
- L. Mark Raab, “Toward an Understanding of the Ethics and Values of Research Design in Archaeology” (IN Green’s *Ethics and Values in Archaeology*)
- Fred Plog, “The Ethics of Excavation: Site Selection” (IN Green’s *Ethics and Values in Archaeology*)

Grant Writing – Methods and Budget

- Locke, Spirduso & Silverman, *Proposals That Work*, Ch. 5, 6, 9

WEEK FIVE (SEPT. 23)

Ethics and Applied Anthropology

- Erve Chambers, “Acceptable Behaviors: The Evolving Ethos of Ethics Talk” (In Fluehr-Lobban’s book 1st edition)
- Barbara Frankel and M. G. Trend, “Principles, Pressures and Paychecks: The Anthropologist as Employee” (In Fluehr-Lobban’s book, 1st edition)

- Hugh Gusterson, “Where are We Going? Engaging Dilemmas in Practicing Anthropology” *Anthropology News*, May 2006
- Don Fowler, “Ethics in Contract Archaeology” (IN Green’s Ethics and Values in Archaeology)

Presenting Your Research at Scholarly Conferences

- **??ADD A READING**

WEEK SIX (SEPT. 30)

Ethical Issues on Campus

- Ed Fames, “Disabled Duplicity” *Anthropology News*, October 2004 (XEROX)
- Ethics Case: “Confidentiality Concerns” (= student-professor confidentiality; professor confides to one student about another student’s progress)

Ethical Issues That Arise While Publishing Results

- AAA Briefing Paper on Consideration of the Potentially Negative Impact of the Publication of Factual Data about a Study Population on Such Population” (www.aaanet.org/committees/ethics/bp4.htm)
- Case 10 – “Professor Purloins Student’s Work: Her Recourse?” (www.aaanet.org/committees/ethics/case10.htm)
- Case 18 – “A Little Thing Like Plagiarism” (<http://www.aaanet.org/committees/ethics/case18.htm>)
- Marcia Whicker and Jennie Kronenfeld, “Fudging Research and Related Sins” (xerox)
- Brian Fagan, “Archaeology’s Dirty Secret” (xerox)
- Ethics Case: “When in Rome: Conventions in Assignment of Authorship” (XEROX)
- Cynthia Werner, “Ethical Dilemmas of Bride Kidnapping in Central Asia” *Anthropology News*, September 2004

Publishing Your Research in Scholarly Journals

- Bruce Thyer, *Successful Publishing in Scholarly Journals* (xerox)
- **Publishing Your Diss**

WEEK SEVEN (OCT. 7)

ADD – ETHICS IN THE CLASSROOM??

Ethics and Fieldwork

- Gail Wagner, AAA Briefing Paper on Remuneration to Subject Populations and Individuals (www.aaanet.org/committees/ethics/bp2.htm)
- Hy Luong, AAA Briefing Paper on the Impact of Material Assistance to Study Population (www.aaanet.org/committees/ethics/bp3.htm)
- AAA Briefing Paper on Determining What Constitutes a Health Emergency and How to Respond in the Course of Anthropological Research with Human Subjects”

<http://www.aaanet.org/committees/ethics/bp1.htm>)

- David McCurdy, “The Medicine Man” (xerox)
- Michael A. Rynkiewich, “The Underdevelopment of Anthropological Ethics” (xerox)
- Case 1.14 – “Problems and Consequences of Actively Helping the Host Community” (xerox)
- Case 1.6 – “Imposition of the Anthropologist on the Community” (xerox)
- Barbara Harrell-Bond, “Studying Elites: Some Special Problems” (xerox)
- Judith Friedman Hansen, “The Anthropologist in the Field: Scientist, Friend and Voyeur” (xerox)
- Joe Watkins, AAA Briefing Paper for Consideration of the Ethical Implications of Sexual Relationships Between Anthropologists and Members of a Study Population”
(<http://www.aaanet.org/committees/ethics/bp6.htm>)
- ADD – reflective article on sexual relationships w/ informants

Introduction to College Teaching

- Bain, *What the Best College Teachers Do*, Chs. 1, 2

WEEK EIGHT (OCT. 14)

Ethics, Human Rights and Cultural Relativism

- Case 1.2 – “Whether to Intervene in Infanticide” (xerox)
- Case 1.3 – “The Efficacy of Faith Healing” (xerox)
- Case 2.10 – “Intervention in a Curing Situation” (xerox)
- “Do Anthropologists Have an Ethical Obligation to Promote Human Rights”
Anthropology News, October 2006
 - Terry Turner
 - Laura Graham
 - Carolyn Fluehr-Lobban
 - Ida Nicolaisen
 - Jane Cowan
 - Mark Goodale

Teaching – Preparing and Conducting Class

- Bain, *What the Best College Teachers Do*, Chs. 3, 5

WEEK NINE (OCT. 21)

Looters, Collectors and Others Who Work Against Archaeology

- Brian Fagan, “Black Day at Slack Farm” (xerox)
- Carol Howell, “Daring to Deal with Huaqueros” (xerox)
- Case 24 – “Site Unseen” (<http://www.aaanet.org/committees/ethics/case24.htm>)
- Ricardo Elia, “The Ethics of Collaboration: Archaeologists and the Whydah Project” (xerox)

Teaching – Testing and Evaluating Student Progress

- Bain, *What the Best College Teachers Do*, Chs. 4, 6, 7, Epilogue

WEEK TEN (OCT. 28)

Repatriation and NAGPRA – CUT SOME OF THIS

- Native American Graves Protection and Repatriation Act
(<http://www.cast.uark.edu/products/NAGPRA/DOCS/lgm003.html>)
- Roderick McIntosh, Susan McIntosh and Tereba Togola, “People Without History” (xerox)
- Deborah Nichols, Anthony Klesert and Roger Anyon, “Ancestral Sites, Shrines, and Graves: Native American Perspectives on the Ethics of Collecting Cultural Properties” (xerox)
- Jaime Litvak King, “Cultural Property and National Sovereignty” (xerox)
- Spencer Harrington, “Bones and Bureaucrats: New York’s Great Cemetery Imbroglia” (xerox)
- T. J. Ferguson, Native Americans and the Practice of Archaeology
(<http://anthro.annualreviews.org/cgi/content/full/25/1/63>)
- Jerome Rose, Thomas J. Green and Victoria D. Green, “NAGPRA is Forever: Osteology and the Repatriation of Skeletons”
(<http://anthro.annualreviews.org/cgi/content/full/25/1/81>)
- Duane Anderson, “Reburial: Is It Reasonable?” (xerox)
- Anthony Klesert and Shirley Powell, “A Perspective on Ethics and the Reburial Controversy” (xerox)
- Douglas Lackey, “Ethics and Native American Reburials: A Philosopher’s View of Two Decades of NAGPRA” (IN Scarre & Scarre, *The Ethics of Archaeology*)
- “Scientific Research and the Autonomy of Indigenous Peoples: The Case of the Kennewick Man” (IU Workshop, 1998)
- Karen Warren, “A Philosophical Perspective on the Ethics and Resolution of Cultural Properties Issues” (IN Messenger’s book, *The Ethics of Collecting Cultural Property*)

The Academic Job Market – Preparing for the Job Search

- Vick and Furlong, *The Academic Job Search Handbook*, Chs. 1-2

WEEK ELEVEN (NOV. 4)

Darkness in El Dorado

- Carolyn Fluehr-Lobban, “Darkness in El Dorado: Research Ethics, Then and Now” (In Fluehr-Lobban’s *Ethics and the Profession of Anthropology*)
- Public Anthropology Roundtable Forum: Ethical Issues Raised by Patrick Tierney’s *Darkness in El Dorado*
([http://www.publicanthropology.org/Journals/Engaging-Ideas/RT\(YANO\)/r2.htm](http://www.publicanthropology.org/Journals/Engaging-Ideas/RT(YANO)/r2.htm))

The Academic Job Market – Planning and Timing Your Search

- Vick and Furlong, *The Academic Job Search Handbook*, Chs. 3-8

WEEK TWELVE (NOV. 11)

Human Social Terrain Mapping

- Lane Ryo Hirabayashi, “ American Anthropologists and Mass Incarceration” *Anthropology News*, December 2007
- “The Network of Concerned Anthropologists Pledges to Boycott Counterinsurgency” *Anthropology News*, December 2007
- J. Anthony Paredes, “HTS Statement Vote” *Anthropology News*, February 2008

The Academic Job Market – Preparing the Job Application

- Vick and Furlong, *The Academic Job Search Handbook* , Chs. 9-13

WEEK THIRTEEN (NOV. 18)

- **NO CLASS MEETING American Anthropological Association Annual Meeting**

WEEK FOURTEEN (NOV. 25)

Ethics and the Human Genome Project

- Human Genome Diversity Project Frequently Asked Questions
- (<http://www.Stanford.edu/group/morrinst/hgdp/faq.html>)
- Leslie Roberts, “Genetic Survey Gains Momentum: Proposal to Collect DNA Samples from Aboriginal Peoples” (xerox)
- Leslie Roberts, “Anthropologists Climb (Gingerly) on Board” (xerox)
- Hilary Cunningham, “Colonial Encounters in Postcolonial Contexts: Patenting Indigenous DNA and the Human Genome Diversity Project” *Critique of Anthropology* (xerox)
- Margaret Lock, “Interrogating the Human Genome Diversity Project” (xerox)
- Jonathan Friedlander, “Genes, People, and Property: Furor Erupts Over Genetic Research on Indigenous Groups” (xerox)
- K. Liloqula, “Value of Life: Saving Genes Versus Saving Indigenous Peoples” (xerox)
- Henry Greely, “Genes, Patents, and Indigenous Peoples: Biomedical Research and Indigenous Peoples’ Rights” (xerox)
- John Moore, “Native Americans, Scientists, and the HGDP” (xerox)
- Richard Grounds, “The Yuchi Community and the Human Genome Diversity Project” (xerox)

Ethical Issues Involving Primates

- Innes Cuthill, “Field Experiments in Animal Behavior: Methods and Ethics” (xerox)
- R. J. Putman, “Ethical Considerations and Animal Welfare in Ecological Field Studies” (xerox)
- Jane Goodall, “Why is it Unethical to Use Chimpanzees in the Laboratory” (xerox)
- Jonathan Marks, “Save the Apes from the Ape Rights Activists!” *Anthropology News*, December 2006

- Marcia Whicker and Jennie Kronenfeld, “Faking, Lying and Taking Credit” (xerox)

The Academic Job Market: Interviewing and Negotiating Offers

- Vick and Furlong, *The Academic Job Search Handbook* , Chs. 14-17, 21-23

NEW SECTIONS TO ADD:

Cultural Property

NAGPRA and the Case of the Kennewick Man

Anthropology, the IRB, and Informed Consent

- ADDED

Anthropology and Human Rights

OTHER

- Jeffrey Altschul, "The Register of Professional Archaeologists' Standards are Voluntary"
Anthropology News, May 2006

Conflicts of Interest in Ethnographic Research

- Carol J. Pierce-Colfer, "Rights, Responsibilities, and Reports: An Ethical Dilemma in Contract Research" (xerox)
- Case 3.1 – "A Request for Informant Names by a Government Official" (xerox)
- Case 3.3 – "Fieldwork in a Climate of Governmental Suspicion" (xerox)
- Case 3.4 – "Political Ramifications of Fieldwork Among the Klee" (xerox)
- Case 1.10 – "A Problem of Political Identification and Co-option" (xerox)
- Case 21 – "Ethical Dilemmas and Moral Responsibilities"
(<http://www.aaanet.org/committees/ethics/case21.htm>)