

UNIVERSITY *of* HAWAI'I®

HILO



September 2013

**Proposal for a New Degree Program:
Master's in Heritage Management
Department of Anthropology, CAS
University of Hawai'i at Hilo**

Contents

1. EXECUTIVE SUMMARY	5
2. BACKGROUND	6
3. PROGRAM NEED AND JUSTIFICATION	7
4 PROGRAM OBJECTIVES	9
4.1 General Overview	9
4.2 Program learning objectives	10
5. HERITAGE MANAGEMENT PROGRAM DESCRIPTION	11
5.1 Admission Requirements	11
5.2 Minimum Credits	11
5.3 Graduation Requirements	11
6. SUPPORT OF THE LONG-RANGE ACADEMIC DEVELOPMENT OF THE UNIVERSITY OF HAWAII AT HILO	12
7. RELATIONSHIP AND POTENTIAL IMPACT ON OTHER PROGRAMS AT THE UNIVERSITY	13
7.1 Programs in Hilo.....	13
7.2 Applied Archaeology M.A., Dept. of Anthropology, UH Mānoa.....	13
7.3 Graduate Certificates in Historic Preservation and Museum Studies, American Studies, UH Mānoa	13
8. ACADEMIC COST AND REVENUE TEMPLATE.....	14
9. NEW, ADDITIONAL, OR SPECIALIZED FACILITIES, EQUIPMENT, OR LIBRARY RESOURCES REQUIRED FOR THE PROGRAM.....	16
10. ADDITIONAL FACULTY REQUIREMENTS FOR THE NEW PROGRAM.....	17
11. DEMONSTRATION OF EFFECTIVENESS OF PROGRAM	18

12. NEW COURSES OR MODIFIED COURSES PROPOSED	18
13. INVOLVEMENT OF COURSES OFFERED BY OTHER DEPARTMENTS.....	19
APPENDIX 1: PROPOSED CATALOG ENTRY: MASTERS (M.A.) IN HERITAGE MANAGEMENT	20
APPENDIX 2: SYLLABI FOR NEW COURSES IN THE HERITAGE MANAGEMENT M.A. PROGRAM.....	25
ANTH 600: Thesis Design, Method, and Theory	25
ANTH 601: Ethics and Community Based Heritage Management	27
ANTH 602: Historic Preservation Laws and Regulations	32
ANTH 603: Qualitative and Quantitative Methods in Anthropology	37
ANTH 611: Cultural Impact Assessments.....	39
ANTH 612: Indigenous Museum Studies	43
ANTH 613: Human Paleoecology.....	45
ANTH 614: Submerged Cultural Resources	49
ANTH 623: Archaeology of Oceania.....	53
ANTH 624: Archaeology of Hawai'i.....	54
ANTH 625: Indigenous Heritage Management in the Pacific	59
ANTH 631: Oral History Research.....	62
ANTH 632: Paleobotanical Methods.....	67
ANTH 633: Material Conservation.....	68
ANTH 634: Lithic Analysis.....	69
ANTH 635: Human Osteology.....	70
ANTH 682: Archaeological Field Methods.....	74
ANTH 690: Heritage Management Internship	76
APPENDIX 3: PROPOSED JOB DESCRIPTIONS IN SUPPORT OF MA PROGRAM..	78
Position Description Assistant Professor of Anthropology	78
Position Description Assistant Professor of Anthropology	79

APPENDIX 4: HOUSE BILL 2976/HR 130..... 80

APPENDIX 5: HAWAII ADMINISTRATIVE RULES, TITLE 13 DEPT. OF LAND AND NATURAL RESOURCES SUBTITLE 13, STATE HISTORIC PRESERVATION DIVISION RULES, CHAPTER 281, RULES GOVERNING PROFESSIONAL QUALIFICATIONS 87

APPENDIX 6: LIST OF HERITAGE MANAGEMENT CONSULTING FIRMS IN HAWAI‘I (DERIVED FROM [HTTP://HAWAII.GOV/DLNR/SHPD/ARCHAEOLOGY/2013-PERMITTEE6.PDF](http://hawaii.gov/dlnr/shpd/archaeology/2013-permittee6.pdf))..... 91

APPENDIX 7: LETTERS OF SUPPORT/LEGISLATIVE TESTIMONY 98

APPENDIX 8: DECOLONIZING HERITAGE MANAGEMENT IN HAWAI‘I..... 124

1. Executive Summary

The Department of Anthropology proposes a master's degree in Heritage Management for students who seek heritage-related careers in a multitude of government agencies, private-sector consulting firms, educational institutions, and various other organizations engaged in the interpretation and preservation of cultural heritage (such as heritage centers and museums). The anticipated start of the program is the Fall semester of 2015. The MA in Heritage Management responds to House Resolution No. 130 of the 24th Hawai'i State Legislature (Appendix 4). 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 Oceanic cultural resources; 2) increase the number of individuals of local ancestry in leadership positions in heritage management; 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 (Appendix 5); 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 provide quality training 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 competent and culturally sensitive professionals. UHH's student body presents one of the best locations for having Pacific Island students trained in heritage preservation 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 tenure-track faculty positions (a paleobotanist, and a collections specialist, see Appendix 3) and an APT are requested to initiate the program. Additionally, the program intends to form long-term partnerships with heritage staff at Kamehameha Schools' 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 the Keauhou-Kahalu'u Education Group's heritage center. 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 'Ula o Ke'elikōlani 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 Kanaka'ole Hall (EKH) as well as the

Ge archaeology 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 the College of Business and Economics (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).¹ 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

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

¹ Elia, R. and M.E. Ostovich 2011 *Heritage Management*. *Oxford Bibliographies*. <http://www.oxfordbibliographies.com/view/document/obo-9780195389661/obo-9780195389661-0119.xml>

Durham University, UK	International Cultural Heritage Management	MA
University of Birmingham, UK	Heritage Management	MA
University of York, UK	Cultural Heritage Management	MA

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—see Appendix 5) 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 (Appendix 4). 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, such as 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.” Five years later, in 2013, 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”).

A recent national study² 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

² Altschul, Jeffrey H., and Thomas C. Patterson (2010) Trends and Employment in American Archaeology. In *Voices in American Archaeology*, edited by Wendy Ashmore, Dorothy Lippert, and Barbara J. Mills, pp. 291–316. SAA Press, Washington, D.C.

MA level archaeologists. In Hawai‘i, there are currently 24 private firms and nine universities permitted to conduct archaeological research (Appendix 6). The five largest firms together employ approximately 150 persons. The remaining 19 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, Hawai‘i State Parks, and various counties also employ individuals who specialize in heritage management.

The current training programs for these professionals in Hawai‘i 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 MA 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 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 MA.

Priority will be given to students who apply to the graduate program with 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, coursework may 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 MA 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 MA 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 will work 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 MA. A public oral exam will be 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

- 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 concurrently with the graduate curriculum. Statements of purpose should include a proposed course of study for the MA.

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, and preference will be given to applicants for graduate admission who have already achieved proficiency. 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 Historic Preservation Laws and Regulations (3 units) (Mills, Spring)

ANTH 603 Quantitative and Qualitative Methods in Anthropology (3 units) (Paleobotany, Fall)

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 694 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) Hawai'i'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`elikōlani 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 promoted cultural stewardship training (see their letter of support, Appendix 7) 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 8: "Decolonizing Heritage Management in Hawai'i"). This opinion is also supported by the Mānoa anthropology program (Appendix 7). 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. We intend to develop articulation agreements with the Applied Archaeology program where appropriate to allow students to more fully take advantage of the relevant courses offered on both campuses.

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 5).

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 7: 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. The template has been changed since the ATP by the removal special tuition fees similar to the UH Hilo graduate nursing plan and replacement with standard in-state graduate tuition rates at UH. Outside funding from Kamehameha Schools (\$180,000) will be used to pay the salary of one of the projected new positions for the first three years (\$60,000 per year), which, with tuition, makes the program fully self-funded for the first three years (at least) with surplus of more than \$30,000 for each of those years. Dept. of Transportation (DOT) mitigation funds (\$800,000) established in a recent MOA with UHH are targeted 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'elikōlani. Additional funds from the National Park Service (\$50,000) will also be used to initiate collaborative projects with Kaloko-Honokohau National Historic Site, and finally, the Hiroo Sato Endowed Excellence Scholarship, established in 2012 through the UH Foundation is intended to be applied to students interested in conducting public/oral histories and cultural resource management. In brief, the direct operational budget is fully funded for the first three years, and a significant amount of additional university 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.

Proposal for the Master of Arts in Heritage Management

Table 2. Budget projections

	A	B	C	D	E	F	G	H	I
1	Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) (Updated 10/31/12)								
2									
3	ENTER VALUES IN YELLOW CELLS ONLY								
4	CAMPUS/Program		Heritage Management						
5	Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doctoral Degree)								
6			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
7	ENTER ACADEMIC YEAR (i.e., 2011-2012)		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
8	Students & SSH								
9	A. Headcount enrollment (Fall)		8	17	18	18	18	18	
10	B. Annual SSH		144	306	324	324	324	324	
11									
12	Direct and Incremental Program Costs Without Fringe								
13	C. Instructional Cost without Fringe		\$ 77,000	\$ 137,510	\$ 152,916	\$ 158,936	\$ 165,192	\$ 171,694	
14	C1. Number (FTE) of FT Faculty/Lecturers		1.00	2.00	2.00	2.00	2.00	2.00	
15	C2. Number (FTE) of PT Lecturers				0.25	0.25	0.25	0.25	
16	D. Other Personnel Costs		\$ 17,000	\$ 36,391	\$ 37,846	\$ 39,360	\$ 40,934	\$ 42,572	
17	E. Unique Program Costs		\$ 19,000	\$ 27,200	\$ 22,420	\$ 22,662	\$ 22,928	\$ 25,221	
18	F. Total Direct and Incremental Costs		\$ 113,000	\$ 201,101	\$ 213,182	\$ 220,958	\$ 229,054	\$ 239,487	
19									
20	Revenue								
21	G. Tuition		\$ 64,368	\$ 146,574	\$ 162,972	\$ 171,072	\$ 179,496	\$ 186,948	
22	Tuition rate per credit		\$ 447	\$ 479	\$ 503	\$ 528	\$ 554	\$ 577	
23	H. Other		\$ 79,000	\$ 87,200	\$ 82,420	\$ 22,662	\$ 22,928	\$ -	
24	I. Total Revenue		\$ 143,368	\$ 233,774	\$ 245,392	\$ 193,734	\$ 202,424	\$ 186,948	
25									
26	J. Net Cost (Revenue)		-30,368	-32,673	-32,210	27,224	26,630	52,539	
27									
28									
29									
30	Program Cost per SSH With Fringe								
31	K. Instructional Cost with Fringe/SSH		\$ 722	\$ 607	\$ 628	\$ 653	\$ 679	\$ 705	
32	K1. Total Salary FT Faculty/Lecturers		\$ 77,000	\$ 137,510	\$ 143,010	\$ 148,730	\$ 154,680	\$ 160,867	
33	K2. Cost Including Fringe of K1		\$ 103,950	\$ 185,639	\$ 193,064	\$ 200,786	\$ 208,818	\$ 217,170	
34	K3. Total Salary PT Lecturers		\$ -	\$ -	\$ 9,906	\$ 10,206	\$ 10,512	\$ 10,827	
35	K4. Cost Including fringe of K3		\$ -	\$ -	\$ 10,401	\$ 10,716	\$ 11,038	\$ 11,368	
36	L. Support Cost/SSH		\$ 492	\$ 492	\$ 492	\$ 492	\$ 492	\$ 492	
37	Non-Instructional Exp/SSH		\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	
38	System-wide Support/SSH		\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	
39	Organized Research/SSH		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
40	M. Total Program Cost/SSH		\$ 1,214	\$ 1,099	\$ 1,120	\$ 1,145	\$ 1,171	\$ 1,197	
41	N. Total Campus Expenditure/SSH		\$ 728	\$ 728	\$ 728	\$ 728	\$ 728	\$ 728	
42									
43	Instruction Cost with Fringe per SSH								
44	K. Instructional Cost/SSH		\$ 722	\$ 607	\$ 628	\$ 653	\$ 679	\$ 705	
45	O. Comparable Cost/SSH		\$ 1,175	\$ 1,175	\$ 1,175	\$ 1,175	\$ 1,175	\$ 1,175	
46	Program used for comparison.		Manoa Social Sciences Graduate Level						
47									
48	Reviewed by campus VC for Administrative Affairs:		<i>Manu Saha</i> 3/17/2014						
49									

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 7) .

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, Hāmākua and South Kohala subjects.

In Kona, Kamehameha Schools closed the Outrigger Keauhou Beach Resort and has begun 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 3).

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.

By the third year of the program, we plan to hire one lecturer who could cover some of our special topics or infrequently offered courses such as ANTH 614 and ANTH 694. Various professional archaeologists in the community, such as Dr. Hans Van Tilburg, at NOAA who specializes in maritime heritage, may be available to teach such courses as adjunct/affiliate faculty.

11. 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 to 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, and 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.

12. New courses or modified courses proposed

Appendix 1 provides a list of new graduate course descriptions proposed for the University catalog, and Appendix 2 contains course syllabi for seminars, lectures, labs, and field classes. We propose to have several graduate sections where additional readings and research and additional oversight of undergraduate students would elevate the course to a graduate level, and provide an opportunity to build strong bridges between undergraduate and graduate students.

These pairings are not ‘dual listings’ because undergraduate and graduate content and requirements are different. The 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.

Undergraduate Course	Graduate Course
ANTH 389- Cultural Resource Management	ANTH 603- Historic Preservation Laws and Regulations
ANTH 470 Museum Studies	ANTH 612 Indigenous Museum Studies
ANTH 484 Stone Tool Analysis	ANTH 634 Lithic Analysis
ANTH 450 Physical Anth Lab	ANTH 635 Human Osteology
ANTH 490 Undergraduate Internships	ANTH 690 Graduate Internships

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 ‘Ula o Ke‘elikōlani, 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).

13. 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. They are listed in the appendices in gray background, indicating courses that will not be included in the 2015-2016 catalog, but may be listed in the 2016-2017 catalog if the details are finalized.

APPENDIX 1: Proposed Catalog Entry: Masters (M.A.) in Heritage Management³

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 (to be hired by Fall 2016)

Paleoethnobotanist (to be hired by Fall 2015)

Elizabeth Momilani Naughton, Ph.D., NHERC, UH Hilo

Tim Scheffler, Ph.D., lecturer, Dept of Anthropology, UH Hilo

Hans Van Tilburg, Ph.D., NOAA (adjunct)

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)

³ Note: courses highlighted in gray are not intended to be listed in the Catalog for the 2015-16 year, but once final arrangements for cross-listings and cooperative agreements are made, then we hope to add these classes to the Catalog in the 2016-2017 academic year.

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)

ANTH 624 Archaeology of Hawaii (3 units)

ANTH 625 Indigenous Heritage Management in the Pacific (3 units)

ANTH 694 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).

ANTH 682 Archaeological Field Methods (3-5 units)

Group E – Year 2 Internship: [minimum 6 units, may be repeated]

ANTH 690 Heritage Management Internship

Group F – Year 2 Thesis: [minimum 6 units]

ANTH 700 Master's Thesis Research.

Course Descriptions

ANTH 600 Thesis Design, Method, and Theory (3)(Y) 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) (Y) Ethical issues raised by archaeological research, data collection, curation, site preservation recommendations, 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) (Y) Major issues of Heritage Management legislation and the structure of federal and state programs. 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 community based-research.

ANTH 603 Qualitative and Quantitative Methods in Anthropology (3) (Y) 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) (S) 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) (Y) Paired with the undergraduate course ANTH 470 (Museology). Community museum development with a focus on indigenous perspectives of heritage and stewardship. Grant-writing, collections documentation and management, exhibit planning, and public engagement. Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 613 Human Paleocology (3 units) (Y) 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) (IO) 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. Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 623 Archaeology of Oceania (3) (AY) Archaeological overview of cultures of the Pacific both before and after Western contact with an emphasis on research being conducted as a result of regional heritage management programs. Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 624 Archaeology of Hawai'i (3) (AY) 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) (Y) 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.

ANTH 630 Research Methods in Hawaiian Language (3) (IO) Hawaiian Language Seminar in which students explore and choose thesis topics. (Same as HAW 630) Co-requisite: HAW 631

ANTH 631 Oral History Research (3) (Y) 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, repeatable for 6 credits.

ANTH 632 Paleobotanical Methods (3) (Y) The identification and analysis of plant remains, particularly in relationship to paleoethnobotany in the Pacific Islands. Palynology, phytolith analysis, starch grain identification, wood charcoal identification. Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 633 Material Conservation (3) (Y) Conservation issues that affect the long-term curation of cultural material. Preservation methods related to paper, textiles, bark cloth, waterlogged objects, ferrous metals, and an assortment of other materials. Special emphasis is placed on working with, and providing stewardship for indigenous cultural materials. Pre: ANTH 600, ANTH 601, ANTH 602, ANTH 612.

ANTH 634 Lithic Analysis (3) (Y) Analytical methods applied to stone artifacts (lithics) from cultural sites and museum collections. History of lithic analyses in archaeology; current analytical techniques; tool production technologies; use-wear. Course content is intended to be applied to thesis projects; students work with undergraduates in ANTH 484 (stone tool analysis). Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 635 Human Osteology (3) (AY) Analytical methods used in physical and biological anthropology. Practical skills related to physical anthropology in the context of heritage management. Emphasis on ethically grounded research in the context of indigenous heritage. Pre: ANTH 600, ANTH 601, ANTH 602.

ANTH 640 Adv Remote Sensing/Digital Image (3) (lec, lab) Digital image processing of satellite-derived remotely sensed data for earth resource analysis and applications. Specific applications include image enhancement, classification, post classification analysis, special transformations, and multi-temporal analysis for land cover change detection. (Same as CBES 640) Pre: Geog 470 or equivalent; or instructor's consent.

ANTH 681 Spatial Data Analysis/Modeling (3) CBES 681 is an advanced course in spatial analysis and modeling specific to Geospatial Information Science. This course will emphasize the correct application of Geospatial software tools along with the underlying theories and opportunities for applied learning in terrain modeling, suitability modeling, predictive ecosystems mapping and data visualization. Further knowledge and skills will be developed by customization of GIS applications through interface design and automation of geospatial analysis procedures. This course is dual listed with GEOG 481 (Same as CBES 681).

ANTH 682 Archaeological Field Methods (3-5) (Y) Archaeological methods including research design mapping and excavation, and laboratory methods. Normally taught as a summer

session course. Credit varies depending on length of field projects (4-6 weeks, 8 hrs./day). Pre: ANTH 110; ANTH 600, ANTH 601, ANTH 602.

ANTH 690 Heritage Management Internships (S) Placement and experience in public, private, and/or government agencies involved in heritage management plus completion of related research projects: a) Archaeology; b) Museum Studies; c) Burials Program; d) Cultural Impact Assessments. Pre: ANTH 600, ANTH 601, ANTH 602. May be repeated for 6 credits maximum.

ANTH 694 Special Area Topics in Subject Matter (Arr.) (IO) Special topics chosen by the instructor. Course content will vary. May be repeated for credit, provided that a different topic is studied. Additional requirements may apply depending on subject and topic.

ANTH 700 Thesis Research (1-6) Supervised research, data analyses, literature review, and writing up of an original empirical study designed to develop and demonstrate the ability to do research and competence in scholarly exposition. Must be taken CR/NC. Students are expected to work on their thesis under the supervision of their faculty and have their work reviewed by their thesis committee. Pre: ANTH 600, ANTH 601, ANTH 602.

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

- Style and Policy Guide for UH Theses (2010)

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 Kanaka'ole 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

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.

2000 Teaching archaeology in the Twenty-first century. Washington D.C.: Society for American Archaeology.

Bogdanos, Matthew

2008 Thieves of Baghdad. *In* The destruction of cultural heritage in Iraq. P.G. Stone and J.F. Bajjalay, eds. Pp. 109 - 134. Woodbridge: The Boydell Press.

Castañeda, Quetzil E.

2005 What is ethical in archaeology? An analysis of codes, value and reasoning in archaeological ethics. *American Anthropologist*.

Clark, Geoffrey R.

2003 American archaeology's uncertain future. *In* Archaeology is Anthropology. Pp. 51 - 67. Archaeological Papers of the American Anthropological Association, Vol. 13. Washington D.C.: American Anthropological Association.

Colwell-Chanthaphonh, Chip, and T. J. Ferguson

2004 Virtue ethics and the practice of history: Native Americans and archaeologists along the San Pedro Valley of Arizona. *Journal of Social Archaeology* 4(1):5-27.

—

2006 Memory pieces and footprints: multivocality and the meanings of ancient times and ancestral places among the Zuni and Hopi. *American Anthropologist* 108(1):148 - 162.

Colwell-Chanthaphonh, Chip, Julie Hollowell, and Dru McGill

- 2008 Ethics in action: case studies in archaeological dilemmas. Washington D.C.: Society for American Archaeology.
- Ferguson, T. J.
1996 Native Americans and the practice of archaeology. *Annual Review of Anthropology* 25:63-79.
- Hodder, Ian
2002 Ethics and archaeology: the attempt at Çatalhöyük. *Near Eastern Archaeology* 65(3):174 - 181.
- Hollowell, Julie
2006 Moral arguments on subsistence digging. *In The ethics of archaeology: philosophical perspectives on archaeological practice*. C. Scarre and G. Scarre, eds. Pp. 69 - 96. Cambridge: Cambridge University Press.
- Holtorf, Cornelius
2007 Can you hear me at the back? *Archaeology, communication and society*. *European Journal of Archaeology* 10(2-3):149 - 165.
- Jackson, Michael
1998 *Minima ethnographica: intersubjectivity and the Anthropological project*. Chicago: University of Chicago Press.
- James, N.
2008 Repatriation, display and interpretation. *Antiquity* 82(317):770 - 777.
- Lippert, Dorothy
2006 Building a bridge to cross a thousand years. *American Indian Quarterly* 30(3 & 4):431-440.
- McDavid, Carol
2002 Archaeologies that hurt; descendants that matter: a pragmatic approach to collaboration in the public interpretation of African-American archaeology. *World Archaeology* 34(2):303 - 314.
- Moody-Adams, Michele M.
2002 *Fieldwork in familiar places: morality, culture, & philosophy*. Cambridge: Harvard University Press.
- Nicholas, George P., and Julie Hollowell-Zimmer
2007 Ethical challenges to a postcolonial archaeology. *In Archaeology and capitalism: from ethics to politics*. Y. Hamilakis and P. Duke, eds. Pp. 59 - 82. Walnut Creek: Left Coast Press.
- Pyburn, K. Anne
2009 Practising archaeology - as if it really matters. *Public Archaeology* 8(2-3):161-175.
- 2011 Engaged archaeology: whose community? Which public? *In New perspectives in global public archaeology*. K. Okamura and A. Matsuda, eds. Pp. 29 - 41: Springer.
- Raab, L. Mark, et al.
1980 Clients, contracts, and profits: conflicts in public archaeology. *American Anthropologist* 82(3):539 - 551.
- Ramos, Maria, and David Duganne
2000 *Exploring public perceptions and attitudes about archaeology*. Washington D.C.: Society for American Archaeology.

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

1996 NAGPRA is forever: osteology and the repatriation of skeletons. *Annual Review of Anthropology* 25:81-103.

Smith, Claire, and Heather Burke

2003 In the spirit of the code. *In Ethical issues in archaeology*. L.J. Zimmerman, K.D. Vitelli, and J. Hollowell-Zimmer, eds. Pp. 177-197. Walnut Creek: Alta Mira Press.

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

2008 The destruction of cultural heritage in Iraq. Woodbridge: The Boydell Press.

Sullivan, A. P., et al.

2002 Inadvertent vandalism: the hidden challenge for heritage resource management. *CRM* 25(2):42 - 45.

Ubelaker, Douglas H., and Lauryn G. Grant

1989 Human skeletal remains: preservation or reburial? *American Journal of Physical Anthropology* 32(s10):249 - 287.

Weiss, Elizabeth

2006 NAGPRA: before and after. Pp. 1-10. San Jose: San Jose State University.

Zimmerman, Larry J.

2005 Our collective responsibility: the ethics and practice of archaeological collections stewardship. *American Anthropologist* 107(2):280 - 281.

ANTH 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

2008 *Cultural Resource Laws and Practice*. Lanham, MD: Alta Mira Press.

Stapp, Darby, and Michael S. Burney

2002. *Tribal Cultural Resource Management: The Full Circle to Stewardship*. Lanham, MD: Alta Mira Press.

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%
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 Kuanoe 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 of the National Historic Preservation Act (NHPA) of 1966 (as amended)
http://www.cr.nps.gov/local-law/FHPL_HistPrsvt.pdf , and 36 CFR 800
<http://www.achp.gov/regs-rev04.pdf> (**Read Chapter 4 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>
- 2) The Advisory Council for Historic Preservation. <http://www.achp.gov/about.html>
- 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.blm.gov/wo/st/en/info/newsroom/2009/june/NR_0510_2009.html

<http://www.mc.maricopa.edu/dept/d10/asb/anthro2003/archy/pothunting/>

Proposal for the Master of Arts in Heritage Management

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

<http://www.angelfire.com/hi2/hawaiiansovereignty/nagpraforbesafterreview.html>

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>

HAR 275-284 <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, pāhoehoe, 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 pāhoehoe 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?

ANTH 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:

1 st 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 Kauanoë 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 *'olelo 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

- Davianna Pōmaika'i McGregor. 2007. *Nā Kua'āina: Living Hawaiian Culture*.
- Patrick Vinton Kirch. 2012. *A Shark Going Inland is My Chief: The Island Civilization of Ancient Hawai'i*.

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

Topics

- I. Cultural Impact Assessments and Ethnohistoric Studies in Hawai'i
 - 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.)
2007 *Kepelino's Traditions of Hawaii*. Honolulu: Bishop Museum Press.

Kirch, Patrick Vinton
2012 *A Shark Going Inland is My Chief: The Island Civilization of Ancient Hawai'i*. Berkeley: University of California Press

McGregor, Davianna Pōmaikaʻi

2007 *Nā Kuaʻāina: Living Hawaiian Culture*. Honolulu: University of Hawaiʻi Press

Genz, Joseph, Nicole Ishihara, Mary Lindsey-Correa, Brian Cruz, and Hallett Hammett
2012 *Ka Moʻolelo o Heʻeia: Kamehameha Schools Bishop Estate Ethnohistoric Study of Heʻeia Ahupuaʻa, Koʻolaupoko District, Oʻahu Island, TMK: various. Volume I, Compilation of Resources, and Volume II, Narrative History*. Cultural Surveys Hawaiʻi.

Genz, Joseph and Hallett Hammett

2012 *Cultural Impact Assessment for the Proposed Project to Reconstruct Park Wastewater Systems at Kualoa Regional Park, Kualoa Ahupuaʻa, Koʻolaupoko District, Oʻahu Island*.

Cultural Surveys Hawaiʻi.

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

1972 *Native Planters of Hawaii: Their Life, Lore, and Environment*. Bishop Museum Press, Bulletin 233, Honolulu.

Hoʻoulumāhiehie

2006 *The Epic Tale of Hiʻiakaikapoliopole: Woman of the Sunrise, Lightning-Skirted Beauty of Halemaʻumaʻu*, as told by Hoʻoulumāhiehie and translated by M. Puakea Noglemeier. Awaiaulu Press, Honolulu.

ʻĪʻĪ, John Papa

1959 *Fragments of Hawaiian History as Recorded by John Papa ʻĪʻĪ*. Bishop Museum Press, Honolulu.

Kamakau, Samuel Mānaiakalani

1976 *The Works of the People of Old: Na Hana a ka Poʻe Kahiko*. Translated from the Newspaper Ae Au ʻOkōʻa by Mary Kawena Pukui, ed. Dorothy B. Barrere. Bishop Museum Special Publication 61. Bishop Museum Press, Honolulu.

1991 *Tales and Traditions of the People of Old: Nā Moʻolelo a ka Poʻe Kahiko*. Translated from the Newspapers Ka Nupepa Kuokoa and Ke Au Okoa by Mary Kawena Pukui. Edited by Dorothy B. Barrere. Bishop Museum Press, Honolulu.

1992 *Ruling Chiefs of Hawaii*. Revised Edition. Kamehameha Schools Press, Honolulu.

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

2009 *Talking Hawaiʻi's Story: Oral Histories of an Island People*. Honolulu: University of Hawaiʻi Press.

Maly, Kepā

1995 *Final Report: Mōkapu Peninsula Oral History Study—Puʻu Hawaiʻi Loa Family Housing Project Site*. Marine Corps Base Hawaii, Land of Heʻeia and Kāneʻohe, Island of Oʻahu. PHRI Report 1586-062795. Cited in Maly, He Wahi Moʻolelo No Heʻeia, Ma Koʻolaupoko, Oʻahu (Kumu Pono Associates, Hilo, Hawaiʻi, 1999), 33–35.

Malo, David

2005 *Hawaiian Antiquities (Moolelo Hawaii)*. Honolulu: Bishop Museum Press.

Papakilo Database

2010 Office of Hawaiian Affairs. Electronic Document,
<http://papakilodatabase.com/main/main.php>.

Pukui, Mary K.

1983 *‘Ōlelo No‘eau. Hawaiian Proverbs & Poetical Sayings*. Bernice P. Bishop Museum Special Publication No. 71, Bishop Museum Press, Honolulu.

Pukui, Mary K. and Samuel H. Elbert

1986 *Hawaiian Dictionary: Hawaiian-English, English-Hawaiian*. Revised and enlarged edition. University of Hawai‘i Press, Honolulu.

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

1974 *Place Names of Hawaii*. University of Hawai‘i Press, Honolulu.

Soehren, Lloyd J.

2010 A Catalog of Hawaiian Place Names, Compiled from the Records of the Boundary Commission and the Board of Commissioners to Quiet Land Titles of the Kingdom of Hawaii. Ulukau: The Hawaiian Electronic Library. Electronic Document, <http://ulukau.org/cgi-bin/hpn?e=p-0mahele--00-0-0--010---4-----0-0l--1en-Zz-1---20-about---00031-00110escapewin-00&a=d&a=p&p=intro>.

Waihona ‘Aina

2000 Waihona ‘Aina Māhele Database. Electronic document, <http://www.waihona.com>.

ANTH 612: Indigenous Museum Studies

Course Description

This graduate seminar 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. Grad students will also work with undergraduates in ANTH 470 (Museology).

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.
- 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
2012 *Decolonizing Museums: Representing Native America in National and Tribal Museums*. University of North Carolina Press, Chapel Hill.
- Lonetree, Amy and Amanda Cobb (eds.)
2008 *The National Museum of the American Indian: Critical Conversations*. University of Nebraska Press, Lincoln.

Example Seminar Reading List:

Various readings from the journal *Museum Anthropology* (Wiley)

American Association of Museums

2008 National Standards and Best Practices for Museums. <http://www.aam-us.org/resources/ethics-standards-and-best-practices/standards>

Genoways, Hugh H. and Lynne M. Ireland

2003 Museum Administration: An Introduction. Altamira Press, Lanham, MD.

Weil, Stephen E.

2002 Making Museums Matter. Smithsonian Institution, Washington, D.C.

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.)

1997 *Historical Ecology in the Pacific Islands: Prehistoric Environmental and Landscape Change*. Yale University Press, New Haven.

Example Seminar Reading List:

<http://www.wikiarc.org/Archaeological-and-Palaeoecological-Reference-Collections-Online>

Allen, M. S. 2011. Molluscan foraging efficiency and patterns of mobility amongst foraging agriculturalists: a case study from northern New Zealand. *Journal of Archaeological Science*. Available at: <http://dx.doi.org/10.1016/j.jas.2011.09.013>

Allen, M. S., K. Butler, J. Flenley, and M. Horrocks. 2011. New pollen, sedimentary, and radiocarbon records from the Marquesas Islands, East Polynesia: implications for archaeological and palaeoclimate studies. *The Holocene* 21(3): 473-484.
doi:10.1177/0959683610385726<http://hol.sagepub.com/content/21/3.toc>

Allen, M. S. and R. N. Holdaway. 2010. Archaeological avifauna of Harataonga, Great Barrier Island, New Zealand: implications for avian palaeontology, Maori prehistory, and archaeofaunal recovery techniques. *Journal of the Royal Society of New Zealand*, 40: 11-25.

Allen, M. S. 2010. Oscillating climate and socio-political flexibility: the case of the Marquesan chiefdom, Polynesia. *Antiquity* 84: 86-102.

Allen, M. S. and J. Craig. 2009. The dynamics of Polynesian subsistence: new insights from archaeofauna and stable isotope studies from Aitutaki, Cook Islands. *Pacific Science* 63(4): 477-506.

Allen, M. S. 2007. Three millennia of human and sea turtle interactions in Remote Oceania. *Coral Reefs* 26: 959-970. DOI 10.1007/s00338-007-0234-x.

Allen, M. S. and R. Wallace. 2007. New evidence from the East Polynesian gateway: substantive and methodological results from Aitutaki, southern Cook Islands. *Radiocarbon* 9(3): 1-17.

Allen, M. S. 2006. New Ideas about Late Holocene Climate Variability in the Central Pacific. *Current Anthropology* 47(3): 521-535.

Allen, M. S., A McAlister, D. Addison, S. Aswani, K. Butler, and J. Flenley. 2005. Archaeological, marine ecological, and palynological research on Nuku Hiva, Marquesas Islands: 2003-2004. In: Henri Marchesi (ed.), *Bilan de la Recherche Archéologique en Polynésie Française 2003-2004*. Punaauia, Tahiti: Ministère de la Culture de Polynésie Française Service de la Culture et du Patrimoine.

Allen, M. S., 2004. Bet-hedging strategies in unpredictable environments: historical development of dryland agriculture in Kona, Hawai'i. *Journal of Anthropological Archaeology* 23: 196-224.

Allen, M. S. and L. A. Nagaoka. 2004. In the footsteps of von Haast...the discoveries something grand: the emergence of zooarchaeology in New Zealand. In L. Furey and S. Holdaway (eds.), *Change Through Time: 50 Years of New Zealand Archaeology*, pp. 193-214. New Zealand Archaeological Association Monograph 26.

Allen, M. S. 2003. Human impact on Pacific near-shore ecosystems. In C. Sand (ed.), *Pacific Archaeology: Assessments and Prospects*, pp. 317-325. Les Cahiers de l'Archéologie en Nouvelle-Calédonie 15. Services des Musées et du Patrimoine, Nouméa.

Allen, M. S. 2002. Resolving long-term change in Polynesian marine fisheries. *Asian Perspectives* 41(2): 195-212.

Allen, M. S., E. Matisoo-Smith and A. Horsburgh. 2001. Pacific 'babes': issues in the origins and dispersals of Pacific pigs and the potentials of mitochondrial DNA analysis. *International Journal of Osteoarchaeology* 11: 4-13.

Allen, M. S., T. Ladefoged, and J. Wall. 2001. Traditional Rotuman fishing in temporal and regional context. *International Journal of Osteoarchaeology* 11: 56-71. Barnes, S. S., E. Matisoo-Smith and T. L. Hunt.

Aswani, S. and M. S. Allen. 2009. A Marquesan coral reef (French Polynesia) in historical context: an integrated bio-cultural approach. *Aquatic Conservation: Marine and Freshwater Ecosystems* 19: 614-625. DOI: 10.1002/aqc.1006.

Crosby, Alfred

1986 *Ecological Imperialism: The Biological Expansion of Europe*. Cambridge University Press.

Cusack, Daniela F., Oliver A. Chadwick, Thegn Ladefoged, and Peter M. Vitousek. "Long-term effects of agriculture on soil carbon pools and carbon chemistry along a Hawaiian environmental gradient." *Biogeochemistry* (2013): 1-15.

Drake, D. R. and T. Hunt

2009 "Invasive rodents on islands: Integrating historical and contemporary ecology." *Biological Invasions* 11:1483–1487.

Huebert, J. M., M. S. Allen and R. Wallace. 2010. Polynesian earth ovens and their fuels: wood charcoal remains from Anaho Valley, Nuku Hiva, Marquesas Islands. *Journal of the Polynesian Society* 119: 61-97.

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.

2007 "Chronology, deforestation, and "collapse:" Evidence vs. faith in Rapa Nui prehistory" (T.L. Hunt and C.P. Lipo), *Rapa Nui Journal* 21 (2): 85-97.

2007 "Rethinking Easter Island's ecological catastrophe" *Journal of Archaeological Science* 34: 485-502.

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

2003 "El Niño/Southern Oscillation and Rapa Nui Prehistory" (J. Genz and T.L. Hunt), *Rapa Nui Journal* 17:7-14.

Kittinger, J. et al.

2011 "Historical reconstruction reveals recovery in Hawaiian coral reefs" PLOS One 6(10):1-14.

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

2003 Archaeological evidence for agricultural development in Kohala, Island of Hawai'i. *Journal of Archaeological Science* 30, no. 7 (2003): 923-940.

Morrison, A. and T. Hunt

2007 "Human foraging and impacts to near shore environments: A case study from the Hawaiian Islands." *Pacific Science* 61:325-345.

Mulrooney, M., Bickler, S. H., Allen, M. S., Ladefoged, T. 2011. High-precision dating of colonization and settlement in East Polynesia. *Proceedings of the National Academy of Sciences*. Letter to the editor. Available at www.pnas.org/cgi/doi/10.1073/pnas.1100447108

Nagaoka, L. and M. S. Allen. 2009. Zooarchaeological research in New Zealand: studying the effects of anthropogenic environmental change. *Journal of Island and Coastal Archaeology* 4: 164-176.

Nicholls, A., E. Matisoo-Smith, and M. S. Allen. 2003. Novel application of molecular techniques to Pacific archaeofish remains. *Archaeometry* 45(1): 133-147.

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

2011 "The 13th Century Polynesian colonization of Hawai'i Island", *Journal of Archaeological Science* 38:2740-2749.

Vitousek, Peter M., Thegn N. Ladefoged, Patrick V. Kirch, Anthony S. Hartshorn, Michael W. Graves, Sara C. Hotchkiss, Shripad Tuljapurkar, and Oliver A. Chadwick.

2004 Soils, agriculture, and society in precontact Hawaii. *Science* 304, no. 5677 (2004): 1665-1669.

ANTH 614: Submerged Cultural Resources

Description:

The aims of the course are to give the students an overview of conservation and management issues related 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.

Course Objectives and Expected Learning Outcomes

Students who successfully complete this course will be able to

- Understand similarities and differences in the regulation of underwater heritage across the Pacific.
- Understand the particular conservation issues related to preservation of submerged cultural resources.
- Address some of the contested issues surrounding salvage, admiralty law, and historic site preservation.
- Demonstrate an understanding of up-to-date techniques and methods of relevance for underwater archaeology.
- Understand the strategies employed in archaeological survey and investigation under water.
- Process data from investigations of sites and cultural landscapes under water in accordance with current models and theories.

Requirements

Research Paper (50%)

Seminar Discussions (25%)

Final Exam (25%)

Example Seminar Reading List:

Aubry, M.C., 1992, 'Federal and State Shipwreck Management in the United States of America', *Bulletin of the Australian Institute for Maritime Archaeology*, 16, 1, 19-22.

Carrell, Toni

1989 Human remains and shipwreck sites: A management issue in the National Parks. CRM Bulletin 12(4):16-17.

Croome, A., 1992, 'The United States' Abandoned Shipwreck Act Goes into Action: A Report', *International Journal of Nautical Archaeology*, 21, 1, 39-53.

Delgado, James P. (Editor)

1989 Difficult choices and hard-won successes in maritime preservation. *CRM Bulletin* 12(4):1-15.

Halsey, John R.

1996 "Shipwreck Preservation in Michigan: Two Decades On" *Common Ground* 1(3/4). (Fall/Winter)

Raupp, Jason T., and Kelly Gleason.

2010 "Submerged whaling heritage in Papahānaumokuākea Marine National Monument." *Bulletin of the Australasian Institute for Maritime Archaeology* 34: 66-74.

Van Tilburg, Hans

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

1995 "Zero Visibility Diving: the Tricks of the Trade," *International Journal of Nautical Archaeology* 23:4.

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

1996 "Nootka Sound: 1788," *Foghorn Journal* (Underwater Archaeological Society of British Columbia).

"Sandalwood and American Ships in Hawai‘i: Traditions of Pacific Trade," *Mains‘l Haul: a Journal of Maritime History* (Maritime Museum Association of San Diego).

1997 "An Obsessed Mariner’s Notes on the *Ningpo*: a Vessel from the Junk Trade," *Explorations in Southeast Asian Studies* 1:2.

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

1998 "Junk Voyage through the South China Sea," *American Neptune* 58:2. *Maritime Archaeology: a Reader of Substantive and Theoretical Contributions* (co-editor) New York: Plenum Publishing Company.

"The Lost Flying Boat of Kaneohe Bay: Archaeology of the First U.S. Casualties of Pearl Harbor," (with B.A. Rodgers and W. Coble) *Journal of the Society for Historical Archaeology* 32, no. 4:8-19.

1999 "Whaler Found in Pohnpei, FSM," *Seawords* 13, no. 8:1.

"The Waialua Ship Graveyard," *Seawords* 13, no. 8:4.

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

- “Waimanalo Landing Underwater Survey” (editor), Marine Option Program report.
Conference Proceedings: Annual Maritime Symposium (editor), Marine Option Program, University of Hawai‘i, volume 1.
- “Selected Shipwreck Survey: Kaua‘i Island,” *Seawords* 14:6, 6-7.
- 2000 “Kane‘ohe Bay MCBH Submerged Cultural Resource Survey: Final Report” submitted to National Park Service ABPP program, Marine Option Program, University of Hawai‘i.
- “Lana‘i Island Cultural Resource Survey,” project report, MAST 2001.
- “Awalua Secrets,” *Lana‘i Times* 14 no.12 (2001): 12.
- 2002 *International Handbook of Underwater Archaeology*, contributing author “Underwater Archaeology Hawaiian Style” chapter, Kluwer Academic/Plenum Publishers.
- 2003 *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
- 2005 “Tragedy at West Loch, May 21, 1944,” National Park Service publication *Harbor Times* volume 5 (2005).
- “Museum beneath the waves: wrecks that tell history,” *Sea Stories: Journal of the Hawaii Maritime Center*, vol 1.
- “Bright Lookout on a Dark Night: the Loss of the USS *Saginaw*,” *Sea History* no.112 (2005): 8-11.
- 2006 “Japanese Midget Sub at Pearl Harbor: Collaborative Maritime Heritage Preservation,” chapter in *Underwater Cultural Heritage at Risk: Managing Natural and Human Impacts* UNESCO/ICOMOS special edition.
- “Key Principles of Marine Archaeology: the Annex,” chapter in *Finishing the Interrupted Voyage: Papers of the UNESCO Asia-Pacific Workshop on the 2001 Convention on the Protection of the Underwater Cultural Heritage* (Lyndel V. Prott ed.) Leicester: UNESCO Bangkok Institute of Art and Law.
- “Unseen Battlefields: the Japanese Midget Sub at Pearl Harbor,” in *Out of the Blue: Public Interpretation of Maritime Resources* Springer Press
- 2007 *Chinese Junks on the Pacific: Views from a Different Deck*, Gainesville: University Press of Florida

- “Pearl Harbor: West Loch site reconnaissance August 2007,” NOAA National Marine Sanctuary Special Report; Submerged Resources Center Technical Report No. 25 (with Dave Conlin).
- 2008 “Whaling Shipwrecks in the Northwestern Hawaiian Islands,” (with Dierdre O’Regan and Kelly Gleason) *Sea History* 125: 14-20.
- “American Samoa Maritime Heritage Inventory,” NOAA National Marine Sanctuary Special Report.
- 2009 “British Whaler in the Pacific: the Discovery of the *Gledstanes*,” *Sea History* 127: 22-27.
- 2010 *A Civil War Gunboat in Pacific Waters: Life on board USS Saginaw*. Gainesville: University Press of Florida.
- 2011 “Historic Ships of the Pacific,” chapter in *The Oxford Handbook of Maritime Archaeology*. New York: Oxford University Press: 588-610.
- 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
- Watts, Gordon P., Jr., John C. Neville, and Roderick Mather
1996 "Raising Standards: A Framework for Protecting Our Maritime Heritage" *Common Ground* 1(3/4). (Fall/Winter)
- Zander, Caroline M.
1996 The Antiquities Act--Regulating salvage of historic shipwrecks. *CRM* 19(7):28-32.
- Zander, Caroline M. and Ole Varmer
1996 "Closing the Gaps in Domestic and International Law: Achieving Comprehensive Protection of Submerged Cultural Resources" *Common Ground*
- Zych vs. Unidentified, Wrecked and Abandoned Vessel 19 F.3d 1136 (7th Cir. 1994), aff' g 811 F. Supp. 1300 (ND Ill. 1992).
- Sunken Treasure, Inc. v. Unidentified, Wrecked, and Abandoned Vessel 857 F. Supp. 1129 (DVI 1994).
- US Department of the Interior National Park Service's Abandoned Shipwreck Act Guidelines, Federal Register 55:50116-50145, 4 December, 1990; Federal Register 55:51528 51529, 14 December, 1990; Federal Register 56:7875, 26 February, 1991, Washington, DC.

ANTH 623: Archaeology of Oceania

COURSE DESCRIPTION:

This course provides an archaeological overview of cultures of the Pacific both before and after Western contact. While grounded in the history of research that has been conducted throughout the region by museums and university research program, a special emphasis is placed on the current status of archaeological programs in each region. Pre: ANTH 600, ANTH 601, ANTH 602.

OBJECTIVES:

By the end of this course a successful student should be able to:

- understand the development of the field of archaeology in Oceania.
- 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 Oceanic 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 in Oceanic archaeology especially considering its relevance for descendant communities in the region or to other stakeholder groups 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:

Kirch, Patrick V.

2000 *On the Road of the Winds: An Archaeological History of the Pacific Islands before Western Contact*. University of California Press, Berkeley.

Numerous additional readings assigned each week from current periodicals.

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

2013 Hawai'i's past in a world of Pacific islands. Washington D.C.: Society for American Archaeology.

Kirch, Patrick V.

1985 Feathered Gods and Fishhooks. Honolulu: University of Hawai'i Press.

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

- 2008 Technological change and the archaeology of emergent colonialism in the Kingdom of Hawai‘i. *International Journal of Historical Archaeology* 13:127 - 157.
- Cordy, Ross
2000 *Exalted sits the chief: the ancient history of Hawai‘i Island*. Honolulu: Mutual Publishing.
- 2004 Considering archaeological indicators of the rise of appointed chiefs and the feudal-land system in the Hawaiian Islands. *Hawaiian Archaeology* 9:1 - 24.
- 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.
2004 How to fix the inventory survey rule. *Hawaiian Archaeology* 9:123 - 132.
- Earle, Timothy K.
1997 *How chiefs come to power: the political economy of prehistory*. Stanford: Stanford University Press.
- Field, Julie S., et al.
2010 Households and hierarchy: domestic modes of production in Leeward Kohala, Hawai‘i Island. *The Journal of Island and Coastal Archaeology* 5(1):52-85.
- 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
2007 Indigenous Hawaiian fishing practices in Kahikinui, Maui: a zooarchaeological approach. *Hawaiian Archaeology* 11:39-53.
- Jones, Terry L., and Kathryn A. Klar
2005 Diffusionism reconsidered: linguistic and archaeological evidence for prehistoric Polynesian contact with southern California. *American Antiquity* 70(3):457-484.
- Kahn, Jennifer G., et al.
2009 Tool production at the Nu‘u Quarry, Maui, Hawaiian Islands: manufacturing sequences and energy-dispersive x-ray fluorescence analyses. *New Zealand Journal of Archaeology* 30:135-165.
- Kirch, Patrick V.
2000 *On the road of the winds: an archaeological history of the Pacific Islands before European contact*. Berkeley: University of California Press.
- 2004 Temple sites in Kahikinui, Maui, Hawaiian Islands: their orientations decoded. *Antiquity* 78:102 - 114.
- 2010 *How chiefs became kings: divine kingship and the rise of archaic states in ancient Hawai‘i*. Berkeley: University of California Press.
- 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

- 2007 Reconfiguring the Hawaiian cultural sequence: results of re-dating the Hālawā Dune Site (MO-A1-3), Molokaʻi Island. *Journal of the Polynesian Society* 116(4):385 - 406.
- 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 Hawaiʻi. *World Archaeology* 34(3):484 - 497.
- Kirch, Patrick V., and Marshall D. Sahlins
1992 *Anahulu: the anthropology of history in the Kingdom of Hawaii. The archaeology of history.* 2 vols. Volume 2. Chicago: The University of Chicago Press.
- Kolb, Michael J.
1994 Monumentality and the rise of religious authority in precontact Hawaiʻi. *Current Anthropology* 35(5):521-547.
- 2006 The origins of monumental architecture in ancient Hawaiʻi. *Current Anthropology* 47(4):657 - 665.
- Kolb, Michael J., and Boyd Dixon
2002 Landscapes of war: rules and conventions of conflict in ancient Hawaiʻi (and elsewhere). *American Antiquity* 67(3):514-534.
- Ladefoged, Thegn N., and Michael W. Graves
2006 The formation of Hawaiian territories. *In Archaeology of Oceania: Australia and the Pacific Islands.* I. Lilley, ed. Pp. 259 - 283. Blackwell Studies in Global Archaeology, Vol. 8. Oxford: Blackwell Publishers.
- Ladefoged, Thegn N., et al.
2009 Opportunities and constraints for intensive agriculture in the Hawaiian archipelago prior to European contact. *Journal of Archaeological Science* 36:2374-2383.
- Mills, Peter R., and Kathleen Kawelu
2013 Decolonizing heritage management in Hawaiʻi. *Advances in Anthropology* 3(3):127 - 132.
- Mills, Peter R., et al.
2010 Geochemical sourcing of basalt artifacts from Kauaʻi, Hawaiian Islands. *Journal of Archaeological Science* 37:3385-3393.
- 2011 Reappraising craft specialisation and exchange in pre-contact Hawaiʻi through non-destructive sourcing of basalt adze debitage. *Journal of Pacific Archaeology* 2(2):79-92.
- 2008 Science and sensitivity: a geochemical characterization of the Mauna Kea Adze Quarry Complex, Hawaiʻi Island, Hawaiʻi. *American Antiquity* 73(4):743-758.
- Mulrooney, Mara A., and Thegn N. Ladefoged
2005 Hawaiian heiau and agricultural production in the Kohala dryland field system. *Journal of the Polynesian Society* 114(1):45-67.
- 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

1991 Facing the nation: archaeologists and Hawaiians in the era of Sovereignty. *The Contemporary Pacific* Fall:380-392.

Storey, Alice A., et al.

2007 Radiocarbon and DNA evidence for a pre-Columbian introduction of Polynesian chickens to Chile. *Proceedings of the National Academy of Sciences* 104(25):10335-10339.

Van Gilder, Cynthia

2001 Gender and household archaeology in Kahikinui, Maui. *In Pacific 2000: proceedings of the Fifth International Conference on Easter Island and the Pacific*. C.M. Stevenson, G. Lee, and F.J. Morin, eds. Los Osos: Easter Island Foundation and Bearsville Press.

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.

Resources

- Jolie Liston et al. 2011. *Pacific Island Heritage: Archaeology, Identity & Community*
- Ben Finney. 2003. *Sailing in the Wake of the Ancestors: Reviving Polynesian Voyaging*

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

2004 Waan Aelon in Majol: Canoes of the Marshall Islands. In *Life in the Republic of the Marshall Islands*, edited by Anono Lieom Loeak, Veronica C Kiluwe, and Linda Crowl, 192–225. Majuro and Suva: Institute of Pacific Studies.

Finney, Ben

2003 *Sailing in the Wake of the Ancestors: Reviving Polynesian Voyaging*. Honolulu: Bishop Museum Press.

Genz, Joseph,

2011 Navigating the revival of voyaging in the Marshall Islands: Predicaments of

preservation and possibilities of collaboration. *The Contemporary Pacific* 23(1):1-34.

Genz, J. and B. Finney

2006 Preservation and revitalization of intangible cultural heritage: A perspective from cultural anthropological research on indigenous navigation in the Republic of the Marshall Islands. *Micronesian Journal of the Humanities and Social Sciences* 5(1/2):306-313.

Lilley, Ian, and Anita Smith

2008 Levuka, Fiji: A Case Study in Pacific Islands Heritage Management. In *Archaeology of Oceania: Australia and the Pacific Islands*.

Liston, John, Geoffrey Clark, and Dwight Alexander

2011 *Pacific Island Heritage: Archaeology, Identity & Community*. ANU E Press.

Rubinstein, Donald H

2009 Cultural Preservation of Traditional Textiles on Fais Island in Micronesia: Problems and Paradoxes. Paper presented at the Second ASEAN Textile Symposium, Manila, 2–3 February.

Rubinstein, Donald H, and Sophiano Limol

2007 Reviving the Sacred Machi: A Chiefly Weaving from Fais Island, Micronesia. In *Material Choices: Refashioning Bast and Leaf Fibers in Asia and the Pacific*, edited by Roy W Hamilton and B Lynne Milgram, 154–165. Los Angeles: Fowler Museum, University of California–Los Angeles.

Smith, Anita

2007 Building Capacity in Pacific Island Heritage Management: Lessons from those who Know Best. *Archaeologies*.

Spennemann, Dirk

1992 *Historic Preservation Legislation*. Republic of the Marshall Islands Historic Preservation Office

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

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*
- Charlotte Linde. 1993. *Life Stories: The Creation of Coherence*.
- James Gee. 2011 (3d ed.). *An Introduction to Discourse Analysis*
- Luke Eric Lassiter. 2005. *The Chicago Guide to Collaborative Ethnography*

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
UH IRB Committee on Human Studies
IRB informed consent checklist

III. Doing Fieldwork

Week 5: Taking Fieldnotes

Murchison, "A Guide to Collecting Data and Taking Notes" (68-81), "Participant Observation" (83-98)

Bernard, "Field Notes" (387-412)

Duranti, "Appendix: Practical Tips on Recording 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 & Hollan, "The Narrated Life" (367-383)

Personal Narratives Group, "Origins" (3-15)

Luttrell, "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.

Briggs, Charles L.

Proposal for the Master of Arts in Heritage Management

1986 *Learning how to ask: a sociolinguistic appraisal of the role of the interview in social science research*. Cambridge: Cambridge University Press.

Clifford, James

1997 *Spatial Practices*. In *Routes: Travel and Translation in the Late Twentieth Century World*. Cambridge, MA: Harvard University Press. Pp. 52-91.

Crapanzano, Vincent

1977 The Life History in Anthropological Field Work. *Anthropology and Humanism Quarterly* 2 (2-3):3-7.

Chenhall, Richard, Kate Senior and Suzanne Belton

2011 Negotiating Human Research Ethics. *Anthropology Today* 27(5):13-17.

Duranti, Alessandro

1998 *Linguistic Anthropology*. Cambridge: Cambridge University Press.

Fluehr-Lobban, Carolyn

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

Gee, James Paul

2011(3rd ed.). *An Introduction to Discourse Analysis*. New York: Routledge.

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

2009 *Talking Hawai'i's Story: Oral Histories of an Island People*. Honolulu: University of Hawai'i Press.

Lassiter, Luke Eric

2005 *The Chicago Guide to Collaborative Ethnography*. Chicago: University of Chicago Press.

Linde, Charlotte

1993 *Life Stories: The Creation of Coherence*. New York: Oxford University Press.

Marcus, George

2008 The End(s) of Ethnography: Social/Cultural Anthropology's Signature Form of Producing Knowledge in Transition. *Cultural Anthropology* 23(1): 1-14.

Marcus, George E.

1998 *Ethnography Through Thick and Thin*. Princeton: Princeton University Press. Murchison, Julian.

2009 *Ethnography Essentials: Designing, Conducting and Presenting Your Research*. San Francisco: John Wiley & Sons.

Narayan, Kirin

1993 How Native is a "Native" Anthropologist? *American Anthropologist* 95:671-686.

Proposal for the Master of Arts in Heritage Management

Peacock, James L. and Dorothy C. Holland

1993 The Narrated Life: Life Stories in Process. *Ethos* 21 (4):367-383.

Personal Narratives Group, ed.

1989 *Interpreting Women's Lives: Feminist Theory and Personal Narratives*. Bloomington, IN: Indiana University Press

Riessman, Catherine Kohler

1993 *Narrative Analysis*. Newbury Park, CA: Sage Publications.

Smith, Linda Tuhiwai

1999 *Decolonizing Methodologies: Research and Indigenous Peoples*. London & New York: Zed Books.

ANTH 632: Paleobotanical Methods

Description

The identification and analysis of plant remains is a particularly important part of archaeological heritage management because it allows for the reconstruction of agricultural systems, developing an understanding of long-term historical ecology and the influence of factors such as climate, volcanism, and human colonization on island environments. This course emphasizes paleoethnobotany in the Pacific Islands, and provides students with the basic analytical skills necessary for conducting palynology, phytolith analysis, starch grain identification, and wood charcoal identification. Pre: ANTH 600, ANTH 601, ANTH 602.

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 plant remains
- Understand the significance of botanical research to heritage management
- Understand how these analytical methods can be applied to assist in guiding decisions regarding the revitalization of traditional agricultural practices.

TEXTS

Pearsall, Deborah M.

2000 *Paleoethnobotany. A handbook of procedures*. San Diego, etc.: Second Edition. Academic Press.

Numerous additional recent articles to be assigned from current periodicals.

EVALUATION:

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

ANTH 633: Material Conservation

Course Description

This graduate seminar provides a detailed presentation of conservation issues that affect the long-term curation of cultural material. Preservation issues related to paper, textiles, bark cloth, ferrous metals, and an assortment of other materials will be discussed. 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

- Develop specific skills and an awareness of resources available for material conservation.
- Make management decisions and apply conservation techniques to a collection of cultural material.
- Identify web resources related to conservation that will be useful to local museums and community members struggling with conservation issues.

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 conservation project, 3) description of method, 4) description of data gathering, 5) description of data assessment, and 6) statement of findings.

Required Texts

- Appelbaum, Barbara
2012 *Conservation Treatment Methodology*. Taylor and Francis.

Example Seminar Readings:

Various readings from the journal *Museum Anthropology* (Wiley)

<http://cool.conservation-us.org/>

Lewis, Ralph H.
1976 *Manual for Museums*. National Park Service.

ANTH 634: Lithic Analysis

Description:

This course covers analytical methods applied to stone artifacts (lithics) from cultural sites and museum collections. The course will involve a mix of lectures, readings, and practical experience. Topics will include the history of lithic analyses in archaeology, and current techniques available for analyzing source material, tool production technologies, and use-wear. Graduate students will apply the course content to their thesis projects and will work with undergraduates enrolled in ANTH 484 (stone tool analysis) by incorporating students in the analysis of the cultural material they are working with. 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 be able to

- Apply standard analytical methods to the identification and analysis of stone tools
- Understand the ethical standards applied in the identification and characterization of stone artifacts
- Understand how these analytical methods can be applied to better understanding past cultural traditions.
- Consider how the analytical skills covered in the course could assist Heritage Management Professionals in making better-informed management decisions.

REQUIRED TEXTBOOK:

Whittaker, John C.

1994 *Flintknapping: Making and Understanding Stone Tools*. University of Texas Press, Austin.

Multiple additional readings will be assigned throughout the course.

COURSE REQUIREMENTS:

There will be two midterms (25% each), a 15-page research paper that should form a chapter of the student's thesis (15%) with a class presentation of your results (10%) and a final (25%). The exams will be a mix of multiple choice, material identifications, short answer, and short essay. There is no way that you will be able to miss class sessions and do well in this course. Likewise, there is no way that you can skip the readings and expect to get a top grade. While classes will include lectures, I expect questions and your general participation in discussions. If you haven't asked me a number of questions by the end of the semester, I haven't done my job and neither have you. There are no pre-requisites.

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.

ANTH 635: Human Osteology

Description:

This course is designed to explore various 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 conducting ethically grounded research in the context of indigenous heritage management. 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

2005 A Photographic Atlas for Physical Anthropology. CO: Morton Publishing Co.

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.

Proposal for the Master of Arts in Heritage Management

DATE	TOPIC	ACTIVITIES + READINGS
Week 1	Introduction Human Osteology	Atlas: Chapter 2 pp.19-25 Lab Manual: Chapter 3 Kakaliouras, A. 2012 An Anthropology of Repatriation: Contemporary Physical Anthropological and Native American Ontologies of Practice. Current Anthropology S53 (5): S210-S221.
Week 2	Anatomy of the Skull Lecture/Lab	1996 Pietrusewsky, M. and R. Ikehara-Quebral Cultural Alteration of Human Bone in Hawaiian Skeletal Remains. Hawaiian Archeology 5:13-29 Cybulski, J. 1988 Skeletons in the Walls of Old Quebec. Northeast Historical Archeology 17:61-84 Atlas: Chapter 4, pp. 77-97
Week 3	Human Osteology Lab <i>Hand in Exercises 3.2 (except for q. 3) and 3.3 (Lab Manual)</i>	
Week 4	Human Osteology Lab <i>Hand in Exercise 4.1</i>	Postcranial Anatomy Atlas: Chapter 5, pp. 155-198 Lab Manual: Chapter 4 (pp.125-136)
Week 5	Human Osteology Lab <i>Hand in Assignment #1</i>	Craniometry and Osteometry Atlas: Chapter 6 Lab Manual: Chapter 13 (pp. 325-328)
Week 6	TEST 1	
Week 7	Aging and Sexing Lab <i>Hand in Exercises 4.2 and 4.3 (Lab Manual)</i> <i>Hand in Assignment # 2</i>	Atlas: Chapter 3 (pp. 72-73), Chapter 5 (pp.182-83) Lab Manual: Chapter 4 (pp. 141-147) Chapter 15 (pp. 369-394)

Proposal for the Master of Arts in Heritage Management

- Week 8** **Paleopathology** Atlas: Chapter 7
Lecture/Lab Lab Manual: Chapter 14
Start working on Assignment # 3
- Week 9** **Forensics** **Byers, Steven B.** 2002 Establishing the Forensic
Lecture/Lab Context. IN Introduction to Forensic Anthropology.
Pp. 57-81. MA:Allyn and Bacon.
Djuric, M. et al. 2007. Identification of Victims from 2
Mass Graves in Serbia: A Critical Evaluation of
Classical Markers of Identity. Forensic Science
International 172:125-129.
Lab Manual: Chapter 15 (394-409)
Hand in Exercise 15.1 (Lab Manual)
- 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** **Anthropometrics**
Lecture/Lab Lab Manual: Chapter 13 (pp.312-
315) **Dressler, W. et al.** 2008. Cultural
Consonance and Adult Body
Composition in Urban Brazil. AJHB
20: 15-22.
Hand in Assignment # 5

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

ANTH 682: Archaeological Field Methods

Description:

Archaeological methods including research design mapping and excavation, and laboratory methods. Normally taught as a summer session course. Credit varies depending on length of field projects (4-6 weeks, 8 hrs./day).

Course Objectives and Expected Learning Outcomes

Students who successfully complete this course will be able to

- Apply standard field practices to archaeological survey and excavation, particularly in relation to field equipment (*e.g.s* total stations, plane table and alidade, GPS) and documentary techniques for photography, mapping, soil description, and sample collection
- Understand the ethical issues and cultural protocols related to archaeological fieldwork

TEXTS

Balme, Jane, and Alistair Paterson, (eds.)

2009 *Archaeology in practice: A student guide to archaeological analyses*. Wiley. com.

Hester, Thomas J., Harry Shafer and Kenneth Feder

2009 *Field Methods in Archaeology*. Seventh Edition. Left Coast Press, Walnut Creek, CA.

Week 1 Orientation

Introduction and Project Overview

logistics

Expectations

Grades

Prehistoric Sequence

Historical Sequence

Introduction to Basic Archaeological Field Techniques - Site Survey

U.S.G.S. Map review

Tape and compass mapping

Making maps (cartography)

Using a protractor and engineer's scale

Making maps from a pre-established grid

measuring artifact provenience in excavation units

Some Basic Surveying/mapping tools

Brunton Pocket Transit

- Brunton on a tripod
- Autolevel
 - setting up and leveling
 - measuring distance with the stadia rod
 - Top and bottom readings
- GPS
- Optical Transit
 - Setting up and leveling the transit
 - Measuring distance with a slope
- Plane Table Alidade
- Using Scanned Images to draft maps.

EXCAVATION STRATEGIES

- Establishing a Site Grid, and Sampling Methods
- The 1m-x-1m excavation unit
 - unit datum
 - Using string and a line-level to take cmbd measurements
 - Using a laser level to take level measurements
 - 50cm-x-50cm "quads" within the unit
- photo-documentation and descriptions
- Sample Bags- Filling out a Sample Bag
 - Basic Sample information
 - Assigning a Bag #
- Excavation Levels (natural/cultural stratigraphic levels)
 - Strata
 - Levels
- Team Task Assignments
 - Screener's Tasks
 - Excavator's Tasks
 - Collecting Point Provenience data
 - Collecting Bulk Samples
 - Providing matrix to screener
 - Careful observation of changes in the matrix
 - Unit excavation descriptions
- Quad Sampling Strategy
- Special cases: Features
- Conservation Issues
- Soil Identification and descriptions
 - Munsell Soil Color Charts, soil development,
 - Anthropogenic Soils
 - Sediment, grain size, texture, sorting
- Closing down strata/levels, and units
- Drawing a stratigraphic sections
- Standardized Forms

ANTH 690: Heritage Management Internship

COURSE CREDITS 3. This course may be repeated for up to a total of 6 credit hours *if the course content is different.*

INSTRUCTOR: Peter Mills 267 EKH; Email: millsp@hawaii.edu; Office phone- 974-7465

COURSE DESCRIPTION:

This course is designed to promote community involvement in a graduate students' fieldwork. While we will announce internship opportunities that we become aware of, it is up to the intern to secure an internship position with the archaeological community and design your internship project. In order to accomplish this, you need to design your internship *well before the beginning of the semester*. Students can enroll only after they receive a permit from the supervising UHH professor. Various Big Island organizations deal with heritage issues on a daily basis. Potential hosts for internships include a number of government agencies and private organizations; such as 1) the Department of Land and Natural Resources, Division for Historic Preservation in Hilo; 2) The Lyman Museum; 2) Hawai'i Volcanoes National Park, Cultural Resources Management Division; 3) Various other National Parks in Kona (Kaloko Honokohau; Na Ala Hele; Pu`ukoholoa; Pu`u Honua o Honaunau) and 5) Various private consultants (see <http://hawaii.gov/dlnr/hpd/hpgreeting.htm>), several of which maintain offices in Hilo. This list is not exhaustive, and occasionally, other archaeologists are conducting research on the Big Island and take on student interns.

COURSE REQUIREMENTS:

1) For every three credits that you take, you are expected to spend 8 hours per week on your field project. This may involve time in the office or home preparing maps or conducting background research, or it may involve actual time conducting survey and excavation. You will be required to maintain a log/journal of the time you spend on your internship. This log should list the number of hours spent on various activities and give detailed, thoughtful and introspective descriptions of your activities.

2) You will be required to complete a ten-page scholarly research paper for every three credits that you enroll in. This paper should deal with some aspect of your internship, but does not necessarily have to cover every aspect of your internship. You will be expected to conduct background research, summarize previous reports/publications dealing with your topic and relate that information to your current internship project.

APPENDIX 3: Proposed 2-Year Course Offerings

Fall 2015

ANTH 600
ANTH 601
ANTH 602

Spring 2016

ANTH 603
ANTH 611
ANTH 613
ANTH 624
ANTH 625
ANTH 631
ANTH 634

Fall 2016

ANTH 600
ANTH 601
ANTH 602
ANTH 612
ANTH 631
ANTH 632
ANTH 690
ANTH 700

Spring 2017

ANTH 603
ANTH 611
ANTH 613
ANTH 624
ANTH 625
ANTH 631
ANTH 634
ANTH 690
ANTH 700

APPENDIX 4: PROPOSED JOB DESCRIPTIONS IN SUPPORT OF MA PROGRAM

Position Description Assistant Professor of Anthropology (Paleobotany, 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 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.

Minimum Qualifications: 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.

Desirable Qualifications: 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 particularly in collaboration with Kamehameha Schools Keauhou-Kahalu`u Education group, 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.

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

HOUSE OF REPRESENTATIVES
TWENTY-FOURTH LEGISLATURE, 2008
STATE OF HAWAII

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:

1 SECTION 1. The legislature finds that federal and state
2 agencies face constant needs for professionals trained in
3 cultural resource management in the disciplines of archaeology
4 and anthropology to ensure rigorous, timely, and professionally
5 reviewed compliance submissions for federal and state
6 legislation, such as the National Native American Graves
7 Protection Act of 1990 and chapter 6E, Hawaii Revised Statutes,
8 establishing burial councils, as well as all aspects of the
9 state historic preservation division of the department of land
10 and natural resources and related federal and state laws and
11 agencies.

12 In Hawaii, the potential and demonstrated adverse effects
13 to cultural resources are evident in many current project
14 initiatives that could have a potentially adverse impact on
15 cultural and environmental resources, economic stability, and
16 community well-being. These initiatives, if not handled with
17 the support of trained professionals and consultation with
18 appropriate community cultural leaders, have the potential to

HB LRB 08-0628-1.doc



1 cause heightened levels of concern, mistrust, expensive and
2 time-consuming litigation, and an overall sense of loss.
3 Examples of these are not intended to point blame at any
4 particular project, but are well known in the lexicon of
5 planning, economic development, natural resource conservation,
6 and most important, the cultural integrity essential to
7 sustainable systems for Hawaii's people, cultural and natural
8 resources and traditions, its unique lifestyle, and its future
9 visions.

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

19 In spite of the evidence in newspapers, community
20 gatherings, court proceedings, and daily dialogue at many levels
21 of federal, state, and county government, the State of Hawaii
22 has limited opportunity to train cultural resource management

HB LRB 08-0628-1.doc



1 professionals at the graduate level to work with community
2 leaders to assist federal, state, county, or private entities in
3 cooperating with the local community in the cultural resource
4 management process so vital to preserving cultural integrity.
5 Establishing localized training in cultural resource management
6 is essential to training a cadre of effective and qualified
7 professionals who would form meaningful partnerships with
8 educational institutions and indigenous cultures in the
9 preservation of the nation's cultural heritage, as called for in
10 the presidential Executive Order 13287 of March 3, 2003. Hawaii
11 has an extraordinary track-record in such preservation, and it
12 is essential to restore leadership to Hawaii's academic,
13 cultural, and conservation resources.

14 The lack of trained professionals is demonstrated in the
15 critical understaffing of the state historic preservation office
16 of the department of land and natural resources, as well as
17 critical backlogs of more than two hundred fifty reports and
18 reviews required to advance state and federal capital
19 improvement projects at many levels. There are also critical
20 shortages of trained staff for the twenty-four permitted
21 cultural resource management firms working in the State, which
22 require that principal investigators possess a graduate degree

HB LRB 08-0628-1.doc



1 from an accredited institution in archaeology, anthropology
2 (specialization) or an equivalent field. Other planning,
3 architectural, engineering, and communications firms report a
4 critical need for trained and knowledgeable professionals to
5 assist in this important work. There are further shortages in
6 United States-affiliated Pacific islands, the territories of
7 Guam and American Samoa, the Commonwealth of the Northern
8 Mariana Islands and the Freely Associated States. The
9 Polynesian nations that share Hawaii's cultural heritage also
10 are woefully short of qualified cultural resource management
11 programs; fully one-third of the world's cultural heritage is
12 impacted by a shortage of personnel and a dearth of knowledge
13 spanning three thousand years of cultural awareness.

14 While there has been a significant increase in recent years
15 in expanding environmental, social, and cultural resource
16 programs, there is no better place to grow Hawaii's own talent
17 than the University of Hawaii at Hilo's "living laboratories" in
18 anthropology, geology, archaeology, astronomy, natural and
19 environmental science, biology, and the first national doctoral
20 program in a native language through Ka Haka Ula o Ke'elikolani,
21 the college of Hawaiian language, which has unanimously endorsed
22 expansion of the cultural resource management program at the

HB LRB 08-0628-1.doc



1 University of Hawaii at Hilo, through establishment of a masters
2 program through the anthropology department, in close
3 association with the University of Hawaii at Manoa. Although
4 the program has elicited enormous interest from community,
5 faculty, student, and government leaders, it is essential to
6 obtain a complete analysis of costs and resources required to
7 proceed with this important endeavor.

8 Also critical to establishment of a masters program in
9 cultural resource management is development of an appropriate
10 partnership with federal, state, county, and private resources
11 to establish a professional curatorial facility on the island of
12 Hawaii that will enable scholarly and student access to further
13 research, instruction, practicum, and exhibition of the
14 University of Hawaii at Hilo's exceptional archives covering
15 federally mandated collections requirements now housed in
16 inadequate storage areas. In addition, there are numerous
17 private collections that require appropriate conservation and
18 preservation and a pressing development of new and existing
19 facilities to aid this important work. There are numerous
20 locations and partnerships that can be developed to support the
21 concept of the "living laboratory", such as that as practiced by
22 the Army Environmental Center at Pohakuloa, which is staffed by

HB LRB 08-0628-1.doc



1 more than thirty-five professional experts in archaeology,
2 anthropology, biology, out planting, endangered species
3 management, conservation, ungulate and invasive species
4 management practices, and other real-world conservation skills
5 practiced on adjacent lands managed by the department of land
6 and natural resources at Mauna Kea State Park, and office of
7 Hawaiian affairs at the historic Humuula sheep station and
8 historic paniolo Keanakolu Trail and Mana Road. The practices
9 of the past have a place in the future, and the opportunities to
10 create new and innovative educational disciplines and high
11 skill-high knowledge - high pay jobs will never be more
12 important than they are now.

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

17 SECTION 2. There is appropriated out of the general
18 revenues of the State of Hawaii the sum of \$250,000 or so much
19 thereof as may be necessary for fiscal year 2008-2009 for the
20 establishment of a graduate level master of arts program in
21 cultural resource management at the University of Hawaii at Hilo



**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-

§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).§13-282-

**APPENDIX 7: LIST OF HERITAGE MANAGEMENT
CONSULTING FIRMS IN HAWAI'I** (derived from
<http://hawaii.gov/dlnr/shpd/archaeology/2013-Permittee6.pdf>)

AKI SINOTO CONSULTING LLC
2333 Kapiolani Boulevard, #2704
Honolulu, Hawaii 96826
Principal Investigators:
Eugene Dashiell, MA
Paul Titchenal, MA
Phone/Fax: (808) 941-9538

ARCHAEO.HAWAII LLC
64-5239 Pu'u Nohea Street
Kamuela, Hawaii 96743
Principal Investigator: Tracy Leo Tam Sing, MA
Phone: (808) 264-1357
E-mail: tracyltamsing@hawaii.rr.com

ARCHAEOLOGICAL SERVICES HAWAI'I, LLC (ASH)
1930-A Vineyard Street
Wailuku, Hawaii 96793
Principal Investigator: Jeffrey Pantaleo, MA
Phone: (808) 244-2012
Fax: (808) 244-9592

CARDNO TEC, INC
425 Chalan San Antonio Road
Pacific Island Postal Services
PMB #1004
Tamuning, Guam 96913-3620
Principal Investigator: Boyd Dixon, PhD
Phone: (671) 989-7414
Fax: (671) 989-7413
E-mail: boyd.dixon@cardnotec.com

CULTURAL SURVEYS OF HAWAI'I, INC. (CSH) (O'AHU OFFICE)
P.O. Box 1114
Kailua, Hawaii 96734
Principal Investigators:
Hallett Hammatt, PhD David Shideler, MA
Matt McDermott, MA Tanya Lee-Greig, MA
Lisa Gollin, PhD Margaret Magat, PhD
Randy Groza, MA
Phone: (808) 262-9972

Fax: (808) 262-4950
E-mail: info@culturalsurveys.com
Web site: www.culturalsurveys.com

CULTURAL SURVEYS OF HAWAI'I, INC. (CSH) (HAWAII ISLAND OFFICE)
P.O. Box 393
Pahoa, Hawaii 96778
Principal Investigator: Hallett Hammatt, PhD
Hawaii Island Contact: Aulii Mitchell
Phone: (808) 965-6478
Fax: (808) 965-6582

CULTURAL SURVEYS OF HAWAI'I, INC. (CSH) (KAUAI OFFICE)
P.O. Box 498
Lawai, Hawaii 96765
Principal Investigator: Hallett Hammatt, PhD
Kauai Island Contact: Gerald Ida
Phone: (808) 652-1271
Fax: (808) 262-4950

CULTURAL SURVEYS OF HAWAI'I, INC. (CSH) (MAUI OFFICE)
1860 Main Street
Wailuku, Hawaii 96793
Principal Investigator: Hallett Hammatt, PhD
Maui Island Contact: Tanya Lee-Greig, MA
Phone: (808) 242-9882
Fax: (808) 244-1994

EXPLORATION ASSOCIATES, LTD.
3-2600 Kaumualii Hwy Suite 1300 PMB 306
Lihue, Hawaii 96766
Principal Investigator: Nancy McMahon
Phone: (808) 639-6695

GARCIA AND ASSOCIATES (GANDA)
146 Hekili Street, Suite 101
Kailua, Hawaii 96734
Principal Investigators:
Michael Desilets, MA
Jolie Liston, MA
Megan Hawkins, MA
Phone: (808) 262-1387
Fax: (808) 262-1384
Web site: www.garciaandassociates.com

GEOHAZARDS CONSULTANTS INTERNATIONAL, INC.

P.O. Box 479
Volcano, Hawaii 96785
Principal Investigator: Timothy E. Scheffler, PhD
Phone: (808) 967-8579
Fax: (808) 967-8525
E-mail: geohaz@hawaii.rr.com

HAUN & ASSOCIATES (HAWAI'I ISLAND OFFICE)
73-1168 Kahuna A'o Road
Kailua-Kona, HI 96740
Principal Investigator: Alan E. Haun, PhD
Phone: (808) 325-2402
Fax: (808) 325-1520
E-mail: ahaun@haunandassociates.com
Web site: www.haunandassociates.com

HAUN & ASSOCIATES (O'AHU OFFICE)
3966 Nu'uuanu Pali Drive
Honolulu, HI 96817
Principal Investigator: Alan E. Haun, PhD
O'ahu Island Contact: Dianne M. Berrigan, MA
Phone: (808) 982-7755

HAUN & ASSOCIATES (MAUI OFFICE)
PO Box 949
Makawao, HI 96768
Principal Investigator: Alan E. Haun, PhD
Phone: (808) 325-2402

HDR, INC.
1132 Bishop Street, Suite 1003
Honolulu, Hawaii 96813-2380
Principal Investigator: David Lawrence Brown, MA
Phone: (808) 697-6200
Fax: (808) 697-6201
E-mail: david.brown@hdrinc.com
Websites: www.hdrinc.com

INTERNATIONAL ARCHAEOLOGICAL RESEARCH INSTITUTE, INC. (IARII)
2081 Young Street
Honolulu, Hawaii 96826
Principal Investigators:
J. Stephen Athens, PhD
Timothy M. Rieth, MA
David J. Welch, PhD
Phone: (808) 946-2548

E-mail: honoluluoffice@iarii.org
Website: www.iarii.org

JEFFREY PANTALEO CONSULTANTS, LLC
98-492 Kiliohu Loop
Aiea, Hawaii 96701
Principal Investigator: Jeffrey Pantaleo, MA
Phone: (808) 836-5599
Fax: (808) 837-0171
E-mail: jpanta4149@aol.com

KEALA PONO ARCHAEOLOGICAL CONSULTING, LLC
<http://Keala-Pono.com>
Principal Investigator: Windy Keala McElroy, PhD
Main Office: Hau'ula, Oahu
Satellite Offices: Hilo, Hawaii
Kaunakakai, Molokai
Phone: (808) 381-2361

KUMUPA'A CULTURAL RESOURCE CONSULTANTS, LLC
PO Box 234
Hakalau HI 96710
Principal Investigator: Kelley L. Uyeoka, MA
Phone: (808) 238-0533

THE LOUIS BERGER GROUP, INC
1600 Baltimore Avenue, Suite 100
Kansas City, MO 64108
Principal Investigators:
Hope Luhman, PhD
Eric Voigt, MA
Phone: (816) 398-8656

PACIFIC CONSULTING SERVICES, INC.
720 Iwilei Road, Suite 424
Honolulu, Hawaii 96817
Principal Investigators:
Sara Collins, PhD Dennis C. Gosser, MA
Patrick McCoy, PhD Melanie Mintmier, MA
Paul Titchenal, MA
Cultural Resources Manager: Stephan D. Clark, BS
Phone: (808) 546-5557
Fax: (808) 546-5557
E-mail: steve.clark@pcsihawaii.com
Web site: www.pcsi-hawaii.com

PACIFIC LEGACY, INC. (OAHU OFFICE)

30 Aulike Street, Suite 301

Kailua, HI 96734

Principal Investigators:

Paul Cleghorn, PhD Lisa Holm, PhD

John Holson, MA Tom Jackson, PhD

Lisa Shapiro, MA

Phone: (808) 263-4800

Fax: (808) 263-4300

E-mail: cleghorn@pacificlegacy.com

Web site: <http://www.pacificlegacy.com>

PACIFIC LEGACY, INC. (HAWAII OFFICE)

Hilo, HI

Principal Investigators:

Rowland Reeve, MA

Will Shapiro

Phone: (808) 351-9560

E-mail: reeve@pacificlegacy.com

Web site: <http://www.pacificlegacy.com>

RECHTMAN CONSULTING, LLC

507-A East Lanikaula Street

Hilo, Hawaii 96720

Principal Investigator: Robert B. Rechtman, PhD

Phone: (808) 969-6066

E-mail: bob@rechtmanconsulting.

SCIENTIFIC CONSULTANT SERVICES, INC. (SCS) (O'AHU OFFICE)

711 Kapiolani Boulevard, Suite 975

Honolulu, Hawaii 96813

Principal Investigators:

Robert Spear, PhD

Michael F. Dega, PhD

Glenn Escott, MA

General Manager: David B. Chaffee

Phone: (808) 597-1182

Fax: (808) 597-1193

E-mail: scs@scshawaii.com

Web site: www.scshawaii.com

SCIENTIFIC CONSULTANT SERVICES, INC. (SCS) (HAWAII OFFICE)

P.O. Box 155

Keaau, Hawaii 96749

Principal Investigator: Robert Spear, PhD

Hawaii Island Contact: Glenn Escott, MA

Phone: (808) 982-5321

SCIENTIFIC CONSULTANT SERVICES, INC. (SCS) (MAUI OFFICE)
985 Kahealani Street
Haiku, Hawaii 96708
Maui Contact: Michael Dega, PhD
Phone: (808) 782-9418

SCIENTIFIC CONSULTANT SERVICES, INC. (SCS) (KAUAI OFFICE)
222 Lulo Road
Kapaa, Hawaii 96746
Kauai Contact: James Powell, BA
Phone: (808) 651-5924
SIXTH SENSE ARCHAEOLOGICAL CONSULTANTS, LLC
P.O. Box 782
Puunene, Hawaii 96784
Principal Investigator: Janet Six, MA
Cellular: (808) 344-0566

SOUTHEASTERN ARCHAEOLOGICAL RESEARCH, INC. (SEARCH)
560 N. Nimitz Highway, Suite 230
Honolulu, Hawaii 96817
Principal Investigators:
David M. Crowell, MS
Phone: (808) 533-3301
Fax: (808) 533-3303
E-mail: david@searchinc.com
Web Site: www.searchinc.com

TCP HAWAII, LLC.
333 Aoloa Street #303
Kailua, Hawaii 96734
Principal Investigator: Christopher M. Monahan, PhD
Phone: (808) 754-0304
E-mail: mookahan@yahoo.com

T.S. DYE & COLLEAGUES, ARCHAEOLOGISTS, INC.
735 Bishop Street, Suite 315
Honolulu, Hawaii 96813
Principal Investigator: Thomas S. Dye, PhD
Phone: (808) 529-0866
Fax: (808) 529-0884
E-mail: colleagues@tsdye.com
Web Site: www.tsdye.com

XAMANЕК RESEARCHES, LLC

P.O. Box 880131
Pukalani, Hawaii 96788
Principal Investigator: Erik Fredericksen, MA
Phone: (808) 572-8900
Fax: (808) 572-6118
E-mail: xamanekresearchesllc@gmail.com

APPENDIX 8: LETTERS OF SUPPORT/LEGISLATIVE TESTIMONY

NEIL ABERCROMBIE
GOVERNOR OF HAWAII



HISTORIC PRESERVATION DIVISION DEPARTMENT OF LAND AND NATURAL RESOURCES

601 Kamokila Boulevard, Suite 555
Kapolei, HI 96806

WILLIAM J. AHA, JR.
CHAIRPERSON
BOARD OF LAND AND NATURAL RESOURCES
COMMISSION ON WATER RESOURCE MANAGEMENT

ESTHER KIA'AINA
FIRST DEPUTY

WILLIAM M. TAM
DEPUTY DIRECTOR - WATER

AQUATIC RESOURCES
BOATING AND OCEAN RECREATION
BUREAU OF CONVEYANCES
COMMISSION ON WATER RESOURCE MANAGEMENT
CONSERVATION AND COASTAL LANDS
CONSERVATION AND RESOURCES ENFORCEMENT
ENGINEERING
FORESTRY AND WILDLIFE
HISTORIC PRESERVATION
KAIHOOLAWE ISLAND RESERVE COMMISSION
LAND
STATE PARKS

October 26, 2012

LOG NO: 2012.3092
DOC NO: 1210TD05

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 Keauhou, 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 Hawaii 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 benefitted 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,

A handwritten signature in black ink, appearing to read "Theresa K. Donham".

Theresa K. Donham
Archaeology Branch Chief and
Deputy State Historic Preservation Officer



KAMEHAMEHA SCHOOLS

March 31, 2014

Dr. Peter Mills, Professor
Department of Anthropology
University of Hawai'i, Hilo
200 W. Kawili Street
Hilo, Hawai'i, 96720

Aloha e Dr. Peter Mills,

Kamehameha Schools (KS) is pleased to support the UNIVERSITY OF HAWAI'I at HILO, ("UHH"), and THE UNIVERSITY OF HAWAI'I FOUNDATION ("UHF"), in the development and implementation of the Heritage Management Masters in Arts Degree Program. We strongly believe that UHH & UHF has the capacity and expertise to effectively implement the proposed project.

As you may know, Kamehameha Schools is a charitable educational trust whose mission is to provide educational opportunities to improve the capability and well-being of more people of Hawaiian ancestry. In accordance to our Strategic Plan to expand lifelong educational options and its Educational Strategic Plan to enhance and sustain positive educational outcomes for greater numbers of Native Hawaiian children, KS has collaborated with various Hawaiian organizations and communities statewide to expand and diversify educational opportunities for more people of Hawaiian ancestry.

We understand that the Heritage program's goal is to increase the number of Hawaiians with graduate level degrees in the fields of Anthropology, Archaeology and resource management. This proposed program is consistent with Kamehameha Schools' mission and strategic plan.

We, like UHH, are committed to meeting the diverse educational needs of the Hawaiian community serving over 6,900 students annually. We commend UHH & UHF for their approach to develop the Masters in Arts Degree Program and offer our continued partnership and support towards this collaborative effort.

Sincerely,

Christopher J. Pating
Vice President for Strategic Planning & Implementation

cc: Kalei Nu'uhiwa, KKEG



KAMEHAMEHA SCHOOLS

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.

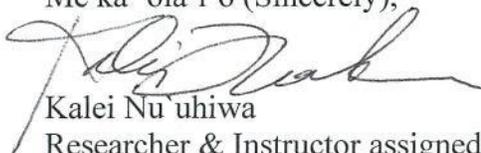
It is especially important during challenging financial times for every program provider dedicated to improving Native Hawaiian well-being to consider opportunities to work with others whose missions are in close alignment.

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 kanuuhw@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
Keauhou Kahalu`u Education Group
Kamehameha Schools

HISTORIC HAWAII FOUNDATION

EXECUTIVE COMMITTEE

Tony Mizuno
President

Jean Campbell
First Vice President

Les Y. Goya
Second Vice President

Joanna Kawamoto
Secretary

Kimo Todd
Treasurer

Stanton Enomoto
At-Large

Richard Houck
At-Large

Frank Haas
Past President

BOARD OF TRUSTEES

Dawn N.S. Chang
Kevin Cockett
Blair D. Collis
Lindalee (Cissy) Farm
Marcy E. Fleming
Ann Gommers
Wayne Goo
Anna Grune
Kimo Lee
Samuel A.B. Lyons
Nancy Maeda
Makani Maeva
Kurt Matsumoto
Wendie McAllaster
Lance Parker
Rick Piper
Ben Salazar
Ronald Sato
Patsy Sheehan
Tom Young

Lani Ma'a Lapilio
Ex Officio

EXECUTIVE DIRECTOR
Kiersten Faulkner

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.



680 Iwilei Road, Suite 690 / Honolulu, Hawai'i 96817 / Tel (808) 523-2900 / Fax (808) 523-0800
Email preservation@historichawaii.org / Web www.historichawaii.org

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,

A handwritten signature in cursive script, appearing to read "Kiersten Faulkner".

Kiersten Faulkner, AICP
Executive Director



UNIVERSITY
of HAWAII®
WEST O'AHU

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 be seen in recent controversies surrounding the discovery of artifacts and human remains within the rail transit corridor and near Kawaiahao 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 UHH 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.

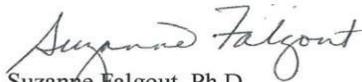
Your proposed program, while small, would definitely help to alleviate the real backlog of need for the advanced training of local students in this field of study and for graduate education that is furthermore regionally-focused. I would be very proud to recommend your graduate program to those of our UHWO students who wish to continue their education in this field.

91-1001 Farrington Highway, Kapolei, HI 96707 ♦ Telephone: (808) 689-2300 ♦ Fax: (808) 689-2301
An Equal Opportunity/Affirmative Action Institution

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,



Suzanne Falgout, Ph.D
Professor of Anthropology



KULANUI O
HAWAII MA
HILO

UNIVERSITY OF
HAWAII AT HILO

*Ka Haka 'Ula O Ke'elikōlani
College of Hawaiian Language*

<http://www.olelo.hawaii.edu>

MOKUNA
HA'AWINA HAWAII
Hawaiian Studies Division

Muapuka
Undergraduate Program

Mulipuka
Graduate Program

Ho'ona'auao Lauli
Liberal Education Program

Kahuawaiola
Hawaiian Medium Teacher Education Program

HALE KUAMO'O
Hawaiian Language Center

Kūwaho
Outreach Program

Ho'oiikaika Kumu
Hawaiian Medium Inservice Program

Ho'omohala Ha'awina,
Lawelawe Pāpaho & Keleka'a'ike
*Curriculum Development,
Media and Telecommunication Services*

200 W. KĀWILI STREET
HILO, HAWAII 96720-4091
KELEPONA (Phone): (808) 974-7339
KELEPA'I (Fax): (808) 974-7686

NĀ KULA HO'OKOLOHUA
MAULI HAWAII
*Hawaiian Medium Laboratory
Schools*

Ke Kula 'o Nāwahioakalani'ōpu'u
Ke Kula 'o Samuel M. Kamakau
Ke Kula Ni'ihau o Kekaha

16-120 'Opūkaha'ia St.
KEA'AU, HAWAII 96749
KELEPONA (Phone): (808) 982-4260
KELEPA'I (Fax): (808) 966-7821

He Mea Hai Ma Ka Papaha
Kaulike Me Ke Pai Laemāuna

*An Equal Opportunity/
Affirmative Action Institution*

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 Hawaii'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 Hawaii'i residents who, having completed a program such as yours, would have a strong incentive to remain in Hawaii'i and to contribute in meaningful ways to communities statewide. Increased job opportunities available to program graduates in heritage management will empower Hawaii'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

UNIVERSITY OF HAWAII AT HILO

Edwin H. Mookini Library

September 12, 2013

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.

Kathryn Besio



Chair and Associate Professor, Department of Geography and Environmental Studies • University of Hawai'i at Hilo, HI 96720 •
Phone: 974-7367 •
E-Mail: besio@hawaii.edu

September 29, 2013

Dr. Peter Mills
Department of Anthropology
Social Science Division
University of Hawai'i at Hilo
200 W. Kawili St
Hilo, HI 96720

Dear Peter,

As Department Chair of UH-Hilo's Geography and Environmental Studies (GES) program, I want to express my strongest support for the proposed MA program in Heritage Management. The program is much needed by the State and Big Island communities, and is keenly desired by students completing degrees in Anthropology and Geography and Environmental Studies.

Our departments have had a successful history of working together, through the Pacific Island Studies Certificate and, perhaps most importantly, in fostering the shared interests of our undergraduate students in topics such as, cultural geography, geographies of the Pacific, resource management, and spatial data analysis. GES and Anthropology have considerable overlap in our student bodies. I foresee that the opportunities of the proposed M.A. program will draw from GES undergraduates, in addition to Anthropology undergraduates, and we welcome another vitally needed advanced degree for Big Island and Pacific Island residents.

In addition to our cross-over in students and their interests, faculty in GES are committed to offering graduate courses to the proposed M.A. Dr. Ryan Perroy who teaches courses in geographic information systems and remote sensing and has a background in soil science, is uniquely positioned to work closely with your program. Two graduate courses, CBES 640 and 681, taught through GES and by Ryan will contribute to the Applied Analytical Methods block in the proposed degree. He is also creating an additional graduate-level course in spatial analysis, which GES hopes to offer by fall 2015.

The Geography and Environmental Studies Department looks forward to the start of the Heritage Management M.A. program and looks forward to working with you to ensure its success. Please let me know if GES can be of further assistance.

Aloha,

Kathryn Besio



UNIVERSITY
OF HAWAII
HILO

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 279 / 45-539 PLUMERIA STREET
HONOKA'A, HAWAII 96727
PHONE: (808) 775-8890
FAX: (808) 775-1294

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,

A handwritten signature in black ink, appearing to read "James M. Bayman".

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 Hawai'i. 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 Hawai'i 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-Mānoa 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-Mānoa 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-Mānoa.

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-Mānoa;
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 Naleimaile, 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.

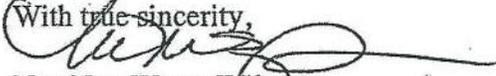
Secondly, the need for expertise in the field is urgent. Like immigrant field workers, contract archaeology firms are importing recent graduates from the U.S. continent to fill low level positions as field technicians in order to meet the demands created by rampant development on Hawai'i Island. Without 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 true sincerity,



Noe Noe Wong-Wilson

2106 Kaiwiki Road

Hilo, Hawai'i 96720

Tel: (808) 939-2884

Hauani Olds

From: Sean P Naleimaile [naleimai@hawaii.edu]
Sent: Tuesday, January 29, 2008 11:45 PM
To: HEDtestimony
Subject: Testimony in support of HB2976

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

FROM: Sean Naleimaile, Lecturer
Hawaii Community College
Kahu Kuuna: Cultural Resource Stewardship Program
Telephone: 808-974-7486, FAX: 808-974-7701
Email: naleimai@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 Naleimaile. 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 the 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 Hawaii-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
Hawaiian Life Styles Department
I Ola Haloa
Hawai`i Community College
200 W. Kawili St.
Hilo, HI 96720
naleimai@hawaii.edu
Cell # (808) 9363630 (808)640-5699
Work # (808)974-7486

Haunani Olds

From: Thomas Dye [sha@tsdye2.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 Hawai'i at 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 HBs 2976 and 3328, 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 Kuuna: 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

manahan1-Haylee

From: Julie Taomia [sopacarch@yahoo.com]
Sent: Tuesday, January 29, 2008 11:38 AM
To: TACtestimony
Subject: HB 2976

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

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. Thanky 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:

Lehua Wilson and Ashton Kekailoa Dircks
2106 Kaiwiki Road.
Hilo, HI 96720

LAIK TESTIMONY

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

LATE TESTIMONY

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)

APPENDIX 9: DECOLONIZING HERITAGE MANAGEMENT IN HAWAI‘I

Advances in Anthropology
2013, Vol.3, No.3, 127-132
Published Online August 2013 in SciRes (<http://www.scirp.org/journal/aa>)



<http://dx.doi.org/10.4236/aa.2013.33017>

Decolonizing Heritage Management in Hawai‘i

Peter R. Mills, Kathleen L. Kawelu

Department of Anthropology at the University of Hawai‘i at Hilo, Hilo, USA
Email: millsp@hawaii.edu, kkawelu@hawaii.edu

Received March 5th, 2013; revised April 6th, 2013; accepted April 13th, 2013

Copyright © 2013 Peter R. Mills, Kathleen L. Kawelu. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

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 backlogs, staff reductions, and frequent staff turn-over. Nevertheless, grass roots 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 the 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 antithetical 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 Pa‘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 stop. 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 pocked with muddy pools deep enough to float a small rent-a-car and submerge the radiator grills of pick-up trucks. Consequently, most visitors wend 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 em-

ployees 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 white-caps off the North Shore. For anyone sensitive to the colonial environment which has rendered this ancient cultural site into a quaint and isolated scenic 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 landscape 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 POSSESSES EXCEPTIONAL VALUE
IN COMMEMORATING AND ILLUSTRATING
THE HISTORY OF THE UNITED STATES

US DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

1963

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 reclaimed 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 poignant 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 colonialism. 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 nationalistic 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 “settler colonialism” (Kauamui, 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 archaeology 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 develop-

ment 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 (Kirch, 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 archaeology 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. Bowen excavated a human grave in Kahala, after it had been accidentally exposed. From the coffin and associated *moepu* (grave goods), Bowen 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 1883 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 it is currently ranked as the 13th most wealthy private trust in the world with a net endowment estimated at 7.2 billion dollars (Accuity, 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 grading 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 Bowen 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 coffin burials were excavated and documented by Bowen, as well as other well-known Bishop Museum archaeologists including Lloyd Soehren, Yosi Sinoto, 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 find,” and positively portrayed the archaeologists as community servants salvaging Hawaiian history from the inevitable effects of modern development. By February 7 the developers hired Greenlawn 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.