Proposal for the Master of Arts in Heritage Management

September 2013
Proposal for a New Degree Program:
Master’s in Heritage Management
Department of Anthropology, CAS
University of Hawai‘i at Hilo

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Proposal for the Master of Arts in Heritage Management
1. Executive Summary

The Department of Anthropology proposes a M.A. in Heritage Management for students who seek careers in a multitude of governmental agencies, private-sector consulting firms, and in education, who work with the interpretation and preservation of cultural heritage. The MA in Heritage Management responds to House Resolution No. 130 of the 24th Legislature (2008). There are five main objectives: 1) to apply anthropological concepts to guide a workforce of historic preservationists who are committed to the long-term management of Hawaiian cultural resources; 2) increase the number of individuals of local ancestry in leadership positions in Heritage; 3) provide better assistance to community planners in developing plans that are more sensitive to traditional cultural properties, human burials, sacred sites, ancient habitation sites, agricultural systems, and trails; 4) provide training to meet the professional qualifications of principal investigators as defined in Hawai‘i Administrative Rules (HAR)13-281 for conducting archaeological fieldwork and for conducting cultural impact assessments; and 5) provide training to meet the federal professional standards for archaeologists as defined in 36 CFR Part 61.

Although the program is focused primarily within Hawai‘i, we intend to address heritage training across the Pacific Islands. The proposal fills a clear need to produce individuals who are well-trained in the specific issues of Oceanic heritage. Despite dozens of similar MA programs around the globe, none of the major extant programs focus on the Pacific Islands. The region has unique cultural historical, social, and environmental characteristics that would make localized training more effective in creating qualified, culturally sensitive professionals. UHH’s student body presents one of the best locations for having Pacific Island students trained in CRM methods that could be applied in their home communities. Because students would come to the program with strong motivation, we anticipate a very high retention and graduation rate.

Currently, the anthropology department consists of six tenure-track faculty and two part-time lecturers. Two new faculty positions (a paleobotanist, and a collections specialist) and an APT are requested to initiate the program. Additionally, the program intends to form long-term partnerships with heritage staff at Kamehameha School’s new multi-million dollar project in Kona operated by the Keauhou-Kahalu‘u Education Group. Kamehameha Schools has already committed to the intent of funding one of the UHH faculty positions for the first three years, and we are developing long-term collaborative relationships with the KS program through a MOA. Additional external funds have been secured through collaborative programs with Koloko-Honokohau National Historic Park ($50,000), and funds provided through the Department of Transportation as stipulated in a draft Memorandum of Agreement ($800,000) for the Queen Ka‘ahumanu Highway realignment, which is being managed jointly with Ka Haka ʻUla o Keʻelikolani College of Hawaiian Language.

The M.A. program would take advantage of the strong ties that our anthropology department has with UHH’s College of Hawaiian Language, and would attempt to link with other related course-work offered elsewhere in the system (described below). Supporting laboratory space includes existing facilities in EKH as well as the Geoarchaeology Laboratory in College Hall. New space requirements can be met by the occupation of office and lab space in EKH that is being vacated by COBE. Additional lab and office space in Hilo could be renovated to house faculty and support additional laboratory space, and the
collaborative arrangements with KS should allow us to make use of the Keauhou-Kahalu’u Education Center as it is developed.

2. Background

“Heritage Management” (or sometimes the more redundant phrase “Cultural Heritage Management”) is a globally recognized term that is concerned with the “identification, protection, and stewardship of cultural heritage in the public interest” (Elia and Ostovich 2011). Analogous but more parochial titles commonly used in the United States include “Public Archaeology,” “Applied Archaeology,” and “Cultural Resource Management.” We choose “heritage” over “cultural resource” to avoid the connotation of exploitation that can be implied by the use of the term “resource,” and our program intends to approach issues of heritage from a broader perspective than archaeology alone. Table 1 provides a sampling of similar MA programs found in anthropology departments around the globe.

Table 1. Names of MA programs similar to the proposed MA in Heritage Management

<table>
<thead>
<tr>
<th>University</th>
<th>Program Title</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonoma State University, CA</td>
<td>Cultural Resources Management</td>
<td>MA</td>
</tr>
<tr>
<td>University of Melbourne</td>
<td>Arts and Cultural Management</td>
<td>MA</td>
</tr>
<tr>
<td>University of California, Northridge</td>
<td>Public Archaeology</td>
<td>MA</td>
</tr>
<tr>
<td>Eastern New Mexico State, Portales</td>
<td>Anthropology and Applied Archaeology</td>
<td>MA</td>
</tr>
<tr>
<td>Oregon State University, Corvallis</td>
<td>Cultural Resource Management</td>
<td>MA</td>
</tr>
<tr>
<td>University of Alaska, Anchorage</td>
<td>Applied Anthropology</td>
<td>MA</td>
</tr>
<tr>
<td>University of Montana, Missoula</td>
<td>Cultural Heritage</td>
<td>MA</td>
</tr>
<tr>
<td>St. Cloud State University, MN</td>
<td>Cultural Resource Management Archaeology</td>
<td>MA</td>
</tr>
<tr>
<td>University Of Minnesota, MN</td>
<td>Cultural Heritage Management</td>
<td>MA</td>
</tr>
<tr>
<td>Michigan State U., East Lansing</td>
<td>Professional Applications of Anthropology</td>
<td>MA</td>
</tr>
<tr>
<td>Mississippi State Starkville</td>
<td>Applied Anthropology</td>
<td>MA</td>
</tr>
<tr>
<td>University of Southern Mississippi, Hattiesburg</td>
<td>Applied Cultural Heritage Studies</td>
<td>MA</td>
</tr>
<tr>
<td>University of Memphis, TN</td>
<td>Public Archaeology/Cultural Resource Management</td>
<td>MA</td>
</tr>
<tr>
<td>Boston University, MA</td>
<td>Archaeological Heritage Management</td>
<td>MA</td>
</tr>
<tr>
<td>Rutgers University, NJ</td>
<td>Cultural Heritage and Preservation Studies</td>
<td>MA</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>Resource Management and Cultural Process</td>
<td>MAA</td>
</tr>
<tr>
<td>American University, Washington D.C.</td>
<td>Public Anthropology</td>
<td>MA</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>Public Archaeology</td>
<td>MA</td>
</tr>
<tr>
<td>French University of Egypt</td>
<td>Cultural Heritage Management</td>
<td>MA</td>
</tr>
</tbody>
</table>

The term “Heritage Management” in the present proposal reflects our desire to create professionals trained in cultural stewardship who will work in a multitude of available positions in County, State, and Federal Government, and in the private sector, as well as academia. Our training focus emphasizes the entire Pacific, but also applies well to the mainland United States where many state and federal programs follow similar practices.

3. Program Need and Justification

In Hawai‘i, there is a State requirement for graduate degrees in various Heritage Management positions. For example, Hawai‘i Administrative Rules (Title 13, Subtitle 13, Chapter 281) require that principal investigators working for one of the 26 firms licensed to conduct archaeological research possess “a graduate degree from an accredited institution in archaeology, or anthropology, with a specialization in archaeology, or an equivalent field.” There is also significant need for heritage management professionals in the U.S.-affiliated Pacific, including the territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (FSM, ROP, RMI). With UH Hilo having the highest percentage of students of Native Hawaiian ancestry at any 4-year institution, and the highest percentage of students from other Pacific Islands, a MA program in Heritage Management at UH Hilo would empower these students with opportunities to gain leadership positions related to managing their own heritage. Without having many local opportunities to obtain graduate degrees in Heritage Management, the consequence has been that the principal investigators in private consulting firms, and in state and federal agencies in Hawaii and the Pacific have largely obtained their graduate degrees elsewhere, and very few are from Hawaii’s descendant communities. Our students from Hilo regularly work in entry level positions at these firms and for these agencies, but hit glass ceilings that do not allow them to open their own firms or to advance in the firms that they work for.

In 2008, the Hawai‘i State Legislature passed House Resolution 130 that requested the University of Hawaii at Hilo to draft a strategic plan for creating a Master’s degree in heritage management. This resolution is in reaction to the adverse impacts from understaffed and mismanaged historic preservation activities in the state. In 1976, the Hawai‘i State Legislature drafted Chapter 6E of Hawai‘i Revised Statutes, which states: “The legislature declares that the historic and cultural heritage of the State is among its important assets and that the rapid social and economic developments of contemporary society threaten to destroy the remaining vestiges of this heritage. The legislature further declares that it is in the public interest to engage in a comprehensive program of historic preservation at all levels of government to promote the use and conservation of such property for the education, inspiration, pleasure, and enrichment of its citizens. The legislature further declares that it shall be the public policy of this State to provide leadership in preserving, restoring, and maintaining historic and cultural property, to ensure the administration of such historic and cultural property in a spirit of stewardship.
and trusteeship for future generations, and to conduct activities, plans, and programs in a manner consistent with the preservation and enhancement of historic and cultural property” [L 1976, c 104, pt of §2].

Sadly, Hawai‘i has had great difficulty in implementing the vision of 6E HRS. One of the largest problems has been limited professional training programs that are suited to the Hawaiian cultural landscape. In 2008, various bills before the State legislature again sounded the alarm which resulted in House Resolution 130, mentioned above. For example, S.B. 2906 stated “The legislature finds that historic preservation in Hawai‘i is presently in a condition of unprecedented confusion and disarray, making it nearly impossible for the State to meet its cultural obligations and legislative mandates to manage historical properties for the benefit of the various descendent communities. The discovery, identification, and preservation of archaeological sites, human burial sites, and other historic properties are increasingly threatened.” Four years later, in 2012, the State Historic Preservation Division is still struggling to meet the demands of a Federal “Corrective Action Plan” that is necessary to sustain federal funding of nearly 50% of the agency’s budget. The largest failure of the office is that many positions requiring graduate degrees remain unfilled. As early as 2002, there were open vacancies in the O‘ahu Island archaeologist position that have remained vacant for years.

Economic development in Hawai‘i is often intimately connected to issues surrounding Heritage Management. One of the hardest lessons that the development community has faced is that when historic preservation efforts prior to development have been poorly conducted in accordance with State and Federal law, then the delays from litigation can drastically affect the development. In Hawai‘i, sources of community division have often included the potential and demonstrated adverse effects to cultural resources from federally-funded military training operations. Many other high-profile cases make headlines in the local papers weekly, and affect billions of dollars in development funds. If heritage management regulatory processes are poorly implemented, the results are costly for everyone, and rarely result in optimal preservation outcomes.

The state of Hawai‘i needs to develop a strong program to train heritage management professionals at the graduate level who could then assist federal and state agencies in cooperating with the local community in planning culturally sensitive development. By establishing localized training in heritage management, we hope to create more professionals who are well-versed in the specific issues in heritage management that are most significant to Hawai‘i, and who are more trusted in descendant communities because they will be from those same descendant communities. The impact of a locally-based heritage management graduate program at Hilo could also extend beyond regional educational and legislative mandates to showcase how federal agencies can form meaningful partnerships with educational institutions and indigenous cultures in the preservation of the nation’s cultural heritage (see Executive Order 13287- “Preserve America”).
Proposal for the Master of Arts in Heritage Management

A recent national study\(^2\) of heritage management professionals has predicted that the number of archaeologists with graduate degrees will need to double to meet the expected demand in the next 25 years. Of an estimated total of 19,150 archaeological jobs, 85% will be filled with MA level archaeologists. In Hawai‘i, there are currently 26 private firms and nine universities permitted to conduct archaeological research. The five largest firms together employ approximately 150 persons. The remaining 21 firms employ ten or fewer persons each. A reasonable estimate would be 250 employees in private consulting alone, not including those employed by universities. Various agencies of the US government (such as the National Park Service, Department of Defense, Natural Resource Conservation Service, and US Fish and Wildlife), employ about a hundred specialists in heritage management in the Pacific region. The State of Hawai‘i maintains the Hawai‘i State Historic Preservation Division within the Dept. of Land and Natural Resources and currently has about a dozen preservation specialists on board, but they often have employed more (around 30 in the 1990s). Kamehameha Schools, the Office of Hawaiian Affairs, Hawaii State Parks, and various counties also employ individuals who specialize in heritage management.

The current training programs for these professionals in Hawaii do not begin to meet the local demand for trained, qualified professionals. As a consequence, many heritage management specialists are hired from regions outside of Hawai‘i and have little background or connection to descendant communities or Hawaiian cultural practice.

4 Program Objectives

4.1 General Overview
U.H. Hilo’s master’s program in Heritage Management will offer applied anthropological experiences involving Pacific Island cultures and sites, with a special emphasis on the Hawaiian Islands and indigenous empowerment over the management of traditional cultural sites. The course curriculum involves developing an understanding of Pacific Island peoples from the time of initial human settlement through the era of Western colonization. This is coupled with classes that promote the development of ethnographic and archaeological skills for conducting cultural impact assessments in indigenous languages, and a detailed examination of historic preservation laws and regulations at federal and local levels. The M.A. will allow candidates to develop specialties within heritage management with emphases in community-based research, and will also foster specific analytical areas of expertise, such as lithic analysis, palaeobotany, museum studies, archival research, and ethnographic field methods. Analytical laboratories are devoted to geoarchaeology, paleoethnobotany, and zooarchaeological reference specimens. Additional laboratory space is available for the analysis of graduate project collections and field records. Instruction and practical experience in GIS and remote sensing are available through the Geography and Environmental Science program that shares building space with the

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Anthropology program. Other units on campus offer facilities for electron microscopy, as well as ICP-MS. Field schools are offered on an annual basis, and graduate students will develop their own community-based field projects to obtain data for their theses. The collections of the Museum of Anthropology also provide opportunities for research leading to the M.A.

Students who apply to the graduate program should have prior field experience at least equivalent to that provided by an intensive archaeological or ethnographic field school. If a deficiency is noted in this area upon admission to the program, additional coursework will be required to address the deficiency. Prior experience in artifact analysis or other aspects of laboratory research is also desirable. Students are encouraged to obtain additional field and laboratory research experience during the course of their graduate study unless they have had extensive experience prior to entering.

The required courses for the M.A. provide a general anthropological background to historic preservation. They are designed to furnish the student with a sound theoretical and methodological basis for managing applied issues in heritage management and a deep appreciation for the ethical issues involved in managing cultural sites in our modern world. Although required courses for the M.A. will provide the student with exposure to substantive archaeological research emphasizing Oceania, it is expected that incoming students will have knowledge of general anthropology equivalent to that gained by completing a solid four-field undergraduate major. There is also a requirement that students possess or develop proficiency in the Hawaiian language or another appropriate Pacific Island language approved by the student’s graduate committee.

Each student works with a graduate committee consisting of a chair and at least two other faculty members to develop a program of study that may include courses in addition to the basic requirements, depending on their relevance to thesis or dissertation research. The graduate committee also provides guidance as the student develops a research project leading to a thesis. It is advisable for students to choose a committee chair, form a committee, and file a course program during the first year of graduate study.

A thesis based on original research is required for completion of the M.A. A public oral exam is conducted after the thesis has been submitted which is based upon the cumulative course content of the student’s program. Students wishing to complete their oral defense must submit a final version of their thesis to the committee on or before March 10 to defend in the spring semester or October 20 to defend in the fall semester. The complete draft is reviewed by the student’s committee chair. If approved the thesis is then reviewed by the other members of the student’s committee. Theses or dissertations not submitted on or before these dates are not guaranteed for consideration for a defense during the desired semester.

4.2 Program learning objectives
The objectives of the proposed Master of Arts in Heritage Management are to
Proposal for the Master of Arts in Heritage Management

1) Apply anthropological concepts to guide a workforce of professional historic preservationists that are committed to the long-term management of cultural resources in Hawai‘i.

2) Develop an understanding of the value of community engagement in Heritage Management as it is practiced in county, state, and federal agencies, and in private consulting.

3) Learn how to create community planning strategies that promote sustainable development plans that are more sensitive to traditional cultural properties, human burials, sacred sites, ancient habitation sites, agricultural systems, and trails.

4) Provide training to meet the professional qualifications of principal investigators as defined in Hawai‘i Administrative Rules, Title 13, Chapter 281 for conducting archaeological fieldwork and for conducting cultural impact assessments.

5) Provide training to meet the federal professional standards for archaeologists as defined in 36 CFR Part 61.

5. Heritage Management Program Description

5.1 Admission Requirements
A bachelor’s degree from an accredited university is required to apply for the program. The application materials will include a statement of objectives, supplemental information form, three letters of recommendation, official transcripts from each institution attended, official GRE scores, and official TOEFL scores for English-as-a second language students. Other requirements may be specified by the University Graduate Division Admissions policies. Preference will be given to students who have developed skills in heritage management through undergraduate coursework in anthropology and related disciplines (such as Hawaiian studies, cultural geography and history), and to prospective students who have gained experience working in heritage management professions at the BA level. Proficiency in a second language related to the thesis topic is preferred at the time of admission, but can be developed concurrent with the graduate curriculum. Statements of purpose should include a proposed course of study for the M.A.

5.2 Minimum Credits
A total of 36 credits is required for the M.A., which is consistent with many other M.A. programs nationally. For example, the minimum credit requirements in Pac-12 M.A. programs in anthropology range from 34 credits (Arizona State University) to 45 credits (University of Oregon and Oregon State University).

5.3 Graduation Requirements
Language Requirement:
Every graduate student must demonstrate at least limited proficiency in a second language that is closely related to the student's thesis topic. The level of proficiency will be equivalent to the successful completion of HAWN 101 and 102. If these courses have not been taken, or if the requirement is to be met based on proficiency in another language
than Hawaiian, proficiency may be demonstrated by written examination. Exams can be scheduled at any point prior to the initiation of the student's thesis research.

Course Requirements (Minimum of 36 Credits):
Lecture and seminar courses provide 3 units, laboratory courses, 4. In creating a program, students choose the indicated number of units from the following course groups:

**Group A - Required Courses:**
ANTH 600 Thesis Design, Method, and Theory (3 Units) (Mills, Fall)
ANTH 601 Ethics and Community Based Heritage Management (3 units) (Kawelu, Fall)
ANTH 602 Quantitative and Qualitative Methods in Anthropology (3 units) (Paleobotany, Fall)
ANTH 603 Historic Preservation Laws and Regulations (3 units) (Mills, Spring)

**Group B - Topical Courses:** [choose 1]
ANTH 611 Cultural Impact Assessments (3 units) (Genz, Spring)
ANTH 612 Museum Studies (3 units) (Collections Hire, Fall Year 2)
ANTH 613 Paleoenvironmental Reconstruction (3 units) (Paleobotany Hire)
ANTH 614 Submerged Cultural Resources (3 units) (TBD if we can obtain a NOAA partnership, Van Tilburg/Gleason)

**Group C - Area Courses:** [choose 1]
ANTH 623 Archaeology of Oceania (3 units) (TBD)
ANTH 624 Archaeology of Hawaii (3 units) (Kawelu)
ANTH 625 Indigenous Heritage Management in the Pacific (3 units) (Genz)
ANTH 626 Special Area Topics (3 units) (Various)

**Group D - Applied Analytical Methods:** [choose 2]
ANTH 630 (HAW 630 cross-listing: Research Methods in Hawaiian Language)
ANTH 631 Oral History Research (3 Units Genz/Kawelu; Reichl),
ANTH 632 Paleobotanical Methods (3 units) (TBD)
ANTH 633 Material Conservation (3 units) (TBD)
ANTH 634 Lithic Analysis (3 units) (Mills)
ANTH 635 Human Osteology (3 units) (Morrison; Brown)
ANTH 640 (CBES 640 cross-listing: Advanced remote sensing/digital imagery).
ANTH 681 (CBES 681 cross-listing: Spatial data analysis/modeling).

**Group E – Year 2 Internship:** [minimum 6 units to be determined by student’s area of specialization—may be repeated]
ANTH 690a Internship in Archaeology
ANTH 690b Internship in Museum Studies
ANTH 690c Internship in Burials Program
ANTH 690d Internship in Cultural Impact Assessments

**Group F – Year 2 Thesis:** [minimum 6 units]
ANTH 700 Master's Thesis Research.
6. Support of the long-range academic development of the University of Hawaii at Hilo

Relationship to UH Hilo Strategic Plan. The proposed program fits well with virtually all of UH Hilo’s strategic plan goals, but most strongly relates to Goals 4 and 5.5. Goal 4 is to “cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai’i,” and Goal 5.5 is to “enhance our scholarship and partnerships with the community to responsibly preserve, protect and sustain natural and cultural resources.”

The program would contribute to the UH system’s five 2008-2015 strategic areas: 1) Native Hawaiian Educational Attainment, by supporting the access and success of Native Hawaiians in a field of profound cultural and spiritual importance to them; 2) Hawaii’s Educational Capital, in particular by making graduate education available to students living in under-served areas that contain significant archaeological sites; 3) Economic Contribution, by providing trained professionals in an area of high demand in the State; 4) Globally Competitive Workforce, by offering training in heritage management to students from areas where indigenous artifacts and sites are endangered by development and industrialization, and 5) Resources and Stewardship, by leveraging existing University resources and relations among University units.

7. Relationship and potential impact on other programs at the University

7.1 Programs in Hilo

*Ka Haka `ula o Ke`elikolani College of Hawaiian Language* has M.A. and Ph.D. programs focused on Hawaiian language, culture and history, and undergraduate students commonly have double majors in anthropology and Hawaiian studies. This M.A. would complement and expand the range of professional opportunities available to undergraduate students, and potential cross-listings for graduate classes will be explored. At HCC, the *Hawaiian Lifestyles* AAS degree has also maintained a cultural stewardship track that creates a pipeline between HCC and heritage management courses at UH Hilo. Because of excellent working relationships between the various programs in Hilo, we see the addition of the MA program as a synergistic improvement for students in all of these programs.

7.2 Applied Archaeology M.A., Dept. of Anthropology, UH Mānoa

Since 2007, UH Mānoa has been offering a MA in “Applied Archaeology” (with 2-to 3 students admitted each year) that trains archaeologists for non-academic professional positions in Asia and the Pacific. In Hawai’i, the immensity of the workforce need and the relatively small number of graduates from the Mānoa program calls for more extensive graduate opportunities that will reach new pools of students (See Appendix 9: “Decolonizing Heritage Management in Hawai’i”). By creating a graduate training program in Hilo, we hope to significantly expand the range of educational opportunities for Heritage
Management professionals, and more effectively reach target populations. Furthermore, our curriculum will include cultural impact assessment as well as archaeology, and will be more directly focused on Pacific Islander communities.

7.3 Graduate Certificates in Historic Preservation and Museum Studies, American Studies, UH Mānoa
Like the MA in Applied anthropology, both of the graduate certificates offered at UH Mānoa through American Studies overlap somewhat with some of the content we intend to offer in Heritage Management, but these certificates do not meet the workforce need that we intend to address because they do not meet the minimum criterion of a MA that is stipulated in Hawaii Administrative Rules (Title 13 HAR 281, Appendix F).

Collaboration between UH campuses for distance learning courses, articulation agreements, and cross-listings with some graduate courses at Mānoa would certainly be desirable. Nevertheless, the capacity to offer a full degree program in Hilo is essential to serving the needs of our target pool of graduate students. Discussion with Mānoa faculty, particularly James Bayman (graduate coordinator of the Applied Archaeology Program), and Geoffrey White (former Anthropology Chair) and Dr. Ty Tengan has been ongoing for a number of years. The new department chair (Dr. Christine Yano) has been contacted as well. They express a general consensus regarding the benefit of having MA programs with heritage-related themes on both campuses (See Appendix 8: Letters of Support). By integrating available curricula in these programs with complementary curricula in Hilo, and by providing distance learning opportunities, we hope to build UH into a national model for integrating indigenous communities into the heritage management process. Nationally, the nearest mainland M.A. programs in heritage management are at Sonoma State University in California, and at University of California Northridge, neither of which attract many students from the Pacific Islands, but one of UH Hilo’s recent BA students has just begun the program at UC Northridge.

8. Academic cost and revenue template
Table 2 shows the budget projections for direct program costs (with fringe salary included), and funds secured which can be directly used to offset those costs. Outside funding from Kamehameha Schools ($180,000) can be used to pay the salary of one of the projected new positions for the first three years, which, with tuition, makes the program fully self-funded for the first three years (at least). A portion of Dept. of Transportation mitigation funds ($800,000) established in a MOA with the UHH for heritage management related activities can be applied to travel, supplies and other resources related to research activities, the majority of the funds will be used for student research, scholarships, and development of education materials related to heritage management in Kona, which will be jointly administered with Ka Haka `Ula o Ke`elikolani. Additional funds from the National Park Service ($50,000) will also be used to initiate collaborative projects with Kaloko-Honokohau National Historic Site. In brief, the
## Table 2. Budget projections

<table>
<thead>
<tr>
<th>Heritage Management Budget Projections</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM COSTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty/Staff w/o Fringe</td>
<td>77,000</td>
<td>137,510</td>
<td>170,252</td>
<td>194,250</td>
<td>195,765</td>
<td>Salaries based on BU contract minimum rate with projected 3% increase per year.</td>
</tr>
<tr>
<td>Program Director (increase existing Professor position from 9-mo to 11-mo)</td>
<td>17,000</td>
<td>17,510</td>
<td>18,035</td>
<td>18,576</td>
<td>19,134</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>60,000</td>
<td>60,000</td>
<td>61,800</td>
<td>63,654</td>
<td>65,564</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>-</td>
<td>60,000</td>
<td>61,800</td>
<td>63,654</td>
<td>65,564</td>
<td></td>
</tr>
<tr>
<td>Adjunct Lecturer</td>
<td>-</td>
<td>-</td>
<td>9,506</td>
<td>10,206</td>
<td>10,512</td>
<td>Based on one course/semester at the Step 8 rate.</td>
</tr>
<tr>
<td>Lab Manager (APT)</td>
<td>-</td>
<td>18,344</td>
<td>18,711</td>
<td>18,169</td>
<td>18,333</td>
<td>This is an equivalent position to the APT's in the Natural Science Departments, includes projected increase of 2% per year. FY 15 and FY 16 are at 50% time.</td>
</tr>
<tr>
<td>Library Resources*</td>
<td>2,000</td>
<td>2,200</td>
<td>2,420</td>
<td>2,662</td>
<td>2,918</td>
<td>Projected increase of 10% per year</td>
</tr>
<tr>
<td>Supplies for labs, curatorial facilities, and offices</td>
<td>10,000</td>
<td>15,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>7,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td></td>
</tr>
</tbody>
</table>

| Expenses w/out Fringe                  | $96,000 | $183,054 | $192,672 | $216,922 | $222,633 | Based on current OPS rate of 764.21 for faculty and Staff. |

| **REVENUE**                            |       |       |       |       |       |       |
| Projected Enrollment                   | 8     | 17    | 18    | 18    | 18    | FY’14-17 figures from the UH Hilo Tuition Fees schedule Executive Memo #301 (March 2013) from FY ’13-’14 increased by 2% per annum. |
| No. of Courses                         | 6     | 12    | 12    | 12    | 12    | |
| No. of Credits                         | 18    | 36    | 36    | 36    | 36    | |
| SSH                                    | 144   | 612   | 648   | 648   | 648   | |
| **Tuition Rate/Credit (Residents)**    | $417  | $417  | $479  | $503  | $528  | |
| **Tuition Rate/Credit (Non-Residents)**| $956  | $1,024 | $1,097 | $1,152 | $1,209 | Based on 12 credits per semester (1st time). School of Nursing projection of 70% resident and 30% non-resident enroll to calculate the revenue. |
| Total Revenue from Tuition *           | $83,358 | $189,751 | $236,276 | $256,029 | $257,330 | |
| DOT Queen Kaahumanu Highway MOA **     | $10,000 | $27,200 | $22,420 | $22,662 | $22,928 | |
| Kamoa’ohu Schools Collaboration Funds***| $60,000 | $60,000 | $60,000 | $60,000 | $60,000 | |

| TOTAL Revenues                         | $162,339 | $276,951 | $297,686 | $348,691 | $360,258 | |
| Surplus/Deficit after expenses with fringe included | $32,291 | $33,103 | $29,745 | $54,113 | $50,465 | **The expectation is to maintain no less the 70% resident students in the program based on the UH Board of Regents 10% cap on out-of-state student admissions.** |

** $800,000 in funds included for one mile in a draft MOA with the DOT to be expended on heritage research, particularly in the Ka‘a‘a region. Only a small portion of these funds are indicated on this spreadsheet to offset the direct costs of library resources, supplies, and travel, listed above. **

*** Funds formally approved as of August 2013 by the KS Board of Trustees through a KS Collaboration Management grant with emphasis in the Kahalu‘u Keeaumoku 152 areas of O‘ahu. **Reviewed by Marcia Sakai, Vice Chancellor for Administrative Affairs. **
Proposal for the Master of Arts in Heritage Management

direct operational budget is fully funded for the first three years, and a significant amount of funding is available for student and faculty research in heritage management that does not appear on Table 2. Additional operational funds for subsequent years (years 4 and beyond), will continue to be sought through Kamehameha Schools and other stakeholders, such as OHA, the National Park Service, and private donors.

9. **New, additional, or specialized facilities, equipment, or library resources required for the program**

*Library resources.* UH Hilo’s Mookini Library already houses an excellent collection of Hawaiiana that would serve as the main resource for much of the research within the program, including many archaeological reports prepared by private consultants. Through grant funding, we would also plan to digitize many reports available in State offices in Hilo for easy access in a digital repository. This digitized heritage collection could be used by programs well beyond the MA program and would be an asset to the entire State. For example there are annual grants through NEH for up to $350,000 specifically for digitizing collections (Humanities Collections and Reference Resources CFDA # 45.149). The 5-Year business plan also includes funding for additional library acquisitions to support the program in the amount of $2,000 with a 10% annual increase (see letter of support from Helen Rogers, Interim University Librarian, Appendix 8).

*Physical resources.* Supporting laboratory space includes existing space in Kanaka`ole Hall as well as the Geoarchaeology Laboratory established as a result of NSF grants to Peter Mills (Chair, Anthropology), Steve Lundblad (Geology) and Ken Hon (Geology). Necessary infrastructure improvements include the acquisition of additional office space (to accommodate 2 new faculty members a clerical staff member and an APT), and research space for graduate projects. Arrangements for this space have been discussed with the Dean of CAS, and we understand that it should be available as College of Business and Economics (COBE) space is vacated in Kanaka`ole Hall. This is particularly advantageous given that the anthropology department occupies the same hallway. Additional lab and office space at UH Hilo could be renovated to house faculty and support laboratory space as other programs vacate current offices. The completion of the new facility for the College of Hawaiian Language should also free-up additional office space in Kanaka`ole Hall.

Also, beginning in 2011, UH Hilo’s North Hawai`i Education and Research Center (NHERC) in Honoka’a maintains a Cultural Heritage Center, directed by Dr. Momi Naughton, a highly qualified heritage specialist/archivist. The Center occupies a 750 sq. ft. room at NHERC, with additional storage space. Collaboration with the proposed program is consistent with the Center’s mission to provide educational and research services to the North Hawai`i community, and we hope to have the NHERC’s Heritage Director work closely with the program, and possibly serve as a graduate advisor for some MA projects focused on North Hilo, Hamakua and South Kohala subjects.

In Kona, Kamehameha Schools closed the Outrigger Keauhou Beach Resort and begin demolition of the hotel. In its place, KS has formed the “Keauhou-Kahalu’u Education Group,” which is overseeing the establishment of a Native Hawaiian educational center that will make
use of cultural sites in the Keauhou region as a long-standing educational program in cultural heritage. As we discuss below, they are providing considerable financial assistance in the formation of the UH Hilo Heritage Management program, with the intent to host graduate projects in Keauhou-Kahalu‘u, and build a strong continuing partnership in the operation of the education center (with future funding opportunities for students and the program in general). Included in plans for the education center are bunk spaces, collections management facilities, and classroom space.

**Staff.** The program will require additional support staff. A Lab Manager (APT) would be hired at .5 FTE for FY `15 and `16, and be raised to 100% FTE for FY `17. Also, a clerical assistant devoted to the management of several small graduate programs is being considered by the VCAA that will be jointly funded for several programs, but will not be directly funded through the Heritage Management operating budget.

As currently planned and with the funding of two new faculty positions and support staff, we project that revenues will meet direct expenses in the first three years, including fringe costs of faculty positions. The hiring of one faculty position in FY `15 on a flat budget will be supported by KS monies before tuition dollars come in, and we can operate on a smaller curriculum because we will only have a 1st year cohort.

While the primary focus will be to build local cohorts in Hilo, we hope to hybridize the curriculum to allow distance learning opportunities to develop. The program could then serve students across the state, combining online interactive courses with onsite study on Hawai‘i Island and the students’ home islands. Theory courses would be delivered to students via online interactive media (Elluminate, Laulima). Such media will also allow students on all islands to share their field work findings. A full-time student could complete degree requirements in two years. Alternative scheduling for part-time students would allow working students to complete the MA over a longer period. Because students would come to the program with strong motivation and commitment, we anticipate a very high retention and graduation rate. The specific curriculum will be developed in consultation with the stakeholders convened through the planning committee.

**10. Additional faculty requirements for the new program**

**Faculty.** Currently, the anthropology department consists of five tenure-track faculty and four part-time lecturers. Four of the current tenure-track faculty teach undergraduate courses that could be modified to include graduate sections which could contribute to the proposed curriculum. The program would be launched with a cohort of 8 students and 2 new position changes (one existing faculty member converted to 11-month employment as program director, and one new hire). One additional faculty and staff-member would be added in the second year as graduate enrollments increase to two active cohorts, with 9 new students admitted in the second year. It would be our intent to hire a paleobotanist specializing in Pacific Island plants in the first year and a museum specialist with experience working with indigenous communities and archaeological collections in the second year (Appendix E).

The paleobotany position dovetails with many of the cultural interests in the restoration of agricultural practices and traditional plant use. Currently UH does not have
any faculty in any program that regularly work on the identification of pollens, charcoal, phytoliths, or starch grains, which are all commonly present in archaeological assemblages, and that could provide significant information on traditional agricultural practices and the nature and age of various cultural sites. We hope this position would serve the purpose of combining cultural knowledge of plants with analytical methods for determining the nature of ancient agricultural practices. The museum/collections position would serve to assist with one of the major weaknesses in Hawaiian heritage management, which is a lack of funding and community connections to the stewardship of the material remains of Hawai‘i’s past. Many collections are housed in temporary storage with little community oversight. This position would serve as a conduit to train graduate students in building collections infrastructure through funding, and to improve conservation techniques for existing collections.

**Demonstration of effectiveness of program**

Many of our assessment goals will be established in order to meet the requirements of WASC and the self-study that is necessary to move from a ‘provisional’ program to an ‘established’ program, typically after five years of operation (per the MA in Indigenous Language and Culture Education). Student success within the program will be measured by their ability to meet the program objectives specified in Section 4.2. Each student’s performance will be assessed through grades in coursework, reviews of student progress during annual meetings with their graduate committees, and general progress evaluations at the end of each semester. Evaluations at the culmination of each degree will be based on the completion of a written thesis that fulfills both community-based outreach and academic research. A publicly advertised oral defense will also be a venue to collect community input on the quality of each project.

In terms of student satisfaction, we will establish an online survey that will allow students in each cohort to express their degree of satisfaction with the curriculum and make recommendations for changes. Also, once students have completed the M.A., we will administer an exit survey to attempt to assess student satisfaction with the overall program. Both qualitative and quantitative responses will be solicited in each instrument. We will ask questions that specifically address each outcome from section 4.2, and that address teaching quality, program resources, attempt to track their progress in the professional world. By the time that each cohort graduates, we will attempt to track the career paths of our graduates, specifically to determine whether or not the MA has allowed the graduate to obtain higher pay or rank with their employers than they would have achieved without the degree. We will compile a list of publications, ethnographic films and other products produced by graduates and faculty, compile statistics on citations of research conducted through the program and secure an outside reviewer to evaluate the program’s strengths and weaknesses.

**New courses or modified courses proposed**

We propose pairing several undergraduate courses with graduate sections where additional readings and research and additional oversight of undergraduate students
would elevate the course to a graduate level. This pairing is intended to be more than an efficient way to streamline faculty teaching loads. These pairings would allow undergraduates more contact with graduate researchers, and because all the graduate research will be community-based, the graduate students would be creating opportunities for undergraduates to become involved in graduate research projects. We intend for this arrangement to be mutually beneficial to graduate students and undergraduates. ANTH 389 is already a GCC Course, but we intend to modify ANTH 470 and ANTH 490 to be GCC courses as well. In the case of the existing undergraduate internships (ANTH 490), by pairing the undergrad interns with graduate interns, it may be possible to reduce the training/oversight responsibilities of the hosting agency by placing undergraduates more directly in contact with graduate supervisors.

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 389 - Cultural Resource Management</td>
<td>ANTH 603 - Historic Preservation Laws and Regulations</td>
</tr>
<tr>
<td>ANTH 470 Museum Studies</td>
<td>ANTH 633 Material Conservation</td>
</tr>
<tr>
<td>ANTH 484 Lithic Analysis</td>
<td>ANTH 634 Advanced Lithic Analysis</td>
</tr>
<tr>
<td>ANTH 490 Undergraduate Internships</td>
<td>ANTH 690 Graduate Internships</td>
</tr>
</tbody>
</table>

Thirty-six credits of graduate course-work, internships, and thesis credit would be required to complete the M.A. for students who enter without deficiencies (Appendices 1 and 2). Credits would be chosen from approximately thirteen (13) different classroom courses, with field internships and thesis credits making up the remainder of the 36 credits. This core curriculum is designed to provide electives to cover several specialties within Heritage Management. Additional elective capacity would be developed as UH cross-listings from Ka Haka ʻUla o Keʻelikolani, TCBES, UH Mānoa Anthropology are established. Furthermore, collaborative partnerships with faculty at other UH campuses and the expansion of UHH Hilo adjunct faculty from the professional community may be added to the program for specialized topical courses (such as maritime heritage classes taught in conjunction with adjunct faculty associated with NOAA).

**Involvement of courses offered by other departments**

Discussions have begun to consider cross-listing HAW 630 as ANTH 630 to assist Native Hawaiian language students in completing their research in the Hawaiian language. A similar cross-listing is under discussion with Geography and TCBES to consider CBES 640 (Advanced remote sensing/digital imagery) and CBES 681 (Spatial data analysis/modeling) as elective cross-listings for heritage management students working at the graduate level with GIS and Remote sensing data. While the details of these cross-listings are not finalized, neither cross-listing would be necessary in order for the program to operate, and all parties have expressed good faith intents to work out details on appropriate class-sizes and teaching loads.
APPENDIX 1: Proposed Catalog Entry: Masters (M.A.) in Heritage Management

MASTER OF ARTS (M.A.) IN HERITAGE MANAGEMENT

Program Chair:
Peter R. Mills, Ph.D.
millsp@hawaii.edu
Dept. of Anthropology
Social Sciences Division Office
200 W. Kawili Street
Hilo, HI 96720
Phone: (808) 974-7465
Fax: (808) 974-7737

Faculty:
Joseph Genz, Ph.D., Assistant Professor of Anthropology, UH Hilo
Kathleen Kawelu, Ph.D., Associate Professor of Anthropology, UH Hilo
Peter R. Mills, Ph.D., Professor of Anthropology, UH Hilo
Lynn Morrison, Ph.D., Associate Professor of Anthropology, UH Hilo
Museum and Collections Specialist
Paleoethnobotanist
Elizabeth Momilani Naughton, Ph.D., NHERC, UH Hilo
Tim Scheffler, Ph.D., lecturer, Dept of Anthropology, UH Hilo
Hans Van Tilburg (?), Ph.D., NOAA
Lynne Wolforth, Ph.D., lecturer, Dept. of Anthropology, UH Hilo

Group A - Required Courses:
ANTH 600 Thesis Design, Method, and Theory (3 Units)
ANTH 601 Ethics and Community Based Heritage Management (3 units)
ANTH 602 Historic Preservation Laws and Regulations (3 units)
ANTH 603 Qualitative and Quantitative Methods in Anthropology (3 units)

Group B - Topical Courses: [choose 1]
ANTH 611 Cultural Impact Assessments (3 units)
ANTH 612 Indigenous Museum Studies (3 units)
ANTH 613 Human Paleoecology (3 units)
ANTH 614 Submerged Cultural Resources (3 units) (if we can obtain a NOAA partnership, Van Tilburg)

Group C - Area Courses: [choose 1]
ANTH 623 Archaeology of Oceania (3 units)
Proposal for the Master of Arts in Heritage Management

ANTH 624 Archaeology of Hawaii (3 units)
ANTH 625 Indigenous Heritage Management in the Pacific (3 units)
ANTH 626 Special Area Topics (3 units)

Group D - Applied Analytical Methods: [choose 2]
ANTH 630 (HAW 630 cross-listing: Research Methods in Hawaiian Language).
ANTH 631 Oral History Research (3 units)
ANTH 632 Paleobotanical Methods (3 units)
ANTH 633 Material Conservation (3 units)
ANTH 634 Lithic Analysis (3 units)
ANTH 635 Osteological Analysis (3 units)
ANTH 640 (CBES 640 cross-listing: Advanced remote sensing/digital imagery).
ANTH 681 (CBES 681 cross-listing: Spatial data analysis/modeling).

Group E – Year 2 Internship: [minimum 6 units to be determined by student’s area of specialization, may be repeated]
ANTH 690a Internship in Archaeology
ANTH 690b Internship in Museum Studies
ANTH 690c Internship in Burials Program
ANTH 690d Internship in Cultural Impact Assessments

Group F – Year 2 Thesis: [minimum 6 units]
ANTH 700 Master's Thesis Research

Course Descriptions
ANTH 600 Thesis Design, Method, and Theory (3 Units)
Seminar on the mechanics of completing a thesis. Theoretical and applied frameworks of heritage management, essential components of a theoretically founded and searchable research questions, community goals, standards for writing a thesis.

ANTH 601 Ethics and Community Based Heritage Management (3 units)
Ethical issues raised by archaeological research, data curation and preservation, and public visibility. Global review of laws and ethical codes related to the practice of heritage management as an academic discipline. Colonialism and nationalism, looting and the art market, material culture, public engagement and community based research, identity and the world system, and issues of group representation in popular media.

ANTH 602 Historic Preservation Laws and Regulations (3 units)
Paired with ANTH 389 (Cultural Resource Management). Major issues of Heritage Management legislation and the structure of federal and state programs. We'll review some of recent court cases in the U.S. and Pacific Nations. Civil suits over historic preservation. Graduate students will work with ANTH 389 students in the design and implementation of their community based-research.
ANTH 603 Qualitative and Quantitative Methods in Anthropology (3 units)
Overview of methods used to interpret anthropological fieldwork. Discussion of research design, sampling, scales of analysis, differences between qualitative analysis and quantitative analysis.

ANTH 611 Cultural Impact Assessments (3 units)
Introduction to applied ethnographic studies in Hawai‘i, including cultural impact assessments, ethnohistoric studies, regulations, ethics and politics of community-based consultation and research; research in historic-era documents, ethnographies, maps, previous archaeological studies, and texts written in the Hawaiian language Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 612 Indigenous Museum Studies (3 units)
Paired with the undergraduate course ANTH 470 (Museology). Community museum development with a focus on indigenous perspectives of heritage and stewardship. Grant-writing, material conservation, collections documentation and management, exhibit planning, and public engagement. Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 613 Human Paleoecology (3 units)
Methods and theories pertaining to understanding ancient human interactions with ecosystems, including effects of human colonization on island environments, species introductions and extinctions, geomorphological change and studies of other anthropogenic processes. Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 614 Submerged Cultural Resources (3 units)
Overview of conservation and management issues related to submerged cultural resources with specific attention given to the Abandoned Shipwrecks Act, Admiralty Law, and other regulatory factors pertaining to the management of submerged resources in the Hawaiian Archipelago and the Pacific in general. An overview of methodological issues and ongoing submerged resource issues are discussed.

ANTH 623 Archaeology of Oceania (3 units)

ANTH 624 Archaeology of Hawaii (3 units)
History, theory, and practice of archaeology in the Hawaiian Islands. Development of the discipline, including ethics and politics, and contemporary Kānaka Maoli concerns. Theoretical topics include the emergence of social complexity, political economy, monumentality, craft production, agriculture and gender relations, and archaeoastronomy. Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 625 Indigenous Heritage Management in the Pacific (3 units)
Overview to indigenous heritage management in the Pacific. International conventions and world heritage sites, national historic preservation law, community-based cultural revival projects, and collaborative research and preservation. Pre: ANTH 600, ANTH 601, ANTH 602.
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ANTH 626 Special Area Topics (3 units)
ANTH 630 (HAW 630 cross-listing: Research Methods in Hawaiian Language). Seminar in which students explore and choose thesis topics. Co-requisite: HAW 631

**ANTH 631** Oral History Research (3 units) Ethics of applied ethnographic and participatory research, interview protocols, methods of listening, observing and recording, and approaches to interpretive analysis. Methods of interviewing and recording, including the analysis of recorded transcripts while addressing the broader issues that surround oral history and applied ethnographic research, including the epistemological underpinnings of qualitative methods. Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 632 Paleobotanical Methods (3 units)
ANTH 633 Material Conservation (3 units)
ANTH 634 Lithic Analysis (3 units)
ANTH 635 Human Osteology (3 units)
ANTH 640 (CBES 640 cross-listing: Advanced remote sensing/digital imagery).
ANTH 681 (CBES 681 cross-listing: Spatial data analysis/modeling).
ANTH 682- Archaeological Field Methods

**ANTH 690** Graduate internships in Heritage Management: (a) Archaeology; (b) Museum Studies; (c) Burials Program; (d) Cultural Impact Assessments. May be repeated for credit. ANTH 700 Master's Thesis Research.
APPENDIX 2: Syllabi for New Courses in the Heritage Management M.A. Program

ANTH 600
Thesis Design, Method, and Theory

Course Description
This seminar introduces the students in the first year cohort to the mechanics of completing their thesis projects. As part of the class, students will explore theoretical and applied frameworks of heritage management; develop research questions and community goals which that will be addressed in their fieldwork, and gain an understanding of the standards required for writing a thesis. The students attending the course will be asked to reflect on the essential components of a theoretically founded and searchable question. Moreover, they will work on the development on their own question, which will represent the starting point of their master project. This course is based on the philosophy that graduate students will work together as a cohort, and learn from each other’s projects in ways that may assist them in their own.

Course Objectives and Expected Learning Outcomes
Students who successfully complete this course will
- Comprehend the process of initiating and completing a thesis in Heritage Management.
- Understand the existing theoretical frameworks of community-based Heritage Management.
- Design an appropriate plan of fieldwork that can be developed into a thesis.
- Understand the process and resources available for writing a well-organized thesis.
- Develop a graduate cohort that will facilitate group learning and communication.
- Write a two-year plan for completing the MA program.

Requirements
Performance
Giving feedback, speaking in seminar, and participating in class are absolutely key to your success.

Two-year plan
Students will prepare a two-year plan (approximately 15 pages, double-spaced) that will introduce their proposed fieldwork and establish a time-table for coursework, fieldwork, and preparation of the thesis. The plan should include an outline of proposed thesis chapters and a substantial list of relevant literature and extant oral history relevant to the project, in addition to a plan for involving community in the research.
Required Texts
Additional readings will be posted on the course website on Laulima.

Style Guide Information
American Psychological Association (APA) Style Guide
http://www.apastyle.org/
http://www.apastyle.org/faqs.html
Chicago Manual of Style Examples of Chicago-Style Documentation
http://www.chicagomanualofstyle.org/tools.html

Modern Language Association (MLA) Style Manual and Guide to Scholarly Publishing
http://www.mla.org/style_faq

Research and Documentation Online - Diane Hacker
http://www.dianahacker.com/resdoc/home.html

Writing Theses and Dissertations - Jennifer Hillman Helgren and David Parker - Claremont Graduate University
http://www.cgu.edu/pages/880.asp
Information about choosing a topic, writing a proposal, conducting research, the writing process, organizing, revising, and time management.

Topics
I. Heritage Management: A Global Perspective
   International Programs
   Hilo’s Niche

II. Picking a Thesis Topic
   Community-based heritage
   Goals of your research

III. Implementing your project
   Time Management
   Historical Context
   Community Consultation and Engagement
   Funding Resources
   Developing a fieldwork schedule

IV. Research and Analysis
   Community Resources
   UH Resources

IV. Writing
   Style Guides
   Submission of Thesis
ANTH 601 Ethics and Community Based Heritage Management

Instructor: Kathy Kawelu
Office: Edith Kanakaʻole Hall, Room 264
Phone: 974-7548
E-mail: kkawelu@hawaii.edu

COURSE DESCRIPTION
This graduate course focuses on the ethical issues raised by archaeological research, data curation and preservation, and public visibility. Political and cultural developments throughout the world have led to laws and ethical codes that challenge the practice of heritage management as an academic discipline. The causes of these challenges, as well as the consequences, are transforming archaeology into a very new field for some archaeologists. While other archaeologists continue to practice the discipline in terms of contemporary agendas associated with responsible science.

The course addresses the issues in archaeological ethics through a series of debates. We begin with a discussion of the Darkness at El Dorado scandal that rocked anthropology a few years ago, to frame archaeological ethics within the larger discipline. Then we will discuss the history of archaeology and its changing goals over the past century, which will lead into a consideration of the function of social science, heritage, and archaeology in the present. Over the course of the semester we will consider colonialism and nationalism, looting and the art market, material culture, public engagement and community based research, identity and the world system, and issues of group representation in popular media.

OBJECTIVES:
By the end of this course a successful student should be able to:
- better understand the ethical issues facing practicing archaeologists, in areas including repatriation, curation, and heritage management.
- situate the ethical challenges of practicing archaeology within the broader disciplinary context of anthropology.
- identify the complex network of stakeholders involved in heritage management, assess the various areas of concern within these groups, and recognize areas of potential conflict or collaboration between groups.
- develop an understanding of the guiding principles behind ethics codes from various professional anthropological societies, including the Society for American Archaeology, the American Anthropological Association, the World Archaeological Congress, and the American Alliance of Museums.
- formulate a concise and well supported argument regarding ethical situations faced within the field of heritage management.
COURSE REQUIREMENTS:

Discussion and Debates
In each class students will discuss the weekly readings, considering the ethical issues involved in each article. During the second half of the class students will split into teams to argue a position related to a given scenario. Students will not know in advance which side of the issue they will argue, so both points of view must be considered.

Position Statement and Debate
Each student will choose a topic and design a debate on that topic. The designer will prepare a 10 page position statement on the subject of the debate based on a minimum of 6 readings not assigned for class. Two of these readings will be assigned to the class to use to prepare for the debates.

REQUIRED TEXTBOOKS:
Borofsky, Robert
2005 Yanomami: The Fierce Controversy and What We Can Learn From It.
Berkeley: University of California Press.

REQUIRED READINGS:
- See reference list at the end of syllabus.

TOPICS:
I. Situating Archaeological Ethics Within the Larger Discipline
   Yanomami & the Darkness in El Dorado
   Human subjects regulations & Internal Review Boards

II. Moral Philosophy and Science
    Codifying ethics
    Intellectual freedom

III. Stewardship
    Defining stewardship

IV. Stakeholders
    Identifying stakeholders
    Descendant communities
    Archaeologists as stakeholders
    Intellectual property

V. Looting and the Art Market
    Commercializing the past
    Publishing loot
    Subsistence digging

VI. Repatriation
    NAGPRA
    Human remains
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VII. Public Interest
   Representations of archaeology
   Outreach

VIII. Activism and Community-Based Archaeology
   Public archaeology vs. community archaeology
   Participatory action research

IX. Cultural Resource Management
   Reconciling a profit motive with preservation
   Determining site significance

X. Archaeology in Wartime
   The case of Iraq

XI. Museums
   Displaying culture
   Repatriation
   Preservation

XII. Professional Conduct
   Training
   Teaching archaeology
   In the field

REFERENCES:
Bender, Susan J., and George S. Smith, eds.
Bogdanos, Matthew
Castañeda, Quetzil E.
Clark, Geoffrey R.
Colwell-Chanthaphonh, Chip, and T. J. Ferguson
Colwell-Chanthaphonh, Chip, Julie Hollowell, and Dru McGill

Ferguson, T. J.

Hodder, Ian

Hollowell, Julie

Holterf, Cornelius

Jackson, Michael

James, N.

Lippert, Dorothy

McDavid, Carol

Moody-Adams, Michele M.

Nicholas, George P., and Julie Hollowell-Zimmer

Pyburn, K. Anne


Raab, L. Mark, et al.

Ramos, Maria, and David Duganne

Rose, Jerome C., Thomas J. Green, and Victoria D. Green

Smith, Claire, and Heather Burke

Stone, Peter G., and Joanne F. Bajjaly, eds.

Sullivan, A. P., et al.

Ubelaker, Douglas H., and Lauryn G. Grant

Weiss, Elizabeth

Zimmerman, Larry J.
ANTHROPOLOGY 602: Historic Preservation Laws and Regulations

Course Description
In the first part of the course, we will run through some of the major issues in terms of CRM legislation and the structure of federal programs. We'll review some of the more important recent court cases in the U.S. from Forbes Cave, to Kennewick Man, to looting trials, and civil suits over historic preservation. In the second part of the course, we will bring in Hawai`i state legislation and look at the history of CRM in this state. We will bring in several guest speakers to discuss their viewpoints on this. Graduate students will work with undergraduates enrolled in ANTH 389 (cultural resource management) by incorporating students in the design and implementation of their community based-research. The final part of the course will be class presentations and discussions on people's projects.

Course Objectives and Expected Learning Outcomes
Students who successfully complete this course will

- Comprehend state and federal laws and regulations related to heritage management.
- Understand how heritage management laws and regulations operate in other Pacific Nations.
- Engage with undergraduate students in the implementation of their graduate fieldwork.

Requirements

REQUIRED READINGS:
King, Thomas

Stapp, Darby, and Michael S. Burney

Other readings will be on reserve, provided as handouts, or in the library and/or available on the internet. Some of what you will be reading will be regulations and legislation. There is no way to make this incredibly fun, but it is incredibly important. When reading these regulations focus on understanding terms commonly found in the regulations (see the “definitions” provided at the beginning of most regulations) and how the review process works.

COURSE REQUIREMENTS:
Grading will be determined based upon the following:
Federal Legislation/Regulation Midterm 15%
2nd Midterm 15%
Attendance/Participation 10%
Proposal for the Master of Arts in Heritage Management

Term Project Presentation 10%
Term Project 25%
Final 25%

STUDENTS WITH DOCUMENTED DISABILITIES:
Any student with a documented disability who would like to request accommodations should contact the Disability Services Office - Hale Kauanoe A Wing Lounge, 933-0816 (V), 933-3334 (TTY), uds@hawaii.edu - as early in the semester as possible.

COURSE TOPICS

FEDERAL LEGISLATION, REGULATIONS AND PROGRAMS
Introduction to the Course-History of Federal Legislation Affecting Archaeological Sites to the 1960s. (Read Chapter 1 and Appendix 1 of Cultural Resource Laws & Practice)

Introduction to NEPA and the NHPA (Read Chapters 2 and 3 of Cultural Resource Laws & Practice)


Section 106 and 36 CFR 800 continued- Determinations of eligibility and Traditional Cultural Properties / Places.

Important agencies in the 106 process: TERM PROJECT PROPOSALS DUE
1) National Park Service http://www.cr.nps.gov/places.htm
3) State Historic Preservation Offices (SHPOs)
   http://www.hawaii.gov/dlnr/hpd/hpgreeting.htm
   and the National Conference of State Historic Preservation Officers
   http://www.ncshpo.org/

Section 110 of NHPA-- is it for real?
http://www.nps.gov/history/hps/fapa_110.htm

Looting and the Archaeological Resources Protection Act (ARPA)
http://www.mc.maricopa.edu/dept/d10/asb/anthro2003/archy/pothunting/

The Native American Graves Protection and Repatriation Act (NAGPRA) The Cases of Forbes Cave, Kennewick Man, and the J. S. Emerson Collection
http://en.wikipedia.org/wiki/Kennewick_Man

Chapter 6E H.R.S., the State Register, and the Hawai`i Environmental Policy Act (Chapter 343 H.R.S.)
Skim: http://www.hawaii.gov/dlnr/hpd/hphrs.htm


DVD- Na wai e ho`ola i na iwi? (Who will save the bones?)

Island Burial Councils (tentative guest lecture)
read Burial Program Administrative rules (in PDF) at http://hawaii.gov/dlnr/hpd/hpgreeting.htm

Patrick Kirch’s address in the Journal, Hawaiian Archaeology, and skim the responses to the Address (on Laulima)

State Agencies and Compliance with 6E The Power of the Press/Media (Read Scott Whitney’s Articles in Honolulu Magazine, on Laulima).

Read Chapters 5-9 in Cultural Resource Laws & Practice, and all of Tribal Cultural Resource Management

Applied Heritage Management Project
As part of ANTH 602, graduate students will begin collecting background research for their thesis projects. Each graduate student should work with undergrads in ANTH 389. The background data collection should generally follow that used to compile information for sites on the State Register of Historic Places (the nomination forms can be downloaded from the Historic Preservation Division Web page: http://www.state.hi.us/dlnr/hpd/hpgreeting.htm ). The list of tasks provided below are some typical things that get done in CRM while considering a site for listing in the Register. If your thesis project involves the documentation of burial sites, it is crucial that you first contact members of the Big Island Burial Council and obtain their approval before you begin any field undertaking. You must do this early in the semester in order to complete the project in a timely manner. If you choose a site that is primarily something other than a burial site and you unexpectedly identify human remains in your survey (such as bones in a
lava tube), stop your investigation immediately and we will follow appropriate procedures for the reporting of unmarked human remains. I expect you to keep a log of your time and activities related to the project that will be the equivalent of two hours a week (one weekend day of 8 hours would cover you for a month). In addition to the log, the following information should be gathered for your submission at the end of the class:

I. Basic Locational information
1) Name, address, phone # of property owner
   Is access restricted or open to the public?
2) Tax Map Key designation
3) Ahupua`a and translation of ahupua`a name
4) Universal Transverse Mercator Coordinates
5) Site location plotted on a U.S.G.S. map (copy)
6) Closest Town
7) Nearest road and access directions

II. Background Information
1) Was the site initially located through an amateur collector, property owner, CRM survey, field-school, or other means?
2) Interview local residents or knowledgeable informants about the area. Is there anyone with first-hand knowledge of the site’s use? Obtain written permission from the informant if you choose to use their material.
3) Check for any publications or archaeological surveys that may have mentioned this site before, and develop a bibliography for your report.
4) Look for historical maps- check this amazing link:
http://dags.hawaii.gov/survey/search.php
5) Even if you can’t find any specific information on this particular site, what can you learn about the general history of land-use in this particular area (both prehistorically and historically)?

III. Age
How old do you think this site is and why? Are there artifacts present that are typical of the prehistoric period? Are there artifacts present from the historical period? Do you expect this site was used for a short period of time, or is there evidence that it was used over a long period of time or for more than one purpose? What dating techniques may be applied here (C-14, ceramic typology, age of volcanic flows, etc...)?

IV. Physical Characteristics
1) If appropriate, complete a tape-and-compass surface map of the site. Use metric measurements. Be sure to include a north arrow (magnetic north), scale, and reference to a prominent site datum. This assignment will take a good portion of your 2-hours per week to complete well. Examples of good tape-and-compass maps will be provided.
2) Describe present vegetation- Hawaiian names and Latin names for all plants that you can determine. List number of unidentified plants as well as those that you identified.
3) Describe the soil type. Use standard descriptions from USDA soil series maps. Is the site built on bedrock, shallow soil or deep soil? If possible determine the depth of the soil through observations of erosional banks or possibly a small soil core.

4) Is there any evidence of midden or other archaeological deposits in the soil? If so, describe them (BUT DON’T COLLECT ANYTHING). If the site involves stone construction, describe the stones (size, waterworn?, `a’a, pahoehoe, etc..) and the closest possible source of such stones. Provide sketches or photographs of artifacts that you feel may be particularly diagnostic. Be certain to include the location of these items in your tape-and-compass map.

5) Describe the landform (flat stream terrace, gently sloping pahoehoe flow, pu‘u, lava tube, kipuka, slope of volcanic shield, etc). Give % slope of ground.

6) What is the closest source of water and how far away is it?

V. Site Function
Based upon II, III, and IV, what do you expect the function(s) of the site to have been?

VI. Site Significance
Apply the criteria of eligibility for the National and/or Hawaii State Register of Historic Places to the site, and make an argument regarding whether or not the site could be determined eligible for listing on either register.

VII. Site Management
1) What is the integrity of the site? Are walls knocked down from cattle? Is erosion destroying a portion of it? Is there recent trash present? Are there any signs of looting? Classify the cumulative effects of site integrity as either undisturbed, good, fair, or destroyed.

2) What is the significance of the site based upon National Register criteria of eligibility. Discuss each of the criteria individually in relation to your site.

3) What are the surrounding land use patterns (e.g. open recreational land, ranch, Commercial/Industrial, scattered residential, etc...).

4) Describe any potential threats to the site

5) What is the community interest in the site?

6) How may community interest help protect the site or threaten its integrity?

7) What are your recommendations for best managing the site?
ANTHROPOLOGY 603:
Qualitative and Quantitative Methods in Anthropology

Course Description
Overview of methods used to interpret anthropological fieldwork. Discussion of research design, sampling, scales of analysis, differences between qualitative analysis and quantitative analysis.

Course Objectives and Expected Learning Outcomes
Students who successfully complete this course will
- Comprehend the range of sampling and statistical applications available to analyze and interpret the results of their anthropological fieldwork.
- Understand the differences between qualitative methods and quantitative methods, and when each approach might be appropriate.
- Choose appropriate research methods to apply to their proposed graduate fieldwork.

Requirements
Text:
Bernard, H. Russell
2006  Research Methods in Anthropology: Qualitative and Quantitative Approaches.
Alta Mira Press, Lanham, MD.

Other readings will be on reserve, provided as handouts, or in the library and/or available on the internet. Some of what you will be reading will be regulations and legislation. There is no way to make this incredibly fun, but it is incredibly important. When reading these regulations focus on understanding terms commonly found in the regulations (see the “definitions” provided at the beginning of most regulations) and how the review process works.

COURSE REQUIREMENTS:
Grading will be determined based upon the following:
1st Midterm 15%
2nd Midterm 15%
Attendance/Participation 10%
Final 60%

STUDENTS WITH DOCUMENTED DISABILITIES:
Any student with a documented disability who would like to request accommodations should contact the Disability Services Office - Hale Kauanoe A Wing Lounge, 933-0816 (V), 933-3334 (TTY), uds@hawaii.edu - as early in the semester as possible.
COURSE TOPICS
Anthropology and Social Science
The Foundations of Social Research
Research Design: Experiments and Experimental Thinking
Sampling
Informants
Interviewing
Scales of Analysis
Participant Observation
Coding Field Notes
Qualitative Analysis
   Texts
      Models and Matrices
Quantitative Analysis
   Univariate Analyses
   Bivariate Analyses
   Multivariate Analyses
ANTH 611 Cultural Impact Assessments

Course Description
This graduate seminar provides an introduction to applied ethnographic studies in Hawai‘i, including cultural impact assessments and ethnohistoric studies. We will concentrate on the regulations governing these studies, the ethics and politics of community-based consultation and research, and the methods of oral history research. In addition, students will become grounded in the other components of conducting these studies, including conducting novel research in historic-era documents, ethnographies, maps, previous archaeological studies, and texts written in the Hawaiian language.

Much of the learning in this seminar will be through doing. Over the course of the semester, students will conduct background research on an ahupua’a or other appropriate land division, including the wahi pana, mo’olelo, oli, and ‘ōlelo no‘eau, as well as recorded histories and stories. Students will then conduct interviews with select kūpuna or other experts in the area, and synthesize this information into a written ethnohistoric study. While working with developers / planners on a proposed project and asking appropriate development-related questions during interviews cannot take place during the semester, such skills can be gained during the summer internship (ANTH 690).

Course Objectives and Expected Learning Outcomes
Students who successfully complete this course will be able to
- Comprehend the regulations governing cultural impact assessments in Hawai‘i
- Understand the proper protocols and responsibilities of conducting applied ethnographic research in Hawai‘i
- Recognize the ethical dilemmas of conducting community-based research while being hired by the developer/planner
- Conduct background research on an ahupua’a or other relevant land division
- Conduct interviews with kūpuna from that area
- Write an ethnohistoric study for the selected ahupua’a and examine how this differs from cultural impact assessments

Requirements
Performance
Giving feedback, speaking in seminar, and participating in class are absolutely key to your success.
Ethnohistoric Study
Students will conduct an ethnohistoric study of an ahupua’a or other relevant land division, including background research, community-based interviews, production of graphics, and analysis. The paper should be suitable for submission to a local publisher.

Required Texts

Additional readings will be posted on the course website on Laulima.

Topics
I. Cultural Impact Assessments and Ethnohistoric Studies in Hawaiʻi
   Ethics and Politics of community-based research and consultation
   Regulations

II. Background Research
   Historic-era documents
   Maps
   Land tenure documents
   Hawaiian language sources
   Ethnographies and previous oral history research
   Contemporary cultural practices

III. Community Consultation
   Ethics and responsibilities
   Sampling and recruitment
   Informed consent protocols
   Interview techniques
   Compensation and Contributions to community

IV. Graphics

V. Analysis of Impacts & Recommendations

VI. Student Presentations of Ethnohistoric Studies

Reading List
Beckwith, Martha Warren (ed.)

Kirch, Patrick Vinton
2012 A Shark Going Inland is My Chief: The Island Civilization of Ancient Hawaiʻi. Berkeley: University of California Press
Proposal for the Master of Arts in Heritage Management

McGregor, Davianna Pōmaika’i

Genz, Joseph, Nicole Ishihara, Mary Lindsey-Correa, Brian Cruz, and Hallett Hammett

Genz, Joseph and Hallett Hammett
2012 Cultural Impact Assessment for the Proposed Project to Reconstruct Park Wastewater Systems at Kualoa Regional Park, Kualoa Ahupua’a, Ko‘olaupoko District, O‘ahu Island. Cultural Surveys Hawai‘i.

Handy, E. Craighill., and Elizabeth G. Handy

Hoʻoulumāhiehie

‘Ī‘ī, John Papa

Kamakau, Samuel Mānaiakalani


Kodama-Nishimoto, Michi, Warren S. Nishimoto, and Cynthia A. Oshiro

Maly, Kepā
Malo, David  

Papakilo Database 
2010 Office of Hawaiian Affairs. Electronic Document, 

Pukui, Mary K.  

Pukui, Mary K. and Samuel H. Elbert  

Pukui, Mary K., Samuel H. Elbert, and Esther Mookini  

Soehren, Lloyd J.  

Waihona ‘Aina  
Course Description
This graduate seminar is paired with the undergraduate course ANTH 470 (Museology) and provides an opportunity to develop graduate skills in community museum development, grant-writing, material conservation, collections documentation and management, exhibit planning, and public engagement. Special emphasis is placed on working with, and providing stewardship for indigenous cultural materials.

Course Objectives and Expected Learning Outcomes
Students who successfully complete this course will be able to
- Comprehend the logistical, ethical, and financial challenges facing museum operation.
- Understand the multiple purposes that museums can serve in a community beyond public exhibits.
- Plan and undertake a 1-2 month long pilot museum project.
- Develop a national appreciation of successful regional museums that can be used as models for museum development.
- Develop specific skills and an awareness of resources available for material conservation.
- Become familiar with software and other tools regularly used in managing collections databases.

Requirements
Establishing Relationship of Planned MA Fieldwork
This 1-page paper describes how the class could be relevant to the large-scale fieldwork you plan to carry out for your degree, after you finish this course.

Revised Fieldwork Proposal
A revised version of the initial fieldwork proposal, incorporating what you learned during the pilot portion of your project.

Final Paper
The final paper will include 1) a problem statement with references to the literature, 2) description of museum project, 3) description of method, ethical issues, and entrance, 4) description of data gathering, 5) description of data analysis, and 6) statement of findings.

Required Texts
- Lonetree, Amy
- Lonetree, Amy and Amanda Cobb (eds.)
- Appelbaum, Barbara
2012 *Conservation Treatment Methodology*. Taylor and Francis.

**Example Seminar Reading List:**
Various readings from the journal *Museum Anthropology* (Wiley)

[http://cool.conservation-us.org/](http://cool.conservation-us.org/)

American Association of Museums

Genoways, Hugh H. and Lynne M. Ireland

Lewis, Ralph H.

Weil, Stephen E.
ANTH 613 Human Paleoecology

Course Description
Methods and theories pertaining to understanding ancient human interactions with ecosystems, including effects of human colonization on island environments, species introductions and extinctions, geomorphological change and studies of other anthropogenic processes.

Course Objectives and Expected Learning Outcomes
Students who successfully complete this course will be able to
- Understand Human Beings and Cultural Processes within Ecosystem.
- Understand the methods and theories behind the study of ancient environmental changes and cultural processes.
- Become familiarized with specific studies of human paleoecology in the Pacific Islands.
- Develop a national appreciation of successful regional museums that can be used as models for museum development.
- Develop specific skills and an awareness of resources available for material conservation.
- Become familiar with software and other tools regularly used in managing collections databases.

Requirements
Establishing Relationship of Planned MA Fieldwork
This 1-page paper describes how the class could be relevant to the fieldwork you plan to carry out for your degree.

Revised Fieldwork Proposal
A revised version of the initial fieldwork proposal, incorporating what you learned during the pilot portion of your project.

Final Paper
The final paper will include 1) a problem statement with references to the literature, 2) paleoecology project, 3) description of data gathering, 4) description of data analysis, and 5) statement of findings.

Required Texts
Kirch, P.V. and T. L. Hunt (Eds.)

Example Seminar Reading List:
http://www.wikiarc.org/Archaeological-and-Palaeoecological-Reference-Collections-Online


Crosby, Alfred


Drake, D. R. and T. Hunt


Hunt, T.
2006 "Ancient DNA of the Pacific rat (Rattus exulans) from Rapa Nui (Easter Island)." *Journal of Archaeological Science* 33:1536-1540.

Hunt, T.
Proposal for the Master of Arts in Heritage Management


Hunt, T. and C. Lipo
2009 "Ecological catastrophe, collapse, and the myth of ‘ecocide’ on Rapa Nui (Easter Island)." In P.A. McAnany and N. Yoffee, Editors, Questioning Collapse: Human resilience, ecological vulnerability, and the aftermath of empire, Cambridge University Press, pp. 21-44.

Genz, J. and T. Hunt

Kittenger, J. et al.

Ladefoged, Thegn N., Michael W. Graves, and Mark D. McCoy.

Morrison, A. and T. Hunt


Rieth, T.M. T.L. Hunt, C. Lipo, and J. M. Wilmshurst

Vitousek, Peter M., Thegn N. Ladefoged, Patrick V. Kirch, Anthony S. Hartshorn, Michael W. Graves, Sara C. Hotchkiss, Shripad Tuljapurkar, and Oliver A. Chadwick.
Proposal for the Master of Arts in Heritage Management
ANTH 624 Archaeology of Hawai`i

Instructor: Kathy Kawelu
Office: Edith Kanaka’ole Hall 264
Phone: 974-7548
E-mail: kkawelu@hawaii.edu

COURSE DESCRIPTION:
This graduate course is an in-depth introduction to archaeology in the Hawaiian Islands. We focus on the pre-contact period, but also briefly cover transformations in the post-contact era. The course begins by situating Hawai’i in the larger Polynesian context, then moves into the development of the discipline of archaeology in Hawai’i. A brief discussion of the ethics and politics of Hawaiian archaeology is covered, as the field is impacted by contemporary Kānaka Maoli concerns.

The topics covered in this course reflect those areas of research emphasized in Hawaiian archaeology more broadly, including the emergence and development of social complexity, and studies on the political economy. Studies on monumentality, craft production, and agriculture are covered, with topics such as gender relations, archaeoastronomy, and the historical period touched upon as well.

OBJECTIVES:
By the end of this course a successful student should be able to:
- understand the development of the field of archaeology in Hawai’i.
- assess the strengths and weaknesses of various approaches to understanding the past.
- critically evaluate theoretical arguments.
- identify, utilize and critique scholarly sources.
- identify and address research topics currently neglected in Hawaiian archaeology.

COURSE REQUIREMENTS:
Participation
Participation in weekly discussion about the readings is key. Students must also lead a class session, guiding discussion on the week’s reading through prepared outlines and questions.

Research Paper
Over the course of the semester, students will identify and explore a research topic that has largely been neglected within Hawaiian archaeology, or a topic that has relevance for a descendant community or stakeholder group in the islands. The research paper will explain the need for such research in the islands, include a literature review of previous work, and argue for the use of a particular method and theory by which to explore the topic.
REQUIRED TEXTS:
Bayman, James M. and Thomas S. Dye
Kirch, Patrick V.

REQUIRED READINGS:
- See reference list at the end of syllabus.

TOPICS:
I. Origins of the first Polynesians
   Settlement of Eastern Polynesia
   Hawai‘i in the Polynesian context

II. History of archaeology in Hawai‘i
   Approaches to studying pre-contact Hawaiian culture
   Ethics and sociopolitical context of studying Hawaiians

III. Settling Hawai‘i
   Environmental setting and resources
   Voyaging and two-way interactions
   Oral histories

IV. Subsistence
   Marine Resources
   Land Resources / Transported landscapes
   Human induced landscape change
   Development of agricultural systems & intensification

V. Craft production

VI. Monumental architecture
   Heiau and ideology

VII. Household studies / Domestic production
   Case studies of Kahikinui, Maui & Kohala, Hawai‘i

VIII. Rise of socio-political complexity
   Political economy
   Warfare
   Ideology
   Agent based approaches

IX. Post-contact period
REFERENCES:
Bayman, James

Cordy, Ross

——

Dixon, Boyd, et al.
1995  Community growth and heiau construction: possible evidence of political hegemony at the site of Kaunolu, Lana‘i, Hawai‘i. Asian Perspectives 34(2):229-255.

Dye, Thomas S.

Earle, Timothy K.

Field, Julie S., et al.

Flexner, James L.
2012  An institution that was a village: archaeology and social life in the Hansen’s disease settlement at Kalawao, Moloka‘i, Hawai‘i. International Journal of Historical Archaeology 16(1):135 - 163.

Jones, Sharyn, and Patrick V. Kirch

Jones, Terry L., and Kathryn A. Klar

Kahn, Jennifer G., et al.

Kirch, Patrick V.

——

——
2012  A shark going inland is my chief: the island civilization of ancient Hawai’i. Berkeley: University of California Press.

Kirch, Patrick V., and Mark D. McCoy  

Kirch, Patrick V., and Sharon O’Day  
2003  The many smoky fish of the land: new archaeological insights to food and status in pre-contact Hawai’i. World Archaeology 34(3):484 - 497.

Kirch, Patrick V., and Marshall D. Sahlins  

Kolb, Michael J.  

—  

Kolb, Michael J., and Boyd Dixon  

Ladefoged, Thegn N., and Michael W. Graves  

Ladefoged, Thegn N., et al.  

Mills, Peter R., and Kathleen Kawelu  

Mills, Peter R., et al.  

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Mulrooney, Mara A., and Thegn N. Ladefoged  

Olson, S. L., and H. F. James
1982 Fossil birds from the Hawaiian Islands: evidence for wholesale extinction by man before Western contact. Science 217:633-635.

Ruggles, Clive L. N.
1999 Astronomy, oral literature, and landscape in ancient Hawaii. Archaeoastronomy 14:33 - 86.

— 2001 Heiau orientations and alignments on Kaua‘i. Archaeoastronomy 16:46 - 82.

Spriggs, Matthew

Storey, Alice A., et al.

Van Gilder, Cynthia
ANTH 625 Indigenous Heritage Management in the Pacific

Course Description
This graduate seminar provides an overview to indigenous heritage management in the Pacific. With Hawai‘i as our starting point, we will examine how other island nations and communities throughout Oceania are engaged (or not engaged) in indigenous forms of heritage management, including international conventions and world heritage sites, national historic preservation law, community-based cultural revival projects, and collaborative research and preservation. The aim of this course is to both contextualize Hawaiian heritage management within the broader Pacific, and to effectively prepare students for heritage management in those communities and regions beyond Hawai‘i.

Students will conduct a research project on indigenous heritage management in a Pacific Island nation or community (not including Hawai‘i). The paper will examine the strategies, effectiveness, and complexities of management, preservation, and revitalization.

Course Objectives and Expected Learning Outcomes
Students who successfully complete this course will be able to
- Compare and contrast indigenous heritage management in Hawai‘i and other island nations
- Identify the intersection of various levels of management (i.e., international, national, regional, local) in particular island contexts
- Recognize and address the cultural politics of preserving and revitalizing indigenous heritage in particular island contexts
- Appraise the strategies and effectiveness of indigenous Pacific forms of management compared to Western programs and regulations
- Evaluate the potential of integrating approaches to tangible and intangible heritage management throughout the Pacific

Requirements

Performance
Giving feedback, speaking in seminar, and participating in class are absolutely key to your success.

Research Paper
Students will conduct research examining indigenous forms of heritage management in a Pacific Island nation or region (not including Hawai‘i). This involves discussing the formal programs and regulations (e.g., U.S. historic preservation law in Micronesia) and evaluating the strategies, effectiveness, and complexities of local forms of management, preservation and revitalization.
Proposal for the Master of Arts in Heritage Management

Resources


Additional readings will be posted on the course website on Laulima.

Topics

I. Introduction to Oceania and Indigenous Heritage Management

II. Prehistory and Identity
   Alternative versions of the past
   Who is interpreting prehistory?
   Reinventing tradition

III. Community Engagement
   Traditionally managed areas and customary practices
   Online community projects
   Community-based tourism

IV. Cultural Preservation and Revitalization
   Historic Preservation Legislation
   UNESCO World Heritage List
   UNESCO Convention for Safeguarding the Intangible Cultural Heritage
   Voyaging renaissance, Weaving revival, and other renewed traditions

V. Oral and Performing Traditions & Archaeology
   Various case studies examining and incorporating these two forms of knowledge

VI. Student Presentations

Reading List
Alessio, Dennis, and Alson Kelen

Finney, Ben

Genz, Joseph,
2011 Navigating the revival of voyaging in the Marshall Islands: Predicaments of

Genz, J. and B. Finney

Lilley, Ian, and Anita Smith

Liston, John, Geoffrey Clark, and Dwight Alexander

Rubinstein, Donald H

Rubinstein, Donald H, and Sophiano Limol

Smith, Anita

Spennemann, Dirk

UNESCO
2003 *Convention for the Safeguarding of Intangible Cultural Heritage*. 
ANTh 631 Oral History Research

Course Description
This graduate seminar provides an introduction to oral history research, including the ethics of applied ethnographic and participatory research, interview protocols, methods of listening, observing and recording, and approaches to interpretive analysis. We will concentrate on the practices of interviewing and recording, including the analysis of recorded transcripts while addressing the broader issues that surround oral history and applied ethnographic research, including the epistemological underpinnings of qualitative methods.

Much of the learning in this seminar will be through doing. Through the development of individual projects, students will gain experience with organizing and conducting their own oral history research. On the assumption that community-based research requires flexibility and adaptation to local circumstances, the seminar will afford an opportunity for students to develop and explore individual interests through pilot projects that may be used in planning fieldwork for their MA theses.

Course Objectives and Expected Learning Outcomes
Students who successfully complete this course will be able to
- Comprehend the underlying theoretical and epistemological models that ground qualitative research
- Understand the ethical standards of anthropology and within the cultural context of Hawai‘i and the broader Pacific, and conduct themselves accordingly
- Plan and undertake a 1-2 month long pilot fieldwork project
- Develop an “encyclopedia” of others’ fieldwork that can be compared to their own experience
- Create and maintain written records of fieldwork, including fieldnotes and a journal
- Conduct and analyze interviews as a specialized field technique

Requirements
Performance
Giving feedback, speaking in seminar, and participating in class are absolutely key to your success.

Description of Planned MA Fieldwork
This 1-page paper describes the large-scale fieldwork you plan to carry out for your degree, after you finish this course

Autobiographical Statement
Proposal for the Master of Arts in Heritage Management

An autobiographical statement that locates you in anthropological terms, and describes how your research project for this class and for your degree grows out of this sense of self.

**Initial Fieldwork Proposal**
This is a document that describes your in-class fieldwork project, including IRB materials, a timeline, and a narrative statement of your plan.

**Revised Fieldwork Proposal**
A revised version of the initial fieldwork proposal, incorporating what you learned during the pilot portion of your project.

**Final Paper**
The final paper will include 1) a problem statement with references to the literature, 2) description of field site, 3) description of method, ethical issues, and entrance, 4) description of data gathering, 5) description of data analysis, and 6) statement of findings. The paper should be suitable for submission to an anthropology journal.

**Required Texts**
- Charles Briggs. 1986. *Learning How to Ask*
- James Gee. 2011 (3d ed.). *An Introduction to Discourse Analysis*

**Optional Texts:**
- Russell Bernard. 2011 (5th ed.). *Research Methods in Anthropology*

Additional readings will be posted on the course website on Laulima.

**Topics, Weekly Schedule & Readings**

**I. Preparing to do Oral History Research**
- Week 1: Introduction: Oral Histories, Ethnography, Social Science, and Fieldwork
  - Maly, Various selections of Ethnohistoric Studies in Hawai’i
  - Genz, Various selections of Cultural Impact Assessments in Hawai’i

**II. Being “In the Field”**
- Week 2: Shifting politics and practices of fieldwork
  - Smith, “Introduction” (1-18)
  - Marcus, “The End(s) of Ethnography (1-14)

- Week 3: Collaborative Approaches
  - Lassiter, *Collaborative Ethnography* (ix-154)

- Week 4: Fieldwork Ethics and Protocols
  - Chenhall, Senior & Belton, “Negotiating Human Research Ethics” 13-17)
  - Fluehr-Lobban, “Informed Consent in Anthropological Research” 159-177)
  - AAA Code of Ethics
  - AAA Statement on IRBs and ethnographic research
III. Doing Fieldwork

Week 5: Taking Fieldnotes
Bernard, “Field Notes” (387-412)
Duranti, “Appendix: Practical Tips onRecording Interaction” (340-347)
Software Tools

Week 6: Focusing, Sampling, Validity
Small, “How Not to Make Research More Scientific”

Week 7: Interviewing (1)
Briggs, Learning How to Ask (ix-60)

Week 8: Interviewing (2)
Briggs, Learning How to Ask (61-125)

Week 9: Interviewing (3)
Linde, Life Stories
Crapanzano, “The Life History in Anthropological Fieldwork (3-7)
Peacock & Hollaned, “The Narrated Life” (367-383)
Personal Narratives Group, “Origins” (3-15)
Luttrel, “Good Enough Methods for Life-Story Analysis (Quinn, 243-268)

IV. Analysis and Writing Up

Week 10: Discourse Analysis
Gee: An Introduction to Discourse Analysis (Chapters 1-5)

Week 11: Narrative Analysis
Gee: An Introduction to Discourse Analysis (Chapters 6-9)
Riessman, “Narrative Analysis” (1-70)

Week 12: Writing Up
Greenberg, “When They Read What the Papers Say We Wrote”
Kodama-Nishimoto, Talking Hawai’i’s Story

V. Project Presentations

Week 13: Student presentations
Week 14: Student presentations
Week 15: Student presentations

Reading List
Bernard, H. Russell
2006 Research methods in cultural anthropology: Qualitative and Quantitative Methods, 4th ed. Walnut Creek, CA: Alta Mira Press, Sage Publications.
Proposal for the Master of Arts in Heritage Management

Briggs, Charles L.

Clifford, James

Crpanzano, Vincent

Chenhall, Richard, Kate Senior and Suzanne Belton

Duranti, Alessandro

Fluehr-Lobban, Carolyn
1993 *Ethics and the Profession of Anthropology,* 2nd ed. Walnut Creek: AltaMira.

Gee, James Paul

Kodama-Nishimoto, Michi, Warren S. Nishimoto, and Cynthia A. Oshiro

Lassiter, Luke Eric

Linde, Charlotte

Marcus, George

Marcus, George E.

Murchison, Julian.

Narayan, Kirin
Peacock, James L. and Dorothy C. Holland

Personal Narratives Group, ed.

Riessman, Catherine Kohler

Smith, Linda Tuhiwai
ANTH 635 OSTEOLOGICAL ANALYSIS

Description:
This course is designed to expose participants to analytical methods used in physical and biological anthropology. The goal is to give students hands-on practical skills that would allow you to make a significant contribution to an archeological, physical or biological anthropology research team. Bring both required texts to all classes.

Course Objectives and Expected Learning Outcomes
Students who successfully complete this course will be able to
- Apply standard analytical methods to the identification and analysis of human remains
- Understand the ethical standards applied in the identification and characterization of indigenous human remains in the Pacific
- Understand how these analytical methods can be applied to assist in guiding decisions of the Hawaii State Burials Program and Island Burial Councils.

TEXTS
France, Diane L.
2007 Lab Manual and Workbook for Physical Anthropology, 7th Ed. CA: Thomson/Wadsworth

Whitehead, Paul F., W.K. Sacco, and S.B. Hochgraf

EVALUATION:
12 Exercises and Assignments = 35%; TEST 1 and 2 = 20% ea. = 30%; Annotated Bibliography = 10%
Research Paper = 25%

Annotated Bibliography:
This assignment consists of a review of 10 journal articles, 5 of which I will supply, the other 5 will be of your choice. Each annotation will be 1-page in length and will provide a summary of the focus of the article, an overview of the methods and results, and critical input from you. Full instructions will be on Laulima. Some of these annotations should be on the topic of your research paper.

Research Paper:
Will be 10-12 pages in length and have 12-15 academic references. Topic and outline must be approved. See Laulima for further instructions.

Exercises and assignments: The exercises are from your France Lab Manual and the assignments are based on worksheets I give you in class.
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ACTIVITIES + READINGS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Atlas: Chapter 2 pp.19-25</td>
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<td></td>
<td>Human Osteology</td>
<td>Lab Manual: Chapter 3</td>
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<tr>
<td></td>
<td>Lecture/Lab</td>
<td><strong>Cybulski, J.</strong> 1988 Skeletons in the Walls of Old Quebec. Northeast Historical Archeology 17:61-84</td>
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<td>Atlas: Chapter 4, pp. 77-97</td>
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<td>Week 3</td>
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<td>Lab</td>
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<td></td>
<td><strong>Hand in Exercises 3.2 (except for q. 3) and 3.3 (Lab Manual)</strong></td>
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<tr>
<td>Week 4</td>
<td>Human Osteology</td>
<td><strong>Postcranial Anatomy</strong></td>
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<td>Atlas: Chapter 5, pp. 155-198</td>
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<td>Lab Manual: Chapter 4 (pp.125-136)</td>
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<td><strong>Hand in Exercise 4.1</strong></td>
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<td>Week 5</td>
<td>Human Osteology</td>
<td><strong>Craniometry and Osteometry</strong></td>
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<td>Lab</td>
<td>Atlas: Chapter 6</td>
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<td>Lab Manual: Chapter 13 (pp. 325-328)</td>
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<td><strong>Hand in Assignment #1</strong></td>
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<td>Week 6</td>
<td><strong>TEST I</strong></td>
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<td>Week 7</td>
<td>Aging and Sexing</td>
<td>Atlas: Chapter 3 (pp. 72-73), Chapter 5 (pp.182-83)</td>
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<td>Lab</td>
<td>Lab Manual: Chapter 4 (pp. 141-147)</td>
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<td><strong>Hand in Assignment # 2</strong></td>
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<td>Week 8</td>
<td>Paleopathology</td>
<td>Atlas: Chapter 7</td>
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Proposal for the Master of Arts in Heritage Management

**Lecture/Lab**

*Start working on Assignment # 3*

---

**Week 9**

**Forensics**

Lecture/Lab


Lab Manual: Chapter 14

---

**Week 10**

**LAB**

*Hand in Assignment # 3*

---

**Week 11**

**TEST 2**

---

**Week 12**

**Comparative Primate Anatomy**

Atlas: Chapter 3, pp. 35-76
Atlas: Chapter 4, pp. 98-154
Atlas: Chapter 5, pp. 199-204
Lab Manual Chapter 6 & 7

*Hand in Exercise 7.2 except for Q. 6 (Lab Manual)*

---

**Week 13**

**Comparative Primate Anatomy**

*Hand in Assignment # 4*

---

**Week 14**

**Human Biology**

Lecture/Lab

*Anthropometrics* Lab Manual: Chapter 13 (pp. 312-315)


*Hand in Assignment # 5*

---

Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office - Hale Kauanoe A Wing Lounge, 933-0816 (V), 933-3334 (TTY), uds@hawaii.edu - as early in the semester as possible.

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APPENDIX 3: GRADUATE FACULTY CURRICULUM VITAE

DANIEL EDWARD BROWN

925 Komomala Drive  
Hilo, Hawaii  96720  
(808) 959-3435  
dbrown@hawaii.edu

Marital Status…..Married, two children  
Revised................August, 2013

EDUCATION

Degrees

1978 CORNELL UNIVERSITY  
Ph.D. degree in Anthropology

1975 CORNELL UNIVERSITY  
M.A. degree in Anthropology

1972 BROWN UNIVERSITY  
B.A. degree in Biology

PROFESSIONAL EXPERIENCE

1989-Present Professor, University of Hawaii at Hilo, College of Arts and Sciences.  
2010-2013 Interim Vice Chancellor for Research and Economic Development, University of Hawaii at Hilo.

2004-2010 Coordinator of Research and Graduate Education, University of Hawaii at Hilo  
1995-2009 Director, Minority Biomedical Research Support Program, University of Hawaii at Hilo.

1987-Present Affiliate Graduate Faculty Member, University of Hawaii at Manoa, Department of Anthropology.

2000-2004 Coordinator of Research, University of Hawaii at Hilo.

1999-2003 Chair, Social Sciences Division, University of Hawaii at Hilo, College of Arts and Sciences.
1998 Adjunct Professor of Anthropology, Binghamton University, State University of New York, Harpur College of Arts and Sciences.
1989-1995 Chairman, Department of Anthropology, University of Hawaii at Hilo, College of Arts and Sciences.
1983-1989 Associate Professor, University of Hawaii at Hilo, College of Arts and Sciences.
1986-1987 Chairman, Department of Anthropology, University of Hawaii at Hilo, College of Arts and Sciences.
1982-1984 Chairman, Department of Anthropology, University of Hawaii at Hilo, College of Arts and Sciences.
1978-1983 Assistant Professor, University of Hawaii at Hilo, College of Arts and Sciences.
1980-1981 Chairman, Department of Anthropology, University of Hawaii at Hilo, College of Arts and Sciences.
1977-1978 Visiting Assistant Professor, University of Hawaii at Hilo, College of Arts and Sciences.
1976-1977 Lecturer, University of Hawaii, Leeward Community College.
1976 Lecturer, University of Hawaii at Manoa, College of Continuing Education and Community Services.
1972-1974 Teaching Assistant, Cornell University, Department of Anthropology.

GRANTS

2003-2004 “Nitric Oxide as a Measure of Sympathetic Nervous System Activity Upon Exposure to Mild Environmental Stress,” EPSCoR Research Enhancement Activities Program (REAP), $11,443. Principal Investigator

2003 “Enhancement of Research Capacity at UH Hilo By Acquiring a Nitric Oxide Analyzer,” BRIN Program. $27,828.


1993 Chancellor's Development Fund, University of Hawaii at Hilo. Travel grant for presentation of research results, American Association of Physical Anthropologists meeting, April, Toronto.


1988-1989 Research and Training Revolving Fund Award, University of Hawaii. Grant funded for one year research project on dietary practices and development of Native Hawaiian infants. Funding approved for $5913; funding returned after NIH grant approved.


1981 Office of Research Administration Revolving Fund, University of Hawaii. Travel grant for presentation of research results and chairing symposium, American Association of Physical Anthropologists meeting, April, Detroit.

Daniel Edward Brown...Page 5

1979 Office of Research Administration Revolving Fund, University of Hawaii. Travel grant for presentation of research results, World Congress of the International College of Psychosomatic Medicine, September, Jerusalem.

1978 President's Educational Improvement Fund, University of Hawaii. Grant for initiating a physical anthropology laboratory program at the University of Hawaii at Hilo.

HONORS

2008 Elected Fellow, American Association for the Advancement of Science


2001 Awarded Chancellor’s Citation for Excellence in Scholarly and Creative Activities, University of Hawaii at Hilo.

2001 Elected President, Human Biology Association, an international scientific society that fosters research and training in human biology and sponsors the American Journal of Human Biology.
1991 Awarded Chancellor's Citation for Excellence in Teaching, University of Hawaii at Hilo.
1982 Recipient of Meritorious Service Award, University of Hawaii at Hilo.

MAJOR PUBLICATIONS
Sievert, Lynnette L., Lorna Murphy, Lynn A. Morrison, Angela M. Reza, Daniel E. Brown (in press) Age at menopause and determinants of hysterectomy and menopause in a multi-ethnic community: The Hilo Women's Health Study. _Maturitas_.


Brown, Daniel E. 2012 Human Adaptability. _Oxford Bibliographies Online: Anthropology_.


Morrison, Lynn A., Lynnette L. Sievert, Daniel E. Brown, Nichole Rahberg, and Angela Reza 2010 Relationships between menstrual and menopausal attitudes and associated demographic and health characteristics: The Hilo Women’s Health Study. *Women and Health* 50:397-413.


**PAPERS AND PRESENTATIONS**


Brown DE, WJ Mautz, M Warrington, and A. Ioane, 2009. Relationship between C-reactive protein levels and body composition in a multiethnic sample of school children in Hawaii. 34th


Brown, DE 1998 Modernization, stress and blood pressure in Filipino-American nurses. Anthropology Graduate Student Organization Brown Bag Lecture Series, November 17, Binghamton University SUNY, Binghamton, N.Y.


Brown, DE 1994 Summer Institute of the National Faculty, one week seminar on the ecology of mountain environments, Bellingham, Washington, August 7-12.


**COURSES TAUGHT**

Anthropology 100: Cultural Anthropology
Anthropology 215: Human Variation and Race
Anthropology 110: Archaeology
Anthropology 315: Ecological Anthropology
Anthropology 150: Human Adaptation
Anthropology 415: Medical Anthropology
Anthropology 210: World Prehistory
Anthropology 384: Primatology
Anthropology 450: Phys. Anth. Laboratory
Anthropology 495G: Human Adaptability
Anthropology 495G: Proseminar: Human Biology
Member on graduate committees, Dept. Anth., Univ. Hawai‘i at Manoa:
MA: Patricia Kalima, Mark Davis; PhD: Michele Douglas, Asami Nago, Christopher King, Patrick Ball, Robert Mann, Adam Lauer
Member on graduate committee, Tropical Conservation Biology and Environmental Science (MA), Univ. Hawai‘i at Hilo: Whitney Nekoba

REVIEWER/REFEREE
Served as peer reviewer for the following professional journals and granting agencies:
American Anthropologist American Journal of Human Biology
American Journal of Physical Anthropology Annals of Human Biology
Archives Environmental and Occupational Health Asian Pacific J. of Clinical Nutrition
Autonomic Neuroscience: Basic and Clinical Collegium Antropologicum Economic & Social
Res. Council (UK) Ethnicity & Health Human Biology Human Organization
Physiology Journal of Psychosomatic Research National Geographic Society National
Institutes of Health National Science Foundation Obesity Preventive Medicine Public
Health Nutrition Respiratory Physiology & Neurobiology Social Science and Medicine The
Contemporary Pacific

Served as external tenure/promotion reviewer for (past 10 years):

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS
Amer. Anthropological Assoc. Amer. Assoc for the Advancement of Science
Human Biology Association Amer. Assoc of Physical Anthropologists
Sigma Xi Amer. Dermatoglyphics Association
Society for the Study of Human Biology

ADMINISTRATIVE EXPERIENCE
2010-2013 Interim Vice Chancellor for Research and Economic Development, University of
Hawaii at Hilo: Oversaw the Office of Research and the Graduate Division. Established
facilities for the new Office of Research, including offices, reception area, and
conference room. Streamlined the grant submission process at the campus. Partnered
with the University of Hawaii system research office to employ a Compliance Officer
stationed on the Hilo campus. Conducted a survey of research space use on campus.
Developed and presented grant writing workshops for faculty. Initiated the process of
developing a campus policy for the Responsible Conduct of Research. Worked with
faculty and staff in developing a strategic plan for research and for STEM programs at the university. Oversaw the allocation of indirect funds from grants. Worked with faculty on possible commercialization efforts, in collaboration with the Hawaii Small Business Development Center. Collaborated with faculty on the Graduate Council to produce a Charter for the Council. Worked with the Graduate Council to produce a graduate student handbook.

2004-2010 Coordinator of Research and Graduate Education, University of Hawaii at Hilo
Took on duties of Graduate Education Coordinator while maintaining previous position as Coordinator of Research. Duties included chairing the University of Hawaii at Hilo Graduate Council and Research Council. Worked with the Graduate Council to complete the task of creating policies and procedures for graduate studies at the university. Planned for the creation of a formal administrative structure for graduate studies. Identified problem areas in graduate administration and worked with administrative affairs to clean these up. Administered indirect cost funds used by the Research Council, and worked with administration to allocate some of these funds to support colleges, departments, PIs and the library. Began the process of devising a strategic plan for Research at UH Hilo.

2001-2005 President, Human Biology Association
President-Elect 2001-2002; President 2002-2004; Past-President 2004-2005. Oversaw the administration of an international scientific society that sponsors the American Journal of Human Biology and conducts annual scientific meetings. Chaired the Executive Committee of the Association, and assisted other standing committees of the association including Membership, Nominations, Public Relations, Publications, and Conference Program units. Helped negotiate a royalties contract for the association with the publisher of its journal. Worked with the Executive Committee to institute student travel awards to the annual conferences, and started an annual student reception at the meetings.

2000-2004 Coordinator of Research, University of Hawaii at Hilo
As the first coordinator of research, the position included creating and then chairing the University of Hawaii at Hilo Research Council. Coordinated activities of the Research Council in working with administration from the University of Hawaii at Hilo and the Research Corporation of the University of Hawaii to establish policies and procedures for the administration of extramural grants and contracts. Also established procedures for the allocation of indirect costs funds, and negotiated these allocations on an annual basis. Supported faculty research endeavors, including providing grant writing workshops, and obtaining infrastructure grants to support research at the university.
1995-2009 Director, Minority Biomedical Research Support Program, University of Hawaii at Hilo
Administered a complex grant program that included multi-project research and a minority training grant. Successfully applied for funding over the entire period. Responsible for writing of administrative sections of research grants and coordinating the submittal of all subprojects. Headed training grant including arranging for a seminar series, guest lectures, student travel, and provision of a student workroom for study.

2005-2006 Interim Director, RIMI Program, University of Hawaii at Hilo
Co-wrote the grant and administered the RIMI (Research Infrastructure in Minority Institutions) Program at the University of Hawaii at Hilo. Oversaw the renovation of laboratory facilities, assisted in the implementation of a seed money grant program, coordinated library purchases with grant money, and administered two research subprojects.

1999-2003 Chair, Social Science Division, College of Arts and Sciences, Univ. Hawaii at Hilo
Provided academic leadership for the Social Sciences Division, including mentoring junior faculty, administering the budget, making personnel recommendations, and overseeing the move of most departments in the Division into a new building on campus. Served on the Dean's Council and assisted the Dean with college-wide administration.

OTHER ADMINISTRATIVE EXPERIENCE
Chair, UH Hilo Research Council, 2000-2010.
Chair, UH Hilo Graduate Council, 2004-2010.
Chair, Instructional Faculty Coordinating Council, University of Hawaii at Hilo, 1992-1993.
Chair, Senate, College of Arts and Sciences, University of Hawaii at Hilo. 1989-90, 1992-1993.
Chair-elect, Senate, College of Arts and Sciences, Univ. Hawaii at Hilo. 1988-89, 1991-92.

OTHER UNIVERSITY SERVICE (SELECTED)
Chair, Search Committee, Vice Chancellor for Academic Affairs, 2011-12.
Member, Advisory Board, Hawaii Cetacean Rehabilitation Facility, 2010-2011.
Member, Technical Working Group, Pacific Resources for Education and Learning, 2007-Present
Member, UHH Chancellor Search Committee, 2009-2010.
Member, Task Force on Feasibility of Engineering Degree at UH Hilo, 2009-Present.
Chair, Academic Affairs Committee, College of Arts and Sciences, 2003-2004.
Chair, University of Hawaii at Hilo Tenure and Promotion Review Committee, 2003-2004.
Chair, UHH Chancellor Search Committee, University of Hawaii. 1997-98.
Chair, Task Force on Governance, University of Hawaii at Hilo. 1990-91.
Chair, Honors Program Admissions Committee, University of Hawaii at Hilo. 1991.
Chair, Academic Affairs Committee, College of Arts and Sciences, University of Hawaii at Hilo 1988-89.
Chair, Academic Grievance Committee, University of Hawaii at Hilo. 1992.
Chair, numerous Tenure and Promotion Review Committees, University of Hawaii at Hilo.
Chair, Social Sciences Division Personnel Committee, University of Hawaii at Hilo. 1984-86.
Chair, Elections Committee, College of Arts and Sciences, University of Hawaii at Hilo, 1981-82.
Vice-Chair, Task Force on Feasability of Establishing a Hawaiian Language College, University of Hawaii at Hilo, 1996-97.
Member, RCUH Executive Director Search Committee, 2003.
Member, Senate, College of Arts and Sciences, University of Hawaii at Hilo. 1988-92, 2003-05.
Member, Advisory Board, Hawaii Minority Entity Capacity Building for Traditionally Underserved Populations, University of Hawaii.
Member, University Research Council, University of Hawaii, 1998-2000.
Member, UHH Vice Chancellor for Admin. Affairs Search Committee, UHH. 1999.
Member, College-wide Tenure and Promotion Review Committee, College of Arts and Sciences, University of Hawaii at Hilo, 1993-96, 1998-1999.
Member, Honors Program Advisory Committee, University of Hawaii at Hilo. 1989-1994.
Member, Graduate Council, University of Hawaii, 1993-94. Member, Senate, College of Arts and Sciences, University of Hawaii at Hilo. 1980-82, 1984-86, 1988-90, 1991-93.
Member, numerous personnel committees, College of Arts and Sciences, Univ. Hawaii at Hilo.
Member, numerous search committees including: for Dean of College of Arts and Sciences, 1991;
for Vice Chancellor for Academic Affairs, University of Hawaii at Hilo, 1992; for Chancellor, University of Hawaii at Hilo, 1993.
Member, Instructional Faculty Coordinating Committee, University of Hawaii at Hilo, 1991-93.
Member, Task Force on Administration and Governance, University of Hawaii at Hilo, 1992-93.
Chair, Subcommittee on Governance.

SELECTED OTHER SERVICE
Elected President, Human Biology Association: President-Elect 2001-2002; President 2002-2004;
Past-President 2004-2005.
Associate Editor, American Journal of Physical Anthropology, 2001-2005.
Elected Member, Executive Committee, American Dermatoglyphics Association, 2001-2004.
Member, Board of Directors, American Heart Assoc, Hawaii Affiliate, East Hawaii Div., 1994-2000.
Chair, School-Based Committee, American Heart Association, Hawaii Affiliate, East Hawaii Division, 1995-2000.
Guest Speaker, American Heart Association, Hawaii Affiliate, East Hawaii Division, West Hawaii Division and State-wide, on risk factors for hypertension, 1994-1995.
Judge, Hawaii District Science Fair, more than 20 years.
Faculty mentor for high school students’ projects for Hawaii District Science Fair, frequently.
Faculty mentor for high school students preparing for careers in biomedical research, for American Heart Association summer program. 1996.
Faculty mentor for high school students preparing for careers in biomedical research, for NIDDK-supported summer program. 2005-2008.
Guest Speaker, many Big Island public schools and Panaewa Rainforest Zoo, misc. topics.
CURRICULUM VITAE
JOSEPH H. GENZ

University of Hawai‘i-Hilo, 200 W. Kawili St, Hilo, HI 96720, (808) 974-7472 (w), 271-7150 (c), genz@hawaii.edu

EDUCATION
Ph.D. University of Hawai‘i-Mānoa, 2008
Specialization: Anthropology
Dissertation: *Marshallese navigation and voyaging: Re-learning and reviving indigenous knowledge of the ocean*
Certification: Graduate Certificate in Historic Preservation

M.A. University of Hawai‘i-Mānoa, 2003
Specialization: Anthropology
Papers: *El Niño/Southern Oscillation and Rapa Nui prehistory*; and *Paleopathology in Hawai‘i*

B.S. University of Wisconsin-Madison, 1997
Specializations: Zoology, German (Literature concentration)
Honors Thesis: *Social information transmission of novel and potentially toxic foods in cotton-top tamarins* (*Saguinus oedipus*)
Graduated with Honors

TEACHING POSITIONS
August 2012 – Present
Assistant Professor
University of Hawai‘i-Hilo
Dept. of Anthropology
ANTH 100, Cultural Anthropology
ANTH 300, Cultures of Oceania—online
ANTH 357, Change in the Pacific
ANTH 435, Senior Seminar in Pacific Studies
ANTH 475, History of Anthropological Theory

July 2007 – May 2012
Lecturer
University of Hawai‘i-Mānoa
Dept. of Anthropology
ANTH 151, Emerging Humanity
ANTH 152, Culture and Humanity—online
ANTH 350, Pacific Island Cultures
ANTH 430, Human Adaptation to the Sea

Honors Program
HON 291-491, Honors Research Seminar on Traditional Navigation in Oceania

Kapi‘olani Community College
Dept. of Anthropology
ANTH 151, Emerging Humanity

Graduate Teaching Assistant
University of Hawai‘i-Mānoa
ANTH 151, Emerging Humanity
Dept. of Anthropology  
ANTH 152, Culture and Humanity  
ANTH 215, Physical Anthropology  
ANTH 215L, Physical Anthropology Lab

**RESEARCH POSITIONS**

**July 2009 – July 2012**  
Cultural Surveys Hawai‘i, Inc.  
**Cultural Specialist/Researcher**  
Conduct cultural impact assessments and ethnographic studies (interviews, archival research, archaeological site visits), write archaeological reports, and perform community outreach

**May 2005 – July 2007**  
University of Hawai‘i-Mānoa  
Dept. of Oceanography  
**University of Hawai‘i Sea Grant Graduate Trainee**  
Conducted Ph.D. research, presented and published results, and performed community outreach

**PUBLICATIONS**

**Refereed Journal Articles**

Genz, J. (Submitted). Cognitive and experiential ways of knowing the ocean in Marshallese navigation.  
*Ethos: Journal of the Society for Psychological Anthropology.*


**Book Chapters**


Non-refereed Journal Articles


Reviews

Genz, J. (Submitted). A shark going inland is my chief, by Patrick Kirch. Pacific Historical Review


Museum Exhibitions

Genz, J. and University of Hawai‘i Sea Grant College Program (2008). The ocean shows us the way. Digital kiosk display shown on a rotating basis at the Smithsonian Museum of Natural History’s Ocean Hall, Washington, D.C. Available at http://oceantoday.noaa.gov/oceanshowsusway/welcome.html.

Technical Reports


Genz, J. and H. Hammatt (2011). *Cultural impact assessment for the proposed Kane‘ohe-Kailua sewer tunnel project, alternative 2-tunnel route, Kane‘ohe Ahupua‘a, Ko‘olaupoko District, O‘ahu Island (TMK: [1] 4-2-15:09; 4-2-17:01, 16, 18, 21; 4-4-11:03, 81, 82, 83; 4-4-12:01, 02, 64, 65; 4-5-30:01, 36; 4-5-31:76; 4-5-32:01; 4-5-38:01; 4-5-100:01, 02, 03, 04, 52; 4-5-101:33, 34, 35, 36, 37, 38).* Cultural Surveys Hawai‘i, Inc., Kailua, Hawai‘i.

Vogeler, K., L. Golin, J. Genz, and H. Hammatt (2010). *Cultural resources and ethnographic study for the Ala Wai watershed project, Honolulu, Makiki, Mānoa, Pālolo, and Waikīkī Ahupua‘a, Honolulu District, O‘ahu Island, TMK [1] 2-3, 2-4, 2-6, 2-7, 2-8, and 2-9; [1] 3-1, 3-2, 3-3 and 3-4.* Cultural Surveys Hawai‘i, Inc., Kailua, Hawai‘i.


**PRESENTATIONS**

*Poster Presentations*

Paper Presentations


Invited Classroom Lectures


GRANTS, SCHOLARSHIPS, FELLOWSHIPS, HONORS

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<td>National Science Foundation Dissertation Improvement Grant (2005)</td>
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<td>University of Hawai‘i Sea Grant College Program, Graduate Trainee (2005-2007)</td>
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<td>Foreign Language Area Study Fellowship-Marshallese (2004, declined)</td>
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<tr>
<td>Grant for the National Science Foundation Summer Institute for Research Design in Cultural Anthropology (2004)</td>
<td>$3,000</td>
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<tr>
<td>Student Scholarship for the Annual Symposium on Maritime Archaeology and History of Hawai‘i and the Pacific (2004)</td>
<td>$250</td>
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<tr>
<td>Dai Ho Chun Fellowship (2003)</td>
<td>$3,000</td>
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<td>Foreign Language Area Study Fellowship-Marshallese (2003)</td>
<td>$25,000</td>
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<tr>
<td>Arts &amp; Sciences Advisory Council Award (2003)</td>
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<td>Foreign Language Area Study Fellowship-Tahitian (2002)</td>
<td>$25,000</td>
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<td>Academic Tuition Waiver (2001-2002)</td>
<td>$10,000</td>
</tr>
<tr>
<td>Graduated with Honors (1997, UW-Madison)</td>
<td></td>
</tr>
<tr>
<td>Hilldale Research Fellowship (1996, UW-Madison)</td>
<td>$3,000</td>
</tr>
</tbody>
</table>
Phi Eta Sigma Honors Society (1994, UW-Madison)
Academic Excellence Scholarship (1993-1997, UW-Madison) $10,000

PROFESSIONAL DEVELOPMENT

Teaching
Enrolled in HAW 100 Piko Hawai‘i (Spring, 2013), a class for faculty focused on indigenization of university education through the medium of hula.
Nominated for the Uluakea Faculty Cohort, Fall 2013
Nominated for the 2-year Kukuena hula cohort, Fall 2013

Certifications
Certificate of Completion in Preventing Sexual Harassment (2009, May). University of Hawai‘i-Kapiolani Community College
Certificate in Distance Learning/Laulima (2009, March). University of Hawai‘i-Kapi‘olani Community College


Professional Organization Memberships
American Anthropological Association
Association for Social Anthropology in Oceania
Society for Hawaiian Archaeology

Workshops and Training
Hawai‘i Mission Houses Archives training (2011, August). Cultural Surveys, Hawai‘i.
Hawai‘i State Archives training (2011, February). Cultural Surveys, Hawai‘i.
Get yourself hired! Navigating the academic interviewing process (2008, February). University of Hawai‘i-Mānoa.

Professional scholarly writing (2007, October). University of Hawai‘i-Mānoa
Decoding the classroom: Strategies for teaching international students. (2007, September). University of Hawai‘i-Mānoa
Academic publishing workshop (2007, March). University of Hawai‘i-Mānoa
Curriculum vitae workshop (2007, March). University of Hawai‘i-Mānoa

Symposium and Speaker Organization
Co-organized (with Drew Kapp, Dept. Geography) public performance on climate change, nuclear testing and stigmatization (by Kathy Jetnil-Kijiner), (2013, April), University of Hawai‘i-Hilo, Pacific Islander Student Center.
Chaired the panel, “Anthropology of Extreme Environments” (2012). Annual conference of the
American Anthropological Association, San Francisco.  
Organized the annual Graduate Student Symposium, “Notes from the Field” (2004). University of Hawai‘i-Mānoa.  

**Conference Attendance (not presenting)**  

**STUDENT ADVISING and MENTORING**  
External advisor for Damion Sailors, University of Hawai‘i-Mānoa major in Anthropology, Senior Honors Project, *Ho‘olele Lupe or Traditional Hawaiian Kite Flying* (2010-2011).  
Supervisor for interns at Cultural Surveys Hawai‘i; training in ethnographic interviewing and cultural impact assessments (2010-2012).  

**COMMUNITY OUTREACH and SERVICE**  
Grants (co-written with Waan Aelon in Majel, Canoes of the Marshall Islands)  
- U.S. Ambassador’s Fund for Cultural Preservation (2007) $25,000  
- United Nations Educational, Scientific and Cultural Organization (UNESCO) Participation Programme (2007) $20,000  
- Mobil Oil, Micronesia (2006) $3,000  
- Bikini Atoll Local Government (2006) $1,500  
- Rongelap Atoll Local Government (2006) $1,500  

**Community Collaborations**  
Invited four Marshallese elders from Bikini to talk-story with classes at UH-Hilo, and shared video-recording with the Marshallese community (November, 2012)  

**Public Lectures**  
Genz, J., and R. Miller (2011, October). *Sailing, navigation, and canoe culture in the Marshall Islands.* Lecture presented with the Center for Pacific Island Studies and the East-West Center’s Pacific Islands Development Program. East-West Center, Hawai‘i.  

**University Service**  
Written letters of recommendation (15)  
Served as Judge for the Honors Program, Annual Fall Forum, Poster Presentations (2011, December). University of Hawai‘i-Mānoa.  

**Manuscript Peer-Reviews**  

**Volunteer**
- Ulu Mau Puanui, sweet potato restoration, North Kohala (2013)
- Kāko’o ‘Ōiwi, taro restoration in He‘eia (2011)
- Hui Mālama o Kaniakapūpū, maintenance of Kaniakapūpū (2010)
- Ko'olaupoko Hawaiian Civic Club, Ha‘iku Valley *heiau* maintenance (2010)

**OTHER PROFESSIONAL EXPERIENCE**

**Teacher, Conversational English, Marshall Islands (2005)**
- Volunteer, Dept. of Historical Archaeology, Bishop Museum, Honolulu, Hawai‘i (2002)
- Teacher, Conversational English, Japan (2000-2001)
  - Teacher (Substitute), Spring Valley Elementary, Middle, and High School, Wisconsin (2000)

**U.S. Peace Corps Volunteer, Samoa (1997-1999); taught high school math and science, co-organized the Samoan Science and Engineering Fair, tutored Tokelauan students**

**LANGUAGES**

<table>
<thead>
<tr>
<th>German, fluent</th>
<th>Tahitian, knowledgeable</th>
</tr>
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<tbody>
<tr>
<td>Marshallese, fluent</td>
<td>Spanish, knowledgeable</td>
</tr>
<tr>
<td>Samoan, proficient</td>
<td>Japanese, knowledgeable</td>
</tr>
<tr>
<td>Urdu and Hindi, knowledgeable</td>
<td>Hawaiian, knowledgeable</td>
</tr>
</tbody>
</table>

**INTERNATIONAL TRAVEL**


**REFERENCES**

**Dr. Ben Finney**
Emeritus Faculty, Dept. of Anthropology
University of Hawai‘i-Mānoa
2424 Maile Way, SSB 346
Honolulu, HI 96822
(808) 924-7908, Fax: (808) 956-4893
Email: bfinney@hawaii.edu

Dr. Geoffrey White
Chair, Dept. of Anthropology
University of Hawai‘i-Mānoa
2424 Maile Way, SSB 346
Honolulu, HI 96822
(808) 956-8193, Fax: (808) 956-4893
Email: white@hawaii.edu
Dr. Lynn Morrison  
Chair, Depart. of Anthropology  
University of Hawai‘i-Hilo  
200 W. Kawili St  
Hilo, HI 96720  
(808) 974-7697, Fax: (808) 974-7737  
Email: lmorriso@hawaii.edu
CURRICULUM VITAE

PETER R. MILLS

Dept. of Anthropology, Social Sciences
University of Hawaii at Hilo
200 W. Kawili St.
Hilo, HI 96720
Tel: (808) 974-7465 (w)
email: millsp@hawaii.edu

EDUCATION
Ph.D. in Anthropology, University of California, Berkeley, November 1996. Dissertation title: 
*Transformations of a Structure: The Archaeology and Ethnohistory of a Russian Fort in a Hawaiian Chiefdom.*


FIELDS OF SPECIALTY
Oceania; New World Archaeology; Complex Societies; Archaeometry; Archaeology of Colonialism; Indigenous Archaeology; Ethnohistory; Exchange; Lithic Technology.

WORK EXPERIENCE
8/08- Present: Full Professor, Dept. of Anthropology, UH Hilo
8/04-12/09: Chair, Dept. of Anthropology, UH Hilo
8/02-8/08: Associate Professor, Dept. of Anthropology, UH Hilo
8/97-7/02: Assistant Professor, Dept. of Anthropology, UH Hilo.
9/96-7/97: Visiting Assist. Prof., Dept. of Anthropology, Univ. of Vermont
6/93-7/94: Director of U.C. Berkeley summer archaeological field schools at Russian Fort Elisabeth State Park, Waimea, Kaua`i.
7/93-12/93: Biosystems Analysis, Inc.: Directed field survey of a proposed housing project at Kaneohe Marine Corps Air Station, Kaneohe, O`ahu; Conducted an Inventory Survey for a transmission-line right of way in Waikele, O`ahu. Scientific Consulting Services: Directed the field work for data recovery of Kuwili Fishpond, downtown Honolulu; conducted separate historical research on the `ili of Kalawahine, downtown Honolulu.
7/92-5/95: Graduate Student Instructor for various class sections at UC Berkeley, including Ruth Tringham’s “Introduction to Archaeology,” Bill Simmons’ “The California Frontier,” Kent Lightfoot’s archaeological field schools at Russian Fort Ross, and Patrick Kirch’s “Hawaiian ethnohistory” class.


6/90-11/90: Field archaeologist/lithic analyst, University of Alaska, Arctic Environmental Information and Data Center (AEIDC), Over-the-Horizon Backscatter Radar Project, Gakona and Tok, Alaska.


10/87-12/87: Staff Archaeologist, Consulting Archaeology Program, UVM


10/86: Field Archaeologist for a data recovery project run by the University of Idaho of a protohistoric pithouse village near Kamiah, Idaho.


5/86-8/86: Staff Archaeologist, Crow Canyon Archaeological Center, Cortez, Colorado.

9/84-7/85: Temporary Archaeologist, Consulting Archaeology Program, UVM

5/84-9/84: Survey Archaeologist, Richfield District of the BLM, Utah.

PUBLICATIONS AND REPORTS
(* = Peer Review Publications; += student Co-Authors)

*Staley, D.P., P.R. Mills and S.P. Lundblad
(In Review) “I trust there will be no failure…”: The Importance of Bricks and Brickmaking at the Adirondack Iron and Steel Company’s Upper Works. Journal of Industrial Archaeology.

*Rieth, T.M., P.R. Mills, S.P. Lundblad, A.E. Morrison, A. Johnson
(in press) Variation in Lithic Sources Utilized by Late Pre-Contact Elites in Kona, Hawai`i Island. Hawaiian Archaeology.

*Mills, P.R., C.L. White and B. Barna

Mills, P.R.
*Mills, P.R. and K. L. Kawelu

*Kahn, J.G., J.M. Sinton, P.R. Mills, and S.P Lundblad

*Stevenson, C.M. and P.R. Mills

*Kirch, P.V., P.R. Mills, S.P. Lundblad, J. Sinton, and J.G. Kahn

*Mintmier, M.A., P.R. Mills, S.P. Lundblad


*Mills, Peter R., Carolyn L. White, and Benjamin Barna

*Lundblad, Steven P., Peter R. Mills, Arian Drake-Raue, +Scott Kekuewa Kikiloi

*Mills, Peter R., Steven P. Lundblad Julie S. Field, Alan B. Carpenter, Windy K. McElroy, and +Pua Rossi

*Addison, David, Bryon Bass, Carl Christensen, John Kalolo, Steve Lundblad, Peter Mills, Fiona Petchey, and Adam Thompson.

*Mills, Peter R.
Kahn, Jennifer G., Peter Mills, Steve Lundblad, John Holson, and Patrick Kirch.  

Mills, Peter R.  

Mills, Peter R.  

Mills, Peter R., Steven P. Lundblad, Jacob G. Smith, Patrick C. McCoy, and Sean P. Naleimaile.  

Lundblad, Steven P., Peter R. Mills and Ken Hon  

Mills, Peter R. and Steven P. Lundblad  

Mills, Peter R.  


2000  A Walk Through History: Pedestrian Survey of the Old Government Beach Road, Honalo to Honua`ino, North Kona, Hawai`i Island. 2 vols (174 pp). Division of Forestry and Wildlife, Trails and Access Program (Na Ala Hele), Honolulu.


1997  Slate and Ethnicity at Fort Ross (Chapter 10). In Volume II of The Archaeology and Ethnohistory of Fort Ross, California, pp. 238-247, edited by Kent G. Lightfoot. Contributions of the University of California Archaeological Research Facility, Berkeley, California.


Mills, Peter R., and Antoinette Martinez (editors)

1997  The Archaeology of Russian Colonialism in the North and Tropical Pacific. Kroeber Anthropological Society Papers, No, 81 (194 pp.).

Lightfoot, Kent G., Ann M. Schiff, Antoinette Martinez, Thomas A. Wake, Stephen Silliman, Peter R. Mills, and Lisa Holm

Mills, Peter R.


Stevenson, Christopher M., Sonia Haoa, Peter Mills, Jose R. Ramirez, and Claudio Gomez

Williams, Scott S., Peter R. Mills, and Jane Allen
1995  Archaeological Investigations in the Luluku Banana Farmers' Relocation Area, Maunawili Valley, Kailua Ahupua`a, O`ahu (TMK 4-02-10:1).  MS #20395, Dept. of Anthropology, Bishop Museum, Honolulu, Hawaii.

Mills, Peter R.


1993  Historical Background Research Pertaining to the `Ili of Kalawahine ("The Vineyard"), Ahupua`a of Nu`uanu, District of Kona, Island of O`ahu, TMK 1-7-6:3,8,10,12.  Report prepared for Scientific Consulting Services, Inc. for submission to the City and County of Honolulu Housing and Community Development Office.


1992  Chicopee Wastewater Treatment Plant Burial, Chicopee, Massachusetts.  Report on file at the Massachusetts Historical Commission, Office of the Secretary of State, Boston.


Haviland, William A. and Peter R. Mills

Mills, Peter R.

PRESENTATIONS
Mills, Peter R., and Lundblad, Steven P. Eight years and counting: A review of the EDXRF geochemical database from the UH Hilo Geoarchaeology Lab, Society for Hawaiian Archaeology Conference, Kona, HI (October 2012).
Mills, Peter R., and Lundblad, Steven P. The power of plenty: Contributions of EDXRF in building regional economic models of lithic procurement in Hawai`i, 8th International Conference on Easter Island and the Pacific, Living in Changing Island Environments, Santa Rosa, CA (July 2012).
More on Guns and Roses: The Historical Archaeology of Early Ranching Enterprises on Mauna Kea (With Carolyn White and Ben Barna). Society for Hawaiian Archaeology Conference (September 2011).
An EDXRF analysis of Marquesan basalt quarries from Eiao Island, and their comparison to Hawaiian Basalts (with Steven P. Lundblad, and Michel Charleux). Society for Hawaiian Archaeology Conference (September 2011).
Guns and Roses: the Material Remains of Early Paniolo Camps on Mauna Kea: **North Hawaii Education and Research Center** Public Lecture, Honoka’a, HI (Sept. 2011).

Sourcing of archaeological basalts and volcanic glass from leeward Kohala, Hawai’i Island (with Patrick Kirch, Jennifer Kahn, John Sinton, and Julie Field). **Society for American Archaeology Conference** (April 2011).

Considering the Relationships between Adze Production Technology and Geochemical Sampling of Basalt Debitage (with Steven Lundblad). **Society for Hawaiian Archaeology Conference** (October 2010).

Geochemical Sourcing of Basalt Debitage from Kahalu’u Habitation Cave: a demonstration of the sampling power of Energy-Dispersive X-Ray Fluorescence (EDXRF). Dept. of Anthropology, **Otago University** (February 2010); and Dept. of Anthropology, **Auckland University** (March 2010).


Peter R. Mills, Steven P. Lundblad, Alan Carpenter, Julie Field, Michael W. graves, Scott Kikiloi, Nancy A. McMahon, Windy K. McElroy, Charles Ransom, and Pua Rossi
The geochemistry of lithic artifacts from Nu`alolo, Kaua`i. **Society for Hawaiian Archaeology Conference** (October 2008)

C. M. Stevenson and P. R. Mills

Peter R. Mills

Steven Lundblad and Peter R. Mills

Mills, Peter R. and Steven Lundblad
Mills, Peter R. and Steven Lundblad
2006 EDXRF Analyses of basalt from Kahalu`u Rockshelter, Hawai`i Island. Society for Hawaiian Archaeology Meetings, October 6-8, Kahalu`u, Maui.

Mills, Peter R.

Mills, Peter R.
2006 Western Vessels Owned by Hawaiian Chiefs before 1830. Society for Historical Archaeology Meetings, January 11-15, Sacramento, California.

Mills, Peter R., Ken Hon, Steven Lundblad, Patrick McCoy, and Sean Naleimaile.
2005 Energy Dispersive X-Ray Fluorescence (EDXRF) and the Mauna Kea Project. Society for Hawaiian Archaeology Meetings, October 6-9, Lihu`e, Kaua`i.

Mills, Peter R.
2004 Historical Archaeology of Keanakolou. Society for Hawaiian Archaeology Meetings, November 12-14, King Kamehameha Hotel, Kailua-Kona.

2004 Energy Dispersive X-Ray Fluorescence (EDXRF) at UH Hilo. Society for Hawaiian Archaeology Meetings, November 12-14, King Kamehameha Hotel, Kailua-Kona.


2000  Speaking up for Small Fish in the Big Pond: Establishing a Mission for UH Hilo in Hawaiian Archaeology. Easter Island Foundation’s *Pacific 2000 Conference*, August 7-12, Hawai`i Preparatory Academy, Kamuela.


1997  The Archaeology of Russian Fort Elisabeth in Retrospect. *Society for Hawaiian Archaeology* Meetings, April 12, 1997 Lihu`e, Kaua`i.


**Grant Proposals And Awards at UH Hilo (not including travel awards)**

2013- Hawai'i-Pacific Islands Cooperative Ecosystem Studies Unit Task Agreement National Park Service—PI for project providing $50,000 in funding for UH Hilo Student interns for a Detailed Archeological Documentation of Historic Properties at Kaloko-Honokōhau National Historical Park, Kona, HI.

Fall 2012: Kamehameha Schools Collaboration Management Process Proposal for supporting a UH Faculty Position for 3 years $180,000.

July 2010: National Science Foundation award BCS 0949058: (Steven Lundblad, PI; Peter Mills Co-PI). “REU: Assessing the relationship of natural resource exploitation strategies with the rise of social complexity in the Hawaiian Islands through stone tool geochemistry” $139,789.

Submitted Nov. 15, 2006 to NSF “Assessing the relationship of natural resource exploitation strategies with the rise of social complexity in the Hawaiian Islands through stone tool geochemistry.” Dynamics of Coupled, Natural and Human Systems, $599,489. (I was Co-PI with Steven P. Lundblad. Steve wrote most of this particular grant, I contributed sections and edited drafts [approx 20% of effort]. It received excellent reviews, but was not funded in this program that was aimed more at global warming.

April 2006 Intramural Grant for $1,205 “Refurbishment of the Geoarchaeology Lab,” with Dr. Ken Hon and Dr. Steve Lundblad.

April 2005 Intramural Grant for $5,390 “Pressed Pellet Capability for the Geoarchaeology Laboratory,” with Dr. Ken Hon and Dr. Steve Lundblad.

July 2003 National Science Foundation Grant for $143,977 “MRI/RUI Acquisition of an Energy-Dispersive X-Ray Fluorescence (EDXRF) Analyzer for the Geochemical Characterization of Archaeological Lithics in the Hawaiian Islands.” I authored 95% of this grant and was PI; Dr. Ken Hon in geology was Co-PI.

May 2003 RCUH Seed Grant, $4,150 “Remote Sensing Survey for Cannon from Waimea Bay, Kaua`i.

May 2001 *Frances Davis Award for Excellence in Undergraduate Teaching* (UH system award).

May 2001, Research Corporation of the University of Hawai`i (RCUH) Seed Grant for $8,000 for the Laupahoehoe Nui Archaeological Project, Hamakua.
December 2000, Co-PI in the Watershed Council for Laupahoehoe Nui Ahupua’a Management Project that received a watershed grant administered by UH Hawai`i Stream Research Center for $29,150; I was responsible for roughly 1/3 of the grant expenditures.

October 6, 2000- School of Hawaiian, Asian, and Pacific Studies (SHAPS), $3,000 subvention for the publication of Hawai`i’s Russian Adventure... through UH Press.

October 17, 1999- First Place Winner of the University of Hawaii Professional Assembly’s “Waste Contest,” for identifying waste in the UH system. Winning submission: “A Narrative of a Voyage Half Way ’Round the World to the Sandwich Islands with a Chilling Account of the Cannibalistic Bureaucracy Discovered There.”

**Professional Committee Activities**
- Chair, Anthropology Search Committee, position 82557 (2012-2013)
- Division Personnel Committee (2012-2013)
- Vice President, Society for Hawaiian Archaeology (2012-present).
- Tenure promotion and review committee (Fall 2011)
- History Dept. personnel committee (Fall 2011)
- Interim Anthropology Dept. Chair (Fall 2011 while Dr. Lynn Morrison was on sabbatical).
- TCBES MA Thesis Committee Chair for Alizon Atkins (2010 to present)
- Dissertation Committee for Melanie Mintmier, UH Manoa (2010-present)
- President of the Society for Hawaiian Archaeology (2010-2012)
- NHERC Heritage Center Advisory Committee (2010-Present)
- Board member, Paniolo Preservation Society (Beginning Fall 2010 to present)
- Board member for the Laupahoehoe Advisory Board for the Hawaii Experimental Tropical Forest (USFS/DOFAW project; 2010 to present).
- Chair, MA in Heritage Management Planning Committee (Fall 2008 to Present)
- Chair, College of Arts and Sciences Academic Policy Committee (2009-2011)
- North Hawaii Educ. & Research Center Search Committee (Fall 2010)
- EEOA Faculty Search Improvement Committee (Fall 2010)
- Tenure and Promotion Review Committee (Fall 2010)
- College of Continuing Education Dept. Personnel Committee (Fall 2010)
- PIPES program mentor for Native Hawaiian CRM interns (Fall 2010)
- Division Personnel Committee for Ka Haka Ula o Ke`elikolani (Fall 2009)
- Dissertation Committee for Ben Barna, Anthropology, U Nevada, Reno (2009-present)
- Dissertation Committee for Sean Naleimaile, UH Manoa (2009-present)
- Chair, Dept. of Anthropology (2004-2009)
- UHH NAGPRA inventory coordinator (1997-Present)
- UH Graduate Faculty January (2005-Present)
- Governor’s Appointee to the Hawaii Historic Places Review Board (4-year term, involving several trips to O`ahu each semester to consider nominations to the National and State Registers of Historic Places, 2004-2008).
- Dean’s Faculty Governance Task Force Committee (Spring 2008)
Faculty Senator, College of Arts and Sciences (2005-2008)
Review Committee, China-US Relations Graduate Program (Fall 2005)
Geoarchaeology Laboratory Co-director (2004-present)
Review Committee, President’s Education Improvement Fund (Spring 2004)
Teaching Excellence Workshop Group Moderator (Spring 2003)
History Search Committee (Spring 2003)
Geography Search Committee (Spring 2003)
Marine Option Program UHH Co-Coordinator (Fall 2002)
Geography Search Committee (Spring 2001)
Election Committee for CAS Senate (Spring 2000)
FIPSE Grant Planning Committee (Spring 2000)
Biological Anthropology Search Committee (Spring 2000)
UHH College of Arts and Sciences Curriculum Review Committee (1999-2001)
Academic Technology Committee (Spring 1999)

Other Professional Service Activities
Spring 2013: Session Co-Chair and Session Discussant, Society for American Archaeology Meetings, Honolulu; peer review of article for Journal of Archaeological Science; NSF grant proposal review for John Yellen (SBE); peer review of article for UH Press; peer review for Journal of Pacific Archaeology; peer review of an article for Hawaiian Archaeology.
Spring 2012: NSF Grant proposal review for John Yellen (SBE).
Book Review for University of California Press.
Fall 2011: Manuscript review for the Journal of Pacific Archaeology.
Fall 2010: Reviewed promotion case for full professor in New Zealand; conducted peer reviews for 3 articles in Oceania, Hawaiian Archaeology, and Rapa Nui Journal; completed a review of a NSF grant proposal for John Yellen (SBE).
Fall 2009 Reviewed two promotion cases for full professors at other universities in Hawaii and Michigan.
Spring 2009 Reviewed 3 NSF grant proposals.
2007-2008 Search Chair for Anthropology Position 73345
Fall 2008 Lead Organizer for the Society for Hawaiian Archaeology Conference, Oct 17-19, Hilo, Hawai‘i.
Fall 2008 Reviewed Book Manuscript for University of Hawaii Press
Spring 2008 Conducted peer review for NSF proposal.
2007-2008 Session Organizer for 2008 Society for American Archaeology meetings with Dr. Suzanne Eckert (Texas A&M University).
2006-2207 Search Chair for Anthropology position 82557
2006-2007 Peer Reviews for two NSF grant proposals and one article in the Journal of Archaeological Science.
2000-2005 Editorial Board for the *Rapa Nui Journal*.
1998-2006 Advisor to the Anthropology Club
2005-2006 Conducted Peer Review of three National Science Foundation grant proposals, and an article for the journal *Hawaiian Archaeology*.
2004-2005 Conducted Peer reviews for two book manuscripts (University of Arizona Press, and Oregon Historical Society Press) and for a proposed Earthwatch Archaeological Project.
Fall 2005 Reviewed a Book Manuscript for University of Hawaii Press
Fall 2004 Session leader for Society for Hawaiian Archaeology Conference
2003-2004 Conducted peer reviews for two National Science Foundation grant proposals, three articles for The *International Journal of Historical Archaeology*, and one article for the journal *Hawaiian Archaeology*.
Fall 2000-Fall 2002 Member of the Board of Directors for the Society for Hawaiian Archaeology, and editor of the *Society for Hawaiian Archaeology Newsletter* (nine editions per year sent out to an active membership of approximately 225 individuals).
October 2001 Session leader for Hawai`i Island Archaeology, Society for Hawaiian Archaeology Conference, Maui Community College.
Summer 2001 Conducted a Peer Review of an Easter Island Foundation grant proposal.
2000-2001 Grad. Com. for Elisa Junquiera, Maritime Archaeology and History, UHM
October 2000 Co-Organizer of the Society for Hawaiian Archaeology Conference.
Fall 2000 Peer review of National Geographic Society grant proposal.
Fall 2000 Symp. chair for *Pacific 2000 Archaeology Conference*, Easter Island Foundation.
1999-Present Participant in CAS Speaker’s Bureau

**References:**
Patrick V. Kirch, professor of anthropology, UC Berkeley  ([kirch@berkeley.edu](mailto:kirch@berkeley.edu))

Carolyn L. White, associate professor of anthropology, U. Nevada at Reno ([clwhite@unr.edu](mailto:clwhite@unr.edu))

Craig J. Severance, emeritus professor of anthropology, U. Hawaii at Hilo ([sevc@hawaii.edu](mailto:sevc@hawaii.edu))
LYNN MORRISON

University of Hawai`i at Hilo
Dept. of Anthropology
200 W. Kawili St. Hilo, Hawai`i 96720-4091
Tel: (808) 974-7697    Fax: (808) 974-7737
e-mail: lmorriso@hawaii.edu

CANADIAN

AREAS OF EXPERTISE
Physical and biomedical anthropology; women’s health; HIV/AIDS; gender & sexuality.

EDUCATION
1999  Ph.D, Physical Anthropology, University of Toronto
1990-1991  Ph.D programme in Medical Anthropology/International Health, Dept. of Anthropology, Case Western Reserve University, Cleveland, Ohio.
1989  M.A. Physical Anthropology, University of Toronto.
1985  B.A.  Anthropology, Trent University, Peterborough, Ontario.

PROFESSIONAL EXPERIENCE
2010-present  Chair, Dept. of Anthropology, University of Hawai`i at Hilo
2007-present  Associate Professor, Dept. of Anthropology, University of Hawai`i at Hilo
Human evolution, primatology, physical anthropology laboratory methods, ecological, medical, and applied anthropology/international health, and culture, sex and gender.
2007  Interim Director, Minority Biomedical Research Support, University of Hawai`i at Hilo
2005-2007  Assistant Professor, Dept. of Anthropology, University of Hawai`i at Hilo
Human evolution, ecological, medical, and cultural anthropology, applied anthropology/international health, and culture, sex and gender.
2000-2005  Visiting Assistant Professor, Dept. of Anthropology, University of Hawai`i at Hilo
Human evolution, ecological, medical, and cultural anthropology, applied anthropology/international health, and culture, sex and gender.
2002  Sexual Health Educator, Big Island AIDS Project. Outreach to women and transgendered in prison, shelters and on the street.
1996-2000  Lecturer, Dept. of Anthropology, University of Toronto, Introduction to physical anthropology, human origins, physical anthropology, human adaptation.
1999-2000  Lecturer, Faculty of Environmental Studies, York University
            Applied Research Methods: Qualitative Methods -Graduate course
1999-2000  Lecturer, Dept. of Anthropology, York University, Human evolution.
1989-1999  Teaching Assistant, University of Toronto, Introduction to anthropology, physical anthropology, human osteology, paleopathology.
1991-1997  AIDS Education Coordinator, Ryerson Polytechnic University
            Toronto, Ontario. Developed and implemented peer-based safer sex programme.

RESEARCH EXPERIENCE
2009-present  Co-Principal Investigator, Domestic Violence and Social inequalities: A GIS based study in Hilo, Hawaii, Dr. Sepali Guruge (Ryerson University, Toronto, Canada), Principal Investigator.
2008  Co-Principal Investigator, Factors that shape women’s perception of and responses to IPV in Hilo, Hawaii, Dr. Sepali Guruge (Ryerson University, Toronto, Canada), Principal Investigator.

2004-2008  **Co-Principal Investigator**, Menopause symptoms, blood pressure and health risk in Hawai‘i’s multiethnic population. Dr. Daniel Brown (University of Hawai‘i at Hilo) and Dr. Lynnette Leidy Sievert (University of Massachusetts at Amherst), Principal Investigators. Funded by National Institutes of Health, Minority Biomedical Research Support Program.


2001-2003  **Assistant Researcher**, Physiological Stress and Blood Pressure Among Filipino Immigrants. Dr. Dan Brown (University of Hawai‘i at Hilo), Principal Investigator Funded by National Institutes of Health, Minority Biomedical Research Support Program.

2001-2002  **Principal Investigator**, Breastfeeding among Young Women in Hilo, HI. Funded by RCUH Seed Grant, University of Hawai‘i at Hilo. $5,000.


1998  **Principal Investigator**, Pilot study of male expatriates in Chiang Mai, Thailand.

1994-1995  **Principal Investigator**, Survey of the Sri Lankan Tamil community in Toronto regarding immigration, social and health services access, gender issues of empowerment, and HIV/AIDS.


1991  **Co-Investigator**: Human skeletal analysis of Kerniskey site (ca. 1250 AD), Eastlake, Ohio.

1989  **Team Member**: Excavation of archaeological and skeletal remains of medieval village of Rocca di San Silvestro, Italy. Funded by the University of Siena.

1987  **Team Member**: Excavation of Huron site, Mt. St. Louis, Ont.

**GRANTS SUBMITTED**
PUBLICATIONS

REFEREED JOURNAL ARTICLES


**BOOK CHAPTERS**


**REPORTS & MANUSCRIPTS**


**REVIEWER**

Health Care for Women International – repeated reviewer


Andrea S. Wiley & John S. Allen

International Development Planning Review

American Journal of Public Health

Journal of Comparative Family Studies

Oxford University Press – reviewed text proposal for “Medical Anthropology: A Biocultural Approach”

**ORAL PRESENTATIONS & ORGANIZED SYMPOSIA ** * denotes presenter


POSTER PRESENTATIONS (Selected)

Brown DE, LL Sievert, LA Morrison (2012). Japanese-Americans show increased frequency of diary reports of negative moods compared to other ethnic groups during the peri-menopause: the Hilo Women’s Health Study. 81st Annual Meeting of the American of Physical Anthropologists, Portland, OR, Apr.11-14.


GRANTS, SCHOLARSHIPS & FELLOWSHIPS

<table>
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<tr>
<th>Year</th>
<th>Grant Description</th>
<th>Amount</th>
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<td>2004-2008</td>
<td>Minority Biomedical Research Study, National Institutes of Health</td>
<td>$684,279</td>
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<td>2002</td>
<td>RCUH Seed Grant, University of Hawai‘i at Hilo</td>
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<td>1991-97</td>
<td>City of Toronto</td>
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<td>1992</td>
<td>Ontario Graduate Scholarship</td>
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<td>1994</td>
<td>University of Toronto Open Fellowship</td>
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<td>1998</td>
<td>Dimitris N. Chorafas Foundation</td>
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<td>1997</td>
<td>University of Toronto Open Fellowship</td>
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<td>1991</td>
<td>Eva L. Pancoast Memorial Fellowship</td>
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<td>1998</td>
<td>University of Toronto Travel Grant Fund</td>
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<td>1996</td>
<td>Melissa J. Knauer Award for Feminist research in Anthropology</td>
<td>$ 650</td>
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GUEST LECTURES, INVITED PRESENTATIONS, & WORKSHOPS
(2004) Guest Lecture, University of Hawai‘i at Manoa, Anthropology/Women’s Studies Colloquium, “Sista, Sista, what do we have in common?”
(2002) Guest Lecture, University of Hawai‘i at Hilo, Biology Seminar. “Epidemiology and Evolution of HIV.”
(2002) Guest Lecture, University of Hawai‘i at Hilo, Culture, Sex, and Gender. “Prostitution and HIV/AIDS in Thailand”. Prof. Sue Aki
(2001) Guest Lecture, University of Hawai‘i at Hilo, Human Evolution.“Life of a Physical Anthropologist”. Prof. Sue Aki.
(1998) Guest Lecture, Ryerson Polytechnic University, Human Sexuality,”Women and AIDS”.
(1994) Public Talk, University of Toronto, Anthropology Student Association,"Demographic Impact of AIDS".
(1993/94) Guest Lecture, University of Toronto, "Impact of Infectious Disease", "Human Adaptability," "AIDS and Anthropology"
(1991/94) Public Talks, Ryerson Polytechnic University, Women's Centre, "Women and AIDS” Women's Caucus -"Historical Antecedents: Why Women are at Risk for HIV," Pride Week, "AIDS and the Media"
(1991/03) Facilitated approx. 80 Safer Sex Workshops for students, women, & sex trade workers.

PROFESSIONAL AFFILIATIONS
Human Biology Association
Society for Menstrual Cycle Research
AIDS and Anthropology Research Group
Canadian Anthropology Society/Société Canadienne d'Anthropologie
Canadian Women’s Health Network
PROFESSIONAL ACTIVITIES
2004- present  Skeletal analysis for federal and state organizations
2008-present   UHH Research Council
2005-present   Gender & Women’s Studies Committee, UHH
2000-2010      UHH Anthropology Club, Advisor
1998            Canadian Anthropology Society/Société Canadienne d’Anthropologie, feminist organizing committee
1997-98         Women’s Outreach Project, AIDS Committee of Toronto
1996-98         Medusa Series, Co-founder of graduate seminar series.
1996-98         Anthropology Graduate Student Union, Member-at-large
1993            American Association of Physical Anthropologists, 62nd annual meeting in Toronto, organizing committee
1993-94         From All Walks of Life, Canada's largest fundraiser for AIDS.
                 Served on Steering Committee and Chair of Recruitment Committee.
CURRICULUM VITAE
June 2013

CHRISTOPHER ALBERT REICHL

University of Hawai`i at Hilo
Dept. of Anthropology
200 West Kawili Street
Hilo, Hawai`i 96720-4091

Telephone: (808) 974-7513

Degrees: B.A., M.A., Ph.D.

Major: Social and Cultural Anthropology

Area interests: Japan, Okinawa, and places where their immigrant populations are located overseas, including Sao Paulo, Brazil, and Hawai`i. Taiwan and the Chinese diaspora. Vietnam and the Vietnamese diaspora.


Dissertation title: Japanese Newcomers in Brazil: A Social Model of Migration

EDUCATION

1982 The comprehensive examination with major in anthropology was satisfactory 5/13/82. University of Iowa Graduate College. Areas of specialization: migration and social change, the ethnography of Japan, the social anthropology of complex societies, network analysis.


1979 Bachelor of Arts University of Iowa, double major in Anthropology and Psychology.
LANGUAGE TRAINING
2012-2013 Study with a tutor in Thai Nguyen, northern Vietnam, from mid-June through July, and from December 2012 through January 2013, and in Hilo, from August 2012 through May 2013, learning the northern dialect of Vietnamese.

2001 Chinese 102 Elementary Chinese II, 4 credits, Spring Semester, University of Hawai`i at Hilo, Mei Ling Okimoto and Michelle Galimba.

2000 Chinese 101 Elementary Chinese I, 4 credits, Spring Semester, University of Hawai`i at Hilo, Chang Wen-Ti.

1994 Chinese 194 Elementary Chinese, 2 credits, 20 Sept through 1 Dec, UHH-CCECS, Grace Tien-Hong Chao.

1994 Chinese 194 Special Topics: Chinese Language, 1 credit, 2 Mar through 15 May, UHH, Grace Tien-Hong Chao.

1993 Chinese 194 Special Topics: Chinese Language, 1 credit, 1 Jun through 30 Jun, UHH, Grace Tien-Hong Chao.

1990 Hawaiian 101 - 102, University of Hawai`i at Hilo, Hawaiian Studies, Namakaokalani Rawlins.

1985 Portuguese II Nihon-Burajiru Chuo Kyokai (Japan Brazil Association), Tokyo, Japan.

1985 Portuguese I Nihon-Burajiru Chuo Kyokai (Japan Brazil Association), Tokyo, Japan.


1981 Japanese I Sophia University Summer Program (Jochi Daigaku), Ichigaya Campus, Tokyo, Japan.

TEACHING EXPERIENCE
2009- Professor, Dept. of Anthropology, University of Hawai`i at Hilo.

1995-2006  Associate Professor, Dept. of Anthropology, University of Hawai`i at Hilo. Chair Linguistics (Spring 2000), Chair Anthropology (Fall 2000). Director Japanese Studies Program (Spring 2004 - 2006).

1995-1997  Associate Professor Dept. of Anthropology, Director, Japanese Studies Program, University of Hawai`i at Hilo.

1989-1994  Assistant Professor, Dept. of Anthropology, University of Hawai`i at Hilo

Cultural Anthropology (anth 100)
Japan (anth/jpst 356)
Introduction to Language (anth/ling 121)
Language in Culture and Society (anth/ling 331)
Japanese Immigrants (anth 397, anth/jpst 358)
Ethnographic Field Techniques (anth 445)
Seminar in Japanese Studies (jpst 390)
Development of Asian Civilization (Honors 203)
Anthropology of Religion (anth 394)

*graduate course*: Chinese Immigrants in the United States (CHUS 623)
*graduate course*: Problems and Issues of Contemporary China (CHUS 610)
*graduate course*: Ethnography of Modern China (CHUS 624)

Principles of Communication, at Thai Nguyen University, Dai Hoc Ky Thuat Cong Nhip, Summer 2012.

1988-1989  Adjunct Assistant Professor, Dept. of Anthropology, University of Iowa
courses:
Japanese Society
Introduction to the Study of Culture and Society

1987-1988  Instructor/Adjunct Lecturer, Dept. of Anthropology University of Iowa
course:
Japanese Society

1984  Instructor/Adjunct Lecturer, Saturday and Evening Class Program, University of Iowa
course:
Japanese Society

1979-1983  Teaching and Research Fellow, Dept. of Anthropology, University of Iowa
courses:
Introduction to the Study of Culture and Society
Anthropology and Contemporary World Problems

**THESIS COMMITTEE CHAIR, ADVISOR, CHINA-US RELATIONS MASTER’S PROGRAM**

Thesis Committee Chair, Kathleen Lucassian, defense 23 March 2007, COBE Seminar Room. “Consuming the Counterculture: China and the U.S. Commercialize Dissent.”


Thesis Committee Member/Advisor, Wen-Chi Chang, defense September 2007, Social Science Conference Room, “Lee Teng-hui and the Rise of Pro-Independence Forces in Taiwan.”

Thesis Committee Member/Advisor, Lidia Li Maylath, defense 20 November 2009, COBE Seminar Room. “China’s Water Pollution,” and “Is Incremental Democracy Acceptable in China?”

Thesis Committee Chair, Hiroko Igarashi, defense Fall 2010. “The Movement of Chinese Immigrants’ Remittance” and “Soil Pollution in China.” Wednesday, 17 November, 2:00 -3:30 PM, COBE Seminar Room.

Thesis Committee Member/Advisor, Ding Feng, defense Spring 2011. “The Use of Pinyin and Simplified Chinese Characters in the People’s Republic of China and their Impact on Chinese Literacy and Language Learning in Modern China and the U.S.” Thursday, 7 April, 1:00 – 2:30 PM, Humanities Conference Room.

FIELD EXPERIENCE
(social anthropology and linguistics)


2006 Shandong Province, P.R.O.C. General ethnographic and linguistic survey, banquet culture, 32 hours participant observation, Qingdao, Shouguang, Taian, Taishan, Qufu, Jinan, June-July.


2000 Hilo, Hawai`i. Longitudinal field research with Ijun, observations of ritual at Pi`ihonua and Pepeekeo, with Dr. Susan Starr Sered (Anthropology, Bar Ilan University and Harvard University).


1998 Hilo, Hawai`i. Participant observation of spiritual training seminar (Kenshinkai), Seicho no Ie Dojo, 24 May.


1998 Honolulu, Hawai`i. Participant observation at the Seicho no Ie 35th Regional Lecturers’ Society Seminar and 69th Founding Day Celebration (March). New religions of Japan.


1996-1998 Hilo, Hawai`i. Two year field project begun in June 1996 with Seicho no Ie, a Japanese new religion.

1993-1994 Pepeekeo, Hawai`i. Sociolinguistic research into patterns of code-mixing and code-switching the characterize the informal speech of issei, nisei and sansei Americans of Japanese and Okinawan ancestry (with Yumiko Asai-Lim, Leeward Community College).

1993 Chang Hua and Taipei, R.O.C. Investigation of Ijun’s sister shrine in Chang Hua City, Taoist temples in Taipei (June/July).

1992 Okinawa, Japan. Research on the Ryukyuan new religion Ijun (main church in Ginowan City, Okinawa, and branch churches on the island of Miyako and in Yokohama, Japan), following two years (1990-1992) of participant observation in the Hilo, Hawai`i branch church of the same religious group, Ijun.

1990-1994 Participant observation in the Hilo, Hawai`i branch church of the religious group Ijun, first called Okinawa Original and later Ijun Mitto. This fieldwork included public speaking, translation of documents and prose statements of theology, extensive participation in Okinawan organizations such as Hui Okinawa, and regular attendance at church activities.

1988 Sao Paulo, Brazil. Visiting Researcher at Centro de Estudos Nipo-Brasileiros from June through July.

1987 Sao Paulo, Brazil. Pilot study of Japanese-Brazilian artists for a social networks research project, August.

1985-87 Sao Paulo, Brazil. Visiting researcher at the Centro de Estudos Nipo-Brasileiros from November 1985 through January 1987. This dissertation fieldwork began in Yokohama, Japan, at the Overseas Emigration Center, where I met a group of contemporary migrants, and continued for 14 months in the State of Sao Paulo, after I accompanied the migrants to South America. The research clarified the pre- and post-migration social behavior and adaptations of newcomer Japanese immigrants in Brazil.

1984-1985 Tokyo, Japan. Regular salaried employee of Toin, Ltd., a Japanese translation and publishing company, as translator (Japanese to English), editor, and rewriter, in the Documentation Dept.. During this time I studied Portuguese in evening classes.

1982-1983 Tokyo, Japan. Fifteen months of study at International Christian University as a Research student, including language study and graduate classes in Japanese history and international politics. (CIC semester)

1980 Tokyo and Yokohama, Japan. Fieldwork at the Yokohama Overseas Emigration Center, and at the headquarters of the Japan International Cooperation Agency in Shinjuku, from July through August. This fieldwork was the basis for my Master’s Thesis.
(archaeology)

1982-1983 Assistant in an archaeological excavation on the campus of International Christian University led by Professor Kidder. Tokyo (Mitaka), Japan.

1978 Six-week Field School in Archaeology in Northwest Iowa (site DK 13). Intensive training in archaeological theory and method.

PUBLICATIONS

Reichl, Christopher A.


Asai, Yumiko and Christopher A. Reichl

Reichl, Christopher A.


Japanese to English Translation

[reviewed by author, unpublished]

Kuroda, Kimio

Maeyama, Takashi

Papers Presented, Activities at Professional Meetings, Public Lectures, Student Employment


12 October 2008.  Impressions of the Autumn Service in Tokyo, a public lecture at Seicho no Ie Dojo, 228 Ululani Street, Hilo, Hawaii. 9:00 - 10:00 AM.

31 August 2008.  Cultural Diversity and Seicho no Ie Theology, a public lecture at Seicho no Ie Dojo, 228 Ululani Street, Hilo, Hawaii. 9:00 - 10:30 AM.

October 2005 Working with Japanese company President Nakamura, of Sam’s I.T. - Bilingual IT Services and Support, to develop an internship/employment program for recent UHH graduates in Japanese Studies and Linguistics. This program is underway as of late October after meetings with Nakamura Shacho and his staff.


June July 2004. Translation of family history documents (mythical ancestry, royal genealogy, and family register) for Okinawan American Dr. Doris S. Wolfe, D.D.,DCSW (ne Oshiro), with Masami Otake and Tomoko Kushida.


September 19 and 21, 1990. Japanese/English interpretaton for Bishop Takayasu of the religion Ijun Mitto. Hilo Hotel, 7:00 - 9:00 PM.


December 1989. Japanese/English interpretation for the showing of Director Kim U-Son’s film Jun’s Town, International Film Festival, Hilo, Hawai`i.


GRANTS, SCHOLARSHIP ACTIVITY
2013 Thai Nguyen – UHH Scholarship at IEP/HCC, Leadership Training, provided to two Vietnamese university students for June and July in Hilo. In cooperation with Dr. Melvyn Sakaguchi of American English Academy, and Sherri Fujita of Intensive English Program, HCC.

2000 Dept. of Anthropology, University of Hawai`i at Hilo, travel support to present a paper at the conference “Uchinanchu Diaspora: Memories, Continuities, and Constructions,” held in Waipahu at Hawai`i Okinawa Center, July.

1999 University Research Council, Travel Award from the Research and Training Revolving Fund, FY 1999-2000, the sum of one thousand dollars to present a paper at the 11th International Conference on Chinese Philosophy, Taipei, Taiwan.

1998 Research Relations Fund Award, University Research Council, the sum of three thousand dollars for the project: “Japanese Immigrants in Sao Paulo, Brazil: Longitudinal Analysis of Social Assimilation.” Sao Paulo, Brazil, April 1998.

HONORS
2000 Certificate of Service, in recognition of ten years of faithful and loyal service to the University of Hawai`i and the State of Hawai`i.

1987 Finalist in Japanese language essay competition held by Sapporo University, Hokkaido, Japan.
1985-1987 International Doctoral Research Fellowship, Social Science Research Council and the American Council of Learned Societies, New York, N. Y.

1984 Finalist in Fulbright Grant Program.

1983 The Japan National Diet Library accepted a copy of my Master’s Thesis into its permanent collections. The thesis has also been translated into Japanese and published in Japan.

1979-1983 Teaching and Research Fellowship, Dept. of Anthropology, University of Iowa.

1973-1974 Dean’s List for Fall and Winter Quarters, University of Chicago.


UNPUBLISHED PAPERS

   4. Learning From Other Peoples: Interethnic Cooperation in Hawai`i and Beyond, a book-length manuscript with preface and sixteen chapters. Drafted by the end of 1998, completion anticipated by the end of 2013
5. Sengo Burajiru iju no dai-beteran toshite futari no raifu hisutorii, [Two life histories from veterans of postwar Japanese immigration in Brazil].
HANS KONRAD VAN TILBURG

1523 Ainakoa Avenue ~ Honolulu HI 96821 ~ 808.271.4187 ~ hans.vantilburg@noaa.gov

WORK EXPERIENCE

Maritime Heritage Coordinator  NOAA Office of National Marine Sanctuaries (ONMS)  2003-present
Maritime Heritage Program Pacific Region

Maritime archaeologist and historian supporting Pacific region ONMS sanctuary sites in survey, assessment, and preservation of underwater cultural resources under federal jurisdiction
Principal investigator for 21 UCH site projects throughout the Hawaiian archipelago, American Samoa and Alaska, including diving, ROV and manned submersible operations
NOAA liaison in the Pacific for UCH resource management with partner State and Federal and International agencies
Resource manager incorporating underwater cultural heritage into federal planning and conservation initiatives
De facto underwater archaeologist for State of Hawai`i Historic Preservation Division, Dept. of Land and Natural Resources
Nautical Archaeology Society (NAS) instructor
Education and outreach coordinator for cultural resources, National Ocean service Pacific region
ONMS Maritime Heritage Program tribal and indigenous cultural resources liaison
ONMS program lead for Maritime Cultural Resource Site Assessments Main Hawaiian Islands project 2013-2016

UNESCO Course Instructor  International Foundation Courses in Underwater Cultural Heritage (Thailand x2 and Jamaica)  2010-present

Co-instructor for UCH significance assessment, desk-based assessment, and archaeological publications elements
Consultant for UNESCO intangible cultural heritage safeguarding list (China nomination 2010)

University Instructor  University of Hawai`i at Manoa  1996-present
Marine Option Program and History Dept.
Instructor for Maritime Archaeology Survey Techniques (MAST) field courses (IS 400...formerly ANTH/OEST 668)
Principal investigator for 12 UCH site projects with student divers/archaeologists throughout the main Hawaiian Islands
World Maritime History (HIST 489) selected topics seminar 1997-2011
European Expansion (HIST 441) 2002
Head of Marine Option Program graduate certificate program in Maritime Archaeology and History of Hawai`i 1996-2002

Professional Diver Scientific, Recreational, and Commercial Institutions and Companies (North Carolina, Louisiana, California, Hawai`i)
1983-
present
Science diver trainer for University of California at Berkeley
NAUI sport diving instructor
Commercial surface-supplied diver, Cal Diving Morgan City LA and Underwater Resources Inc., San Francisco
Science diver trainer and assistant diving safety officer at East Carolina University
Science diver for University of Hawai`i
NOAA science diver trainer and unit diving supervisor National Ocean Service Pacific region

EDUCATION
Ph.D. History University of Hawai`i at Manoa Dept. of History 2002
M.A. History East Carolina University Maritime History and Nautical Archaeology 1995
M.A. Thesis “The Maritime History and Nautical Archaeology of China in Southeast Asia: Song to Early Ming (960-1435 C.E.)”
Archeology San Francisco State College 1988
B.A. Geography University of California at Berkeley 1985

HONORS AND AWARDS
Lawrence F. Brewster Fellowship, History Dept., East Carolina University 1994
Donald Johnson Research Award for graduate history paper 1996
Phi Alpha Theta Regional Award (Sara Sohmer) for graduate history paper 1998

GRANTS
Naval Historical Center DoD Legacy Program $40K
2000
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<th>National Park Service American Battlefield Protection Program</th>
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<td>2001</td>
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<td>Sidney Sterns Memorial Grant</td>
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<td>National Trust for Historic Preservation</td>
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<td>(NGS/Waitt Institute)</td>
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<td>Bureau of Ocean Energy and Management</td>
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**CONFERENCE AND SYMPOSIA COORDINATION**

Annual Symposium on Maritime Archaeology and History of Hawai`i and the Pacific, Honolulu and Hilo Hawai`i 1996-present Program chair and symposia coordinator for 18 of the 24 past annual symposia; Hawai`i’s only venue for professional/public maritime archaeology and history Abstracts online at [http://www.mahhi.org/previous_abstracts.html](http://www.mahhi.org/previous_abstracts.html)

Inaugural Asia-Pacific Regional Conference on Underwater Cultural Heritage, Manila 2011 Organizer for Session 8: Capacity-building in the Pacific Islands

NOAA Whaling Heritage Symposium, Mystic Seaport and New Bedford 2008 Program chair and symposium organizer for 3-day professional event examining the broader cultural scope of historic whaling and what we can learn from our own whaling heritage Symposium details online at [http://sanctuaries.noaa.gov/maritime/whaling/](http://sanctuaries.noaa.gov/maritime/whaling/)

Hawai`i Maritime Center: Secrets of Ocean Island 2006 Program chair and public event organizer for series of presentations on underwater discoveries at Kure Atoll
PRESENTATIONS

Conference and workshop presentations: over 75 professional and public 1990-present presentations at historical and cultural resource-related conferences, workshops, and symposia, including:

Society for Historical Archaeology SHA
Australasian Institute for Maritime Archaeology AIMA
North American Society for Oceanic History NASOH
Maritime Heritage Conference MHC
Symposium on Maritime Archaeology and History of Hawai‘i
Society for California Archaeology CSA
Society for Hawaiian Archaeology SHA
UNESCO 2001 Convention ratification workshop Hong Kong

PUBLICATIONS

1994 “The History and Archaeology of PBY Flying Boats and Kane‘ohe Naval Air Station,” (co-editor), Marine Option Program report


“Chinese Nautical Archaeology: Where have all the Ships Gone?” *Bulletin of the Australian Institute for Maritime Archaeology* 18.


“Maritime Archaeological Survey of the Kona Coast,” (editor), Marine Option Program report


“Nautical Archaeology Field May Be the Ticket for Our Business Climate,” *Advertiser* August 15 p.B3.


2002 “Valiant YT-146 Coming Home?” *Seawords* 16.8


*U.S. Navy Shipwrecks in Hawaiian Waters: an Inventory of Submerged Naval Properties*, Legacy grant report submitted to Naval Historical Center, Washington D.C.

*Kure and Midway Atoll Maritime Heritage Survey 2003* submitted to NOAA/NOS National Marine Sanctuary Program December 2003


“Unseen Battlefields: the Japanese Midget Sub at Pearl Harbor,” in *Out of the Blue: Public Interpretation of Maritime Resources* Springer Press


“A Place to Learn: the Underwater Cultural Heritage in American Samoa,” in Asia-Pacific Regional Conference on Underwater Cultural Heritage Proceedings. MUA online publication.

2012 “Archaeological Publications; Desk-based Assessment” (chapters author) Training Manual for the UNESCO Foundation Course on the Protection and Management of Underwater Cultural Heritage in Asia and the Pacific. UNESCO

REVIEWs


1999 Review of The Archaeology of Whaling in Southern Australia and New Zealand, by Susan Lawrence and Mark Staniforth (editors), in The Great Circle

2001 Review of The Prize of All the Oceans: the Triumph and Tragedy of Anson’s Voyage Round the World, by Glen Williams, in the Bulletin of the Pacific Circle no.8


2011    Review of China’s nomination of “watertight bulkhead technology” to the UNESCO intangible cultural heritage safeguarding list (Paris and Nairobi)

2013    Review of Mystery Islands: Discovering the Ancient Pacific by Tom Koppel, University of the South Pacific Press 2012, for Sea History (in press)

PROFESSIONAL AFFILIATIONS
NASOH (North American Society for Oceanic History): board member
Society for Historical Archaeology: member
Society for Hawaiian Archaeology: member
NOAA ONMS Maritime Heritage Program: executive committee
National Park Service dive team member
AAUS (American Academy of Underwater Sciences): member
Naval Historical Foundation: member

REFERENCES
David Chappell, Associate Professor of History, University of Hawai‘i
2530 Dole Street, Sakamaki bldg. A-412, (808) 956-6771
Honolulu Hawaii, 96822

Jim Delgado, director NOAA Maritime Heritage Program
1305 East West Hwy, floor 11, (301) 713-3125
Silver Spring, Maryland, 20910

Sherwood Maynard, Director, Marine Option Program, University of Hawai‘i
2525 Correa Road, HIG bldg. 214, (808) 956-8433
Honolulu Hawaii, 96822

John Broadwater, Director NOAA Maritime Heritage Program
100 Museum drive (c/o Mariner’s Museum), (757) 599-3122
Newport News Virginia, 23606

BRIEF BIO:
Hans Van Tilburg’s mother was born in Honolulu to a large Chinese family, and his father is of Dutch extraction from Indiana. Hans was originally introduced to the ocean on board his father’s sloop Brunhilde at the age of eight. Also, influenced by the old Sea Hunt series, he took up scuba in 1972. Since then he has worked as a carpenter and also a sport diving instructor, commercial diver, and a science diver in California, North Carolina, Louisiana and Wisconsin. Hans was a geography major and diver at the University of California Berkeley (BA 1985), worked in the
diving safety office while in East Carolina University’s Maritime History and Nautical Archaeology program (MA 1995), and ran a graduate program in maritime archaeology and history while at the University of Hawai`i studying Asian and Pacific maritime history (PhD 2002). Those field courses were the first of their kind for Hawai`i, and continue today as active NOAA/UH collaborations in support of Maritime Heritage Program goals. Hans has taught numerous university courses in world history and maritime history. He has edited readers and proceedings, authored reports, contributed chapters, and published over 30 articles and book reviews, as well as three books. Hans has served as an expert consultant for UNESCO’s intangible cultural heritage program, as well as instructor for Underwater Cultural Heritage Foundation courses in Thailand and Jamaica. He is currently the maritime heritage coordinator for the Maritime Heritage Program in the Pacific Islands region, and the unit diving supervisor for NOAA’s National Ocean Service in Hawai`i. He is married to Maria Da Silva, and has one daughter, Sabina (who dives).
CURRICULUM VITAE

LYNNE MACKIN WOLFORTH

Work Address: Social Science, University of Hawaii-Hilo
200 W. Kawili St., Hilo, HI 96720
wolfforth@hawaii.edu
Home Address: 1564 Lei Lehua, Hilo, Hawaii, 96720, (808)854-1643

EDUCATION:
Ph.D. 1997 University of Illinois at Urbana, Curriculum: Anthropology
  Dissertation Title: *Smallpox Diffusion between Small and Dispersed Historic Native American Populations.*

MUSEUM EXPERIENCE:
1997-2004 Curator, Temporary and Traveling Exhibitions, Lyman House Memorial Museum, Hilo, Hawaii
2001-2003 Librarian/Archivist, Lyman House Memorial Museum, Hilo, Hawaii
1990-1991 Technical Assistant (Rehabilitation and Curation of U.S. Army Corps of Engineers Archaeological Collections from Illinois) Dr. Michael D. Wiant, Illinois State Museum
1989-1990 Research Assistant (Computerization of the Accessions Catalog), Dr. Douglas Brewer, Natural History Museum, University of Illinois-UC

TEACHING EXPERIENCE:
2007-present Lecturer, Anthropology, Anthropology Dept., University of Hawaii-Hilo
2007-present MacPac Project, Faculty Training and Development for On-line Delivery
2006-2007 Assistant Professor (1 year appointment)
1997-2006 Lecturer, Cultural Anthropology, Anthropology Dept., University of Hawaii-Hilo, Hilo, Hawaii
2003-2006 Lecturer, Anthropology/Social Sci. Dept., Hawaii Community College
1993 Instructor, Introduction to Cultural Anthropology, Psychology Dept., Blackburn University, Carlinville, Illinois
1985-1987 Teaching Assistant, Social Science Quantitative Lab School of Social Sciences, University of Illinois-UC
1986 Graduate Teaching Assistant, Introduction to Cultural Anthropology, Guided Individual Studies, University of Illinois-UC
1983-1984 Graduate Teaching Assistant, Intro. to Archaeology, Intro. to Physical Anthropology, Anthropology Dept., University of Illinois-UC
1981-1983 Graduate Teaching Assistant, Intro. to Anthropology, Intro. to Archaeology, Intro. to Physical Anthropology, Anthropology Dept., University of Illinois at Chicago
RESEARCH EXPERIENCE:
2009 Principal Investigator (A Retrospective Study of Birth Weight and Risk for Chronic Illness) Sub-project 2, Research Infrastructure for Minority Institution (RIMI) Grant, National Institutes of Health, Center for Minority Health and Health Disparities.


2006-2009 Humanities Scholar (Preservation of and Access to the Anna Ranch Historical Photo Collection)

2005-2009 Humanities Scholar (Living Journals: Life Stories of a Plantation Town) Hawai‘i Council for the Humanities, preservation grant C-L-05A-02

2004-2009 Co-Principal Investigator (A Retrospective Study of Birth Weight and Risk for Chronic Illness) Sub-project 2, Research Infrastructure for Minority Institution (RIMI) Grant, National Institutes of Health, Center for Minority Health and Health Disparities.

2004 Staff Consultant (Hilo Boarding School and Local Identity) Lyman House Memorial Museum, National Endowment for the Humanities, Planning Grant.


2002 Participating Scholar (Preserving the Hilo Boarding School photograph collection), Lyman House Memorial Museum, Hawai‘i Council for the Humanities, Preservation Grant.

1999 Principal Humanities Scholar: (The Oral History of Aniahou Ranch) Hawai‘i Council For the Humanities grant C-L-99-C-007.

1998 Ranching Hawai‘i Island Style (Exhibit Development using Oral Interviews with Hawai‘i Ranchers) Dr. Paul Dahlquist, Director, Lyman House Memorial Museum

1997 Archaeology Awareness Week at the Lyman Museum (Excavations in search of the old house cellar) Dr. Paul Dahlquist, Lyman House Memorial Museum

1996 Research Assistant (Entitlement Research) William Moore Planning
1988-1989  Research Assistant (Friendship Support Patterns of Elderly American Women)

1987-1988  Research Assistant (Western Kentucky database) R. Barry Lewis, Anthropology Dept., University of Illinois-UC

1985-1987  Computer and Statistical Consultant Social Science Quantitative Lab, School of Social Sciences, University of Illinois-UC

1984-1985  Research Assistant (Adams Site surface collection analysis), R. Barry Lewis (Principal Investigator, Kentucky Heritage Council/Dept. of Anthropology, University of Illinois-UC

1983-1984  Graduate Research (Adams Site ceramic typology) R. Barry Lewis (supervisor), Dept. of Anthropology, University of Illinois-UC


1981  Graduate Research Assistant, Robert Hall (supervisor) Dept. of Anthropology, Univ. of Illinois at Chicago

PAPERS AND REPORTS:
2010  The David Belden Lyman Papers: Archival Adventures and Peculiarities, Invited Presentation at the Association of Hawai`i Archivists Annual Meeting, Honolulu HI.
2010  The David Belden Lyman Papers, Patricia E. Saigo Public Program Series, Lyman Museum, Hilo, HI
2008  Culture Change in Hawai`i Viewed from the Hilo Boarding School Carpentry Shop. American Association for the Advancement of Science, Pacific Division 89th Annual Meeting, Waimea, Hawai`i.
2003  The Oral Histories of ʻĀinahou Ranch. Report produced by Friends of Hawai`i Volcanoes National Park. Funding provided by the Hawai`i Council for the


1987 Jonathan Creek Revisited: The Six House-Basin Structures and Their Ceramics. Dept. of Anthropology, University of Illinois at Urbana-Champaign, Western Kentucky Project, Report No. 5.


1984 Rim Effigy Bowls: Symbols in a Rite of Passage. Read at: The Paducah Ceramics Conference, Paducah, Kentucky.


1984 with R. Barry Lewis, The Adams Site Ceramics in Regional Perspective Read at: The Kentucky Heritage Council conference on Kentucky Archaeology: The Late Historic Period, Lexington, Kentucky.

PUBLICATIONS:


1984 with R. Barry Lewis
The Adams Site Ceramics in Regional Perspective. In Late Prehistoric Research in Kentucky. Kentucky Heritage Council, Frankfort, Kentucky.

AWARDS:

2010 Hawai`i National Great Teachers Seminar. Competitive entry for scholarship.

2008-Present Oral History Contract, 2007 Paniolo Hall of Fame Inductees, Oahu Cattleman’s Association

2006 Preservation Grant (C-L-06C-02), Preservation of and Access to the Anna Ranch Historical Photo Collection, Hawai`i Council for the Humanities

2005 Preservation Grant (C-L-05A-02), Living Journals: Life Stories of a Plantation Town, Hawai`i Council for the Humanities

2004 RIMI Grant, Retrospective Study of Birth Weight and Risk for Chronic Diseases, National Institute of Health, Center for Minority Health and Health Disparities

2002 Travel Grant, Hawaiian Artifacts in New England Museums. Museum Loan Network

2002 Preservation Grant, Hilo Boarding School Photographs, Hawai`i Council for the Humanities

1999 Preservation Grant (C-L-99-C-007), Ainahou Ranch Oral Histories, Hawai`i Council for the Humanities.

1986 Grant-in-aid of Research (No. 3993) Sigma Xi, The Scientific Research Society

1985-1986 University Grant for Summer Research Dept. of Anthropology, University of Illinois-UC

1984-1985 University Fellowship Dept. of Anthropology, University of Illinois-U
PROFESSIONAL MEMBERSHIPS:
Society for Applied Anthropology
American Anthropological Association
American Society for Anthropologists of Oceania
American Museums Association
Western Museums Association
Hawai`i Museums Association
Sigma Xi
Phi Kappa Phi

LIST OF REFERENCES: See Resume
APPENDIX 4: PROPOSED JOB DESCRIPTIONS IN SUPPORT OF MA PROGRAM

<table>
<thead>
<tr>
<th>Position Description</th>
<th>Assistant Professor of Anthropology (Paleobotany, insert position #)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position number {} College of Arts and Sciences, tenure-track, general funds, full-time, nine-month type appointment, to begin {}, pending position clearance and funding. The University reserves the right to hire at another rank if the selected candidate is qualified for that rank.</td>
<td></td>
</tr>
<tr>
<td>Duties:</td>
<td>teach graduate and undergraduate courses in human-environment interactions with a topical specialty in Pacific paleobotany, advise students, contribute to program development, including the establishment of a paleobotany laboratory through grant funding, conduct research.</td>
</tr>
<tr>
<td>Minimum Qualifications:</td>
<td>Ph.D. from an accredited college or university in anthropology or a related field with a primary focus on paleobotanical research; demonstrated expertise in Island Pacific paleobotany with an emphasis in anthropological applications; evidence of good teaching skills.</td>
</tr>
<tr>
<td>Desirable Qualifications:</td>
<td>evidence of successful college level teaching in a multicultural environment, qualitative and quantitative skills, commitment to a program in empirical research and education, willingness to contribute to development of a Heritage Management M.A. degree program, willingness to contribute to existing Pacific Islands Studies Certificate Program.</td>
</tr>
<tr>
<td>To apply:</td>
<td>Submit a curriculum vitae, a letter describing research interests and teaching philosophy, transcript(s) showing degrees and course work appropriate to the position (copies are acceptable), and contact information (including email) of at least 3 references to: {}, Chair, Anthropology Dept., University of Hawaiʻi at Hilo, 200 W. Kāwili St., Hilo, Hawaiʻi.</td>
</tr>
<tr>
<td>Inquiries:</td>
<td>{} Please refer to position {} when making inquiries.</td>
</tr>
<tr>
<td>Application Deadline:</td>
<td>First review of applications will begin {insert date} and continue until the position is filled. UH Hilo is an EEO/AA Employer D/M/V/W.</td>
</tr>
</tbody>
</table>
Position Description  Assistant Professor of Anthropology (Collections management insert position #)

Position number {} College of Arts and Sciences, tenure-track, general funds, full-time, nine-month type appointment, to begin {}. pending position clearance and funding. The University reserves the right to hire at another rank if the selected candidate is qualified for that rank.

**Duties:** teach graduate and undergraduate courses in museum studies with an emphasis on collections management and material conservation; advise students; oversee the management of collections in the Dept. of anthropology at UH Hilo; contribute to program development, including close collaboration with the North Hawaii Education and Research Center’s (NHERC) Heritage Program and ‘Imiloa Astronomy Center.

**Minimum Qualifications:** Ph.D. from an accredited college or university in anthropology or a related field with a primary focus on collections management; demonstrated expertise in developing, conserving, and managing collections in collaboration with indigenous communities; evidence of good teaching skills.

**Desirable Qualifications:** evidence of successful college level teaching in a multicultural environment; qualitative and quantitative skills; expertise in material conservation involving terrestrial and submerged cultural resources; willingness and ability to participate in and develop of a Heritage Management M.A. program, willingness to contribute to existing Pacific Islands Studies Certificate Program.

**Salary:** I3. Competitive.

**To apply:**
Submit a curriculum vitae, a letter describing research interests and teaching philosophy, transcript(s) showing degrees and course work appropriate to the position (copies are acceptable), and contact information (including email) of at least 3 references to: {}, Chair, Anthropology Dept., University of Hawai‘i at Hilo, 200 W. Kāwili St., Hilo, Hawai‘i.

**Inquiries:** {}. Please refer to position {} when making inquiries.
**Application Deadline:** First review of applications will begin {insert date} and continue until the position is filled. UH Hilo is an EEO/AA Employer D/M/V/W.
APPENDIX 5: HOUSE BILL 2976/HR 130

H.B. NO. 2976

A BILL FOR AN ACT

RELATING TO THE UNIVERSITY OF HAWAII.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The legislature finds that federal and state agencies face constant needs for professionals trained in cultural resource management in the disciplines of archaeology and anthropology to ensure rigorous, timely, and professionally reviewed compliance submissions for federal and state legislation, such as the National Native American Graves Protection Act of 1990 and chapter 95E, Hawaii Revised Statutes, establishing burial councils, as well as all aspects of the state historic preservation division of the department of land and natural resources and related federal and state laws and agencies.

In Hawaii, the potential and demonstrated adverse effects to cultural resources are evident in many current project initiatives that could have a potentially adverse impact on cultural and environmental resources, economic stability, and community well-being. These initiatives, if not handled with the support of trained professionals and consultation with appropriate community cultural leaders, have the potential to...
cause heightened levels of concern, mistrust, expensive and
time-consuming litigation, and an overall sense of loss.
Examples of these are not intended to point blame at any
particular project, but are well known in the lexicon of
planning, economic development, natural resource conservation,
and most important, the cultural integrity essential to
sustainable systems for Hawaii's people, cultural and natural
resources and traditions, its unique lifestyle, and its future
visions.

In the past, the Bishop Museum served as a regional
resource for historical curation, cultural anthropology,
arCHAEOLOGICAL research, and cultural education throughout the
Pacific region. Eminent scholars such as Kenneth Emory, Yoshito
Sinoto, William Bonk, and their trained successors provided
Hawaii and the Pacific region with unparalleled resources for
historical conservation, preservation, and scholarly research in
concert with native practitioners and cultural experts from all
communities.

In spite of the evidence in newspapers, community
gatherings, court proceedings, and daily dialogue at many levels
of federal, state, and county government, the State of Hawaii
has limited opportunity to train cultural resource management
professionals at the graduate level to work with community
leaders to assist federal, state, county, or private entities in
cooperating with the local community in the cultural resource
management process so vital to preserving cultural integrity.
Establishing localized training in cultural resource management
is essential to training a cadre of effective and qualified
professionals who would form meaningful partnerships with
educational institutions and indigenous cultures in the
preservation of the nation's cultural heritage, as called for in
the presidential Executive Order 13287 of March 3, 2003. Hawaii
has an extraordinary track-record in such preservation, and it
is essential to restore leadership to Hawaii's academic,
cultural, and conservation resources.

The lack of trained professionals is demonstrated in the
critical understaffing of the state historic preservation office
of the department of land and natural resources, as well as
critical backlogs of more than two hundred fifty reports and
reviews required to advance state and federal capital
improvement projects at many levels. There are also critical
shortages of trained staff for the twenty-four permitted
cultural resource management firms working in the State, which
require that principal investigators possess a graduate degree.
from an accredited institution in archaeology, anthropology
(specialization) or an equivalent field. Other planning,
arachitectural, engineering, and communications firms report a
critical need for trained and knowledgeable professionals to
assist in this important work. There are further shortages in
United States-affiliated Pacific islands, the territories of
Guam and American Samoa, the Commonwealth of the Northern
Mariana Islands and the Freely Associated States. The
Polynesian nations that share Hawaii's cultural heritage also
are woefully short of qualified cultural resource management
programs; fully one-third of the world's cultural heritage is
impacted by a shortage of personnel and a dearth of knowledge
spanning three thousand years of cultural awareness.

While there has been a significant increase in recent years
in expanding environmental, social, and cultural resource
programs, there is no better place to grow Hawaii's own talent
than the University of Hawaii at Hilo's "living laboratories" in
anthropology, geology, archaeology, astronomy, natural and
environmental science, biology, and the first national doctoral
program in a native language through Ka Haka Ula o Ke'elikolani,
the college of Hawaiian language, which has unanimously endorsed
expansion of the cultural resource management program at the
University of Hawaii at Hilo, through establishment of a masters program through the anthropology department, in close association with the University of Hawaii at Manoa. Although the program has elicited enormous interest from community, faculty, student, and government leaders, it is essential to obtain a complete analysis of costs and resources required to proceed with this important endeavor.

Also critical to establishment of a masters program in cultural resource management is development of an appropriate partnership with federal, state, county, and private resources to establish a professional curatorial facility on the island of Hawaii that will enable scholarly and student access to further research, instruction, practicum, and exhibition of the University of Hawaii at Hilo's exceptional archives covering federally mandated collections requirements now housed in inadequate storage areas. In addition, there are numerous private collections that require appropriate conservation and preservation and a pressing development of new and existing facilities to aid this important work. There are numerous locations and partnerships that can be developed to support the concept of the "living laboratory", such as that as practiced by the Army Environmental Center at Pohakuloa, which is staffed by...
more than thirty-five professional experts in archaeology,
anthropology, biology, out planting, endangered species
management, conservation, ungulate and invasive species
management practices, and other real-world conservation skills
practiced on adjacent lands managed by the department of land
and natural resources at Mauna Kea State Park, and office of
Hawaiian affairs at the historic Humuula sheep station and
historic paniolo Keanakolu Trail and Mana Road. The practices
of the past have a place in the future, and the opportunities to
create new and innovative educational disciplines and high
skill-high knowledge – high pay jobs will never be more
important than they are now.

The purpose of this Act is to establish a master of arts
program in cultural resource management at the University of
Hawaii, Hilo in concert with related courses or programs at the
University of Hawaii at Manoa and Hawaii community colleges.

SECTION 2. There is appropriated out of the general
revenues of the State of Hawaii the sum of $250,000 or so much
thereof as may be necessary for fiscal year 2008-2009 for the
establishment of a graduate level master of arts program in
cultural resource management at the University of Hawaii at Hilo
and related courses at the University of Hawaii at Manoa and
Hawaii community college.

The sum appropriated shall be expended by the University of
Hawaii for the purposes of this Act.

SECTION 3. This Act shall take effect on July 1, 2008.

INTRODUCED BY:

JAN 22 2008
APPENDIX 6: HAWAII ADMINISTRATIVE RULES, TITLE 13 DEPT. OF LAND AND NATURAL RESOURCES SUBTITLE 13, STATE HISTORIC PRESERVATION DIVISION RULES, CHAPTER 281, RULES GOVERNING PROFESSIONAL QUALIFICATIONS

§13-281-1 Purpose
§13-281-2 Definitions
§13-281-3 Archaeology
§13-281-4 Architecture
§13-281-5 Architectural history
§13-281-6 Ethnography
§13-281-7 History
§13-281-8 Physical Anthropology
§13-281-9 Advice available from state historic preservation division
§13-281-10 Penalty
Draft 10/15/98

§13-281-1 Purpose. The purpose of this chapter is to establish professional qualifications for archaeologists, architects, architectural historians, ethnographers, historians, and physical anthropologists who undertake projects which must be reviewed by the state historic preservation division. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-2 Definitions. As used in this chapter unless the context requires otherwise:
"Authorized review archaeologist" means an archaeologist who meets the qualifications enumerated in this chapter, and is hired by a person to personally review archaeological reports and plans prepared for the person by another archaeologist.
"Historic preservation review process" means the process specified in chapters 13-275 and 13-284, used to comply with sections 6E-7, 6E-8 and 6E-42, HRS.
"Person" means any individual, firm, association, agency, organization, partnership, estate, trust, corporation, company, or governmental unit that is proposing a project.
"Project" means any activity directly undertaken by the State or its political subdivisions or supported in whole or in part through appropriations, contracts, grants, subsidies, loans, or other forms of funding assistance from the State or its political subdivisions or involving any lease, permit, license, certificate, land use change, or other entitlement for use issued by the State or its political subdivisions.
"State historic preservation division" or "SHPD" means the state historic preservation division within the state Dept. of land and natural resources. [Eff: ] (Auth: HRS §§ 6E-2, 6E-3, 6E-7, 6E-8, 6E-42)(Imp: HRS §§ 6E-1, 6E-3, 6E-7, 6E-8, 6E-42)

§13-281-3 Archaeology. (a) An archaeologist serving as principal investigator for any archaeological project shall possess the following professional qualifications:

1. A **graduate degree in anthropology, with a specialization in archaeology**;
2. At least two years of archaeological experience in Hawaii (which can be made up of discontinuous periods of full-time or part-time field work adding up to one year) or have participated fully in ten archaeological field projects; and
3. A demonstrated ability to carry research to completion, usually shown by completed theses, publications, and manuscripts.

(b) An archaeologist serving as a field director for any archaeological project shall possess the following professional qualifications:

1. A bachelor's degree, and ideally a graduate degree, in anthropology, with a specialization in archaeology;
2. At least two years of archaeological experience in Hawaii (which can be made up of discontinuous periods of full-time or part-time field work adding up to one year) or have participated fully in ten archaeological field projects; and
3. A demonstrated ability to carry research to completion, usually shown by completed theses, publications, and manuscripts.

(c) Field directors without a graduate degree in anthropology with a specialization in archaeology shall be overseen by a qualified principal investigator.

(d) Authorized review archaeologists shall possess the following qualifications:

1. Ph.D. in anthropology with a specialization in archaeology and at least five years of archaeological experience in Hawaii as a principle investigator; or
2. A **graduate degree and at least three years experience reviewing archaeological reports for SHPD within the past ten years**. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E42)

§13-281-4 Architecture. An architect shall possess one or both of the following professional qualifications:

1. A State license to practice architecture; and
2. A professional degree in architecture and at least two years of full-time professional experience. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-5 Architectural history. An architectural historian shall possess one or both of the following professional qualifications:
(1) A graduate degree in architectural history, art history, historic preservation, or a closely related field with coursework in American architectural history.
(2) A bachelor's degree in architectural history, art history, historic preservation, or a closely related field plus one of the following:
   (A) At least two years of full-time research, writing, or teaching in American architectural history or restoration architecture with an academic institution, historical organization or agency, museum, or other professional institution.
   (B) Substantial contribution through research and publication to the body of scholarly knowledge in the field of American architectural history. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-6 Ethnography. An ethnographer shall possess the following professional qualifications:
(1) A graduate degree in anthropology, with a specialization in cultural or social anthropology, or in a closely related field;
(2) A bachelor's degree in cultural or social anthropology, or in a closely related field, plus one of the following:
   (A) Two or more years of full-time experience in research, writing, teaching, interpretation or other demonstrable professional activity with an academic institution, historic organization or agency, historic preservation consulting firm, or other professional institution;
   (B) Substantial contribution through research and publication to the body of scholarly knowledge in cultural or social anthropology, ethnohistory or related fields; or
   (3) Four or more years of full-time experience conducting research on or practicing the culture and history of ethnic groups in the State of Hawaii, and
   (4) In addition to meeting the qualifications of (1), (2) or (3), the person shall meet three or more of the following requirements:
      (A) Be conversant in the language of the applicable ethnic group addressed by the ethnographic study;
      (B) Have a demonstrated familiarity with the traditions, customs, practices and beliefs of the applicable ethnic group addressed by the ethnographic study;
      (C) Have a demonstrated ability to conduct and document interviews for ethnographic or historical purposes and to summarize information gained from interviews;
      (D) Contributed through teaching, presentations, research or publication to the body of knowledge in cultural or social anthropology, ethnohistory, or related fields;
      (E) Have a working knowledge of the historic preservation review process. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-7 History. An historian shall possess one or both of the following professional qualifications:
(1) A graduate degree in history or a closely related field.
(2) A bachelor's degree in history or a closely related field, plus at least one of the following:
   (A) Two or more years of full-time experience in research, writing, teaching, interpretation or other demonstrable professional activity with an academic institution,
historic organization or agency, museum, historic preservation consulting firm, or other profession institution,

(B) Substantial contribution through research and publication to the body of scholarly knowledge in the field of history. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-8 Physical anthropology. A physical anthropologist shall possess the following professional qualifications:

(1) **A graduate degree in anthropology** or anatomy with a specialization in physical anthropology and human osteology or forensic anthropology.

(2) Demonstrated ability to carry research to completion, usually shown by completed theses, publications, and manuscripts. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42, 6E-43)(Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42, 6E-43)

§13-281-9 Advice available from state historic preservation division. The state historic preservation division, upon request, shall advise agencies or persons whether an individual meets the minimal professional qualifications. The state historic preservation division shall maintain a list of archaeologists who are known by the SHPD to meet these minimal professional standards. Copies of this list shall be available upon request. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-10 Penalty. Should any archaeological, historical, ethnographic, architectural, architectural historical, or physical anthropological (osteological) work be conducted as part of the historic preservation review process (chapters 13-275, 13-284) or under an archaeological permit (chapter 13-282) with a principal investigator or field director who fails to meet minimal professional standards, that work shall be automatically rejected, the SHPD’s written concurrence for the relevant step in the historic preservation process shall be denied, and any archaeological permit shall be revoked or denied, and the penalties of chapters 13-275 and 13-282 and section 6E-11, HRS, shall be applied as appropriate. [Eff: ] (Auth: HRS §§6E-3, 6E-7, 6E-8, 6E-11, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-11, 6E-42)

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October 26, 2012

Professor Peter Mills, Ph. D.
Department of Anthropology
Social Sciences Division
University of Hawai‘i – Hilo
200 West Kawili Street
Hilo, Hawai‘i 96720

Dear Professor Mills:

Subject: Master of Arts Program in Heritage Management at University of Hawai‘i-Hilo

This letter is in response to your recent discussion of the subject program at the annual meeting of the Society for Hawaiian Archaeology, held October 19-22 at Keahou, Hawai‘i. Our office would like to go on record as strongly supporting this proposed program; we believe that it would not only be a successful program for the university system, it would provide a number of benefits to the local community and to the State of Hawai‘i.

The Island of Hawai‘i is a vast repository of undisturbed cultural sites and historic resources. Hilo is an ideal location for this program because students will have multiple opportunities to gain first-hand field experience in the documentation and management of cultural and heritage sites. The residents will gain by having knowledgeable people within their communities, as opposed to outsiders coming in to advise them on their heritage resources. The threats to important cultural sites increase daily as more land is planned for development; we need more people to help us educate the public and ensure that preservation laws are upheld, throughout all areas of the Big Island.

The opportunities for graduates from this program are excellent on Hawai‘i Island and within the State. A number of planning firms, private land holders and public agencies are finding that it is advantageous to have staff with professional knowledge in heritage management, so that their plans, management policies and proposed projects are in tune with their communities and in compliance with state and federal preservation laws and regulations. There are a number of archaeological consulting firms permitted to do work in Hawai‘i that have offices on Hawai‘i Island. These firms are generally faced with hiring and relocating qualified archaeologists from the mainland, due to a lack of qualified residents. This is costly and usually requires a training period. Graduates from this program would be highly preferred because they will already be skilled in the archaeology and historic preservation laws of our state; and they are already home, so there is less risk on the part of the employer.

The State Historic Preservation Division maintains an office in Hilo that has benefited substantially by the presence of a Bachelor’s Degree program that prepares students for a professional career in heritage management. Every semester, we host interns who assist in our office operations, conduct independent field and archival research, and provide upkeep of our GIS. These students must leave Hilo in order to obtain an advanced degree; if they could stay and complete their education in Hilo, our community, our profession and our Division would benefit from their continued presence, and we would be better equipped to provide the resources needed to ensure protection and preservation of our treasured cultural resources. Our staff are willing to assist in whatever capacity we can to make this program happen on the UH-Hilo campus.

Aloha,

Theresa K. Donham
Archaeology Branch Chief and
Deputy State Historic Preservation Officer
August 7, 2013

Dr. Peter Mills
UH Hilo/College of Arts & Sciences/ Anthropology Dept.
Social Sciences Division
200 W. Kawili Street
Hilo, Hi, 96720-4091

Re: Heritage Management
Program Description: Masters in Arts

Aloha e Dr. Peter Mills

Kamehameha Schools is excited about the opportunity to collaborate with your organization on the above-named project/program that will extend and improve the educational reach to people of Hawaiian ancestry.

It is especially important during challenging financial times for every program provider dedicated to improving Native Hawaiian well-being to consider opportunities to work with others whose missions are in close alignment.

I am pleased to inform you that your proposal was approved to collaborate with the KKEG team to develop the UHH MA Heritage Management program for the following term dates 08/01/2013 to 07/31/2014.

The next step in the Kamehameha Schools Collaborations process is to document the details of the proposal into a formal “Memorandum of Agreement” (MOA). This document certifies the terms, roles and responsibilities of the parties involved in the collaboration. The drafting of the documents typically takes up to 4-6 weeks from the date of this notification letter. Once the MOA is drafted it will be sent to you for review. Upon the concurrence and signatures of both parties the agreement will be executed.

Contact Kalei Nu’uhiwa via phone at 322-5342 or email at kanuuhiw@ksbe.edu if there are any questions on the timeline or next steps in our process.

Me ka ‘oia‘i’o (Sincerely),

Kalei Nu’uhiwa
Researcher & Instructor assigned to manage collaborators
Keaouhou Kahalu’u Education Group
Kamehameha Schools
September 6, 2013

Peter R. Mills, Ph.D.
Department of Anthropology,
Social Sciences Division
University of Hawai‘i—Hilo
200 W. Kawili Street
Hilo, HI 96720

RE: Support for Proposal for the Establishment of a Master of Arts in Heritage Management at University of Hawai‘i at Hilo

Dear Dr. Mills,

Historic Hawai‘i Foundation supports the proposal to establish a graduate degree program in Heritage Management within the College of Arts and Sciences at the University of Hawai‘i at Hilo.

Heritage Management, also known as Cultural Resource Management, is a critically important professional discipline that provides technical, academic and policy guidance for the identification, preservation and appropriate use of historic and cultural properties. The stewardship of historic and cultural sites is a fundamental basis for any culture, and has been found to be especially important for the Hawaiian Islands and the sense of place, culture and identity that define our communities.

The proposed Master of Arts program will provide needed education, field work, practical training and professional development to guide long-term management of cultural resources in Hawai‘i. Historic Hawai‘i Foundation is especially excited by the potential for the program to provide training to help members of local communities meet the professional qualifications required by both the implementing regulations of the National Historic Preservation Act and by the corresponding sections of Hawai‘i Administrative Rules for preservation professionals in the fields of archaeology and traditional cultural properties.

The Heritage Management degree will demonstrate the graduates have mastered the knowledge, skills and abilities needed for professionals working in the historic preservation field. There has been a dearth of trained archeologists with Hawai‘i-specific experience and expertise. This program will help to remedy this gap and provide trained professionals who understand Hawai‘i’s unique historic and cultural places.
Since 1974, Historic Hawai‘i Foundation has been a statewide leader for historic preservation. HHF’s 850 members and numerous additional supporters work to preserve Hawaii’s unique architectural and cultural heritage and believe that historic preservation is an important element in the present and future quality of life, economic viability and environmental sustainability of the state.

The historic, cultural and natural resources of Hawai‘i are a great legacy and irreplaceable treasures. HHF strongly supports measures that lead to investments in Hawaii’s historic places and that help keep their stories alive for present and future generations.

Therefore, we are pleased to offer our support and endorsement for establishing a Master of Arts in Heritage Management at UH-Hilo.

Very truly yours,

[Signature]

Kiersten Paulkner, AICP
Executive Director
October 28, 2012

Dr. Peter Mills
Department of Anthropology
Social Sciences Division
University of Hawai‘i - Hilo
200 West Kawili Street
Hilo, Hawai‘i 96720

Dear Dr. Mills:

As the head of UH-West O‘ahu’s Anthropology program, I write in strong support of UH-Hilo’s Authorization to Plan for a new Master’s of Arts in Heritage Management.

As your proposal clearly outlines, the need for regionally-focused graduate training in Heritage Management in Hawai‘i is acute. This need can be witnessed in the chronic understaffing of Historic Preservation Offices throughout the State. It can also been seen in recent controversies surrounding the discovery of artifacts and human remains within the rail transit corridor and near Kawaihae Church on O‘ahu.

Although there is a State requirement for graduate degrees in Heritage Management or an equivalent field for the conduct of archaeological research, there are indeed very limited opportunities for affordable, localized, and regionally-focused training for local peoples. As is the situation for UH-H students, our local UHWO students with Bachelor’s degrees do obtain entry level positions within the 26 local contract archaeology firms and in a wide variety of government agencies in need of this expertise. However, our students very quickly hit a “glass ceiling” in their careers. They find space extremely limited in existing local programs, and only a few of them have the resources to obtain a graduate degree on the mainland. Those few who do gain acceptance to mainland schools, furthermore, receive training that is not Hawai‘i focused. As a result, much of the work within our State is conducted by those whose training has not focused on our physical or cultural landscape. I consider your proposed program, then, not only a significant addition to workforce development of our students, but also to the historic preservation activities within our State.

Your proposed program, while small, would definitely help to alleviate the real backlog of need for the advanced training of local students in this field of study and for graduate education that is furthermore regionally-focused. I would be very proud to recommend your graduate program to those of our UHWO students who wish to continue their education in this field.
UHWO would also be very interested to directly collaborate with UHH for this program, with the possible delivery of one or more courses via distance education in future. UHWO has the only forensic anthropology program (focusing on the recovery, identification, and legal testimony concerning human skeletal remains) within the State of Hawai‘i, in partnership with Leeward Community College. Furthermore, we have just recently signed a tripartite Memorandum of Understanding with the nearby Joint Pacific Accounting Command/Central Identification Lab at Hickam AFB. We have just added a Forensics Lab and related storage areas (with the design help from JPAC/CIL staff), as well as our own HITS studios at our new UHWO campus. And, many of our forensic anthropology courses are taught by the relatively few Diplomates of the American Board of Forensic Anthropology, who number among the staff at JPAC/CIL.

I wish you all best luck with your proposal for a Master’s in Heritage Management at UH-Hilo. Please let me know if I can provide further support.

Sincerely,

[Signature]

Suzanne Falgout, Ph.D
Professor of Anthropology
19 October 2010

Dear Professor Mills,

I have read with great interest your request to plan for the establishment of a Master of Arts program in Heritage Management here at UH-Hilo. As a Professor of Hawaiian Studies and Director of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, I wish to express my support for your request in light of Hawai‘i's great need in the area of artifact and archeological site preservation and management -- especially traditional Hawaiian artifacts and sites.

In addition, I note that your proposed program is aimed primarily at Hawai‘i residents who, having completed a program such as yours, would have a strong incentive to remain in Hawai‘i and to contribute in meaningful ways to communities statewide. Increased job opportunities available to program graduates in heritage management will empower Hawai‘i’s citizens in this important area and help to stem the alarming rate at which many are relocating out-of-state to earn a living.

Ke‘elikōlani College faculty, staff, and students look forward to contributing to the language and culture aspects of your program and to collaborating on projects with you where appropriate.

Sincerely,

Kalena Silva, Ph.D.
Director, Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language
MEMORANDUM

TO: Peter Mills  
Professor, Anthropology

FROM: Helen Rogers  
Interim University Librarian

SUBJECT: Library Support for Proposed Heritage Management Master's Program

I have reviewed the draft proposal for the Master of Arts in Heritage Management and would like to express my support for the proposal.

The Mookini Library has strong collections in the history and culture of Hawai‘i and has for many years been building a solid collection of Pacific Island material as well. A good foundation for library support is already in place.

Given the program you are planning and the modest number of new library resources being discussed, I believe our library’s holdings are adequate to begin with. If librarians and program faculty collaborate to identify carefully targeted resources, the library should be able to support the program within the budget described in the proposal.

Library materials acquired for this new program will also support related UH Hilo programs (such as Hawaiian Studies, Indigenous Language and Culture Revitalization, Environmental Studies, and Geography) and enable the library to better serve those disciplines. I was also pleased to see in the proposal an emphasis on improving access to primary literature relating to heritage management. In bringing these materials to light, this new degree program will do an important service for the entire state of Hawai‘i.
October 18, 2010

To Whom It May Concern:

The North Hawai’i Education and Research Center (NHERC) unquestionably supports a Master’s degree in Heritage Management at the University of Hawai’i at Hilo. As an outreach center of the UH-Hilo located in Honoka’a, NHERC strives to provide access to higher education opportunities to current and prospective area students while also serving as a community center. An MA in Heritage Management would effectively complement these two components of NHERC.

A base of students from the North Hawai’i region of Hawai’i Island continuously increases each year. An MA program with specific hands-on opportunities available at NHERC’s heritage center would certainly catch the attention of students looking for opportunities to participate in internships and similar practical work-related experiences.

Of particular interest to many residents in Honoka’a and surrounding communities is the preservation of history. Since the Hamakua Sugar Co. closed in 1994, there haven’t been enough organized efforts to preserve historic documents and photographs that help capture this important period of time in the district’s history. Many people recognize that organized efforts to document this history and preserve what is still left should be made a priority before any more resources are lost.

Keeping with our commitment to help educate and train individuals in our community, we are thrilled to have the opportunity to partner with the various University departments and community organizations to bring this degree program to fruition. A Master’s degree in Heritage Management will be able to reach many individuals who have been seeking the right skill set and knowledge base for being able to preserve what they hold so special to their hearts.

Should you have any questions, please feel free to call me at (808) 775-8890.

Sincerely,

Farrah-Marie Gomes
Director

North Hawai’i Education & Research Center
P.O. BOX 270 / 95-559 PLOMERIA STREET
HONOKA’A, HAWAII 96727
PHONE: (808) 775-8890
FAX: (808) 775-2194

An Equal Opportunity/Affirmative Action Institution
2 November 2012

Dr. Peter Mills, Professor and Chair
Dept. of Anthropology
Social Sciences Division
UH Hilo
200 W. Kawili Street
Hilo, HI 96720

Dear Peter:

I write to offer my strong and unqualified support for the efforts by you and your colleagues at UH-Hilo to develop a graduate program in Heritage Management. As you know, I delivered verbal testimony during the 2009 Legislative session in support of your efforts to develop a graduate program in cultural resource management at UH-Hilo, and was delighted that a Senate Resolution was indeed passed.

I am pleased to know that the current proposal to develop a graduate program in Heritage Management at UH-Hilo has the promise of additional financial support via the State of Hawaii Department of Transportation, as well as Kamehameha Schools. The support that you have garnered from other stakeholders, such as the State Historic Preservation Division, will further strengthen this new program. The engagement of Hawaiian Studies at UH-Hilo is another vital and innovative dimension of the program that you working to establish.

The graduate program in heritage management at UH-Hilo would, without question, expand and strengthen local capacity in cultural resource management and historic preservation. I am well aware of the fact that many students in Hawai'i are place bound for various reasons including their jobs and family obligations. Establishing a graduate program in Heritage Management at UH-Hilo would enable students in the area to benefit from training and education in heritage management.

Indeed, I can easily imagine that some of our own undergraduate majors at UH-Mānoa will be attracted to your graduate program. I look forward to supporting them and your program.

Sincerely,

James M. Bayman, Professor
and Applied Archaeology Coordinator
Nov 2, 2012

TO: Vice Chancellor of Academic Affairs
    UH-Hilo

FROM: Christine Yano
       Chair, Department of Anthropology, UHM

RE: UH-Hilo Dept of Anthropology plan to develop MA in Heritage Management

I write in strong support of the University of Hawaii - Hilo, Department of Anthropology's proposal to develop and offer a Master's degree in Heritage Management. I understand that Prof. Peter Mills is submitting an Authorization to Plan.

Management of cultural resources is a critical need in the state of Hawaii. With the understanding that our cultural resources are abundant, but constantly threatened by factors such as the economy, ignorance, and negligence, skilled management is essential. As a land grant institution, the University of Hawaii holds particular responsibility to the surrounding community. The proposed Heritage Management degree would attend to this kind of responsibility by training leaders in the community to provide stewardship over some of the most valuable resources that we have—that is, elements of our past. It is only through careful management of records, physical evidence, and cultural practices of the past that might be considered "heritage" that an island culture can proceed with integrity into the future.

The proposed Master's degree in Heritage Management would be a good complement to other programs within the University of Hawaii system. For example, it would articulate well with UH-Manoa MA Track in Applied Archaeology. Prof. Mills has been in close contact with Prof. Jim Bayman who designed and now implements the Applied Archaeology track. We look forward to their future collaboration.

In sum, I want to reiterate the enthusiastic support by UH Manoa's Department of Anthropology for this proposed MA degree in Heritage Management.
MEMORANDUM

Date: 14 September 2007

To: Dr. Rose Y. Tseng, Chancellor, UH-Hilo
From: Dr. Geoffrey White, Chair, UH-Manoa Department of Anthropology
Re: Collaboration between archaeology programs at UH-Hilo and UH-Manoa

We offer our strong support for the UH-Hilo Anthropology Department’s request to enhance their program in cultural resource management. This Fall 2007, the UH-Manoa Anthropology program welcomed our first students into our newly established MA track in Applied Archaeology. We developed this applied program to respond to community needs; it offers capacity building that should help redress current problems in the state’s historic preservation system. Expanding the UH-Hilo Anthropology program can make a valuable contribution to the greater Hawai‘i community by serving Hilo-based students, and we look forward to close collaboration between the two departments as we expand our Applied Archaeology MA program at UH-Manoa.

We propose that the two programs engage in an ongoing dialogue to create programmatic strength rather than redundancy. Some potential examples of collaboration between the two archaeology programs could include but are not limited to:

1. joint revisions of existing course content to facilitate their easy transfer to the MA track in Applied Archaeology at UH-Manoa;

2. collaborative development of key graduate-level distance-learning courses that students on both campuses could take simultaneously; and

3. development of additional upper-division undergraduate and graduate-level courses at UH-Hilo in cultural resource management topics that have both an online and in-classroom component.

Such tasks (and others identified through collaborative meetings) would enable students from UH-Hilo to complete much of their MA coursework in residence on Hawai‘i Island, and reduce the amount of time on Oahu needed to complete coursework for the Applied Archaeology MA degree. Having the two departments work together will avoid duplication, generate synergy, and create complementarity. It is through such action that we can best assist the state in its mandated efforts to manage archaeological sites and historic properties in an appropriate and cost-effective manner.

cc: Virginia Hinshaw, Chancellor, UH-Manoa
Gary Ostrander, Vice-President for Research and Graduate Education, UH-Manoa
Peter Mills, Chair, Department of Anthropology, UH Hilo
Tom Dye, President, Society for Hawaiian Archaeology
TO: Representative Jerry L. Chang, Chair, Committee on Higher Education &
Representative Ryan Yamane, Chair, Tourism and Culture

FROM: Hawaiian Life Styles Program, Hawai‘i Community College

Kekuhi Kealiikanakaole, M.Ed, Hawaiian Life Styles Instructor/Coordinator;
Dr. Taupouri Tangaro, Ph.D., Hawaiian Life Styles Hula Track Director;
Erik Kalani Flores, M.A., Hawaiian Life Styles Assistant Professor, West Hawai‘i
Campus;
Sean Naleimai, M.A., Hawaiian Life Styles Kahu Ku‘una Lecturer;
Leialoha Ilae-Kaleimamahu, M.Ed., Hawaiian Life Styles Lawai‘a Track Director;
Michelle Noenoe Wong-Wilson, M.A., Hawaiian Life Style Hula Program
Instructor/Coordinator

Telephone: 808-974-7486, FAX: 808-974-7708
Email: kekuhi@hawaii.edu

HEARING: Thursday, January 31, 2008, 3pm, Conference Room 309, State Capitol
COPIES: 35
SUBJECT: Testimony in Support of HB2976, making an appropriation for
a Master’s Program in Cultural Resource Management at the University of Hawai‘i at
Hilo

Aloha mai Representative Chang and Representative Yamane, higher education committee and
committee members and tourism and culture committee members.

All professionals of the Hawaiian Life Styles Program are life residents of Hawai‘i Island,
educators and Hawaiian cultural practitioners. I am submitting written testimony on behalf of the
Hawaiian Life Styles Program at Hawai‘i Community College in support of HB 2976.

We currently offer a 17-credit Academic Subject Certificate in Hawaiian Life Styles and a two
year degree, Associate of Applied Science in Hawaiian Life Styles. Our degree has three
distinctive tracks: the Hula (sacred dance) track; the Mahi‘ai (Taro and other sustainable foods)
track; and the Lawai‘a (Fishing and marine sustainability) track. These tracks represent
generations of indigenous knowledge and intelligence, passed down through multiple generations,
while at the same time teaching contemporary skills for modern application. Instructors have
embedded in these tracks the idea of indigenous Hawaiian stewardship (a term that is comparable
to “cultural resources management” as the Hawaiian idea of management at a familial level
means to take care of rather than manage).

The newest addition to our Hawaiian Life Styles family of traditional occupational trades is what
we’re calling, Kahu Ku‘una, or Traditional Caretaker. We are proposing a comparable track of
60 credits for a two-year degree in Hawaiian Life Styles with an emphasis on cultural and natural
resource management primarily through indigenous knowledge ways and supplemented with
modern skills from the anthropological/archeological disciplines. We feel that an M.A. degree in
Cultural Resources Management, here on Hawai‘i Island will fully sustain itself after it is
established. Hawai‘i Island is a wonder with all of its natural and cultural resources, the eminent
challenge is maintaining those resources for Hawai‘i Island families, visitors, and scholars to
enjoy, study and be inspired. Many of the native Hawaiian students who come to us leave our
program feeling that they can do more for this ‘aina of Hawai‘i and/or more for their own home
communities. But they cannot do so if they are not culturally and academically prepared. To
travel to Manoa or mainland colleges is a financial and psychological hardship for many of our rural students. Access to higher degrees is very limited on Hawai’i Island, yet most of our students remain here for the rest of their lives and have an invested interest in maintaining our island’s non-renewable and sacred resources.

Peter Mills has supported our program most enthusiastically and realizes that our learners, especially our local, rural, and native Hawaiian populations need choices in higher degrees here on Hawai’i island, graduate degrees that count when it comes to making decisions about the health and welfare of the only home that we have. Please consider Peter Mills and the University of Hawai’i’s Anthropology Department’s efforts in establishing a Master’s degree program in Cultural Resources Management by appropriating the funds the program needs to establish itself. ‘O makou me ka ha’aha’a (humbly), Kekuhi Kealiikanakaole on behalf of the Hawaiian Life Styles Program.
Testimony
To the
House Committee on Higher Education
January 31, 2008
1:30pm

HB 2976 – Relating to the University of Hawai‘i

Aloha Honorable Chairperson Jerry Chang and the members of the committee:

This testimony is offered in support of HB 2976 which is a measure to establish a Master of Arts program in Cultural Resource Management at the University of Hawai‘i at Hilo.

I am a Native Hawaiian woman, a Hawaiian cultural practitioner, an educator, and a cultural resource management professional. I serve on the founding Board of Directors of Nāki‘i Ke Aho, a non-profit organization of Native Hawaiian Cultural Resource Management professionals. Currently I am an Instructor/Coordinator in the Hawai‘i Life Styles Program at Hawai‘i Community College. In addition, I teach a course in American Indian Studies at Cornell University each spring entitled Contested Terrain (EAS 340). This course is a requirement in the Earth Sciences program which brings Cornell students to Hawai‘i Island to live and study for an entire semester.

In 2001, at the age of 50, I received my Bachelor of Arts with Honors in Anthropology at the University of Hawai‘i at Hilo. During that time, I was a student of Dr. Peter Mills and was introduced to Cultural Resource Management under his tutelage. The training in the field of Cultural Resource Management and Anthropology, coupled with my training and fluency in Hawaiian culture has provided me with numerous opportunities to further my studies and to work in our communities on Hawai‘i Island, in Hawai‘i and throughout the Pacific Region.

I chose to continue my studies at University of Hawai‘i at Mānoa at great financial and emotional expense to my family because there were no opportunities to continue in my field on Hawai‘i Island and particularly at University of Hawai‘i at Hilo. I received my Master of Arts in Pacific Island Studies, and am now entering into a doctoral program at the University of Waikato in New Zealand. If the Master of Arts in Cultural Resource Management had been available to me at the time I graduated from UH-Hilo, I would have preferred to enter into that program instead.

First, I would like to commend Dr. Mills and his colleagues at the University of Hawai‘i at Hilo, not only for their outstanding program and offerings in the Department of Anthropology, but their concerted efforts to include a Hawaiian cultural perspective in all that they do. They offer several classes within their discipline that are germane to the understanding of Hawaiian culture, geography, and history. As a result, this program
attracts a large number of local and Native Hawaiian students like me who find this educational journey meaningful to our lives and our community. Despite the tremendous success in reaching out to the local and Native Hawaiian student population to enter into this field at the baccalaureate level, post-graduate employment opportunities will indeed remain at the lowest levels unless we can provide a master’s and eventually a doctoral level education in the fields of Anthropology and more specifically, in Cultural Resource Management.

Secondly, the need for expertise in the field is urgent. Like immigrant field workers, contract archaeology firms are importing recent graduates from the U.S. continent to fill low level positions as field technicians in order to meet the demands created by rampant development on Hawai‘i Island. Without any cultural knowledge or experience in Hawai‘i, each rock piling looks like an “agricultural feature”. There is no difference to the uninitiated between a fishing ko‘a, heiau or house platform.

Please assist us in ensuring that our precious cultural and natural resources are carefully managed in Hawai‘i by providing the opportunities to educate and elevate our people through the establishment of this Master’s of Arts program at the University of Hawai‘i at Hilo. The timing is urgent. The need is imperative. Your support is critical.

I urge you to pass this bill to the Tourism and Culture Committee and then to the Finance Committee for approval.

Na’u me ka ‘o ia ‘i’o
With sincere,

Noe Noe Wong-Wilson
2106 Kaiwiki Road
Hilo, Hawai‘i 96720
Tel: (808) 939-2884
TO: Representative Jerry L. Chang, Chair, Committee on Higher Education

FROM: Sean Naleimaie, Lecturer
Hawaii Community College
Kahu Kuuna: Cultural Resource Stewardship Program
Telephone: 808-974-7486, FAX: 808-974-7701
Email: naleimaie@hawaii.edu

HEARING: Thursday, January 31, 2008, 3pm, Conference Room 309, State Capitol

COPIES: 35
SUBJECT: Testimony in Support of HB2976, making an appropriation for a Master's Program in Cultural Resource Management at the University of Hawai'i at Hilo

I am Sean Naleimaie. I am a concerned Native Hawaiian. My concern for the responsible protection, preservation, and continued perpetuation of the integrity of our natural and cultural resources here in Hawaii are of utmost priority. My concern and desire to contribute in a positive manner has driven my educational path towards attaining my Master's degree in archaeology from the University of Hawai'i-Manoa. For three years I endured weekly flights to and from Hilo to Honolulu to attend classes. Although as I look back and realize it was all worth it, I remember quite clearly the toll it took on my wife and the rest of my five children both personally and financially. Yet, that is a small price to pay so that I could have an opportunity to truly affect the way our cultural resources are cared for.

Recently, I have been given the opportunity to design a new program at the Hawaii Community College in Hilo called Kahu Kuuna: Cultural Resource Stewardship program. This program is geared towards enabling more Native Hawaiians and members of our local community to be more participatory in the processes connected to the management and future stewardship of our cultural resources.

I am sure that the Legislature is aware of the State's staffing shortages in Historic Preservation, and many of the problems it has caused, and that Hawaii Administrative Rules Title 13, Chapter 281 require principal investigators conducting archaeological work or cultural impact assessments in Hawaii to possess graduate degrees in archaeology, or anthropology, or an equivalent field. Of the 26 private consulting firms operating in Hawaii, none of them have principal investigators who are of Native Hawaiian ancestry. This is despite the existence of MA training in anthropology at Manoa since 1930, and the awarding of the first Manoa Ph.D. in anthropology in 1967. The anthropology department at Manoa is re-directing their large and distinguished faculty to train more indigenous practitioners in CRM, and I am one of them, but I feel the greatest positive change will be obtained by bringing a CRM graduate program to UH Hilo.

There are just a handful of Native Hawaiians with their advanced degrees in archaeology and anthropology. There are only two Native Hawaiians with their PHDs whose focus has been primarily archaeology. I feel that this is something that needs to be changed and that as my program grows, I hope that it would foster an interest in our Native Hawaiian community, as well as our local community to take an interest in pursuing these advanced degrees so as to further affect the field in a more culturally appropriate manner. We hope to design our program here at the Hawaii Community College in concert with the proposed MA program at UH-Hilo so that we can make transitioning into a four-year degree and subsequently the MA program at UH-Hilo seamless and student friendly. I support UH-Hilo's push to begin developing this program, but to do so they will need to expand their faculty from the current number of five tenure-track instructional positions. There are several reasons why funding a program at Hilo will result in the best outcome for the State.

The UH Hilo Anthropology Department has graduated a large number of Native Hawaiian students, and many of them have had an interest in pursuing a graduate degree in CRM. Few
students with similar backgrounds have been willing or able to make the same sacrifices I have made to pursue an advanced degree. By providing the opportunity for both BA and MA degrees in Hilo, the state will most effectively expand its opportunities to provide graduate training to underserved communities, particularly to Native Hawaiian students at HCC and UHH who could continue on to graduate degrees without leaving their families and jobs.

The Big Island has an enormous land-base managed by both State and Federal agencies that could directly benefit a graduate program in Hilo. Currently, many of our B.A. level graduates majoring in anthropology are working for one of the aforementioned 26 private archaeological consulting firms, or work in entry level positions for state and federal agencies. UH Hilo students are currently working on Hawaii Island for the State Historic Preservation Division, Volcano National Park, Pu’ukohola Heiau National Historic Site, Kaloko Honokohau National Historical Park, Pu’u Honua o Honaunau National Historical Park, Pohakuloa Training Area, and several of the private consulting firms that operate in the State. Without graduate degrees, BA level graduates remain stuck in entry-level positions. Approximately half of the individuals are of Native Hawaiian ancestry, and 80% were born and raised in Hawaii. These are precisely the people who could best serve the needs of the State in identifying and protecting cultural sites as part of the state regulatory process.

Kaloko Honokohau National Historical Park has initiated a proposal to construct a 4 million dollar curatorial facility with federal monies in West Hawaii. By placing a graduate program in Hilo, it will be possible to form a strong partnership with Kaloko through graduate training in collections management that could lead to the resolution of our need to establish better curatorial facilities in the State, and simultaneously provide more opportunities for university training to one of the least well served populations of potential college students in Hawaii.

This bill is necessary to re-establish a strong and efficient historic preservation program for Hawaii. I envision a holistic training program in cultural resource management that will engage and empower individuals of local ancestry in the management of their own heritage. Without such a program, we will continue to suffer staffing shortages in key regulatory positions, and foster unneeded distrust between our constituencies and those charged with leading historic preservation projects in Hawaii.

Thank you for the opportunity to testify. If you have any questions I would be more than happy to address them to the best of my ability, or you may contact me at the address and telephone number submitted with the written copy of this testimony.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Sean P Naleimaile
Media Specialist/Lecturer
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Haunani Olds

From: Thomas Dye [sha@tsdy2.com]
Sent: Wednesday, January 30, 2008 3:02 PM
To: HEDtestimony
Cc: Society for Hawaiian Archaeology
Subject: Testimony in Support of HB 2976 and HB 3238

TO: Representative Jerry L. Chang, Chair
House Committee on Higher Education

FROM: Thomas S. Dye, Ph.D., President
Society for Hawaiian Archaeology
Telephone: 808-529-0866, FAX: 808-529-0884

HEARING: January 31, 2008 at 3:00 PM in Conference Room 309
SUBJECT: Testimony in Support of HB 2976 (Establishes a culture
resource management graduate level program and the University of Hawaii in Hilo) and HB
3238 (Establishes an applied archaeology graduate program at the University of Hawaii in Manoa)

I am Dr. Thomas Dye, President of the Society for Hawaiian Archaeology (SHA). We have over
200 members that include professional archaeologists and advocates of historic
preservation in general. I write to express SHA’s strong support for HB 2976 and 3238,
both of which propose to add new opportunities for educational and professional training
in archaeology and historic preservation to our state university.

HB 2976 proposes the establishment of a graduate level program in cultural resource
management (CRM) at the University of Hawaii at Hilo (UH Hilo). A CRM program would build
upon the cooperative and amicable relationship that currently exists between the UH Hilo
anthropology department and Ka Haka Ula o Keelikolani, the College of Hawaiian Language at
UH Hilo, and the Kahu Kumu: Cultural Resources Stewardship program developed by staff at
Hawaii Community College in Hilo. Many of the individuals who have successfully completed
these undergraduate programs are seeking opportunities for graduate work and
certifications in cultural resource management, anthropology, or similar fields. The
proposed program at UH Hilo would meet these needs and provide local students an in-state
and on-island setting for advanced training. A number of SHA members who reside on Hawaii
Island would be very pleased to see UH Hilo add graduate training in CRM to its programs
so that they could pursue this accreditation without having to leave home. Receiving a
graduate degree from this program would also enhance their ability to qualify for a number of
positions on Hawaii Island that require a graduate degree, whether with the State or
Federal governments or with a private company.

HB 3238 proposes the establishment of a graduate program in applied archaeology at the
University of Hawaii at Manoa (UH Manoa). In the last year, the Anthropology Department at
UH Manoa has begun a program in applied archaeology that offers a Master’s degree to
qualified candidates. Passage of HB 3238 would build upon this beginning by allowing for
the expansion of the program, thus including more eligible students as well as providing
for student internships and a rotating faculty position, to be held on a yearly basis by
archaeological professionals working in the local community.

In addition, HB 3238 calls for greater cooperation between the UH Manoa and the various
public and private entities that are currently working in historic preservation in Hawaii.
Within the University community, the proposed program in applied archaeology will provide
on-campus and distance learning opportunities for qualified candidates throughout the
university system. Outside of the University, collaboration with the professional CRM
community in Hawaii and elsewhere will provide students in the program with invaluable
opportunities for training, research, and employment.

SHA strongly endorses both of these measures. We see the need for a locally based,
accredited graduate program in applied archaeology or cultural resource management or a
closely related area. There is a widespread need in the private sector and in government
for a cohort of qualified CRM professionals and archaeologists who are locally trained,
and who meet national standards as well. While we cannot make any judgment as to the
priority given one of the two programs proposed in HBs 2976 and 3238, we can definitely
state that they are needed and wanted now.

Should you have any questions or if I can be of assistance, please feel free to contact me at the above email address or phone and fax numbers.

Thomas S. Dye, Ph.D
President, Society for Hawaiian Archaeology
Representative Ryan Yamane
House Tourism and Culture Committee

Julie M. E. Taomia, Ph.D.
Senior Cultural Resource Specialist
Pacific Cooperative Studies Unit/Research Corporation of the University of Hawaii at US Army Pohakuloa Training Area, Hawaii Island
(808) 937-3715

Day and Date of Hearing: Unknown

Support of HB 2976

I am a professional archaeologist currently working as a in-house contractor for the U.S. Army at Pohakuloa Training Area through the Pacific Cooperative Studies Unit of the Research Corporation of the University of Hawaii. I have worked in the State of Hawaii for two years, previously at the State Historic Preservation Division as the Hawaii Island Archaeologist. I have worked as an archaeologist in the Pacific for 17 years, including 8 years at the American Samoa Historic Preservation Office and two years in American Samoa as a private consulting archaeologist. I am providing written testimony as a private individual in favor of HB 2976, proposing to establish a culture resource management graduate level program at the University of Hawaii in Hilo. The UH Hilo is an appropriate venue for the development of such a program for a number of reasons. These include:

- Hawaii Island has many large land holding federal and state agencies that can provide functioning cultural resource management examples for students and opportunities for internships and partnerships. These agencies are required by federal and state laws to responsibly manage cultural resources on land they control. These include the U.S. Army, the National Park system, the State and County parks, as well as the forest refuges across the island.

- Such a program at the UH Hilo would benefit these government agencies at all levels. Currently employees of these agencies who seek to pursue a graduate degree in cultural resource management must make arrangements to study on Oahu. The federal Historic Preservation laws require that cultural resource projects be supervised by someone with at least a Master's degree in an appropriate field. Because it has been difficult to find individuals with these qualifications on Hawaii Island, creative arrangements are often made. My own program at the U.S. Army Pohakuloa Training Area through PCSU/RCUH has found it too difficult to find individuals with a master's degree to fill the positions, therefore most of our positions require a bachelor's degree, whereas most of the positions in our counterpart office on Oahu require a minimum of a Master's degree in an appropriate field of study. Currently the only option for any of our staff to study for a Master's is to make arrangements to study on Oahu; two of our current staff members have expressed interest in pursuing graduate degrees.

- A certificate program in Cultural Resource Management is already in place at Hawaii Community College. This program can work in concert with the proposed graduate program at UH Hilo, as well as feeding prepared students into the graduate program at UH Hilo.

- The Anthropology Department at the UH Hilo has a good working relationship with the Hawaiian Language program and members of the Hawaiian community. It is essential that a good working relationship be nurtured

1/30/2008
and maintained between archaeologists and Native Hawaiians if the cultural heritage of this State is to be protected and preserved. The UH Hilo Anthropology Department is well positioned to realize this goal. This program can through these relationships develop individuals versed not only in archaeology and the rules and regulations of cultural resource management, but also in a Native Hawaiian perspective who can serve as cultural monitors, a role increasingly required for development projects in this State.

Support of this program at the UH Hilo will contribute to the success of historic preservation programs in federal, state and county agencies, as well as in the private sector. Thank you for your time and attention.

Sincerely,

Julie M. E. Taomia, Ph.D.
Pacific Cooperative Studies Unit/Research Corporation Univ. of Hawaii
Pohakuloa Training Area

Be a better friend, newshound, and know-it-all with Yahoo! Mobile. Try it now.
TO: Representative Jerry L. Chang, Chair, Committee on Higher Education

FROM: Tanya Souza, Archaeologist
Pacific Legacy, Inc.
P.O. Box 1294
Kealakekua, Hawai‘i 96750
Telephone: 808-989-1964
Email: tanyamaliasouza@gmail.com

HEARING: Thursday, January 31, 2008, 3pm, Conference Room 309, State Capitol
SUBJECT: Testimony in Support of HB2976, making an appropriation for
a Master’s Program in Cultural Resource Management at the University of Hawai‘i at Hilo

I am Tanya Souza and I am an archaeologist from Pacific Legacy, Inc., a private consulting firm here in Hawai‘i. I have been employed with Pacific Legacy, Inc. for one year and have worked on Hawai‘i and Maui Island. I am also a recent graduate from UH Hilo and have received a B.A. in anthropology. I am testifying in support of the HB2976, a Master’s Program in Cultural Resource Management at the University of Hawai‘i at Hilo.

Earlier this year, I applied for the new MA track in Applied Archaeology at UH Mānoa, and look forward to hopefully participate in the program this fall. I am appreciative that the University now provides the opportunity for archaeologists like me, who are in entry-level positions, to apply for a graduate level degree in CRM. The program will provide me with the professional skills pertaining to historic preservation, including conducting CRM projects, managing archaeological collections, and taking part in public education and community outreach.

Luckily for me, I have the time and resources to participate in the new Applied Archaeology program at UH Mānoa. However, some local students that I have been acquainted with do not have the same opportunity to apply to the program, due to the hardships of traveling and family obligations. A Master’s Program in Cultural Resource Management at UH Hilo will provide the same opportunity to those students with the advantage of working hands-on with an island that is currently overwhelmed with new development. During my attendance at UH Hilo, I was well aware of the close relationship between the anthropology program and the College of Hawaiian Language, Ka Haka ‘Ula o Keʻelikolani. I also took notice to the Native Hawaiian students that were interested in anthropology and perhaps would consider a graduate degree in CRM. The MA program if offered at UH Hilo would allow students of Kahu Kuuna: Cultural Resource Stewardship (the additional A.A.S. track offered at Hawaii Community College’s Hawaiian Lifestyles Department in Hilo), and undergraduate students at UH Hilo to pursue a graduate degree in cultural resource management.

As a local archaeologist, I support the efforts of a Master’s Program in Cultural Resource Management at the University of Hawai‘i at Hilo. I would like to see future students have the option of choosing a graduate program for CRM in Hawai‘i. I would like to see graduate
students contribute their time and efforts towards the historic preservation on Hawai‘i Island. Thank you for the opportunity to testify.
Re: SB2469 and HB2976

To: Representative Jerry L. Chang, Chair Higher Education Committee  
HEDtestimony@capitol.hawaii.gov

From: Ruth Levin  
P.O. Box 1118  
Volcano, HI 96785  
808-967-7383  
Email: ruthlev@aloha.net

January 30, 2008

I am testifying in support of SB2469 and HB2976 to establish a Culture Resource Management graduate level program at the University of Hawai‘i in Hilo.

As a concerned citizen, an educator on the cultural and natural resources of Hawai‘i and one who honors the history and archeology of Hawai‘i, I am writing in support of this initiative.

The Island of Hawai‘i has far and away the largest land base of all the islands, and most of the remaining cultural resources are located here. Evaluating and interpreting historic and archeological sites are required for the many appeals for approval for development projects in our islands. This process is greatly backlogged in our state due to the lack of qualified people to provide this mandated service. A Cultural Resource Management masters program at UH-Hilo will help to reduce the critical shortage of trained professionals in Hawai‘i and throughout the Pacific.

Developing this option at UH-Hilo will add to a professional work force, conserve our precious history and archeology and educate the people of Hawai‘i and the Pacific in this crucial area. The option for people with strong local ties, particularly those of Hawaiian ancestry, would be greatly enhanced with a Cultural Resource Management masters program at UH-Hilo. In addition to the overall shortage of trained professionals in this field is the virtual lack of those with the strongest ties to our cultural resources, those of Hawaiian ancestry.

The economic and cultural benefits of increasing understanding and protection of historic and cultural resources in Hawai‘i are immeasurable. That which is unique about Hawai‘i, including its precious cultural and historical heritage, sustains and guides us. Residents, both kama‘aina and malahini alike, treasure Hawaiian cultural and historical heritage. Visitors to our state always note that this as a main reason to travel here. Adding this Cultural Resource Management program to the successful blossoming of UH-Hilo’s educational options will enhance the interpretation and preservation of our cultural resources.
I urge the committee to pass SB2469 and HB2976. Thank you for this opportunity to testify.
TO: Representative Ryan Yamane, Chair of Tourism and Culture

FROM: Amanda Johnson, Archeologist
National Park Service
Kaloko-Honokohau National Historical Park
Telephone: 808-329-6881 xt. 211, FAX: 808-329-2597
Email: Amanda_Johnson@nps.gov

HEARING: Thursday, January 31, 2008, 3pm, Conference Room 309, State Capitol
SUBJECT: Testimony in Support of HB2976, making an appropriation for a Master's Program in Cultural Resource Management at the University of Hawai‘i at Hilo

Thank you, Representative Yamane for accepting this testimony. My name is Amanda Johnson and I am an archeologist for Kaloko-Honokohau National Historical Park. I have a master's degree in anthropology, and have been working in the field of archaeology for over ten years. As an archeologist, and an alumni from a well-respected anthropology program (Northern Arizona University), I am writing this letter in support of HB2976, making an appropriation for a Master's Program in Cultural Resource Management at the University of Hawaii at Hilo.

My position with the National Park Service is unique, in that I am entrusted not only with the responsibility of protecting and preserving archeological resources, but as an employee of Kaloko-Honokohau National Historical Park our division is also responsible for helping the Park fulfill it's mandate of perpetuating Native Hawaiian traditions, culture and history. Also, we are mandated to hire Native Hawaiians whenever possible. Ideally, in our division the archeologists would be lineal descendants from this area, with family connections to this land. To fill these positions, we need qualified Native Hawaiian applicants. However, it is often difficult to find qualified applicants, with advanced degrees.

At the moment, Hawaiian scholars with a focus in archaeology and anthropology must leave the Big Island and move to Oahu to pursue higher education beyond a Bachelor's Degree. This fact prohibits many Hawaii residents and promising young scholars from receiving an advanced degree in this field. Often family obligations and the expense of making this move makes it impossible to reach this goal.

This is unacceptable for several reasons. First, Native Hawaiian students should have access to education in the increasingly important field of archaeology, as they are the ones who should be learning, interpreting and involved in the history, and determining the future of their kupuna's remains and archaeological sites. They are the ones who should have a say in how the past is treated on this island. The younger generations in Hawaii need the proper education in order to protect the past and the land of their ancestors. Second, this island is currently under an onslaught of development, with archaeological
sites being destroyed every day to make way for new shopping centers, housing developments and resorts. The need for qualified archaeologists, familiar with this 'aina and the archaeology of the area, as well as the unique problems faced by field archaeologists on this island (invasive vegetation) is monumental right now. These archaeologists need to be educated in the required environmental compliance and National Historic Preservation Act compliance. A master's degree is often the only way to obtain jobs in higher levels to deal with these issues.

Professionally, with a B.A. one can only go so far in the National Park Service as an archaeologist. To be able to compete for higher level federal, state and private contract firm positions the applicant must meet the Secretary of Interior Standards for archeologist:

The minimum professional qualifications in archeology are a graduate degree in archeology, anthropology, or closely related field plus:

1. At least one year of full-time professional experience or equivalent specialized training in archeological research, administration or management;
2. At least four months of supervised field and analytic experience in general North American archeology, and
3. Demonstrated ability to carry research to completion.

In addition to these minimum qualifications, a professional in prehistoric archeology shall have at least one year of full-time professional experience at a supervisory level in the study of archeological resources of the prehistoric period. A professional in historic archeology shall have at least one year of full-time professional experience at a supervisory level in the study of archeological resources of the historic period.

A master's program in cultural resource management at the University of Hawai'i at Hilo is imperative to protect the archaeology and the history of Hawai'i island. Simply expecting everyone from this island to drop family responsibilities and endure the economic hardships of moving to Oahu or the mainland to pursue higher education is unacceptable. Please support and approve HB2976, the future and past of our island depend on it.

Thank you,

Amanda E. Johnson

Amanda E. Johnson (Mandy)
Archeologist
Kaloko-Honokohau National Historic Park
National Park Service
73-4786 Kanalani Street #14
Kailua-Kona, HI 96740

(808) 329-6381 x 211 (office)
(808) 960-6418 (work cell)
(808) 329-2397 (fax)
TO: Representative Jerry L. Chang, Chair, Committee on Higher Education

FROM: Lehua Wilson and Ashton Kekailoa Dircks
2106 Kawaiwiki Road.
Hilo, HI 96720

HEARING: Thursday, January 31, 2008, 3pm, Conference Room 309, State Capitol

COPIES: 35

SUBJECT: Testimony in Support of HB2976, making an appropriation for a Master's Program in Cultural Resource Management at the University of Hawai‘i at Hilo

Aloha mai kakou,

We are former students of the Anthropology program here at the University of Hawai‘i at Hilo and attained our B.A. in Anthropology in Spring 2006. We entered into the field of Anthropology because of a deep sense of kuleana we felt towards our kupuna and their works that still remain today, including their burials.

As students in the B.A. program, we were given the opportunity to investigate the legislation and policies concerning Cultural Resource Management of our mea ku‘una, our cultural treasures here in Hawai‘i. We quickly realized the sad state of affairs concerning our Cultural Resource Management and decided as individuals and as a couple to dedicate our lives to their proper management and protection. Unfortunately work in this field requires higher degrees that are not currently offered at the University of Hawai‘i at Hilo. We are asked to leave our homes, and the community and Cultural Resources that we as descendants are obligated to protect to pursue a higher degree in Archaeology or Cultural Resource Management, so that we can be considered professionals in this arena. And that is hewa.

Hawai‘i Island is lako, abundant, in Cultural Resources that are threatened daily by development and casual non-chalant attitudes of people who have no connection, genealogically or otherwise, to this place besides the Million-dollar view outside their homes. Hawai‘i Island offers the widest array of environments, from rain forest to desert, steeped in Cultural Resources that in recent history has been left to the capitalistic wolves. Offenses to these resources even include the destruction of sites on the National Historic Register with no repercussions, not even an apology. Once again, Hewa.

As life long students, and Academics, we have always believed that education is the best defense against ignorance. Ignorance is the state of the times in reference to Cultural Resource Management. The Anthropology Department under the directorship of Peter Mills has made great efforts at raising the level of awareness and education amongst students at the University of Hawai‘i at Hilo. Most important, the program teaches with a sense of kuleana: Cultural Resource Management is not about capital gain, it is about kuleana to the ‘aina, the environment and the people descended from it.

Hawai‘i Community College is currently working on extending the academic experience into the two year campuses, allowing for a program that specifically trains field technicians to properly manage the sites that are required under law to be surveyed. Unfortunately the buck falls short
after achieving your B.A. This is a real issue that we and many others are currently facing. As a family, we are now forced to decide how to send Ashton away, separated from his family, his support system, and his community that is the driving force behind his commitment to Cultural Resource Management in order to attain the degrees dictated as necessary by Western Governance. Need I say Hewa again?

Why should we be forced to travel abroad to study our Cultural Resources, Lehua couldn’t go to California to study Hawaiian Language. Why should we expect Ashton to go to California, or even to O’ahu, which is a very foreign place for a boy from rural Kohala, to study Hawai‘i Cultural Resources? Our Island, Hawai‘i Island, provides the best lab, our environment, for this study, There are no Sub-Alpine sites on O‘ahu to study from. So why not house the Master’s for Cultural Resource Management on this island, which provides the most diverse environment? Natural Resource conservation follows the same indigenous principles of place-based learning, which has already been recognized by legislatures through their approval of the Master’s of Tropical Conservation Biology & Environmental Science at the University of Hawai‘i at Hilo.

The ideal situation is to have a 2 year degree program at each 2-year campus with a Master’s at each four year institution, to provide the most opportunities to our Kanaka, we have always been the guardians of these resource, and will continue to be. Why not educate us and allow us the opportunity to be professionals in fields that we are passionate about, in fields that we insist on partaking in? We are discussing Cultural Resources that are as unique as the environment that they are found in and should be treated as thus.

We realize the realities don’t often afford the above, but we humbly ask, in the name of our ancestors and our descendants, please take SERIOUS consideration of this program being proposed for the University of Hawai‘i at Hilo. Allow us, the managers of the largest land-mass in the island chain a fighting chance at managing our Cultural Resources.

Me ka ha‘aha’a maoli no,

Lehua Wilson and Ashton Kekailoa Dircks

Na Pua o ka Moku O Keawe (descendants of Hawai‘i Island)
TO: Representative Jerry L. Chang, Chair, Committee on Higher Education

FROM: Michael L. Gregg, 75-5812 Lewa Place, Kailua-Kona HI 96740

Telephone: 808-987-1491
Email: mikegregg72@hotmail.com

HEARING: Thursday, January 31, 2008, 3pm, Conference Room 309, State Capitol

COPIES: 35

SUBJECT: Testimony in Support of HB2976, making an appropriation for a graduate degree program in Cultural Resource Management at the University of Hawai‘i at Hilo

I am Michael Gregg, a retired archaeologist and historic preservation professional with 40 years of experience in the Northern Plains, Midwest, and Mid-Atlantic region on the mainland. I now live the North Kona District of Hawai‘i County. I see a serious need for locally educated and trained cultural resource professionals.

During the past 40 years, the National Historic Preservation Act and the National Environmental Policy Act were enacted, leading to federal requirements for consideration of significant historic buildings, structures, and archaeological sites in the process of planning projects that alter the natural and built environments. All states and thousands of counties and municipalities nationwide have followed the federal lead and participated in various way in historic preservation initiatives. Historic buildings, structures, and archaeological sites have become known as cultural resources. They are nonrenewable resources of many cultural origins. Every facet of the Hawai‘ian population today has members who care deeply about cultural resources. However, in Hawai‘i we lack the numbers of academically trained cultural resource professionals to meet basic needs for respectfully and reasonably identifying and managing our nonrenewable cultural resources. A graduate degree program in cultural resource management would be an important addition to the academic anthropology program at UH Hilo. The young men and women who complete the program will be equipped to provide valuable service to the State for decades after graduation.

Cultural resources are very important to the fabric of Hawai‘ian life. When historic buildings and archaeological features are identified, interpreted for the community, and sustained, they are testaments to the accomplishments of people who have gone before us. Through appreciation of their work, living people extend respect to those who have contributed in the past. Acknowledging those who have gone before gives our lives more meaning because we can see the products of our work will be appreciated by those who come after us.

When a historic building or an archaeological feature is destroyed, it is a disrespectful action that diminishes everyone’s quality of life. We are less inclined to be contributing participants in our communities when we see past efforts disrespected. When our community allows the destruction of historic buildings and archaeological features that are important to living community members, it is thoughtless and disrespectful. We need more cultural resource management
professionals to work with local communities, planners, and businesses to identify, protect, and interpret significant cultural resources.

The Department of Anthropology at UH Hilo is an appropriate location within Hawai‘i’s network of institutions of higher education for this proposed graduate program. The Department chairperson, Peter Mills, is ready, willing, and able to begin building a program. He is a highly qualified and respected archaeologist with extensive experience in many facets of the culture history of the Big Island and the State.

I believe the Committee on Higher Education will be providing a valuable service to the people of Hawai‘i by supporting the development of this important program.
TO: Representative Jerry L. Chang, Chair
Representative Joe Bertram, III, Vice Chair
Committee on Higher Education

FROM: Kanoe Suganuma-Wilson
Suganuma-Wilson 'ohana

HEARING: Thursday, January 31, 2008, 3:00 pm, Conference Room 309

SUBJECT: Support of HB 2976, Relating to University of Hawaii

Aloha. My name is Kanoe Suganuma-Wilson and I speak on behalf of my self and my 'ohana. Today testify to register our full and enthusiastic support for HB 3238.

This legislation will help resolve the current historic preservation crisis by providing training in Hawaiian archaeology to professionals involved in the identification and protection of human burials and grave goods, cultural resources, and archaeological sites. Funding for a Master's in Arts Cultural Resource Management at UH-Hilo will enable the State to comply with its moral obligation and legislative mandate to protect Hawai'i's cultural heritage and strengthen ties between the university and the public. The program and the proposed planning sessions will create a public dialogue on historic preservation among numerous communities, state agencies, professional interests. The MA in Cultural Resource Management in Hilo will also provide distance learning across the state and involve faculty from other UH campuses. Students will receive paid internships that will directly contribute to their education and to the increased protection of cultural sites and resources. This program will increase the employability of students entering government and private sectors.

The Hawaii Community College started a new program this semester (Kahu Kuuna: Cultural Resource Stewardship), supporting the vision of both MA programs in Hilo and Manoa. This will only benefit learners in the community and foster their opportunities to continue with their advanced degrees.

For these and many other reasons, we urge the committee to pass HB 2976. Mahalo.
UNIVERSITY OF HAWAIʻI SYSTEM
LEGISLATIVE TESTIMONY

SB 2469 – RELATING TO THE UNIVERSITY OF HAWAIʻI

Testimony Presented Before the
Senate Committee on Agriculture and Hawaiian Affairs
and the
Senate Committee on Education

February 8, 2008

by
Rose Tseng
Chancellor
University of Hawaiʻi at Hilo
Testimony Presented Before the Senate Committee on Agriculture and Hawaiian Affairs and the Senate Committee on Education February 8, 2008 at 1:15 p.m.

by Rose Tseng Chancellor, University of Hawaiʻi at Hilo

SB 2469 RELATING TO THE UNIVERSITY OF HAWAIʻI

Chair Tokuda, Chair Sakamoto and Members of the Committees

Our local media have made us fully aware of the State's staffing shortages in Historic Preservation, and many of the problems it has caused, and that Hawaiʻi Administrative Rules Title 13, Chapter 281 require principal investigators conducting archaeological work or cultural impact assessments in Hawaiʻi possess graduate degrees in archaeology or anthropology, or an equivalent field. We strongly believe that many of the current problems in the state's historic preservation program could be resolved by providing graduate training in cultural resource management at UH Hilo.

There are several reasons why the UH Hilo campus would provide the best opportunities for effecting positive changes in the overall number and composition of Cultural Resource Management professionals in Hawaiʻi. Of the 26 private consulting firms operating in Hawaiʻi, none of them have principal investigators who are of Native Hawaiian ancestry. This is despite MA training in archeological topics at Mānoa since 1930, and the awarding of the first Mānoa Ph.D. in anthropology in 1967. Notably, the anthropology department at Mānoa is re-directing their large and distinguished faculty to train more indigenous practitioners in Cultural Resources Management (CRM), but we feel that the greatest impact for increasing the number of indigenous practitioners in CRM can be obtained by establishing a CRM graduate program in Hilo.

We hope to design our program in concert with the extant graduate training program at Mānoa and with feeder programs from other UH campuses, but we will need to expand our faculty from the current number of five tenure-track instructional positions. There are several reasons why funding a program at Hilo will result in the best outcome for the State.

First, the UH Hilo anthropology program maintains strong ties with Ka Haka `Ula O Keʻe elikōlani, our highly acclaimed College of Hawaiian Language, and it is our mutual mission to better serve the needs of the Native Hawaiian community and State by placing more Native Hawaiians and other individuals of local ancestry in key management positions in historic preservation. Because our anthropology program and our relationship with Ka Haka `Ula O Keʻe elikōlani is so amicable, we can build meaningful partnerships between indigenous communities and our proposed resource management program.

Second, Hawaiʻi Community College's Hawaiian Lifestyles Program in Hilo has already initiated an additional A.A.S. track called Kahu Kuuna: Cultural Resource Stewardship,
directed by one of our graduates, Sean Naleimaile, who undertook Herculean efforts to finish his MA at Mānoa despite being a Hilo resident who is married, and a father of six. He was forced to commute between Hilo and Mānoa to finish his graduate degree and few students with similar backgrounds have been willing or able to make the same sacrifices. By providing the opportunity for both BA and MA degrees in Hilo, the State will most effectively expand its opportunities to provide graduate training to underserved communities, particularly to Native Hawaiian students at HCC and UHH who could continue on to graduate degrees without leaving their families and jobs.

Third, the Big Island has an enormous land-base managed by both State and Federal agencies that could directly benefit a graduate program in Hilo. Currently, many of our B.A. level graduates majoring in anthropology are working for one of the aforementioned 26 private archaeological consulting firms, or work in entry level positions for state and federal agencies. UH Hilo students enrolled in our anthropology program over the last ten years are currently working on Hawai‘i Island for the State Historic Preservation Division, Volcano National Park, Pu‘ukohola Heiau National Historic Site, Kaloko-Honokōhau National Historical Park, Pu‘uhonua O Hōnaunau National Historical Park, Pohakuloa Training Area, and several of the private consulting firms that operate in the State. Without graduate degrees, BA level graduates remain stuck in entry-level positions. Approximately half of the individuals are of Native Hawaiian ancestry, and 80% were born and raised in Hawai‘i. These are precisely the people who could best serve the needs of the State in identifying and protecting cultural sites as part of the state regulatory process.

Finally, we understand that Kaloko-Honokōhau National Historical Park has initiated a proposal to construct a 4 million dollar curatorial facility with federal monies in West Hawai‘i. By placing a graduate program in Hilo, it will be possible to form a strong partnership with Kaloko through graduate training in collections management that could lead to the resolution of our need to establish better curatorial facilities in the State, and simultaneously provide more opportunities for university training to one of the least well served populations of potential college students in Hawai‘i.

We truly believe that this bill is necessary to re-establish a strong and efficient historic preservation program for Hawai‘i. We support the intent of the bill but are concerned about the cost incurred upon its passage. Notably, this initiative was approved in the UH Hilo budget priority process and recommended to the President. Since it did not make the Board of Regents listing we are unable to support this bill at this time because it is not part of the Board of Regents approved requests.

Thank you for the opportunity to testify. If you have any questions, I would be more than happy to address them to the best of my ability or you may contact me at 974-7444.
APPENDIX 9: DECOLONIZING HERITAGE MANAGEMENT IN HAWAI‘I

Decolonizing Heritage Management in Hawai‘i

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Hawai‘i struggles with many issues confronting heritage management programs globally. While some State Historic Preservation Offices (SHPOs) regularly engage in long-term planning and public outreach, the Hawai‘i SHPO often struggles with regulatory buckalogs, staff reductions, and frequent staff turnover. Nevertheless, grassroots efforts to better manage Hawaiian cultural sites are becoming more prevalent. We summarize key trends that have affected Cultural Resource Management (CRM) in Hawai‘i since the 1960s and address how relationships between CRM professionals and indigenous communities have transformed over that time. One of the largest obstacles to the decolonization of heritage management in Hawai‘i has been the under-representation of CRM professionals from descendant communities. A contributing factor is a common perception that CRM (as it is often manifested in archaeological studies prior to development) is anachronistic to Hawaiian values. A second factor is that state regulations require principal investigators in CRM firms to obtain graduate degrees in anthropology or closely related fields, but opportunities for graduate training in Hawai‘i are limited. Here, we make the case that community-based archaeology is a vital aspect of Hawaiian cultural revitalization, and that the extension of graduate programs in heritage management to predominantly indigenous communities is essential to decolonization efforts.

Keywords: Heritage Management; Cultural Resource Management; Indigenous Archaeology; Polynesia, Hawai‘i; Applied Archaeology

Introduction

In 1935 the Historic Sites Act established a new category of historic properties in the United States known as National Historic Landmarks (NHLs). This designation was intended to provide stewardship and funding for historic properties of special significance across the nation, and NHLs remain a highly significant part of US federal historic preservation efforts. One of the seven National Historic Landmarks on Hawai‘i Island is Mo‘okini Heiau, which is a monumental Native Hawaiian stone ritual site associated with the famous voyager Ha‘ao, who arrived in Hawai‘i many generations before Captain Cook reached the islands in 1778. The roughly rectangular stone-walled enclosure, approximately 3000 m² with walls up to four meters high and three meters thick, was once surrounded by an expansive chiefly residential complex that continued for at least a mile to the south of the heiau (Cordy, 2000).

The site is an atypical tourist site. It sits in a remote location along the northern coast of Hawai‘i Island in the midst of old sugar plantation fields, which have erased many of the features of the chiefly complex. The 4-wheel drive track which runs past the site, is usually packed with muddy pools deep enough to flood a small rent-a-car and submerge the radiator grills of pick-up trucks. Consequently, most visitors wander their way around the mud pits on foot for about a mile from the last section of paved road. The land is managed by Hawai‘i State Parks, which mows a grass lawn surrounding the heiau, but no employees are on permanent duty. On a typical day, anyone who ventures to Mo‘okini Heiau will be in solitude, with nothing but the sun and wind to contend with while strolling around the site. In the winter months, humpback whales are usually visible from the site, breaching amidst the whale-watching activity or the North Shore. For anyone sensitive to the colonial environment which has rendered this ancient cultural site into a quaint and isolated scene for adventure often taken by non-culturally affiliated tourists the very act of visiting Mo‘okini evokes an uncomfortable sense of misappropriation. The solitude, lack of shade, and constant wind can close in on one’s senses, disengaging visitors from the frenetic pace of the surrounding world, and creating an anachronistic sense of being in the past, or in a post-apocalyptic future, or both. The illusion of timelessness in the sparsely inhabited landscapes is only interrupted by the presence of a single bronze plaque mounted on a small boulder outside the heiau entrance. It is embossed as follows:

MOOKINI HEIAU
HAS BEEN DESIGNATED A REGISTERED NATIONAL HISTORIC LANDMARK
UNDER THE PROVISIONS OF THE HISTORIC SITES ACT OF AUGUST 21, 1935
THIS SITE POSSESS ES EXCEPTIONAL VALUE IN COMMEMORATING AND ILLUSTRATING THE HISTORY OF THE UNITED STATES
What is particularly noteworthy about the bronze plaque is that someone has nearly pounded the embossed words "UNITED STATES" and "US" into oblivion. The sustained effort necessary to obliterate these words would have been an emotional catharsis, likely expressing contempt for the US government that helped overthrow the indigenous Hawaiian monarchy in 1893. The act reclaims Mo'okini for Hawaiian people as a significant part of indigenous heritage, and rejected its imperialist appropriation as heritage of the United States. The symbolism of this act is potent and emblematic of the global themes represented in this volume. As anthropologists engaged in heritage management, we are uncomfortably aware of how anthropology and heritage management can contribute to colonization. The Historic Sites Act was intended to preserve and commemorate cultural heritage for the benefit of the nation, but the history of the United States is filled with nationalist hegemony and indigenous resistance, and heritage management is frequently an embattled stage on which these contests play out. Although the bronze plaque was probably placed at the site in good faith and with good intentions, the language on the plaque was clearly offensive for understandable reasons.

A successful post-colonial heritage management system in Hawai'i has to recognize these contested histories in order to overcome the colonial past and help decolonize the present. From a distance, one might assume heritage management professionals and indigenous communities are united by a shared opposition to colonial perspectives and rampant development, but the portrayal of anthropologists and archaeologists as a manifestation of the colonial enterprise in Hawai'i remains quite common. Others envision archaeology as part of a process to eliminate indigenous people from the landscape entirely, in what is called "settle colonialism" (Kauana, 2008; Kelly, 2009; Ratner, 2011). Hawai'i is clearly undergoing a crisis in heritage management. The Hawai'i State Historic Preservation Division, underfunded and understaffed, has been unable to meet federal standards for historic preservation review, prompting the National Park Service to issue a report detailing the shortcomings of the office in March of 2010 (National Park Service, 2010). Frequently, development plans continue to destroy and encroach on Hawaiian burials, exacerbating perceptions of heritage management as a superficial approval process, "rubber stamping" development projects, while providing little meaningful protection to cultural sites (Collins, 2010; Kawelu, 2007, in press).

Despite these ongoing crises, a number of recent developments demonstrate substantial indigenous engagement within archeology and heritage management in general, and here we focus on some of the positive changes taking place in Hawai'i. To contextualize the current situation, we review some of the major transformations that Hawaiian heritage management has undergone since the 1960s.

1960s: Heritage Management without Preservation Legislation

The governmental infrastructure that offers some limited protection for Hawaiian cultural sites from modern development was largely non-existent until the 1970s. The National Historic Preservation Act (16 USC 470) passed by the US Congress in 1966 established a preservation program for federal undertakings, but with a few notable exceptions it took several years for the act to have much impact in Hawai'i (Kikuchi, 1999), and companion state legislation had not yet been drafted. A condominium development project in Kahala, on the outskirts of Honolulu, O'ahu serves as an anecdotal representation of the 1960s era. Most archaelogy in Hawai'i at that time was research-oriented, and conducted through the Bernice P. Bishop Museum (established, 1889) in Honolulu. In August of 1963 Bishop Museum archaeologist Robert N. Bower excavated a human grave in Kahala, after it had been accidentally exposed. From the coffin and associated mo'opu (grave goods), Bower estimated that the individual died in the 1820s-1840s (McManamon, 1998). The property where the grave was found was owned by Bishop Estate, a private land-trust (and separate entity from the Bishop Museum) founded in 1863 through the will of Bernice Pauahi Bishop, the great granddaughter of King Kamehameha the Great, and dedicated to creating "educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry" (Kamehameha Schools, 2010). The name of the trust was changed to "Kamehameha Schools" in 2000, and is currently ranked as the 13th most wealthy private trust in the world with a net endowment estimated at 7.2 billion dollars (Accius, 2012).

Over the next three years, despite the presence of the burial, Bishop Estate proceeded with plans to convey the land to the Kahala Beach Corporation, a private developer intending to construct a condominium complex. No state laws in 1966 required Bishop Estate to search for additional burials, and construction workers began digging the site with heavy equipment in preparation for the proposed development. Within the first week of January 1966, three more human burials were exposed, and archaeologist Robert Bower again returned to the site, and organized a small team of volunteer archaeologists from the Bishop Museum to salvage what they could. The construction schedule was briefly halted, and over the month of January, twenty-five coffins were excavated, and documented by Bower, as well as other well-known Bishop Museum archaeologists including Lloyd Seebreen, Yoshi Saito, Peter Chapman, and William Kikuchi. Dates of associated grave goods ranged from the early 1800s to the early 1900s, and the "discoveries" were regularly featured in the local newspaper, the Honolulu Star Bulletin. The headlines described the cemetery as a "significant archaeological first," and positively portrayed the archaeologists as community servants salvaging Hawaiian history from the inevitable effects of modern development. By February the developers hired Greenbush Funeral Home, Ltd. to begin removing any remaining burials with heavy equipment. Over the next two days, an undetermined number of burials were exhumed in fragments or graded over, but a total of 33 individuals from the cemetery ended up in Bishop Museum collections. These remains spent three decades at the Bishop Museum, and were eventually repatriated under the Native American Graves Protection and Repatriation Act (NAGPRA) in 1998 (McManamon, 1998).

As the story unfolded in the Honolulu Star Bulletin over the months of January and early February 1966, one woman of Hawaiian ancestry came forward and reported that several members of her family had been buried in the cemetery as recently as 1922, including her father, her sister, and her husband.
Two years later, on 4 January 1968, the woman and her son filed suit against the Bishop Estate Trustees, Kahala Beach Corporation, Pacific Construction Company, and Greenlawn Funeral Home for desecrating the cemetery. The suit claimed that although Bishop Estate owned the land around the cemetery, they did not own the burial plots, and had no right to sell them in fee simple in a conveyance to Kahala Beach Corporation (Honolulu Star Bulletin, 5 January 1968). This case is not unique for that time, but serves as a benchmark for the nature of development as well as community perceptions of archaeology and archaeologists in relation to unmarked burials. Although two linear descendants sought relief for the desecration of their relatives' graves, the general lack of community protest is noteworthy, as are the observations that the archaeologists were presented in a benign light in the newspaper stories, and were not named as defendants in the lawsuit.

1970s-1990s: Two Steps Forward and One Step Back

In 1976, the Hawai‘i State legislature passed Chapter 6E of Hawai‘i Revised Statutes that established a review process for development projects conducted under the purview of the state and counties. Although the implementation of legislation is rarely as ideal as the language expressed in the statutes, the statement of intent in Chapter 6E is worth quoting:

The legislature declares that the historic and cultural heritage of the State is among its important assets and that the rapid social and economic developments of contemporary society threaten to destroy the remaining vestiges of this heritage. The legislature further declares that it is in the public interest to engage in a comprehensive program of historic preservation at all levels of government to promote the use and conservation of such property for the education, inspiration, pleasure, and enrichment of its citizens. The legislature further declares that it shall be the public policy of this State to provide leadership in preserving, restoring, and maintaining historic and cultural property, to ensure the administration of such historic and cultural property in a spirit of stewardship and trusteeship for future generations, and to conduct activities, plans, and programs in a manner consistent with the preservation and enhancement of historic and cultural property (Hawai‘i Revised Statutes, 1976).

With the passage of Chapter 6E and the establishment of a regulatory process to implement the National Historic Preservation Act, a bureaucratic infrastructure was established to identify and hopefully protect “significant” cultural sites from the efforts of modern development. Additional funds were set aside to assist the one-person State Historic Preservation program first administered through the Division of Hawai‘i State Parks, which grew into a separate division, Hawai‘i State Historic Preservation Division (SHPD), with an expanded professional staff by 1990 (Collins, 2010). As the SHPD began to regularly require developers to complete archaeological inventory surveys of their project areas, many cultural sites on the Hawaiian landscape began to be identified. While the first projects were largely completed by Bishop Museum archaeologists and state employees, the volume of development in the state created opportunities for numerous new private archaeological consulting firms (Kirsch, 1999). By the 1990s, over 26 of these private firms were regularly operating in Hawai‘i, and continue to operate today.

Concurrent with these developments, there was a major resurgence in Hawaiian cultural revitalization in the 1970s, manifested through the reintroduction of Hawaiian language and culture in educational settings and in daily practice. Issues pertaining to the preservation and restoration of Hawaiian cultural sites featured prominently in the movement. Kathleen Kawelu (2007) summarizes three flash-point events in this era. One was the effort to end the use of ka‘u‘au‘au Island for US military bombing practice, and the return of its management to Hawaiian cultural practitioners. A second was the State’s expenditure of over 17 million dollars through the early 1990s to construct Bishop Museum to excavate sites in the way of a proposed federal highway project (H-3 freeway, O‘ahu), with little chance to re-route the highway around highly significant sites. The third event, initiated in 1986, was the excavation of over 1000 burials from a known burial dune site at Honokahua, Maui in order to construct a resort. Unlike the Kahala condominium project, the excavations at Honokahua were accompanied by large protests on Maui and at the State Capitol on O‘ahu. As a consequence, the excavations were halted, the human remains were re-interred, and the resort was redesigned, but the public image of archaeology in Hawai‘i was badly damaged.

Unlike the Kahala project in the 1960s, the conduct of private consulting firms on high-profile projects such as H-3 Freeway and Honokahua justifiably facilitated the perception of archaeology and archaeologists as an exploitative manifestation of cultural violence perpetrated as a “bus-stop to development” (Kawelu, 2007, in press). Following such high-profile failures, it was not surprising that most college students of Hawaiian ancestry were not attuned to the field of archaeology, and archaeologists working at universities in Hawai‘i found it easier to conduct their research elsewhere (White & Tengan, 2001). By 1997 archaeologist Patrick Kirch voiced his concerns on these matters at the annual Society for Hawaiian Archaeology conference. Although he noted that some students of Hawaiian ancestry were still engaged in archaeological studies, he was concerned about the general lack of archaeological engagement with descendant communities (Kirch, 1999).

As a negative reputation of archaeology gained traction resulting from projects like H-3 and Honokahua in the late 1980s and early 1990s, additional roadblocks increased the distance between heritage management professionals and descendant communities. In Hawai‘i, state regulations require that principal investigators working for one of the 26 firms licensed to conduct archaeological research possess “a graduate degree from an accredited institution in archaeology, or anthropology, with a specialization in archaeology, or an equivalent field” (Hawai‘i Administrative Rules, 2002). With archaeology’s bad reputation in descendant communities, and lacking accessible graduate programs within financial, geographic, and philosophical reach of descendant communities, the state regulations served to exacerbate a dissassociation between archaeologists and Native Hawaiians.

While Patrick Kirch praised the progress of the Hawai‘i State Historic Preservation Division in 1997, he cautioned that staffing of the office might suffer as the “deregelation” trend swept through the American populace, which is precisely what happened in Hawai‘i (Kirch, 1999). As early as 2002, there were vacancies in the O‘ahu (Island archaeologist) position that remained open for years. By 2008, various bills before the State
legislature sounded the alarm, such as Senate Bill 2906 that stated “The legislature finds that historic preservation in Hawai’i is presently in a condition of unprecedented confusion and disarray, making it nearly impossible for the State to meet its cultural obligations and legislative mandates to manage historical properties for the benefit of the various descendant communities. The discovery, identification, and preservation of archaeological sites, human burial sites, and other historic properties are increasingly threatened” (Hawaii’s Senate Bill, 2008). Four years later, in 2012, the State Historic Preservation Division still struggled to meet the demands of a Federal “Corrective Action Plan” (National Park Service, 2012), necessary to sustain federal funding of nearly 50% of the agency’s budget. The largest failure of the office is that many positions requiring graduate degrees remain unfilled.

Ongoing and Envisioned Solutions for Decolonizing Heritage Management in Hawai’i

The decolonization of Heritage Management in Hawai’i is undoubtedly a complex process, but it involves at least two major components: 1) envisioning and creating heritage management programs that engage directly with descendant communities; and 2) increasing opportunities in descendant communities for graduate education in heritage management.

Engaging Descendant Communities

In the last decade, there has been an explosion of new institutional and grassroots efforts in which descendant communities have taken on active roles in heritage management. Although Kinloch’s 1997 address stressed that some Native Hawaiians sought a moratorium on archaeology in Hawai’i, others have called for partnership with—and leadership from—descendant communities to do better archaeology (Cachola-Abad, 1999, 2013; Hall, 2013; Kawula, 2013; Nakamura & Brandt, 2013). A unifying theme in the calls for improved archaeological practices in Hawai’i is qualitative improvement in the level of engagement with contemporary Hawaiian communities (Tengan, 2001). A shift in perspective is required, for example instead of viewing and interpreting “archaeological sites” as significant only for their data, these cultural sites should be viewed as vital parts of a living Hawaiian culture.

As examples, we highlight four community-based projects that began independently on different islands. First, on the Kona side of Hawai’i Island, the for-profit arm of Kamahana Schools (Kamahana Investment Corporation) began restoring Kalapana’s Heiau, a massive 15th-Century stone ritual platform, on their property which also included the Outrigger Keauhou Beach Resort. Local Native Hawaiian families were involved in all phases of the project, and the restoration work involved detailed plane-table and digitizing maps of the structure before reconstruction began. The mapping was mostly supervised by Keone Kalawe, a Native Hawaiian trained in anthropology at the University of Hawai’i at Hilo, and who had gained experience in mapping while working with a private archaeological consulting firm. Through educational programs run by another cultural practitioner from Kona, Mahai’ula Pai, Kamahana Schools students often helped with the mapping and reconstruction work and shared in the pride of having participated in restoring a significant monument of Hawaiian culture. The project was so successful that by 2008, restoration continued at another nearby heiau, Ke’aka, and in 2012, Dr.

Greg Chun with Kamahana Schools began implementing a decision by the Board of Trustees of the Kamahana Schools to close the Outrigger Keauhou Beach Resort and begin demolition of the hotel. In its place, Dr. Chun has been planning the establishment of a Native Hawaiian educational center that will make use of cultural sites in the Kahanu’u-Keauhou region as a long-standing educational program in cultural heritage (Kamahana Schools, 2013). With the collaboration of the independent not-for-profit Kohala Center, a highly organized effort is underway to turn Kahanu’u Bay and the associated uplands into a cultural and educational learning center (Kohala Center, 2013).

On Maui in 2006, a Native Hawaiian cultural practitioner Kawewehi Puyukohe began a two-year long “Lo‘ihi Project” to restore the stone-terraced taro cultivation fields (lo‘i) in lao Valley State Park. Over 160 community members were regularly involved in clearing overgrowth and stabilizing the ancient walls, and again archaeological documentation of the original features was incorporated into the overall project. The project was featured in a documentary film, Ho’oko wai ‘A Turnin the Canoe—Navigating a Sustainable Future for Maui (Miller, 2010) which won the Audience Award at the Maui Film Festival in 2010.

On O’ahu, Rosal Cordy, the former head of the archaeology branch at the State Historic Preservation Division, moved from his regulatory job into a teaching role at the University of Hawai’i, West O’ahu, where he has now spent over a decade working with predominantly local students on applied archaeological projects. In the late 1990s, he and his research partners began the Waimāne Valley Archaeological Field Project that engaged with local high school students and college students to teach science, local history, and survey skills that students could then use to obtain jobs (Cordy, 2001, 2002). Similar to the Lo‘ihi Project on Maui, the archaeological research combined with larger community efforts to restore ancient terraced agricultural fields for taro cultivation through the Kohala Cultural Learning Center (Kaula Farm, 2013).

On Kaua‘i, a not-for-profit community organization Nā Pali Coast ‘Ohana was formed to care for cultural sites on the remote northern shore of the island (Nā Pali Coast ‘Ohana, 2013). Their main initial focus has been on ‘U‘unalo Kai State Park, which is well known for its deeply stratified sites where salt spray from the surf contributed to the excellent preservation of organic items such as bark cloth and pandanus mats located in a fishing village under an overhanging cliff. The sites at ‘U‘unalo Kai were being damaged by shoreline erosion gullies, and human activities. Nā Pali Coast ‘Ohana organized teams to clear invasive vegetation, plant native flora, and document various archaeological features. Team members work closely with Hawai’i State Parks archaeologists in these endeavors, and regularly presented the results of their work at the annual Society for Hawaiian Archaeology meetings. In 2010, the organization received the first ever “Hawai‘i Cultural Stewardship Award,” granted jointly by the Society for Hawaiian Archaeology and Nā Pali Coast ‘Ohana (2013), an independent organization of archaeologists of Native Hawaiian ancestry (Nakaikeha, 2013).

Increasing Opportunities for Graduate Education

The brief list of ongoing activities mentioned above clearly demonstrates that descendant communities are actively engaged at a grassroots level in managing their heritage, and in many
cases they are working with archaeologists or as archaeologists on their projects. But, as previously mentioned, state regulations require that principal investigators in heritage management hold graduate degrees in the field. As faculty at the University of Hawai‘i at Hilo, the authors recognize that many of our undergraduate students are of Native Hawaiian ancestry, and hope to obtain leadership positions in archaeology or related fields, so they are not just volunteering for grass-roots organizations or working for low wages as field laborers. An essential counter-point to those who have portrayed anthropology and archaeology as being inherently colonizing is that it depends on who is practicing archaeology and anthropology, and for whose benefit. To be certain, the world of cultural resource management cannot simply be separated into good indigenous cultural resource managers and bad colonial non-native professionals. Cachola-Abad (2013) recently summarized many of the key issues and conflicts of interest that have plagued cultural resource management in Hawai‘i, and without a strong State Historic Preservation Office to regulate the quantity of research, it is difficult for contracted archaeologists operating in a competitive-bidding world to regulate themselves, much less address the larger heritage management issues.

Despite these challenges, many of our Native Hawaiian students are intent on transforming the field of heritage management in Hawai‘i; they feel a responsibility to the culture and the kāpuna (elders, ancestors) to map and document cultural sites to protect them, or minimally at document them before bulldozers arrive. Instead of leaving these tasks to non-native archaeologists with fewer personal connections to the heritage, and who may or may not feel that same responsibility, they have chosen to enter a discipline held suspect by many in their communities. The problem remains that there is limited access to graduate level education in Hawai‘i. Many local undergraduate students regularly work in entry level positions at private archaeological consulting firms or for government agencies, but they hit ‘glass ceilings’ that do not allow them to open their own firms or to advance in the institutions that they work for.

In Western academia, there is often a misconception that the best graduate educations will always be obtained by concentrating the best faculty at the best schools where the best potential students will enroll. Given the social, economic and educational inequities that keep many indigenous peoples from attending the “best” schools, it is not surprising to find that Native Hawaiian students remain poorly represented at many elite academic institutions, and if those same institutions offer the only chance of obtaining leadership positions in Hawaiian heritage management, then colonial inequities will continue to dominate the field. By establishing localized training in heritage management, we seek to create more (and better) professionals who are well-versed in the specific heritage management issues that are most relevant to Hawai‘i, and who are more trusted in descendant communities because they have familial connections to those communities.

There is one large “flagship” campus in Hawai‘i (UH Mānoa) with an enrollment of approximately 29,400 students, of which 17% (3470) possess some Hawaiian or Pacific Islander ancestry, and it currently offers the only graduate degrees related to heritage management in the state. Since 2007, UH Mānoa has offered a Master’s degree in Applied Archaeology that trains archaeologists for non-academic professional positions in Asia and the Pacific. On average, however, only two to three students are admitted in the Applied Archaeology M.A. program each year, some of whom are developing their areas of expertise in Southeast Asia. Because at least 200 individuals with graduate degrees in archaeology or anthropology regularly work in Hawai‘i, many of those individuals have been trained outside of Hawai‘i. A recent national study of the Cultural Resource Management profession has predicted that the number of archaeologists with graduate degrees will need to double to meet the expected demand in the next 25 years (Altschul & Patterson, 2010). Of an estimated total of 19,150 archaeological jobs, 85% will be filled with MA level archaeologists. In total, only three students of Hawaiian ancestry have obtained Ph.D.‘s in archaeology (Kawelu, 2013); clearly extant graduate programs have not dramatically changed the overall demographics of heritage management in Hawai‘i, and we need to consider alternatives.

The immensity of the workforce needed for heritage management in Hawai‘i and throughout the Pacific calls for more extensive graduate opportunities that will reach new pools of students. One particular need is to expand the opportunities to smaller campuses (Mills, 2001). The University of Hawai‘i at Hilo is currently developing a M.A. program in heritage management. The campus on Hawai‘i Island has 4000 students, and 30% (1200) identify as Hawaiian or Pacific Islander, and approximately 50 - 70 of those students will obtain undergraduate degrees in anthropology. Because many of these students are older or already have children, few are financially or logistically able to participate in graduate programs on other islands or on the US Mainland. The intent is to significantly expand the range of educational opportunities to train heritage management professionals, and more effectively reach target populations. Furthermore, a cultural impact assessment program has yet to be developed in the islands, so the curriculum will include ethnographic training as well as archaeology, and will be more directly focused on Pacific Islander communities. The anthropology department has also developed long-term collaborative relationships with the campus’s College of Hawaiian Language, which developed the first M.A. and Ph.D. programs in the nation that awards degrees for research written and defended in an indigenous language. With the expansion of Kamehameha Schools’ own K-12 focus on cultural heritage, UH Hilo has a ready and willing partner. Kamehameha Schools is encouraging UH Hilo’s efforts to develop a M.A. program, by supporting our efforts to hire the faculty necessary to create the program. The authors envision launching the program with a cohort of nine students. Thus, the benefits of bringing a graduate program to a smaller campus offer qualitative improvements in the graduate experience that can overcome the quantitative differences in campus enrollments.

Conclusion

The State of Hawai‘i drafted “Chapter 41” with an eloquent statement of intent in 1976 that directed the State to take a leadership role in preserving, restoring, and maintaining the state’s historic and cultural properties. Unfortunately, market forces and colonial infrastructure continue to disassociate modern descendant communities from their own heritage. High-profile failures in the heritage management regulatory process have contributed to a vicious cycle which fosters stigmatization of heritage management professionals as desecrators of the past. Many (but certainly not all) in descendant communities remain distrustful of professionals in heritage management, but luckily
this is changing. Other issues persist such as high staff-turnover, poor funding, and poor morale for those in regulatory positions. This situation increases the likelihood that future high-profile failures will occur, and the vicious cycle will be repeated.

Despite these conditions, many grass-roots movements continue to foster working partnerships and positive educational experiences related to the care and protection of cultural sites. Herein, we recognize (as many have) that heritage management cannot function effectively as purely academic or regulatory exercises, but need to continually engage with descendant communities. Moreover, it is essential to remove the roadblocks of colonialism that have kept individuals in descendant communities from obtaining leadership positions in government, education, and private consulting related to heritage management. In order to accomplish this, we argue that the conventional model of establishing elite graduate programs in heritage management at the local regional academic institutions (to the exclusion of smaller institutions) needs to be changed. As an alternative, we suggest redesigning and repositioning heritage management graduate programs to make them more accessible to descendant communities.

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