

Anthropology at Manoa Five-Year Plan 2012-2017

Executive Summary

Anthropology as a field in the twenty-first century is committed to the study of humankind in its past and present states, incorporating theory, field-based research, and training in work that is relevant and applicable for today's world. In particular, anthropology at the University of Hawai'i fully recognizes that these islands are home to Kanaka Maoli (Native Hawaiians) who continue to assert *kuleana* (rights and responsibilities) as 'O-iwi (indigenous people) of this land. The department's past, present, and future draw upon a combination of our geopolitical location in the Pacific and as a bridge to Asia, as well as scholars who continue to build a strong legacy of research, teaching, and service linked to this very locus.

Departmental research interests have increasingly coalesced around the ways in which conceptions of, and responses to, markets, commodities, exchange, and political power impact individuals, societies, and their formation through time. Building upon these perspectives, we aim to advance approaches to anthropology that attend to linkages of culture, politics and economics. Our contributions continue to be made through existing regional and thematic specializations in Asia and the Pacific to address important issues including indigenous rights, impacts of tourism, consumer cultures, internet-based interactions, environmental change, health inequities and institutional interventions, international mining and resource extraction, and evolutionary social and cultural change as evidenced in the archaeological record.

In the next five years we foresee research and curricular development around cross-cutting themes (similar to those developed and explained in our previous five-year plan):

Human biology, health, and culture

Heritage, identity, and indigeneity

Evolution, environment, and ecology

Discourse, meaning, and media

In order to achieve our goals we envision several new positions, including a Pacific/Hawaiian archaeologist, linguistic anthropologists with overlapping interest in one of our existing strengths, bio-cultural medical anthropologist, new position in ecological anthropology, and further additions to our archaeology faculty. These positions represent areas of growth and strategic development that will continue to place us at the forefront of the discipline, while ensuring our strong commitment to the geopolitical home of Hawai`i. In order to maintain our strength in Asia and the Pacific, our highest priorities are to hire anthropologists who specialize in East and Southeast Asia, and the Pacific. We also seek further support staff who will greatly enhance our ability to achieve these goals, in particular as our department attains ever greater visibility and international prominence: 1) part-time anthropology labs manager (50%); and 2) part-time grants support person (50%), reflecting the increased number of large extramural grants. (Note that for the sake of a stronger pool of applicants, these two may be combined into one full-time position. We recognize, however, the different and unrelated skill sets upon which these two needs draw.)

I. KULEANA: HAWAII AS AN INITIATIVE FOR RESEARCH, TEACHING, APPLICATION, AND SERVICE

Our strengths as a department are many, and include ongoing research in Asia and the Pacific for which our faculty have received awards and grants and produced numerous significant publications. The previous five-year plan detailed these strengths amply. In this document, we outline a present and future dynamic direction – that is, Hawai`i. As an original land grant institution, the University of Hawai`i shoulders particular responsibility to the community: first by establishing and maintaining itself as a top-notch institution of research and learning; second by developing relationships of **interdependence through Hawai`i-focused research and interaction**. We take seriously the responsibility of developing critical thinking in all students, not as an optional component of education, but as the fundamental basis of leadership, life skills, and personal development. We develop critical thinking through the work we do as anthropologists, demonstrating the dynamism of concepts such as culture and the changing human condition as essential tools in the complex world of which Hawai`i is a part. We embrace

critique and application as elements that tie us responsibly to communities. We take seriously our purview of research, which is global with an emphasis on Asia and the Pacific. We have a long history as leaders of research and noteworthy engagement in these areas. At the same time, we recognize the unique opportunities we have in developing deep and lasting relationships to our home, Hawai`i, specifically through research, teaching, application, and service to the community. We recognize the fragility of **island ecosystems – including their cultural, intellectual, and natural resources**. Thus we place firm commitment in upholding responsibilities to those resources, exploring past conditions of settlement, challenging existing stereotypes of interaction, and developing means of leadership in ourselves and our students for the future. The broad-based knowledge upheld by anthropology provides us with the strength of our differences to embrace that stewardship. This is how we conceptualize *kuleana*.

Research

We have past and ongoing Hawai`i-based research projects and publications among our current faculty, including:

- Hawaiian archaeology (Bayman, synthesizing work to be published by Society for American Archaeology, 2013)
- Hawaiian masculinity in a local activist men's group (Tengan, 2008, *Native Men Remade: Gender and Nation in Contemporary Hawai`i*, Duke)
- Hawaiian soldiering: indigenous traditions of warriorhood (Tengan, 2010 grant from National Park Service)
- World War II collective memory with a focus on Pearl Harbor and the U.S.S. Arizona Memorial (White with Marie Thorsten, 2010, "Binational Pear Harbor?: Tora! Tora! Tora! and the Fate of (Trans)national Memory"; 2006, "Landscapes of Power: National Memorials and the Domestication of Affect"; 2004, "National Subjects: Pearl Harbor and September 11").
- Chinese visitation at the Arizona Memorial (White, 2010 grant from National Park Service)

- ethnic beauty pageants in Hawai`i (Yano, 2006, *Crowning the Nice Girl; Gender, Ethnicity, and Culture in Hawaii's Cherry Blossom Festival*, UH Press)
- corporate tourism and its gendered, racialized hiring practices (Yano, 2011, *Airborne Dreams; 'Nisei' Stewardesses and Pan American World Airways*, Duke)
- food institutions and cultural identity (Yano, 2007, "Side Dish Kitchens; Japanese American Delicatessens in Honolulu, Hawaii").

[Note: complete bibliographic citations on departmental website] In addition, plans are underway for new research projects over the next five years, including:

- health of Micronesians living on O`ahu, with a focus on hospitals and community-based health centers as a result of the Compacts of Free Association between the United States and the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau (Saethre)
- Chinese cemeteries in Hawai`i as sites of cultural practices, as well as environmental interactions (Blake and Padwe)
- `ukulele and its popularity in Japan, historically and in contemporary society (Yano)

Anthropology has spearheaded the **Hawai`i as a Research Initiative** program through departmental funds made available to faculty to hire graduate students as research assistants, with priority given to local projects. In this way, we see research as providing opportunities for mentoring a future generation of scholars, as well as building a corpus of publications that position the department as taking a leading role in Hawai`i-based scholarship.

One area of research in particular stands out for its potential to engage the local community in substantive dialogue: tourism. The recently formed **Critical Tourism Studies Working Group (CTSWG)**, founded and based in the Department of Anthropology (Dr. Mary Conran and Dr. Guido Pigliasco; with supporting faculty Tengan, White, Yano), consists of an interdisciplinary consortium of scholars, tourism practitioners, and community members. One of the goals of CTSWG is to engage the public in critical discussions of tourism. To that end, it will be organizing a series of public conferences in the next five years, the first of which will be held in spring 2013, co-sponsored by the Department of Anthropology. Hawai`i provides a natural and compelling laboratory for tourism. As the primary research institution in the state,

the University of Hawai`i should engage in more than a how-to for the industry (i.e. the role of the School of Travel Industry Management). CTSWG – with anthropology at its helm – takes a leadership role in establishing UH as a site of critical thinking through and beyond this fast-growing global industry.

In order to showcase our research on Hawai`i, we plan to hold a semester-long series of talks and workshops with this focus. We can use our ongoing colloquium series for this purpose, as well as conduct informal workshops organized by AGSA on conducting fieldwork in the community. This would tie in with the proposed MA track in Applied Cultural Anthropology (see below).

Teaching

Teaching has always been a primary means of reaching out to the local community, particularly for undergraduate education. As the flagship campus for the University system, Manoa carries the potential for connecting undergraduate and graduate student populations in meaningful ways. No other campus can accomplish this to such an extent. And yet, the typical gulf between these two populations mirrors the gulf in their respective demographic – in simple terms, higher percentage of local undergraduates versus non-local graduate students. The Department of Anthropology has taken steps to bridge this gulf through its **Anthropology Mentoring Program**, instituted in Fall 2011. In this highly successful interaction, the department hires its graduate students (through SECE) to mentor undergraduate majors who sign up for this service at no cost. During 2011-2012, the program involved 9 graduate student mentors and 31 undergraduate majors. The feedback from both mentors and mentees has been overwhelmingly positive, providing one of the first regular and structural means for undergraduate and graduate student interaction (as well as graduate student employment).

Commitment to teaching local students has also been a central part of the **Applied Archaeology M.A. track**. Application, in fact, is an important and necessary thrust nationwide of anthropology as a discipline (see next section on Application and Service). We have designed the MA track in Applied Archaeology to train the next generation of professional non-academic archaeologists and others who seek to be effective advocates for the study and preservation of

historic sites in Hawai'i and elsewhere in the Pacific and Asia. (And we have developed and are executing this highly successful program without any additional funds or support from the College or University.) Although institutions throughout the continental United States offer graduate training in applied archaeology, our program at UH-Manoa is unique in its geographic and cultural focus on Hawai'i, Oceania, and Asia. Alumni and current students of this highly successful program have found meaningful employment in such places as the National Park Service (Hawai'i Volcanoes National Park), Hawaiian Internship Program, 'Olelo Community Media, Federal Bureau of Investigation, State Division of Forestry and Wildlife, Queen Lili'uokalani Trust, and numerous private archaeological firms in Hawai'i. As of June 2012, the program has graduated 7 MA students, currently enrolls 11 students, and welcomes 3 incoming students in the Fall.

In 2012, faculty members Ty Tengan and James Bayman were awarded a \$225,997 grant from Kamehameha Schools Aina Based Education to strengthen the Applied Archaeology program. The grant will enhance a partnership between Kamehameha Schools and the UHM Anthropology Department that is designed to offer Native Hawaiians and local university students an opportunity to participate in archaeology and related ethnographic and educational activities on the North Shore of O'ahu. The archaeological training program includes consultation with the community and archival research to support the stewardship of Kamehameha School lands and cultural resources on O'ahu.

This grant dovetails neatly with the department's plans to design and implement a second applied master's degree track: **Applied Cultural Anthropology MA Track in Heritage / Indigenous Studies with a focus on Ethnography**. In this, we seek to explore possibilities of partnering with Ethnic Studies. Dr. Ty Tengan, with joint appointment in Anthropology and Ethnic Studies, as well as leadership in indigenous studies, will be spearheading our efforts to structure this master's degree track. By proposing a "track" we foresee mainly reconfiguring existing resources, rather than requesting significant new resources. At the same time, acknowledging student needs and the growing field of what is variously called "applied," "engaged," and "public" anthropology places renewed concern and desirability for parallel strengths in our future hires. [See Appendix for further details]

Archaeological field schools, offered through Outreach College, have been an important part of summertime undergraduate education in the department. Our field schools extend throughout the Pacific (e.g. Marquesas, Guam, Fiji, Rapa Nui, Hawai`i), and often involve students from these areas as well as Asia. For example, the Luce Foundation-funded Luce Asian Archaeology Program from 2008-2012, headed by Miriam Stark, brought a total of twelve junior archaeological professionals from East and Southeast Asian countries to our campus for an academic year, and then sent each cohort back to either China or the Philippines to participate in one of three field-based training programs. No other American university has done this sort of training. Such a wealth of campus-based and field-based practical training opportunities through one department is unusual and merits significant attention. We are also an established host institution/department for visiting anthropological and archaeological academics from East and Southeast Asia and routinely host fellows (Fulbright, Luce, and other organizations provide the funding). That puts us in the same league, in this respect, as Harvard and Stanford.

This rich context of international training enhances the field schools we conduct here in Hawai`i. Locally-based field schools bridge not only town-gown relations, but also importantly draw students from outside the state to the islands in interaction through teaching and learning. Although these numbers are down from summers past, this is an endeavor we would like to continue and potentially grow through greater efforts of promotion. In addition, we would like to expand offerings by developing an **ethnographic field school – “Beyond Paradise: Hawai`i as a complex, multicultural urban setting”** -- in the next five years . This field school would be conducted in conjunction with the applied cultural anthropology M.A., focusing on methods courses and led by cultural anthropology faculty in turn who are conducting their own research in Hawai`i. One possibility is that a certain portion of course expectations for students in the field school would consist of working on the research project of the faculty leader. This provides further interaction between faculty and students intimately tying together research and teaching.

In addition to these teaching initiatives, the department has recently added or plans to add the following courses that directly involve local communities:

- **Anth 487 Okinawa and Its Diaspora** (offered for the first time in Fall 2012). This writing intensive course deals with the strong ties of Okinawa’s diaspora – including

prominently those in Hawai`i – to help foster a sense of identity that is simultaneously Okinawan (link to homeland) and immigrant settler (link to new home).

- **Anth 750D Research Seminar: Ethnography (focus on Hawai`i)**. This seminar will critically examine the theoretical, methodological, and political dimensions of ethnographies of Native Hawaiian communities (offered for the first time in Fall 2012)

- **Agriculture of Identity**, a writing-intensive course in which students meet and conduct ethnographic research with community members involved in organic agriculture, farmers' markets, and various farm-based sustainability initiatives on Oahu.

Application and Service

The relationship between the social sciences and the larger community is important in addressing consequential issues in our society. Specialist Dr. Ann Sakaguchi established the Pacific Emergency Management, Preparedness and Response Information Network and Training Services (Pacific EMPRINTS), a disaster management training program in late 2005 when she was awarded \$4.14 dollars from the US Department of Health and Human Services. The program has received national recognition for its high quality and just-in-time trainings. In June 2007, she received the international award for Significant Achievement in GIS from President Jack Dangermond of ESRI, the world's largest manufacturer of GIS software for the contributions that Pacific EMPRINTS made to 'improving society using GIS technology and thereby making a difference in the world.' Currently, the program offers more than 100 online courses and 150+ face to face workshops and as the Director of the American Medical Association's National Disaster Life Support Regional Center-Pacific since 2008, she has extended her trainings to the the US affiliated Pacific Islands. Moreover, her efforts complement the College's recent focus on Disaster Risk Reduction and Resiliency.

In 2010, the department received two grants (\$20,000 each) from the National Park Service to do applied research on (1) Native Hawaiians in WWII [Tengan], and (2) Chinese visitors to the Pearl Harbor memorial [White].

These examples demonstrate ways in which Application is a significant and growing component tying our department to Hawai`i through practically-based research and community

outreach. Furthermore, these Application activities have been an important source of external grants that enhance the reputation of the Anthropology Department, College, and University.

Community service is the most overt interaction of our department members with Hawai`i. Our faculty members serve on Board of Directors of community organizations, give public talks, organize exhibits, appear in the media as experts, and volunteer their expertise and manpower to community organizations and causes. We foresee strengthening these areas through renewed calls for Hawai`i-based research, as well as new teaching initiatives.

In particular, the applied archaeology program in conjunction with the Anthropology Graduate Student Association (AGSA) has provided direct leadership in community involvement through programs at the Kamehameha Schools, Lyon Arboretum, CTAHR Agricultural Experimental Station, Honouliuli (World War II Japanese American internment site; partnering with the Japanese Cultural Center of Hawai`i), Bishop Museum, and the Hau`ula Hawaiian Civic Club. We see these activities in community involvement as an essential part of who we are as a department, and what we do as a function of *kuleana*.

II. FUTURE DIRECTIONS AND PROGRAM BUILDING

Each of the following proposed hires builds upon existing theoretical and regional strengths supporting the overall agenda of anthropology that best serves the need for excellence and leadership. In short, each of these positions is not taken as a replacement, but as a strategic hire. Regional specialization is central to our program, and we will require additions to faculty in the next five years in order to maintain our position of leadership. Some of this is already underway. Many of the top students enroll in our graduate program to pursue Asian and Pacific research. We have also developed an emphasis in indigenous anthropology, utilizing expertise in Hawaiian language, cultural and history in our faculty as well as community partnerships. We train students to acquire regional knowledge and appropriate methodological expertise so that they may apply these in their professional work (note connection to proposed Applied Cultural Anthropology MA track).

To build strength in these areas of regional expertise, we will make these area foci a preference when hiring new faculty members in the next five years, looking for faculty capable of

expanding their reach beyond traditional classroom settings to field schools, short programs, and online teaching. We will seek to partner with the School of Hawaiian, Asian, and Pacific Studies to expand our capacity in regional studies when opportunities arise. To complement and build current geographical interests, we would particularly support the hiring of individuals whose work centers on one or more of the following areas: Polynesia, Micronesia, China, Japan, Okinawa, island Southeast Asia, and Korea. We foresee a priority in hiring a China specialist, primarily because of the high and growing prominence of this field within anthropology, as well as the future retirement of Fred Blake. Although not specified below, we foresee future hiring needs in bioarchaeology, skeletal biology, and forensic anthropology to augment the department's focus on evolution, health and human biology of the Pacific and Asia.

Aside from the first position described, the following positions do not necessarily reflect any prioritized order.

*** Pacific/Hawaii-focused Archaeologist**

Our current highest hiring priority is for a Pacific/Hawaiian archaeologist to fill a range of needs that we cannot currently meet, given our staffing. Almost all our MA and PhD's in archaeology get jobs in their field, but they need more training than we can currently provide with only four archaeologists teaching full-time in the department. Note that the number of archaeologists available for full-time teaching has been limited by Christian Peterson's work as undergraduate advisor and Terry Hunt's position as head of the Honors Program. Thus, the shortage of archaeologists available for teaching has made the staffing of Anth 151 – a high enrollment course typically taught by archaeologists that fulfills GenEd requirements, while not necessarily contributing to our major – an undue burden upon our existing faculty. We suffer especially in Pacific/Hawaiian archaeology content courses at present, and in courses that students specializing in Pacific/Hawaiian archaeology need to become accredited and competent archaeological professionals. Given the research and teaching initiatives tied to *kuleana*, we see this hire as critical to fulfilling our responsibilities to the institution and community.

*** Linguistic Anthropologists with overlapping qualifications in one of our existing strengths**

Linguistic anthropology is a unique, well-articulated subfield of the discipline of anthropology, distinct from cultural anthropology and linguistics (which has a department of its own). This field of knowledge is foundational to any strong PhD program in cultural anthropology and has important practical payoffs through indigenous studies and language preservation issues.

Building on existing interests in the department, desired foci include expressive culture, religion, political economy, pidgin and creole languages, and field methods. We are in the process of reinstating a 200-level linguistics course and proposing it as a requirement of the undergraduate major. We also offer upper-division courses and the graduate core course in linguistic anthropology. Because of the critical need of the department to truly establish and sustain this component of a traditional four-field program, we foresee two positions in linguistic anthropology. However, we recognize the need to embed these positions within other current programmatic needs: ecological anthropology, medical anthropology, applied anthropology; and areally, China, Southeast Asia, Hawai`i, or other Pacific-Asia focus.

*** Ecological Anthropologist**

We propose to consolidate our focus on ecological and environmental anthropology, building on a historical commitment to this concentration within the department and on opportunities for University-wide collaboration around issues of environment and sustainability. Following our successful hire of an environmental anthropologist in 2011, we seek to further develop our current curricular offerings and depth of research in this field. We propose hiring an additional anthropologist whose research is well-suited to the Hawaiian context and addresses subjects of growing importance to the field such as hazards, natural disasters, risk, and climate change.

*** Biocultural Medical Anthropologist**

The recent addition of a second medical anthropologist has allowed the department to grow the specialization, increasing course variety and advising capabilities. Eight classes are regularly offered in medical anthropology, forming an integrated curriculum for undergraduate and

graduate students. With a strong emphasis on theory and practice, our thematic foci include the anthropology of biosciences and global health, the social contexts of illness, and gender, race and disease. We would like to expand the specialization further by hiring a biological anthropologist, whose work examines adaptation, variation, and human health. This individual would contribute to teaching and advising in biological and medical anthropology, strengthening ties between sub-fields.

APT POSITIONS

In addition to these faculty positions, the department is in critical need of 1) .5 anthropology labs manager; and 2) .5 fiscal officer focused on grant management.

Anthropology Labs Manager (.5 FTE)

This position involves professional, technical, and instructional support in the Department of Anthropology laboratories. The Anthropology labs manager will: (a) work with faculty to establish and fulfill short-term and long-term programmatic goals; (b) manage the laboratory program, including maintaining and updating databases of archaeology and physical anthropology teaching and comparative collections and laboratory and field equipment, and (c) assist anthropology faculty and students with their teaching, research, and service initiatives.

Specific tasks of the anthropology labs manager:*

1. Maintain and update, as necessary, inventories of archaeology and physical anthropology teaching and comparative collections held by the Anthropology Department.

2. Inventory, maintain, and curate extant and new archaeological collections, including the preparation of artifacts and other specimens for storage.

3. Maintain and update, as necessary, an inventory of field and laboratory equipment.

Oversee maintenance of equipment used in the anthropology laboratories and assist in prioritizing and implementing equipment purchases. Assist faculty and students with the acquisition and use of field and laboratory equipment and supplies used for teaching, research, and service activities. Dispose of obsolete and/or un-repairable equipment in

accordance with University guidelines.

Methods courses are central to student training at all levels and an Anthropology Labs Manager is vital. Courses that require lab-based pedagogy include: ANTH 151 (Emerging Humanity), ANTH 210 (Archaeology), ANTH 215L (Physical Anthropology Laboratory), ANTH 380 (Archaeological Lab Techniques), ANTH 473 (Lithic Analysis in Archaeology), ANTH 475 (Faunal Analysis in Archaeology), ANTH 474 (Geoarchaeology), ANTH 471 (Assemblage Analysis in Archaeology), and ANTH 384L (Skeletal Biology Laboratory). The Anthropology Department also offers archaeological field courses (ANTH 381 and ANTH 668) on an annual basis and these programs required the acquisition and maintenance of field and laboratory equipment and supplies.

Current UH-Mānoa faculty and graduate student research in archaeology and physical anthropology focuses on the Pacific and Asia including (but not limited to) China, Korea, Cambodia, the Philippines, Rapa Nui, Hawai'i, Guam, and American Samoa. Faculty and graduate students in the Anthropology Department support their research through a variety of extramural sources, including (but not limited to) the National Science Foundation, Wenner-Gren Foundation, Luce Foundation, Andover Foundation, NASA, Kamehameha Schools, and the Academy of Korean Studies. Maintaining and expanding this substantial and dynamic research program requires ongoing support from an Anthropology Labs Manager

Faculty and students actively engage in community service and service-learning activities that require the ongoing support of the Anthropology Labs Manager. Current community-service activities include archaeological field work at the UH-Manoa Agricultural Experimental Station (in Waimanalo) and the Lyon Arboretum. Archaeological field work in the service of the community is currently being undertaken in partnership with the Hau'ula Hawaiian Civic Club in Windward O'ahu. In short, the anthropology labs manager position is required to facilitate activities directly related to the *kuleana* of the Department of Anthropology.

Fiscal Officer to Assist with Extramural Grants (.5 FTE)

Success of a department breeds its own need for structural changes. In anthropology, our recent success in procuring extramural grants has pointed up the need to hire our own fiscal

officer dedicated to helping with the management of these grants. In 2010 alone, five members of our department separately received extramural grants ranging from \$20,000 to \$1,191,650.

As background to this request, departmental grant management was previously handled by SSRI. When Michael Graves was Chair of Anthropology (2002-2006), he moved fiscal control of these grants to the department. They have been structurally placed under the auspices of our fiscal officer. However, at the time of that shift, the department was not receiving as many grants as we have today. Therefore, the work burden for managing extramural grants in anthropology five years ago was far lighter and more manageable. Furthermore, the grants that our faculty members now receive entail a level of complexity that has challenged not only department resources, but also that of SSRI. We find the current situation untenable. As we strongly encourage our faculty to procure more extramural grants, there is going to be a critical need for someone within the department to help manage budgets and logistics of their implementation. If the proposed person is going to help with purchasing field equipment and other necessary research tools, they should have the responsibility of acting as an intermediary between the PI and SSRI.

In sum, we strongly recommend hiring a fiscal officer specifically for departmental extramural grants. Our recent grant successes have placed an undue burden upon our existing personnel resources. SSRI has been generous in assisting fiscal administration, but the department collectively requests a more structural solution to a difficult situation that is only going to increase as our current and future faculty procure more grants. Extramural grants are fundamental to our success as individual scholars and as a department. Faculty members who receive them should be rewarded, not frustrated by the challenges of their administration. We thus consider this new position as central to our research success and productivity.

ADDENDUM

Applied Cultural Anthropology MA Track in Heritage/Indigenous Studies with a focus on Ethnographic Research

In our previous five-year plan, one of the most integrative areas identified for future growth in the department was “Heritage, Identity and Political Economy.” Initial discussions on updating the plan suggest that the rubric of Heritage/Indigenous Studies offers a broad theme that will allow the Anthropology Department to develop our MA program in ways that foreground our interest in applied anthropology (also ‘engaged’ ‘public’ anthropology).

Here’s what is in the previous 5-year plan, much of which is still relevant:

Heritage, Identity and Political Economy

This theme focuses on the interaction between cultural identities and larger political and economic formations in both the archaeological record and contemporary practice. It particularly focuses on how relations of inequality and uneven access to resources and benefits are mediated by actors' notions of heritage, conceived broadly as connection to groups based on biological substance, cultural production and performance, and tangible artifactual markers.

Historic preservation and heritage management (including threat of language extinction)

Tourism and the politics of culture and identity

Indigenous practices, state institutions, and nation building

Interface between law, political recognition and ethnic/indigenous identity

Why an “applied” track now?

1. Timing:

As we tighten the admission standard for our doctoral program, we need to give attention to the purpose and future of the MA as a terminal MA program.

2. Job market:

The majority of our cultural PhDs over the years have found academic careers. The majority of terminal MAs have not. We can serve them better by thinking through the skill set needed by “practicing anthropologists” and design a ‘track’ analogous to that for archaeology.

3. Constituencies:

We see our program as one with special responsibilities for training Hawaiian, Pacific Islander and Asian anthropologists. Whereas we do reasonably well with Asian applicants, we have not succeeded in attracting Hawaiian and Pacific Islander students. If we design a program that speaks more directly to an engaged and activist program

relevant to their career goals, we will have more success.

(4) Fit:

articulation with areas of excellence at UH Manoa, particularly Hawaiian, Pacific and Asian studies programs; emerging programs in 'indigenous' studies, and interests in cultural resources, preservation, endangered languages, and tourism.

(5) Allied programs:

Museum Studies Certificate Program, Tourism Working Group (newly formed by our grads), East-West Center Leadership Program; Historic Preservation Program; International Cultural Studies Certificate Program; Indigenous Politics.

Leadership

We propose partnering with Ethnic Studies, a field that has traditionally been based in Hawai'i in terms of research, teaching, and political engagement. Dr. Ty Tengan serves as joint faculty in both departments and would provide leadership in bridging both constituencies. The details of this partnering need to be worked out with the College of Social Sciences, but Ethnic Studies has enthusiastically endorsed this MA track.

What is a "track"?

By proposing a "track" we are talking mainly about the reconfiguration of existing resources, rather than a request for significant new resources (other than influencing decisions about future position allocations).

An applied cultural curriculum?

Here's what a 30-credit Plan B applied cultural portfolio might look like:

1. Core (9 credits). The Applied Arch Track requires 3 core courses (theory, Historic Preservation, and design/proposal writing). For applied cultural, we would want, at a minimum: 601, 481 (grad equivalent), 711.

2. Area (3 credits). Applied Arch requires one area course from relevant 300 and 400 level courses. Cultural would be similar (Hawai'i, SE Asia, Melanesia, Pac Is, etc).

3. Methods (6 credits?). Applied Arch is methods focused, requiring 3 methods courses from a list of electives. This is for discussion, possibly with a shorter list of courses that includes methods, ethics, and theory oriented (indigenous) courses. And access to quantitative methodological training in and outside the department as needed.

4. Electives (9 credits). Many relevant courses already on our list, 400-600 level

5. Practicum (3 credits). Last, if we are willing to step up and supervise, add an internship/practicum/service-learning type requirement in which students get credit for supervised work with local organizations like Cultural Surveys Inc or Bishop Museum. This requires building a network the way the East-West Center has with its leadership program or Ethnic Studies with service learning. This practicum may also be linked to the proposed Ethnographic Field School.