

ANTH 419: INDIGENOUS ANTHROPOLOGY O/H/E

Spring 2011, Tuesdays and Thursdays, 10:30-11:45 am, Ah Quon McElrath Community Room George 301

Class website: laulima.hawaii.edu

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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? 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 Pacific Cultural Studies and indigenous research centers. Third, current engagements within the discipline (particularly those brought about by native, indigenous, and minority anthropologists) have suggested new ways of articulating “indigenous traditions” of both anthropology and Native Hawaiian and Pacific Islanders. 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):

Hau'ofa, Epeli. 2008. *We are the Ocean: Selected Works*. Honolulu: University of Hawai'i 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.

Along with a HAP, this course 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; how to responsibly deliberate on these ethical issues; and making ethically determined judgments.

Classes will feature large group discussions and guest lecturers. 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.

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 Feb 10, outline due March 3, draft due April 12, and final projects due May 3. Guidelines on the final and on presentations will be forthcoming. Grading breaks down as such:

Discussion Leadership:	20 points
Discussion Participation (9 x 2):	18 points
Final Oral Presentations	20 points
Final Project (outline, draft and final)	30 points
<u>Attendance & Participation</u>	<u>12 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 10-15 minute oral presentation that summarizes the readings and main points, and then to spend the remainder of the period leading discussion on pre-circulated questions and any other learning activities you may have planned. Questions may be posted in the laulima discussion rooms and/or in the previous class, and online discussion may precede in-class discussion (if so, leaders will be responsible for collating and discussing them in-class). Questions 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; and **(required)** the ethical issues raised about anthropology and/or cultural research and representation of or by indigenous peoples. **Cite the specific page/s** 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 OK, 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

Participating (18 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. NOTE: such written responses or summaries may be used as journal entries. 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 three points for each of the nine 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). If you are unable to attend class on the discussion days, you will need to make up points on non-discussion and non-guest speaker days.

COURSE OUTLINE (SUBJECT TO CHANGE)

I. INTRODUCTION

- A. Jan. 11: Introductions, orientations. Explanation of O/H/E focuses and requirements.
- B. Jan. 13: Anthropology, Ethics and Indigenous People. Reading: "A Framework for Thinking Ethically" (<http://www.scu.edu/ethics/practicing/decision/framework.html>); Declaration on the Rights of Indigenous People (<http://www.iwgia.org/sw248.asp>); AAA Ethics Code (<http://www.aaanet.org/issues/policy-advocacy/Code-of-Ethics.cfm>); Hau'ofa (2008, 180-182).

II. INDIGENOUS PEOPLE AND RESEARCH

- A. Jan. 18: Introduction to Indigenous Peoples and Research. Reading: Smith (1999, Intro); Sissons (2005, Ch 1).
- B. Jan. 20: Discussion 1: Imperialism, History, and Knowledge. Reading: Smith (1999, Chs 2 & 3).
- C. Jan. 25: Oppressive Authenticity. Reading: Sissons (2005, Ch 2); Smith (1999, Ch 5).
- D. Jan. 27: Discussion 2: Urban Indigeneity & Indigenous Children. Reading: Sissons (2005, Chs 3 & 4).
- E. Feb. 1: The Indigenous Peoples' Project. Reading: Smith (1999, Ch 6).
- F. Feb. 3: Discussion 3: Indigenous Citizens and Recovery. Reading: Sissons (2005, Chs 5 & 6).
- G. Feb. 8: Articulating Indigeneity. Reading: Diaz and Kauanui (2001); Clifford (2001)
- H. Feb. 10: Articulating the Indigenous Research Agenda. FINAL TOPIC STATEMENT DUE. Reading: Smith (1999, Chs 6 & 7). Optional reading: Smith (Chs 9, 10, & Conclusion).

III. ON NATIVE AND INDIGENOUS ANTHROPOLOGISTS AND ANTHROPOLOGIES

- A. Feb 15: Native Anthropologists. Reading: Medicine (2001).
- B. Feb 17: Discussion 4: Native (Decolonizing) Anthropology. Reading: Jones (1970, 1995); Harrison (1997).
- C. Feb 22: How Native is Native? Reading: Narayan (1993); Jacobs-Huey (2002).
- D. Feb 24: Discussion 5: Doing homework. Reading: Teaiwa (2004); Jackson (2004).
- E. Mar. 1: Halfies and Hapas. Reading: Abu-Lughod (1991); Ledward (2008).
- F. Mar. 3: FINAL PROJECT OUTLINE DUE (5 pts). Reading: White and Tengan (2001); Tengan (2005)

IV. EPELI HAU'OFA: ANTHROPOLOGY AND CULTURAL CRITICISM IN OCEANIA

- A. Mar. 8: Rethinking and Reflecting. Reading: White (2008); Hau'ofa (2008, xxi-23); optional: Wesley-Smith et al (2010).
 - B. Mar 10: Discussion 6: Our Sea of Islands. Reading: Hau'ofa (2008, 27-79).
 - C. Mar 15: The Writer as Outsider. Reading: Hau'ofa (2008, 97-135).
 - D. Mar 17: Discussion 7: Revisiting Tonga. Reading: Hau'ofa (1982; 2008, 157-179)
- SPRING BREAK: MAR 21-25

V. 'ŌIWI ANTHROPOLOGY

- A. Mar 29: Mary Kawena Pukui: Hawaiian ethnographer. Reading: Pukui Packet.
- B. Mar 31: Discussion 8: Huaka'i Māka'ika'i a Kaupō. Reading: Maunupau (1998).
- C. Apr 5: Indigenous ethnography in Hawai'i. Reading: Tengan (2008, Pref, intro, Ch 1).
- D. Apr 7: Discussion 9: Pu'ukoholā. Reading: Tengan (2008, Chs 2 & 3).
- E. Apr. 12: FINAL PROJECT DRAFT DUE (5 pts). Project discussion in class.
- F. Apr. 14: Discussion 10: Hale Mua. Reading: Tengan (2008, Chs 4 & 5).
- G. Apr. 19: Conclusions. Reading: Tengan (2008, Conclusion).
- H. Apr. 21: Genealogies of Indigenous Anthropology in/of Oceania. Reading: Tengan, Ka'ili and Fonoti (2010)

VII. FINAL PROJECTS & PRESENTATIONS

- A. Apr. 26, Apr. 28, May 3: Final Presentations (20 pts).
- B. May 3: FINAL PROJECTS DUE (20 pts)

Readings available on laulima site

Abu-Lughod, Lila

1991 Writing Against Culture. In *Recapturing Anthropology: Working in the Present*. R.G. Fox, ed, pp. 137-162. Santa Fe, New Mexico: School of American Research Press.

Clifford, James

2001 Indigenous Articulation. *The Contemporary Pacific* 13:468-490.

Diaz, Vincente M. and J. Kēhaulani Kauanui

2001 Native Pacific Cultural Studies on the Edge. *The Contemporary Pacific* 13(2):315-42.

- Hau'ofa, Epeli
1982 Anthropology at Home: A South Pacific Islands Experience. In *Indigenous Anthropology in Non-Western Countries*. H. Fahim, ed. pp. 213-222. Durham: Carolina Academic Press.
- Hereniko, Vilsoni
2000 Indigenous Knowledge and Academic Imperialism. In *Remembrance of Pacific Pasts: An Invitation to Remake History*. R. Borofsky, ed, pp 78-91. Honolulu: University of Hawai'i Press.
- Harrison, Faye V.
1997 Anthropology as an Agent of Transformation: Introductory Comments and Queries. In *Decolonizing Anthropology: Moving Further Toward an Anthropology for Liberation*. F. V. Harrison, ed. pp. 1-15. Arlington, VA: Association of Black Anthropologists.
- Jacobs-Huey, Lanita
2002 The Natives are Gazing and Talking Back: Reviewing the Problematics of Positionality, Voice, and Accountability Among 'Native' Anthropologists. *American Anthropologist* 104(3):791-804.
- Jackson, John L., Jr.
2004 An Ethnographic Filmflam: Giving Gifts, Doing Research, and Videotaping the Native Subject/Object. *American Anthropologist* 106(1):32-42.
- Jones, Delmos J.
1970 Towards a Native Anthropology. *Human Organization* 29(4):251-259.
1995 Anthropology and the Oppressed: A Reflection on "Native" Anthropology. *National Association for the Practice of Anthropology Bulletin* 16(1):58-70.
- Ledward, Brandon C.
2007 On Being Hawaiian Enough: Contesting American Racialization with Native Hybridity. *Hūlili: Multidisciplinary Research on Hawaiian Well-Being* 4(1):107-143.
- Maunupau, Thomas K.
1998 *Huakai Makaikai a Kaupo, Maui: A visit to Kaupō, Maui: Honolulu: Bishop Museum Press.*
- Medicine, Beatrice.
2001 *Learning to be an anthropologist and remaining 'Native': Selected writings*. Edited by Sue-Ellen Jacobs. Urbana and Chicago: University of Illinois Press.
- Narayan, Kirin
1993 How native is a "native" anthropologist? *American Anthropologist* 95:671-685.
- Pukui, Mary Kawena
Pukui Packet: "How legends were taught" (nd) and excerpts from: *The Polynesian Family System in Ka'ū, Hawai'i* (w/ E.S.C. Handy), *Folktales of Hawaii* (w/ L.C.S. Green), and *Ōlelo No'eau*.
- Teaiwa, Katerina
2004 Multi-sited Methodologies: "Homework" in Australia, Fiji, and Kiribati. In *Anthropologists in the field: Cases in participant observation*. L. Hume and J. Mulcock, eds. pp. 216-233. New York: Columbia University 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.
- Wesley-Smith, Terence, Joni Madraiwiwi, Teresia Teaiwa, Geoffrey White, Tarcisius Kabutaulaka, Steven Edmund Winduo, Vijay Naidu, and Vilsoni Hereniko
2008 Epeli's Quest: Essays in Honor of Epeli Hau'ofa. *The Contemporary Pacific* 22(1):101-123.
- 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.
- White, Geoffrey
2008 Forward. In *We Are the Ocean: Selected Works*. E. Hau'ofa, pp.ix-xx. Honolulu: University of Hawai'i Press.