CPIS Students Awarded Film Production Grants .......... 3
Eleanor Kleiber Appointed New Pacific Librarian .......... 4
CPIS Says Aloha to Retiring Faculty ......................... 4
Heyum Competition Announced ............................... 5
Service Learning at CPIS .................................. 5
Lecturers Expand PACS 108—Pacific Worlds .............. 6
CPIS Occasional Seminars .................................. 7
Student and Alumni Activities ................................. 7
Faculty and Staff Activities ................................ 8
The Contemporary Pacific, 23:1 ................................ 8
Publications and Moving Images .............................. 8
Conferences and Meetings ................................... 10
Bulletin Board .................................................. 11

CPIS BA PROPOSAL IS APPROVED!

CPIS is proud to announce that the University of Hawai‘i Board of Regents approved the establishment of a bachelor of arts degree in Pacific Islands studies on 18 November 2010. Implementation of the degree program began in January 2011. The first students could graduate as early as May 2013.

The mission of the Center for Pacific Islands Studies is to promote informed understanding of Oceania and issues of concern to Pacific Islanders. The establishment of a bachelor’s degree in Pacific Islands studies contributes to the success of the mission by targeting a large audience of undergraduate students, both majors and non-majors. Thus, the BA in Pacific Islands studies significantly expands the reach of existing academic programs at CPIS: the long-established MA and graduate certificate programs.

The interdisciplinary BA program is constructed around three new lower-division and four new upper-division PACS courses (courses housed in the Center for Pacific Islands Studies), taught by CPIS core faculty. PACS courses are supplemented by a long list of Pacific-related courses that are regularly offered by other departments and are relevant to the students’ selected concentrations. Pacific Islands studies undergraduate majors may choose among three concentrations: (1) public policy and community development; (2) contemporary regional issues; and (3) culture, arts, and performance. Service learning and community-based research are essential features of each concentration. Students will be required to satisfy core, elective, concentration, and language requirements, and design a senior capstone project.

New CPIS course offerings include
• PACS 108 Pacific Worlds
• PACS 201 Islands of Globalization
• PACS 202 Oceania on the Move
• PACS 301 Pacific Communities in Hawai‘i
• PACS 302 Contemporary Issues in Oceania
• PACS 303 Creativity and Cultural Identity in Oceania
• PACS 401 Senior Capstone Seminar

PACIFIC STUDIES: INCUBATOR OR REPLICATOR?
by Cluny Macpherson, Massey University

CPIS’s sixtieth anniversary conference, “Celebrating Connections: 60 Years of Pacific Studies,” was held 4–6 November 2010. Teresia Teaiwa, senior lecturer and postgraduate coordinator for the Programme in Pacific Studies, Va’aomanū, Victoria University of Wellington, gave the keynote address in her role as Macauley Distinguished Lecturer at the center. CPIS alumni who were featured speakers and panelists were Katerina Teaiwa, Greg Dvorak, Anne Perez Hattori, April Henderson, Joakin Peter, Keith Camacho, Sa’ili Lilomaiaha-Doktor, Michelle Kamakanoenoe Tupou, James Viernes, and Floyd Takeuchi. They joined Pacific studies faculty and students from the University of Hawai‘i and other institutions in the region and on the US continent to address a variety of topics, including building Pacific studies programs, developing links beyond academia, and teaching and learning in an age of new media. (For a full program of the conference, see www.hawaii.edu/cpis/2010conf/index.htm.)

More than 125 people attended the conference, which also featured the launching of two CPIS publications:
In conjunction with the conference, the Center for Pacific Islands Studies invited conference participants to post their pre- and post-conference thoughts on the past, present, and future of Pacific studies on the conference blog at celebratingconnections.blogspot.com. At our request, Cluny Macpherson, professor in the Sociology Program at Massey University in Albany, Aotearoa/New Zealand, and a conference discussant, expanded his blog comments for inclusion in the newsletter. We hope that his comments will stimulate a discussion of new agendas for Pacific studies.

“Celebrating Connections” was a productive and well-organized conference. It highlighted, and celebrated, the connections that now link the various Pacific studies programs that have sprung up around Oceania. The conference program was, quite understandably, focused around tracing the contributions of and connections among CPIS alumni who now lead influential and innovative Pacific studies programs in the United States, Australia, New Zealand, and Japan. The conference demonstrated the influence that one institution, CPIS, has had over time in shaping what is now understood as Pacific studies.

As the lateral and horizontal links among the CPIS alumni who now lead Pacific studies programs in the region were outlined, the connections came to resemble a web in which a center is connected to an ever-expanding set of connecting threads, which both strengthen its structure and make it an extremely efficient “machine.” In fact, as the program proceeded and the linkages were revealed, I was reminded of the pervasive influence that the Fiji School of Medicine had, and the significant contribution it made, in the postcolonial Pacific as its graduates and alumni networks came to link, first, health systems and, later, political systems throughout the region. I was reminded, too, of parallel personal experiences of this center’s influence: the ways in which visits to CPIS over many years exposed me to new ways of knowing and thinking about the Pacific, to scholars who were developing them and who passed through CPIS, and to the network of friends made at CPIS who shaped my own professional and intellectual development.

At another level, some of the conference’s most valuable lessons for me focused on ways in which those who manage Pacific studies programs have addressed various pedagogical, institutional, and resourcing challenges generated by the external economic, political, institutional, demographic, and sociocultural constraints under which the programs operate beyond Mānoa. How, for instance, does one start a program when one has first to convince colleagues, administrators, and a skeptical public that there is a need or place for such a program? How does one use social-networking technologies to connect with a new student body that is looking for new strategies for engaging with the academy? How does one deal with unprecedented growth in demand and stable—or worse, shrinking—resources? How does one recruit into and retain in Pacific studies students from nontraditional educational backgrounds with no history of engagement with the academy? How does one person fill the roles of two “giants” and integrate two programs that were set up in different ways by two very different people to achieve somewhat different ends? How does one design a program for people whose conception of the Pacific is shaped by quite different spatial and cultural conceptions of the region? These and many other questions were addressed by one speaker after another and revealed both enviable ingenuity and an almost evangelistic fervor for the task.

Hearing how people had addressed these challenges was valuable for those in Pacific studies programs who face similar constraints and who could learn how others had addressed and managed these various challenges. My respect for the people who spelled out one creative solution after another to these challenges, and for the institution that has prepared them for this work, grew as the conference proceeded. The student presentations provided examples of the commitment and enthusiasm that a new generation of CPIS alumni are bringing to Pacific studies and will take into their professional lives in and beyond the academy. So, the conference outlined and celebrated CPIS’s role in the
creation of a vital network, which is having a marked impact on the ways in which “Pacific studies” is currently defined and taught in Oceania.

But for me it also raised questions about the social and intellectual consequences of the extremely efficient replication of a particular way of thinking about and studying the Pacific. While the conference addressed and celebrated what is good about what we have, it could also have been an opportunity for reflecting on the consequences of creating such an efficient incubator. It would, in my view, have been valuable to have a session, or sessions, in which we considered the intellectual consequences of defining Pacific studies in a particular way: how does it constrain our ability to envisage the study of the Pacific in other ways? Beyond the vision of “Pacific studies” outlined by the speakers are other types of “studies in the Pacific” that are as important to, and in some ways offer more for, the people of the Pacific. Beyond the creative interdisciplinarity outlined by the speakers, which involved for the most part a relatively small range of humanities and social sciences, are other forms of interdisciplinarity that can allow us to address some of the most significant challenges faced by the region.

On reflection, it occurs to me that the discussion of Pacific studies at the conference had little to say about a significant set of issues that impact daily on the lives of Pacific citizens and the sorts of “Pacific studies” that are necessary to address these issues. For instance, some public-health issues that currently make Pacific social indicators some of the worst in the world require quite different kinds of interdisciplinary projects. To understand why health goals in the United Nations Millenium Development Goals program are not being met is crucial: this failure impacts on and stunts the opportunities of large numbers of women and youth throughout the Pacific. To identify and understand these issues requires different kinds of interdisciplinary collaborators: public-health physicians, demographers, statisticians, economists, ethnobotanists, and public-policy specialists. One could make a similar case for considering such pressing issues as the social consequences of increasing social inequality, environmental degradation, depopulation, and indeed the viability of Pacific microstates. One might consider what sets of skills and analytical models we need to address these issues, which weigh heavily on the daily lives of those who live in the villages of the Pacific. To get to these issues, we must first recognize that our acceptance of a particular vision of “Pacific studies” may prevent us from seeing another set of issues and from seeing the intellectual possibilities and practical consequences of recruiting and working with a much-wider range of disciplines.

I am not suggesting that these are “better” ways of studying the Pacific. The definitions of the core of “Pacific studies” outlined in the conference are the consequences of the necessity of focusing on what we can do with the resources that we have available and the constraints imposed by the institutions in which we work at any given time. But these other issues are crucial and have a huge impact on the daily lives of Pacific people. These problems’ very social and human significance make them at least as important as the challenges of delivering courses to relatively privileged Pacific people in metropolitan centers whose problems focus on finding ways to explain and relate to their personal history. It would, in my view, have been valuable to run some sessions in which these other “studies of the Pacific” and the sorts of interdisciplinarity that might be required to address these were discussed, if only to remind ourselves of the consequences of doing things in the ways that we do.

**CPIS STUDENTS AWARDED FILM PRODUCTION GRANTS**

How can we as students of Pacific issues and concerned community members make our research more accessible to the general public as well as to Pacific community members? Two CPIS students aiming to expand the reach of their research have been awarded Hawai’i Council for the Humanities grants for film projects that will enable them to present their findings in a universal, engaging medium. Rachel Miller, a CPIS alumna (MA, 2010) and Keola Diaz, an MA candidate, are working on projects that at first glance seem to have little in common, but are fundamentally similar in their focus on accelerated social and cultural change and the implications for Micronesian well-being, both in the islands and abroad.

Rachel Miller’s documentary video, “Marshallese Canoes and Cultural Change,” is an exploration of the state and shape of the Marshall Islands canoe tradition for Marshallese people today: how and why it has changed over time and how it articulates with broader Marshallese culture and the modern way of life. The canoe tradition is one of the foundations of Marshallese culture, and in the past it was the key to survival in the atoll nation. In addition to being a highly advanced maritime craft, Marshallese canoe sailing embodies many of the key values and practices of traditional Marshallese culture. For example, the canoe is featured in some of the best-known traditional legends and proverbs, in which it is frequently used as a metaphor to teach positive cultural values and practices. Even the language used to describe the canoe is linked to the traditional Marshallese values of kindness, sharing, and community. Today Marshallese culture is changing rapidly, and most Marshallese no longer know how to build or sail canoes. What does it mean for Marshallese identity if the canoe tradition—the heart of Marshallese culture—is lost?
Miller’s video, which is aimed primarily at Marshallese community members, will analyze the tradition of the canoe as a means of understanding the broader issues of social change experienced by the Marshallese people: the nature of modern social change; contemporary issues of identity; and culture change, loss, and revival. According to Miller, “there are very few avenues through which Marshallese people can freely express their thoughts, and be heard, about issues that are important to their lives, but this video will provide one such avenue.”

Keola Díaz’s project, “From the Lagoon to the Pond,” will highlight fundamental cultural dislocations being faced by many Micronesian citizens who have migrated to Hawai’i. His video will focus on health care and will feature the life experiences of several people from the Micronesian region who have been directly affected by the State of Hawai’i’s decision to move a large number of Compact of Free Association citizens from the state’s comprehensive social medical plan (MedQuest) to a more limited plan (Basic Health Hawai’i) in response to the economic downturn. These citizens have faced the suffering and deaths of loved ones who have experienced changes in their medical coverage. The film will explore Micronesians’ challenges in dealing with a new cultural realm in which a reliance on traditional systems of authority, support, and guidance is replaced by a focus on individual agency and the need to publicly challenge those in authority in order to secure human rights and civil justice.

Díaz’s video is aimed at both the Micronesian communities and their host communities, in Hawai’i and elsewhere in the United States. For the former the video is an opportunity to present their perspective on the challenges that they face, as well as an opportunity to demonstrate their perseverance and the strength of their cultures. For the host communities, it is an opportunity to learn about an important community issue and become more informed participants in the discussion. Díaz is hopeful that the video will be a bridge that contributes to the compassion and understanding that is critical to the well-being of all well-functioning communities.

Miller’s video is supported by a Hawai’i Council for the Humanities (HCH) Regular Grant. Díaz received an HCH Emerging Talent Grant, a pilot-line grant that has only been in existence for a year. The Emerging Talent Grant makes it possible for first-time applicants with little or no institutional support and/or project experience to receive funding. For more information on HCH grants, see the website at hihumanities.org.

ELEANOR KLEIBER TO BE PACIFIC LIBRARIAN AT UH MĀNOA

The University of Hawai’i’s Interim University Librarian, Paula Mochida, announced on 18 January 2011 that Eleanor Kleiber has been hired as Hamilton Library’s newest Pacific-specialist librarian. She will join the Hawaiian and Pacific Collections on 22 April 2011.

Eleanor is currently the librarian and archivist for the Secretariat of the Pacific Community (SPC), which serves a staff of three hundred and fifty in five Pacific Islands locations. Her main office has been in Noumea, New Caledonia, where she has been responsible for collection management; research support; the library management system; designing the layout of the new library in Suva, Fiji; integrating specialized collections; and developing and implementing archival and records management policies and solutions. Eleanor received her BA in history and a BA in peace and justice studies from Wellesley College and her MLIS and master’s in archival studies from the University of British Columbia.

CPIS SAYS ALOHA TO RETIRING AFFILIATE FACULTY

The center and the university said a heartfelt aloha and mahalo to three retiring affiliate faculty at the end of 2010. The three faculty to whom we said goodbye—Lynette Furuhashi, Naomi Losch, and Jack Ward—served the center and the University of Hawai’i system with distinction over many years.

Senior Pacific Specialist Librarian Lynette Furuhashi retired from the University of Hawai’i at Mānoa library at the end of December 2010. Lynette’s career as a librarian spanned more than thirty years, all of it in the library’s Pacific Collection. She began as an intern under the collection’s first curator, the late Renée Heyum, and later joined the staff as a librarian. Following Heyum’s retirement, Lynette worked with the late Karen Peacock to continue building the collection into what is today recognized as one of the world’s premiere assemblies of Pacific material. While
Karen often served as the more public face of the Pacific Collection, Lynette worked tirelessly behind the scenes and remains one of the world’s experts on the acquisition and management of Pacific library materials. She could also be found working tirelessly behind the scenes at many Center for Pacific Islands Studies events.

Researchers throughout the world have greatly benefited over the years from Lynette’s assistance, both in person and via her long-distance reference assistance. According to Pacific Librarian Stuart Dawers, “We will all greatly miss her day-to-day presence in the library, but in true Lynette fashion she has agreed to come in on a regular basis as a volunteer. We are grateful for her ongoing help and the opportunity to continue working with her.”

Naomi Noelanioko’olau Clarke Losch, a CPIS alumna and associate professor of Hawaiian language at the UHM Kawaihuelani Center for Hawaiian Language, received her MA in Pacific Islands studies in 1980. She joined the UHM Department of Hawaiian and Indo-Pacific Languages and Literatures in 1994 and chaired the department from 2003 to 2007.

Early in her career Naomi worked at the Bishop Museum with famed Hawaiian cultural expert and Hawaiian linguist Mary Kawena Pukui and also taught at Leeward Community College (LCC) where she developed the LCC Hawaiian Language Program. In 1998, in recognition of her significant contributions to Hawaiian language education and following nomination by her former students, the State of Hawai‘i Office of Hawaiian Affairs presented Naomi with its annual award, No Ka Hana ‘Imi Na’auao Hawai‘i Maika‘i Loa—In Recognition of Excellence in Hawaiian Education.

In addition to her research and other writings, Naomi writes poetry and has poems in two important collections, Whetu Moana: Contemporary Polynesian Poems in English (2003) and Mauri Ola: Contemporary Polynesian Poems in English (2010).

Jack Haven Ward, associate professor of Tahitian and founder of the Tahitian Language Program at the University of Hawai‘i at Mānoa, received his PhD from Cornell and began his career teaching there. In 1968 he joined the UHM faculty to teach Hawaiian and linguistics and was the first director of the Hawaiian Studies Program.

Jack introduced the instruction of Tahitian in 1974 and later helped develop a student and faculty exchange agreement with the Université de la Polynésie Française in Tahiti (UPF). He has served as an adjunct faculty member at UPF, where he taught Polynesian dialectology, coordinated the visits of teachers from Tahiti, and monitored UPF students at UH Mānoa. We are grateful to Jack for his ongoing support of the center and his efforts on behalf of Tahitian at UH, and we join his former students in thanking him for the opportunity for be a part of this unique Pacific language program.

**HEYUM COMPETITION ANNOUNCED**

The Heyum Endowment Fund at the University of Hawai‘i at Mānoa was established by the late R Renée Heyum, former curator of the Pacific Collection, Hamilton Library, to assist Pacific Islanders pursuing education or training in Hawai‘i. Funds are available to support one scholarship in the amount of $3,000 for the 2011–2012 academic year. Applicants must be indigenous to the islands of Melanesia, Micronesia, or Polynesia and enrolled full-time for academic credit as graduate or undergraduate students at a campus of the University of Hawai‘i. Pacific Island students enrolled in noncredit education or training programs may also be considered for assistance.

The selection committee will review each applicant’s academic performance, potential to make a contribution to his/her country of origin, and need for financial support.

Applicants must submit a letter of application that includes a statement describing academic interests, career goals, need for support, and a plan of study for the 2011–2012 academic year; relevant transcripts of previous academic work; and three letters of recommendation. Applicants are responsible for contacting their referees and arranging for letters to be mailed directly to the Center for Pacific Islands Studies (address below).

Applications are due on 11 April 2011 and should be sent to Dr Julie Walsh Kroeker, Center for Pacific Islands Studies, 1890 East-West Road, Moore 215, Honolulu, HI 96822. Questions may be sent to Walsh Kroeker at jwalsh@hawaii.edu. Information is available at www.hawaii.edu/cpis/Heyum11.pdf.

**SERVICE LEARNING AT CPIS**

*by Julie Walsh Kroeker, CPIS Service Learning Coordinator*

As the person tasked with coordinating service learning for the new BA program, I am invited into our introductory course (PACS 108) classrooms each semester to describe what service learning, CPIS-style, really is. Service learning
means different things at different levels. Ultimately, it is a teaching strategy through which CPIS BA students learn to understand community needs; (2) reflect throughout the process of engagement in order to work in culturally sensitive ways; (3) work collaboratively with community members toward shared objectives; (4) create a product, such as a website, brochure, or film, or engage collaboratively in an activity that supports a community endeavor or effort; and (5) present the results of their service-learning experience in a public forum.

At the introductory level, the PACS 108 service-learning project emphasizes gaining awareness of communities and issues, preparing to approach communities sensitively, and listening to community organization leaders describe their organizations and goals and the activities that students may be able to attend or assist with. The interaction is structured and limited.

The 200-level courses establish group research projects that involve limited interaction with community organizations and provide the opportunity in the classroom for students to reflect on that interaction and relate it to the course curriculum.

In the 300-level courses, students and faculty commit to extended, independent interaction with community organizations, which have been contacted in advance and have clearly defined expectations. The interactions are designed so that students can both provide services to community organizations and work collaboratively with the organizations’ members. Issues relevant to working in the community are discussed in class and contextualized through course materials and lectures.

Finally, the senior capstone is a collaborative research project of direct benefit to a community or community organization. It involves an intensive time commitment and have clearly defined expectations. The interactions are designed so that students can both provide services to community organizations and work collaboratively with the organizations’ members. Issues relevant to working in the community are discussed in class and contextualized through course materials and lectures.

Having taught PACS 301 Pacific Communities, I am strongly aware of the impact service-learning courses can have on students. In fall 2010 the course focused on current issues faced by migrant Micronesian peoples in Hawai‘i, emphasizing education, heath care, and housing. Students selected one of these topics and spent a minimum of fifteen hours tutoring, helping out at a homeless shelter, or working with local Micronesian advocacy groups toward regaining health-care coverage that had been recently denied by the state.

Service learning enriches the classroom experience by personalizing learning: putting real faces and names to topics and issues. One student wrote, “The classroom learning brings the research, reading, and discussion necessary to understand an issue intellectually, while service learning brings the physical, emotional, and psychological experience necessary to connect the issue to the real world. One complements the other, and both serve to educate me and my classmates on so many different levels. I wish there were more service-learning opportunities like this class, because it has been such an eye-opener for me to study and serve the Micronesian community here in Hawai‘i, and I appreciate that very much.”

The classroom enriches service learning by providing opportunities for contextualizing hands-on experiences, discussing confusing or awkward moments, and reflecting on how interactions in the community enlighten and challenge course readings.

The “service” aspect of service learning is attested to by one of our community-organization collaborator’s comments on a student who worked at a homeless shelter: “[His] ability to share his knowledge in tutoring and compassionate mentoring style have left a valuable impression on our kids, especially on some of the older male kids whom [he] befriended.” This shelter worker echoed the goals of the program by applauding the opportunity for students to “come down and see beyond the issue itself.”

The center looks forward to establishing strong, long-lasting, reciprocal relationships with many community organizations in Hawai‘i. If you know of an organization interested in working with CPIS undergraduate or graduate students, please contact me at jwalsh@hawaii.edu or by phone at 956-2668.

LECTURERS BRING VARIED BACKGROUNDS TO PACS 108 PACIFIC WORLDS

In responding to the success of the center’s introductory course, PACS 108 Pacific Worlds, CPIS is pleased to have the assistance of three lecturers who enrich the course with their varied backgrounds and interests:

- Betty Ickes has a PhD in history from UH Mānoa, with an emphasis on the Pacific Islands. In addition to teaching Pacific Worlds at UH Mānoa, she teaches World Civilizations and History of the Hawaiian Islands at Leeward Community College, and Tokelauan language classes for Te Lumanaki o Tokelau i Amelika (Lumanaki), a school of Tokelauan language and culture in Central O‘ahu. Betty is also the volunteer executive director for Te Taki Tokelau Community, Inc (Te Taki), the charitable nonprofit and administrative arm for Lumanaki, the only Tokelauan language school in the United States, now in its seventh year of
operation. Between 2009 and 2010, with federal funding from the US Administration for Native Americans, Betty oversaw the development and production of the school’s culturally based Tokelauan language curriculum, the digitization of the existing Tokelauan dictionary, the development of Te Taki’s new website, and professional training for nine of Lumanaki’s volunteer teachers.

- Erin Cozens is currently a candidate for the PhD in the Department of History at the University of Hawai‘i at Mānoa. Her focus is on issues of gender and colonialism in nineteenth-century Aotearoa/New Zealand, and she is particularly interested in how European gender ideals were negotiated and resisted by Māori in the years after the signing of the Treaty of Waitangi. She enjoys teaching undergraduates and previously served as a teaching assistant for the UHM World History Program. Erin is committed to women’s rights around the globe and is particularly interested in gender issues affecting Pacific Islander communities both historically and in today’s world.

- Regina Woodrom Luna is teaching PACS 108 online through UHM Outreach College. She is a PhD candidate and and MA graduate of the University of Hawai‘i at Mānoa Anthropology Department in ecological anthropology, specializing in maritime and fisheries anthropology. She is also in the UHM School of Ocean and Earth Science Technology’s Oceanography Department Graduate Ocean Science/Ocean Policy Certificate Program, specializing in sea turtle conservation biology. Her interests focus on environmental anthropology, the applied branch of ecological anthropology. She is interested in traditional environmental knowledge (accuracy and applicability); experiential environmental education; marine resource management—particularly community-based marine protected areas based on traditional marine resource management techniques; sea turtle conservation biology; exploring, highlighting, and bridging gaps between the social and natural sciences; and, finally, the marine turtle as a flagship species whose cultural significance can be used to protect the ecosystems they inhabit and the cultures of the societies that interact with them. Her geographical areas of expertise are Oceania, Hawai‘i, Micronesia, Republic of the Marshall Islands, the Caribbean, and the Cayman Islands.

CPIS OCCASIONAL SEMINARS

UHM Department of History Professor David Hanlon gave a talk, “Tosiwo Nakayama and Micronesia,” on 3 December 2010, as part of a History Department series titled De-Centering the Nation State: Historical Methodology within a Pacific Geography. Hanlon, who is writing a biography of Nakayama, talked about Nakayama’s life and his deep engagement with the shaping of the Federated States of Micronesia, from its colonial roots to the implementation of its Compact of Free Association with the United States in 1986.

STUDENT & ALUMNI ACTIVITIES

The center is pleased to welcome Kelea K Levy to the MA program. Kelea, who is Native Hawaiian and was raised on the US continent, has a BA in development studies from the University of California–Berkeley. She is interested in fostering social change in the Pacific and helping Pacific Islanders redefine the political and economic geography of the region in their own terms. She plans to attend law school after getting her MA.

We are also delighted to welcome to the CPIS family Te Rerehau ‘Aila'au Helena Hanisi Pao Tamaira, born 1 December 2010. She is the daughter of Marata Tamaira (CPIS MA, 2009) and Carl F K Pao, arts editor of The Contemporary Pacific. We send warm wishes to all three!

Congratulations to alumna Tracie Ku‘uipo Losch (CPIS MA, 2004), who has been promoted to assistant professor of Hawaiian studies at Leeward Community College.

Alumnus Keao NeSmith (CPIS MA, 2002) is currently a doctoral candidate in applied linguistics at the University of Waikato in Hamilton, Aotearoa/New Zealand, and a Mellon/Hawai‘i doctoral fellow. His dissertation topic is the teaching and learning of Hawaiian language and culture in public high schools and tertiary institutions in Hawai‘i. You can read more about Keao’s activities at www.kohalacenter.org/Leaflet/Jan11/TKCleaflet0111back.html#keao.

CPIS faculty and staff were saddened to hear of the death, on 31 December 2010, of CPIS alumnus Samuel Tua Kaima from Papua New Guinea. Sam received his MA in Pacific Islands studies in 1989, as well as a Master of Library and Information Studies. He was a prominent and engaging presence at the center, and in Papua New Guinea he was a tireless, valued researcher, teacher, and advocate on behalf of keeping comprehensive records and archives. At the University of Papua New Guinea he taught archives and records management in the Department of Library and Information Studies. More recently he was a records
management consultant. A comprehensive obituary by Ewan Maidment and Brij Lal appeared in the 2010/4–2011/1 issue of Panorama, the quarterly newsletter of the Pacific Regional Branch International Council on Archives.

FACULTY AND STAFF ACTIVITIES

Affiliate faculty member and Professor of Law Jon van Dyke is working with the Commission on Customary Law and Language of the Republic of the Marshall Islands to prepare a codification of the customary law of the Marshall Islands. His article “The Pacific Judicial Conference—Strengthening the Independent Judiciary and the Rule of Law in the Pacific” will appear in the forthcoming issue of Western Legal History, a semiannual publication of the Ninth Judicial Circuit Historical Society.

In December 2010 Terence Wesley-Smith, CPIS director, and Tarcisius Kabutaulaka, CPIS associate professor, were invited speakers in a two-day workshop, “Conflict, Interventionism and State-Building: Lessons from the Melanesian Pacific and Timor Leste,” hosted by the State Society and Governance in Melanesia (SSGM) project of the Australian National University. The conference papers are available as podcasts at asiapacific.anu.edu.au/news/podcasts/date. Wesley-Smith and Kabutaulaka also traveled to Sydney to take part in a panel discussion titled Intervening in Conflict Situation. The discussion, which was sponsored by the World Bank as part of its Praxis Discussion Series, was broadcast live on radio, the Internet, and A-PAC (Australia’s public affairs television channel), and can be viewed on YouTube.

THE CONTEMPORARY PACIFIC, 23:1

Volume 23:1 of the center’s journal, The Contemporary Pacific, contains

ARTICLES

Navigating the Revival of Voyaging in the Marshall Islands: Predicaments of Preservation and Possibilities of Collaboration
Joseph Genz

Pacific Women Building Peace: A Regional Perspective
Nicole George

“Our Ancestors that We Carry on Our Backs”: Restaging Hawai‘i’s History in the Plays of Victoria Nalani Kneubuhl
Diana Looser

DIALOGUE

Becoming a “New” Museum? Contesting Oceanic Visions at Musée du Quai Branly
Margaret Jolly

On Location at a Nonentity: Reading Hollywood’s “Micronesia”
David W Kupferman

The artist featured on the cover and throughout the issue is Niki Hastings-McFall, who was born in Aotearoa/New Zealand and is of Samoan heritage. Her jewelry and her larger assemblage works refer to the urban environment while maintaining strong connections to Polynesian culture. Her work in public and private collections in New Zealand (eg, Auckland Art Gallery, Museum of New Zealand Te Papa Tongarewa, Auckland University, Chartwell Collection, Victoria University of Wellington, and Auckland Museum) and internationally (eg, British Museum in London, Museum für Völkerkund in Hamburg, Queensland Art Gallery in South Brisbane, and Tjibaou Centre in Noumea). Crucifixion, on the issue’s cover, is part of her “Vanitas” series, in which she explores the journey of life, faith in the world, and the inevitability of death.

The issue also contains political reviews for Micronesia and Polynesia and book and media reviews.

The index to volumes 11–20 of The Contemporary Pacific is available online as part of the fall 2009 issue of the journal (21:2). The direct link to the index is scholarspace.manoa.hawaii.edu/handle/10125/18532.

PUBLICATIONS AND MOVING IMAGES

Available from UH Press

Mauri Ola: Contemporary Polynesian Poems in English—Whetu Moana II, edited by Albert Wendt, Reina Whaitiri, and Robert Sullivan, includes poetry written over the last twenty-five years by more than seventy writers from Aotearoa/New Zealand, Hawai‘i, Tonga, Sāmoa, the Cook Islands, Niue, Tahiti, and Rotuma, as well as poems by Polynesian poets scattered around the world. 2010, 294 pages. ISBN 978-1-8694-0448-2, paper, US$24.00. Published by University of Auckland Press and available from University of Hawai‘i Press.

Books published or distributed by UH Press can be ordered through the Orders Department, University of Hawai‘i Press, 2840 Kolowalu Street, Honolulu, HI 96822-1888; the website is www.uhpress.hawaii.edu.
Other Publications


The Treaty of Waitangi Companion: Māori and Pākehā from Tasman to Today, edited by Vincent O’Malley, Bruce Stirling, and Wally Penetito, tells a story about the treaty that addresses some of the debates that have surrounded the document. Published by University of Auckland Press. 2010, 384 pages. ISBN 978-1-8694-0467-3, paper, NZ$45.00.

Light Interventions: Lessons from Bougainville, by constitutional lawyer Anthony Regan, analyzes the successful Bougainville peace process that ended a violent, divisive separatist conflict in Papua New Guinea from 1988 to 1997. Regan, who has lived in Papua New Guinea for seventeen years, outlines the conflict, the peace process, and the light international intervention that took place. He also assesses the limitations of this type of intervention. 2010, 212 pages. ISBN 978-1-6012-7061-0, paper, US$12.00. Published by the United States Institute of Peace.


Gender, Ritual and Social Formation in West Papua: A Configurational Analysis Comparing Kamoro and Asmat, by the late anthropologist Jan Pouwer, describes the substantial differences as well as the striking similarities between the cultures of the Kamoro and the Asmat, both living on the south coast of West Papua. Published by KITLV Press. 2010, 312 pages. ISBN 978-9-0671-8325-3, paper, US$44.00.


Making Settler Cinemas: Film and Colonial Encounters in the United States, Australia, and New Zealand, by Peter Limbrick, an assistant professor in film and digital media at the University of California, Santa Cruz, looks at the production, distribution, reception, and re-exhibition of cinema across three settler societies. The author’s analysis goes beyond readings of narrative and representation to show how cinema has mattered to settler societies. 2010, 288 pages. ISBN 978-0-2301-0264-4, cloth, US$80.00. Published by Palgrave Macmillan.


Basic Chamoru, by Jacquelyn Milman and Anna Marie Arceo, is an independent-study Chamoru language course for non-speakers of Chamoru. It is designed for self-directed study, either alone or as a supplement to other study. The text is accompanied by supplemental material that can be ordered on six CDs or one DVD. 2010. ISBN 0-974964-1-9, US$39.95. For more information, see the website at speakchamoru.com.

E Publications


A Research Strategy for the Pacific Climate Information System, an East-West Center Working Paper by Melissa L Finucane, John Marra, and James C Weyman, presents a research strategy for increasing understanding of climate-society linkages in Pacific Islands settings. It provides a synopsis of emerging research goals and illustrative activities. Environmental Change, Vulnerability, and
Pacific News from Mānoa


Journals
Volume 88 (2011) of the American Journal of Human Genetics contains the article “Ancient Voyaging and Polynesian Origins” by P Soares and others. The authors argue that Polynesian maternal lineages from Island Southeast Asia gained a foothold in Near Oceania earlier than other data have predicted. The article includes a discussion of sailing, history, and tattoo.

Films, Videos, and DVDs
Samoa: Traditional and Historical (2010, DVD and streaming, 77 minutes) features seven stories, or vignettes, including a dramatization of Robert Louis Stevenson’s last five years in Sāmoa from a Samoan perspective. The DVD is available from Juniper Films. Home use: US$36.00; institution: US$195.00.

The Pacific: Biodiversity and the Protection of Coral Reefs (2009, DVD and streaming, 27 minutes) examines the uncertain future of tropical offshore ecosystems, using New Caledonia as a case study. It is available from Films for the Humanities and Sciences. The DVD is US$99.95.

The Insular Empire (see the October–December 2009 issue of this newsletter) is now available for purchase and rental from New Day Films (www.newday.com/films).

The Calling, a four-hour PBS Independent Lens documentary series by Daniel Alpert, follows seven Muslims, Catholics, Evangelical Christians, and Jews as they train to become professional clergy. One of the students is Rob Pene, a Sāmoan, who uses rapping to minister to young people. The series was shown in December 2010. The website is www.itvsw.org/films/calling.

CONFERENCES AND MEETINGS

Māori & Pacific Textile Symposium
“Māori & Pacific Textile Symposium: Whatu Raranga a Kiwa, Understanding and Uniting Māori and Pacific Textiles,” will be held 10–11 June 2011 in Wellington, Aotearoa/New Zealand. It will be hosted by the Museum of New Zealand Te Papa Tongarewa and is supported by the Costume and Textile Association of New Zealand. Abstracts of no more than three hundred words are due by 31 March 2011. For more information, see the website at www.tepapa.govt.nz/WhatsOn/allevvents/Pages/MaoriandPacificTextileSymposium.aspx.

Lapita Pacific Archaeology Conference
“2011 Lapita Pacific Archaeology: Documenting the Past 50,000 Years to the Present” will be held 27 June–1 July 2011 at the National University of Sāmoa. The conference will present the latest research by leading archaeologists working in the region. For paper and session proposal deadlines and other information, see the website at www.lapita.co.nz/index.php?conference=IPLAC&schedConf=Lapita2011. The conference is being organized by the National University of Sāmoa and the University of Otago.

Indigenous Peoples and Climate Change
The organizers of the workshop “Indigenous Peoples, Marginalized Populations and Climate Change: Vulnerability, Adaptation and Traditional Knowledge,” to be held 19–21 July 2011 in Mexico City, have issued a call for papers. A limited number of travel grants will be available. The deadline for submissions is 18 March 2011. For more information, see www.unutki.org.

Pacific Educational Conference 2011
The twenty-seventh annual Pacific Educational Conference will be held in Pohnpei, Federated States of Micronesia, 19–21 July 2011. It will be hosted by the Pohnpei Department of Education, the College of Micronesia–FSM, and Pacific Resources for Education and Learning. The theme for the conference is “The Pacific Child: Cultivating and Preserving the Pacific Identity.” The deadline for submission of proposals is 28 April 2011. For more information, see www.prel.org/pec2011.aspx.

Law and Culture 2011
“Law and Culture 2011: The Present is the Living Past,” hosted by the University of the South Pacific School of Law, Emalus Campus, will be held in Port Vila, Vanuatu, 29–31 August 2011. The organizers encourage practitioners and researchers from a wide range of disciplines to propose papers and posters that explore how the historical context shapes contemporary Pacific legal systems. Abstracts are due by 24 June 2011 and should be e-mailed to jowitt_a@vanuatu.usp.ac.fj. For more information, see www.paclii.org/law-and-culture.
Talanoa Oceania 2011
“Talanoa Oceania 2011: Niu Flavours” will be hosted by Massey University, Albany campus, in Auckland, Aotearoa/New Zealand, 28 November–2 December 2011. “Niu Flavours” is about celebrating the successes of Pacific Islanders in diaspora: how the generations of Pacific Islanders in diaspora readjusted their cultures to fit their new homes away from “home.” For more information, see https://sites.google.com/a/nomoa.com/talanoa/talanoa-2011.

Conferences Announced in Previous Newsletters
- “Crossing Borders: Emerging Trends in Pacific and Asian Studies,” the 2011 UHM School of Pacific and Asian Studies Graduate Student Conference, will be held 3–5 April 2011 in Honolulu. For more information, see www.hawaii.edu/shaps/gradconf/.
- The fifteenth Berkshire Conference on Women’s History, “Exploring Race, Sexuality, and Labor across Time and Space,” will be held at the University of Massachusetts in Amherst, 9–12 June 2011 (see www.berksconference.org).
- SPACLALS (the South Pacific Association for Commonwealth Language and Literary Studies) will host “Reading and Writing in the Pacific” in Wellington, Aotearoa/New Zealand, 23–25 June 2011. For more information, e-mail spaclals1@gmail.com.
- “The Transmission of Scientific and Technological Knowledge in Everyday Life and at School in the South Pacific,” organized by the Teachers College at the University of New Caledonia and the Victor Segalen University, Bordeaux, France, will be held in Noumea, New Caledonia, 4–8 July 2011. For information, or to submit a paper proposal, please contact Eddie Wadrawane, at wayuone-

BULLETIN BOARD
Hawai’i International Film Festival Submissions
The Hawai’i International Film Festival is accepting film submissions for its film festival to be held during the latter part of 2011. The “early” deadline is 1 March 2011. The final deadline is 8 July 2011. The organizers are particularly looking for films made by Hawaiians or other Pacific Islanders. For more information, see the website at hiiff.org.

Tahitian Instructor Position at UH Mānoa
The University of Hawai’i at Mānoa Department of Indo-Pacific Languages and Literatures, College of Languages, Linguistics, and Literature, is advertising a position for a Tahitian instructor, to begin 1 August 2011. The duties include teaching Tahitian language and culture courses, first-through fourth-year levels. The position is part of a broader cross-disciplinary initiative on French-speaking Oceania and Asia being developed jointly by the Division of French and Italian, the Department of Indo-Pacific Languages and Literatures, the Center for Pacific Islands Studies, the Center for Southeast Asian Studies, and other units. Details of the position can be found at www.pers.hawaii.edu/wuh/nadvert.aspx?rn=11394&si=739986&pn=1&sn=postdate&so=desc.

To apply, candidates should send a letter of application with current curriculum vitae; relevant publications in
Tahitian, French, or English and related fields; three current letters of recommendation; summaries of student and peer teaching assessments; and a brief statement outlining the ways in which they meet the minimum and desirable qualifications to Dr John Mayer, Chair, UH Department of Indo-Pacific Languages and Literatures, 2540 Maile Way, Spalding Hall 255, Honolulu, HI 96822. Inquiries may be sent to Dr Mayer at jmayer@hawaii.edu. The closing date is 14 March 2011.