



Center for Southeast Asian Studies
Annual Report
2025-2026

DIRECTOR'S NOTE



Warm greetings from our UHM Center for Southeast Asian Studies!

It is with no small sadness that I write this final message to you as director of UHM CSEAS. Eight years is a long time to serve in any position today, and my tenure as director has encompassed no shortage of change: the dissolution of the School of Pacific and Asian Studies as an autonomous unit at UHM and its merger into the College of Arts, Languages and Letters; the disruptions of the COVID years; the establishment of the Center for Indo-Pacific Affairs; the retirements of

many of our most senior and internationally recognized Southeast Asianist faculty (and our librarian!); and, the collapse of the Title VI National Resource Center/Foreign Language Area Studies program under the Trump Administration. No one could call this an uneventful directorship. And yet, through all of these transitions, our Center has remained committed to its core mission: fostering transdisciplinary understandings of Southeast Asia, strengthening UHM's capacities in Southeast Asian Studies through support for faculty, staff, and students, and bringing Southeast Asia and its diverse cultures to our local community and internationally.

The success of any UHM unit depends on those who work there, and it's no exaggeration to say that the UHM CSEAS rests on the shoulders of two Associate Center directors (first, Paul Rausch, and then, after his retirement, Teri Skillman) and the able work of our fiscal administrators, Myra Yamamoto and Rod Neil David. We could not have accomplished a third of our work without the support of a rotating and extraordinarily committed staff of talented students, who are (in alphabetical order): Ariel Mota Alves, Teaghan Carruth, Ima Kurniasanti, Dalilah Nabilah Binti Haji Laidin, Julia Liu, Ci Yan Sara Loh, Pindarica Malyrojsiri, Hoan Nguyen, Saveun Nhim, Jeff Otto, Manami Oyama, Dianne Shen, Lian Bawi Thang (BP), Thuy Duong Truong, Jake Vermaas, and Motoki Saito Yamamori. Almost all have focused on Asia, and most on Southeast Asia. Their MA and PhD fields vary from Second Language Studies and Political Science to Geography/Environment, Anthropology, American Studies, Creative Writing, Accounting, and Tourism Industry Management.

Collectively, these folks have brought their creativity and energy to what we do at the Center, and in so doing have not just generated a community: they have moved Southeast Asian Studies at UHM in novel and exciting directions.

What we've accomplished in the AY 2025-2026 provides a few examples. In the wake of the Trump Administration's decision to cut Year 4 of our Title VI National Resource Center and Foreign Language Area Studies grants, we used carryover funds to support a range of NRC activities and multiple FLAS awardees to study several Southeast Asian languages through Spring and Summer 2026. We continued our K-16 educational activities for Cambodia, Indonesia, Philippines, and Vietnam projects (curriculum development, teacher training, and school outreach). Our Filipino language teachers reached high school students across Oahu and beyond, in large part through the Pamana ng Lahi program. Our May 2026 online Pamana ng Lahi drew hundreds of participants to its monthlong program, whose topics ranged from language pedagogy and teaching language through creative writing to Mindanao cultures, teaching through music, and through cuisine.

Our Balinese theatre and dance team developed new performances and took them to students across the state, culminating in a Spring 2026 performance at Kennedy Theatre entitled Panji and the Lost Princess (April 17-26, 2026). Co-directed by Professor Kirstin Pauka (Theatre & Dance) and renowned Balinese master artist I Madé Moja (ShadowLight Productions, San Francisco), the performance brought to life a beloved story from the centuries-old Panji epic cycle and involved

UHM faculty, staff, students, and faculty children in an extraordinary wayang listrik (electric shadows) production whose last performance was standing room only, and brought the audience to its feet.

We hosted a dizzying schedule of public events that included film viewings and book talks (with their creators), colloquia and webinars whose subjects ranged from Southeast Asia and tariff turbulence to Vietnam War issues (memory, Operation Babylift) to environmental and agrarian transitions talks that explored ‘smart cities’, censorship and resilience in Southeast Asia. CSEAS installed two exhibits in Hamilton Library in the Fall 2025, Environmental Biographies of Southeast Asia, featuring ArcGIS StoryMaps created by LuceSEA Fieldschool participants, and in Spring 2026, Kani Ka ‘Ōpala: Take a Sad Song and Make it Better, featuring musical instruments made of recycled materials in MUS 311M Thai Ensemble and used to play music from Northeast Thailand. Most of our talks were hybrid to accommodate audience members who could not join us in person; many of our events were recorded and are now live on our YouTube channel ([here](#)) for future viewing, and some, like Kelli Swazey and Matt Colaciello’s documentary *Our Land is the Sea*, Jojo Abinales’ provocative lecture entitled, *What’s Wrong with Philippines Studies?* and the Ifugao Archaeological Project’s *The Old Kiyangan Story* – have been viewed many thousands of times. So have some of our Indonesian gamelan performances (like the Dayang Dayang concert), lectures (like Dr. Amporn Jirattikorn’s *Masculinity for Sale: Shan Migrant Male Sex Workers in Chiang Mai and the Performance of Manhood*). We also host dozens of webinars on Southeast Asian history, politics, and culture, and Tagalog animated stories that hundreds of viewers have already enjoyed. These are educational resources that also entertain, and we hope you take the time to explore our YouTube offerings.

You’ll note, in visiting our Center’s website, that we spotlight both events and people, from our stellar students to our remarkable faculty members and alumni. We encourage you to also visit our UHM LuceSEA Transitions: Environment, Society and Change website ([here](#)) to learn about the multiple projects that UHM faculty have developed in collaboration with their Southeast Asia-based colleagues through funding from the Henry Luce Foundation. These projects have brought faculty, graduate students, and undergraduates into experiential learning programs in Southeast Asia and are helping forge a more equitable scholarly community. It’s faculty like our LuceSEA project directors – and our greater UHM Southeast Asia ‘ohana -- that support the Center, and we are enormously proud of them and their accomplishments. The end of Title VI funding as we’ve known it has not signaled the end of UHM’s international reputation in Southeast Asian Studies, nor does it signal the end of our Center for Southeast Asian Studies. But we will, increasingly, rely on the goodwill and creativity of our human resources to push the boundaries here at our university. And we are extremely grateful to everyone who plays a part in this process.

I am truly honored to have served as the Center’s director since 2018, and grateful to everyone who has made my directorship possible. I am also optimistic for the Center’s future, despite the challenges that we face. Our incoming director, Professor Pia Arboleda, is an equally tireless fighter for our programs. Our Associate Director, Dr. Teri Skillman, has not flagged in her commitment to the work and to the students who make it possible. And our Executive Committee has added earlier career faculty and seasoned professors recently to create a robust structure for moving forward. Please join us in person or virtually for some of our wonderful events, and support our Center for Southeast Asian Studies as we head toward our 50th anniversary in 2030.

Me ke aloha pumehana,
Miriam Stark

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A BRIEF HISTORY OF CSEAS

The Establishment of the Center

The Center for Asian and Pacific Studies (CAPS) officially became a functioning organizational unit in September 1980 when the Board of Regents (BOR) formally approved a proposal for its establishment. Its purpose was “to coordinate and focus the resources available on various aspects of Asian and Pacific Studies in the integrated program of research and scholarship. For board and substantive academic support of instructional programs, and for faculty and library resource development.” Its stipulated goals were “cooperation with and strengthening of existing programs, support of special library collections, pursuit of outside funds, supervision of fellowships and research assistantships, provision of assigned time for faculty research, provision of a base of support for visiting scholars, and support of dissemination, including publication.



In July 1987, under the College of Social Sciences, the existing Center for Asian and Pacific Studies (CAPS) was approved by the Board of Regents to reorganize into 11 study units. The Center for Southeast Asian Studies was among the new break-away units. Each Center and program would be headed by a director who would supervise the academic programs and develop and coordinate the search and service programs of the center.

The Center for Asian and Pacific Studies (CAPS) strengthened efforts to build strong Asian and Pacific studies. As the Southeast Asian focus expanded, CAPS became an umbrella program for Southeast Asian Studies, and eventually, the Center for Southeast Asian Studies (CSEAS) was formally established as a distinct academic unit.

In recognition of outstanding commitment to instructional, research, outreach, and professional activities, the University of Hawaii became one of the major centers for Southeast Asian Studies in the United States. In a Board of Directors Memorandum dated April 19, 1985, the Center for Asia and Pacific Studies [CAPS] was established. The US Department of Education, through Title VI, granted funds to the University of Hawaii to establish a National Resource Center for Southeast Asia (NRC SEA, 1981-85) located in CAPS.

In 1986, CAPS was renamed SHAPS, including Hawaiian, Asian, and Pacific Studies within the school as a strategic cornerstone to the mission of the University of Hawai'i at Mānoa. In 2007, Hawai'i inuiākea School of Hawaiian Knowledge moved to the new Kamakakūokalani Center for Hawaiian Studies complex, and SHAPS became SPAS, the School of Pacific & Asian Studies (SPAS) with 8 area studies centers, of which CSEAS is one.

The School of Pacific and Asian Studies (SPAS) became part of the College of Arts, Languages & Letters (CALL) on July 1, 2020. This transition was the result of a major university restructuring that merged SPAS and other programs into the newly formed College of Arts, Languages & Letters.

As part of CALL, SPAS coordinates and promotes resources in Asian and Pacific Studies throughout the University of Hawai'i at Mānoa (UHM). It supports faculty and student development, instruction, research, and publication in these areas, and serves the educational and cultural interests of the people of the State of Hawai'i by promoting a deeper understanding of Pacific and Asian heritage.

CSEAS has served as a Title VI National Resource Center for Southeast Asia for over 40 years. We are pleased to continue this tradition as we move into the next year, and equally delighted to share some of our 2024-2025 accomplishments with you in this annual report.

Impact of Loss of Year 4 NRC Funding on Southeast Asian Studies at UHM

Miriam Stark

Director, Center for Southeast Asian Studies

TITLE VI FUNDS AS INTEGRAL TO UHM CENTER FOR SOUTHEAST ASIAN STUDIES

Since its inception in 1978, UHM CSEAS has relied largely on federal and extramural funding sources to support its diverse domestic and international activities, including student language study awards (FLAS) and funding for SEA programming at UHM, as well as faculty and student travel to SEA for summer and academic year programs. CSEAS has garnered extramural funds from numerous sources (e.g., Luce Foundation, Freeman Foundation, Hawai'i Council for the Humanities, Hawai'i State Department of Education, U.S. State Department, East-West Center Arts and Education Programs), but Title VI federal funding has consistently provided the backbone for our Center's activities. We work closely with UHM departments to co-sponsor events for which the host department also has funding sources. Our multiple foundation accounts primarily fund student scholarships. Support from our host college is largely limited to operating funds, one full-time staff member, fiscal support (half-time assistant), and access to a once-every-seven-years lecture series (Florence Liu Macaulay Distinguished Lecture).

EXAMPLES OF IMPACTS OF NRC YEAR 4 FUNDING LOSS

Impact on staff support for SEA Studies at UHM. The loss of NRC Year 4 funding has significantly reduced support for Southeast Asian Studies and its staff at UHM. Our extensive dependence on Title VI funding (\$284,718) means this loss directly affected at least five students: three Center graduate assistants (\$88,714), half-funding for an Asian Studies ASAN 305 Career Readiness graduate assistant (\$12,149), and part-time work for a student assistant in the Southeast Asia collection at Hamilton Library (\$5,962). Consequently, some students faced funding shortages that led them to leave the university and return to their home countries. This loss also reduces UHM's overall attention to Southeast Asian Studies.

Impact on SEA language and area studies instruction at UHM. Loss of year 4 funding for SEA also directly reduces the amount of language and area studies instruction (\$30,626.74) at UHM. This funding gap challenges the university's ability to offer Vietnamese 301/302 and Balinese Dance (DNCE 459) during this coming academic year, which involves a Balinese theater production. It also impacts our colleagues' ability to develop online, asynchronous versions of their SEA content courses (with assistance from our Center) that are both accreditable and draw full enrollments each time they are offered. Our Center outreach is closely associated with teaching SEA in the state's K-12 schools (funding was lost for our Balinese theatre production outreach) and also for developing and then implementing teacher training programs to help Hawai'i and non-local teachers gain perspectives on SEA heritage students in their classrooms. We were particularly sad to bid goodbye to our Carrying Cultures Philippines teacher training program, and also to our efforts to link together UHM Filipino language instructors with partners from the University of Guam, where Filipino is taught regularly, but without adequate Filipino language training pedagogy. Despite these setbacks, we remain determined to identify new solutions and partnerships to preserve our role in SEA education and outreach.

The loss of \$288,660 in Year 4 FLAS funding significantly threatens students' ability to continue undergraduate and graduate degree work in SEA languages, especially Vietnamese. Without this support, their financial burdens increase, sometimes forcing them to take on multiple jobs or leave the field entirely. This directly impacts at least ten students routinely supported each cycle, and recent federal restrictions on aid only compound this challenge. We continue to offer first- and second-year courses in Filipino, Ilocano, Indonesian, Khmer, Thai, and Vietnamese, but third-year Vietnamese, once funded by the NRC, is now at risk. The loss of Title VI funding also depletes our SEA language classrooms, which further jeopardizes the teaching of these less commonly taught languages. Only Filipino (Tagalog) can weather such drops in funding without significantly damaging the program. But even the loss of NRC support for faculty travel, at a time when the university has begun to experience broader budget cuts because of the Trump administration initiatives, significantly hurts SEA studies at UHM.

Impact on SEA programming at UHM. We can continue to host a limited number of online and in-person events without the NRC, but our geographic reach has shrunk to the perimeter of the Manoa campus, except in the case of LuceSEA Transitions events. We have lost nearly all of our outreach capacity beyond our social media presence. Outreach projects such as the Balinese Arts & Culture program and public programs amount to a loss of \$14,000. Support for projects with Consortia and partner institutions is \$6,600, resulting in a combined loss of \$33,209. Even the loss of Year 4 NRC funds to our UHM library's Southeast Asia Collection is significant at a time when university resources are being stressed.

Our Center has a small fiscal buffer through the end of AY 2026-2027 through a no-cost extension to the LuceSEA Transitions grant. With the completion of LuceSEA activities, CSEAS will be left with no extramural funds to support our activities. At that point, UHM CSEAS will recede rapidly from its current stature as a National Resource Center. The number of SEA-focused students across UHM will drop, SEA-focused faculty positions will not be replaced, and SEA language instruction will slowly disappear until only heritage languages (Filipino, Vietnamese, and perhaps Ilocano) are taught at any level at the university.

LONG-TERM INSTITUTIONAL DAMAGE TO SEA STUDIES AT UHM WITH LOSS OF TITLE VI

Losing Title VI funds will have a significant and potentially irreversible impact on Southeast Asian Studies at the University of Hawaii at Manoa (UHM). Historically recognized as a hub for Southeast Asian studies in the United States, CSEAS has faced severe reductions in federal support due to current budget cuts, as have both UHM and the East-West Center. Previous NRC SEA proposal reviewers have noted that UHM has not given the necessary institutional commitment to CSEAS in the past. It certainly cannot sustain CSEAS during these challenging times. We are immensely proud of our current and former faculty and students who have dedicated their careers to Southeast Asian studies, and we will continue to support them in any way possible. Without Title VI funding, however, Southeast Asian studies' future at UHM appears grim. CSEAS would be limited to hosting occasional talks, organizing potlucks, providing small student awards, and assisting UHM faculty in building inter-institutional partnerships.



Lian Bawi Thang, Motoki Saito, and Ima Kurniasanti

SPECIAL PROJECT: Vietnamese Cinema for Libraries Catalog

Under the able direction of Paul Rausch (former CSEAS Associate Center Director, 2005 - 2022), our Center completed a landmark Southeast Asia film subtitling project. Through a multi-year collaboration between the Center for Southeast Asian Studies (CSEAS) at the University of Hawai'i-Mānoa (UHM) and the Viện phim Việt Nam (Vietnam Film Institute - VFI) in Hanoi, more than 70 classic Vietnamese feature films have been digitized, translated, and subtitled in English. Foundational support for this project was provided through CSEAS's designation as a U.S. Department of Education (USED) Title VI National Resource Center (NRC). The Vietnam Film Institute (VFI) was founded in 1979 by the Vietnamese government with the goal of preserving Vietnam's audiovisual heritage. Its 80,000+ film reels and 20,000+ videotapes include feature films, newsreels, documentaries and animated films produced by Vietnam's state controlled film studios (from the 1940s to the present).



CSEAS began the project with a Southeast Asian film subtitling and translation course at UHM in 2007. The course created by former CSEAS associate director Paul Rausch and taught by John McGlynn (Lontar Foundation – Jakarta) trained students with advanced Southeast Asian language skills to translate and subtitle Southeast Asian films.

Vietnamese cinema quickly emerged as one of the most active and impactful components of this program, providing the focus for a long-term film translation and subtitling effort.

This film catalog spans the years 1959 to 2010 and includes works that reflect major artistic, cultural, and political periods in Vietnamese cinema. This collection contains the films of Phạm Văn Khoa, Phạm Kỳ Nam, Bạch Diệp, Đặng Nhật Minh, Phạm Nhuệ Giang, Việt Linh, Nguyễn Thanh Vân, Lưu Trọng Ninh, Nguyễn Hải Ninh, Khôi Nguyên (Lê Hoàng Hoa), Trần Vũ, Bùi Thạc Chuyên, Lưu Huỳnh, and Lê Hoàng, to name only a few of Vietnam's prominent directors included in this catalog.

The objective of this film project is to provide libraries with a comprehensive Vietnamese film resource that will allow educators and film researchers to access classic Vietnamese feature films with English subtitles. The films are formatted for streaming on laptops, desktop computers, and hand-held devices as MP4 and M4V files. Most of the films in this collection are not formatted for theatres, film festivals, and large auditorium screenings.

In support of the Americans with Disabilities Act (ADA), all efforts were made to include captioning aside from the subtitles to enrich the viewing experience for the hearing impaired.

This film catalog is available for purchase by libraries in support of the archival film work at the Vietnam Film Institute (VFI). Library collections and acquisitions specialists can contact vietnamcinemalibrary@gmail.com for more information on how to purchase this catalog of film and its accompanying metadata.

To access the complete list of films with a synopsis:

https://drive.google.com/file/d/10fq2lYdX2UWEi5K_rMk-f-rWDv6CkyRx/view

Films used by permission of the Vietnam Film Institute (VFI), Hanoi, Vietnam.
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Special Thanks / Cảm ơn nhiều

Viện phim Việt Nam (Vietnam Film Institute - VFI)

VFI Director, Ms. Nguyễn Thị Lan

VFI Director, Mr. Đào Quốc Hùng

VFI Director, Mr. Vũ Nguyên Hùng

VFI Director, Ms. Lê Thị Hà

Ms. Hoàng Thị Mai

Cảm ơn nhiều USDOE

Cheryl Gibbs (International Foreign Language Education)

Cảm ơn nhiều UHM

Dr. Barbara Watson Andaya Dr. Pia Arboleda

Florence K. Lamoureux

John H. McGlynn (translation instructor)

Dr. Stephen O'Harrow

Rohayati Paseng

Dr. Kirstin Pauka

Frank Smith (translation instructor)

Dr. Miriam Stark

Myra Yamamoto

Cảm ơn nhiều to the translators

Dr. Lê Vinh Hoa Dr. Leon Potter

Thang Nguyễn Carpenter Peyton Standefer

Dr. Jennie Tran

Giang-Chau Truong

Nguyễn Lê

Truong Van Dr. Thuy Bui Thai Nguyễn Hoan Nguyễn

Dr. Huy V. Phung



Southeast Asian Film Subtitling Course Trains Third Cohort

The Center's course on Southeast Asian film subtitling [ASAN 491] was offered again in the spring 2010 semester. Led by Southeast Asian language linguist, Frank Smith (UC-Berkeley), this semester's course was the third to be offered in developing skills related to this special area of post-production film work since the program was initiated in 2006. Students in this year's course were the first to interact with their instructor via distance education technology. Using Skype, Frank Smith met with the class twice a week covering a wide range of practices related to translation for subtitling, with each class session including a number of lesson examples culled from Southeast Asian films. Student teams comprised of a native speaker of a film's target language and a native English speaker with advanced language skills in the target language produced archive quality dialog sheets and subtitles for films in Tagalog, Vietnamese, and Indonesian. The completed films continue to be screened at the Center's weekly Southeast Asian Film Series in an outreach effort aimed at introducing our community to the directors and films of SEA over the course of the academic year. In some cases, completed subtitles are forwarded to a film's director or distribution company to assist them in expanding the range of their films outside their respective countries.



Translators: Nguyen Le, Hoa Le, & Jennie Tran



Translators: Hoa Le & Leon Potter

Carrying Culture: Philippines - Empowering Next Gen Youth

The iJeepney Launch was held at Leeward Community College on October 4, 2025. We introduced iJeepney 2.0 An Interactive Community for Filipino History and Culture – Empowering the Next Generation to the O’ahu community. This project updates the platform to incorporate current technology, making it more user-friendly, interactive, and accessible, and redesigns lessons into formats that can be easily integrated into existing curriculum and aligned with national standards in language arts, social studies, and world languages. Patricia Halagao and colleagues collaborated with youth to leverage social media tools for content creation and community building. Additionally, primary source documents from the Smithsonian’s “Singgalot” traveling exhibit are integrated as a virtual exhibit into the online curriculum. A comprehensive professional development program has been designed to equip teachers with the skills to integrate the updated curriculum and technology tools into their classrooms effectively.



Moving through history, across generations. Prepare to embark on an unforgettable journey through the rich tapestry of Filipino history and culture. Whether you're Filipino or simply curious, this adventure invites you to celebrate the roots of identity, explore how history impacts us today, honor the lives and legacies of those who came before us, and ask questions: Who has the power to tell our history? Whose voices are amplified, and whose are missing, and how do we change this? What are the connections between the resilience of people in history and today?

Click here to continue the journey!
(<https://www.ijeeepney.com/>)

- Power from our past: exploring iJeepney curriculum on Filipino history and culture, Association for Asian American Studies Conference, April 3, 2026. (Approximately 25 attendees)
- 3 in-depth professional development 2-hour zoom workshops in April to 10 teachers who teach Filipino social studies courses in Hawaii DOE and private schools.
- Mini introductory zoom presentation on iJeepney at CSEAS Pamana Ng lahi Professional Development Workshop, May 1, 2026 (200 attendees).
- iJeepney workshop at the Filipino Curriculum Project (FCP) Summit, June 5, 2026 at Leeward Community College sponsored by CSEAS, CPS, and FCP.

Carrying Cultures: Vietnam Workshops

“Gathering a Basket of Knowledge about Vietnam and Vietnamese Americans”/“Đi một ngày đàng học một sàng khôn” were in-person workshops co-presented in collaboration with Shane Carter at UC Berkeley ORIAS and CA DOE educator Dr. Ger Thao in San Francisco, June 15 - 17, 2026.

“Đi một ngày đàng học một sàng khôn” - This proverb translates, "Go out and gather a basket of wisdom." In other words, it can be taken to mean "Expand your horizons, keep learning" or "the more you go, the more you will know." This captures the spirit behind this workshop, which is designed to help teachers learn more about the history, geography and culture of Vietnam, as well as content about Vietnamese American experiences, in order to best serve their students of all backgrounds. The workshop is also designed to help teachers engage multicultural and multilingual learners using culturally responsive-sustaining techniques, and by examining our own cultural assumptions and stereotypes.

Today, most Americans know very little about Southeast Asia and Americans of Southeast Asian descent, despite the nearly decade-long U.S. involvement in the region, in particular in Vietnam. After 1975, several waves of refugees began arriving in the U.S. in connection with the Vietnam War, from Vietnam, Laos and Cambodia. Southeast Asian Americans are among the lesser recognized groups in the U.S., which coincides with a general lack of understanding of the history and their reasons for settling in the United States, especially among Americans under 30. This has resulted in misunderstanding, prejudice, discrimination, and racism directed toward Southeast Asian refugees and Southeast Asian Americans. People incorrectly blamed Asian Americans for Covid-19, which led to a spike in anti-Asian hate and rise in attacks, especially on the elderly.

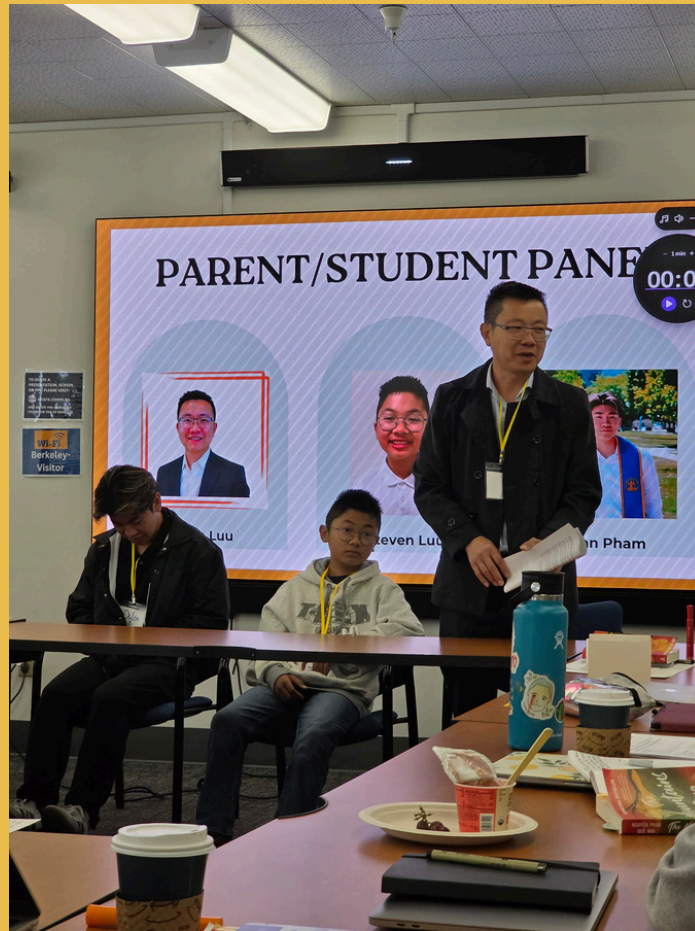
As educators, we routinely come into contact with the children of Vietnamese refugees. It is important to gain insight into the unique experience of the young members of this ethnic group in order to deal effectively with their challenges and to encourage their achievements.

The story of Vietnamese Americans is one of rapid growth. It is the third largest Asian American group in the U.S. today and Vietnamese is one of the most common non-English languages.



This workshop is part of the “Carrying Culture” Curriculum Development Project designed by Dr. Ger Thao to meet the needs of K-12 teachers. It is part of a pilot course developed to offer Professional Development credits issued through the University of San Diego.

<https://www.cseashawaii.org/resources/gathering-a-basket-of-knowledge-about-vietnam-and-vietnamese-americans/>



To achieve these objectives, the workshop consisted of a balance between:

- Presentations from the Vietnamese community on history, geography, culture and the experience of Vietnamese students and families
- Hands-on art activities that help participants to synthesize information and learn concrete strategies for arts integration
- Modeling a range of active-learning strategies such as jigsaw reading protocols, gallery walks and object-based learning opportunities to build background knowledge through texts and film



Carrying Cultures Vietnam Cohort



Tham Tran, Ger Thao, & Shane Carter
Presenters & Organizers

Pamana ng Lahi

Under the able direction of Professor Pia Arboleda, there were two major workshops held in the Spring of 2026 – a four-day workshop and an in-person workshop. The Pamana ng Lahi Teacher Training Program was in collaboration with Mindanao State University General Santos and the UH Filipino and Philippine Literature program. The workshop took place during the 4 Fridays in May and featured the following topics:

2026 Teacher Training Program

Day 1 (May 1, 2026) focused on language teaching and learning as well as teaching history with speakers from University of Hawaii at Manoa Filipino and Philippine Culture Program Dr. Jayson Parba, Precious Arao, and Amy Peria. Dr. Patricia Halagao, co-director of the Center for Philippine Studies, presented the updated iJeepney Carrying Cultures website. University of Hawaii graduates Steven Fluckiger, Ben West and Dylan Beatty presented on archival and cultural research, and relevant issues on teaching history and Philippine art. There were 341 participants mostly from Mindanao State University, joined by others from Qatar, continental US, Japan, Philippines, and Hawai'i.

THE CENTER FOR SOUTHEAST ASIAN STUDIES, PAMANANG LAHI PROJECT
MINDANAO STATE UNIVERSITY GENERAL SANTOS, DEPARTAMENTO NG FILIPINO
AND THE UNIVERSITY OF HAWAII AT MANOA FILIPINO AND PHILIPPINE CULTURE PROGRAM

Pamana ng Lahi

2026
TEACHER TRAINING
PROGRAM

LANGUAGE TEACHING AND LEARNING & TEACHING HISTORY

SPEAKERS

STEVEN FLUCKIGER
TRANSLATING ACADEMIA:
HELPING THE PUBLIC ACCESS HISTORICAL RESEARCH
Steven James Fluckiger received his Master of Arts in History from the University of Hawaii at Manoa in 2018. His specialty was in early colonial Philippine history with a focus on religion, gender, and sexuality. Fluckiger has had three academic essays published through World History Connected, Explorations: A Graduate Student Journal of Southeast Asian Studies, and Tala Kasaysayan: An Online Journal of History. In 2023, Fluckiger was selected for a Fulbright-Hays Group Project Abroad with De La Salle University - Davao. Currently, Fluckiger works as a Correctional Education Program Teacher with the Arizona Department of Corrections. He recently self-published a historical fiction novel, *Bayang*, seeking to bridge the gap between academia and the general public regarding his field of research.

BEN WEST
LEARNING AND TEACHING FILIPINO AND FIL-AM ART HISTORY
Ben West is a second generation Filipino American born and raised in California. He recently completed his Master's degree in Art History at the University of Hawaii at Manoa. His research highlights the legacy of Filipino American activism and art of the 1970s and 80s, uncovering newspapers and other mass media that connected Filipinos in the U.S. to the anti-imperialist law movement.

DYLAN BEATTY
CLASS IS IN SESSION:
CULTURE, CLASS-CONSCIOUSNESS, AND THE HORRORS OF AI
Dylan Beatty received his PhD in Geography and Environment from the University of Hawaii at Manoa. His diverse professional trajectory is expressed as a political geographer, teacher, author, surveillance supervisor, and novice backpacker. In the past, his favorite hobbies included body-surfing with colleagues at Makapuu, Oahu, and riding dirt bikes to remote rain forests of Palawan for all-night karaoke sessions with rice farmers. His interests include maritime borders, geographies of fishing, Philippine studies, Palawan studies, critical cartographic studies, and Colonial Samoa. More recently, he is involved with United Nations climate change adaptation plans for developing countries.

WITH A SPECIAL
PRESENTATION ON
IJEENEY
RESOURCES
by
DR. PATRICIA
HALAGAO
Co-Director
Center for Philippine
Studies

DAY 1: MAY 1-2
REGISTER HERE:

For inquiries, contact Dr. Pia Arboleda at pca22@hawaii.edu or Mr. Wilmar Cabahug at wilmar.cabahug@mindanostate.edu.ph.

THE CENTER FOR SOUTHEAST ASIAN STUDIES, PAMANANG LAHI PROJECT
MINDANAO STATE UNIVERSITY GENERAL SANTOS, DEPARTAMENTO NG FILIPINO
AND THE UNIVERSITY OF HAWAII AT MANOA FILIPINO AND PHILIPPINE CULTURE PROGRAM

Pamana ng Lahi

2026
TEACHER TRAINING
PROGRAM

LANGUAGE TEACHING AND LEARNING & TEACHING HISTORY

SPEAKERS

JAYSON PARBA
FILIPINO AS A LINGUA FRANCA:
RETHINKING LANGUAGE, PEDAGOGY AND IDENTITY IN THE DIASPORA
Jayson Parba earned his PhD in Second Language Studies from the University of Hawaii at Manoa, where he is currently an Assistant Professor in the Department of Indo-Pacific Languages and Literatures and Coordinator of the Filipino Language & Culture Program. He is a multilingual educator and scholar whose research focuses on colonial language pedagogy, heritage language education, multilingualism, and unequal Englishes. He has published in journals such as *International Journal of Multilingualism*, *Critical Inquiry in Language Studies*, *TESOL Quarterly*, and *Linguistics and Education*, as well as in edited volumes. He received the UH Manoa Presidential Citation for Meritorious Teaching in 2023 and currently serves as President of the Council of Teachers of Southeast Asian Languages (COTSEAL).

PRECIOUS ARAO
EXAMINING WRITER IDENTITY IN TWO FILIPINO HERITAGE LANGUAGE LEARNERS IN AN INTERMEDIATE-LEVEL FILIPINO CLASSROOM
Precious Arao is an instructor at the University of Hawaii at Manoa, where she teaches courses on Filipino language and culture. She earned her Master's degree in Second Language Studies and her Bachelor's degree in Filipino Language and Literature from the same institution. She is currently a PhD student in the Department of Second Language Studies. Her research interests include heritage language learners, language and identity, and sociolinguistics, with a focus on the relationship between Filipino American identity and language learning. In addition, Precious serves as the adviser for the Kapiunian Club at the university.

AMY PERIA
UNDERSTANDING HERITAGE WRITERS:
WHAT THEIR WRITING REVEALS FOR TEACHING
Amy Cloud Peria teaches beginning and intermediate-level Filipino language courses at Kapapa Community College and the University of Hawaii at Manoa. She received her Master's degree in Second Language Studies from the University of Hawaii at Manoa. Her MA research focused on identifying the writing characteristics of Filipino heritage language writers, depicting complexity, accuracy, and fluency measures prevalent in second language writing research. Amy is pursuing her PhD studies in the Department of Second Language Studies at the University of Hawaii at Manoa. Her research interests include language assessment, heritage language acquisition, heritage language teaching, and technology-based language teaching. Amy also holds two Bachelor of Arts degrees in Political Science and Philippine Language and Culture.

DAY 1: MAY 1-2
REGISTER HERE:

For inquiries, contact Dr. Pia Arboleda at pca22@hawaii.edu or Mr. Wilmar Cabahug at wilmar.cabahug@mindanostate.edu.ph.

Day 2 (May 8, 2026) featured teaching language and literature along with creative writing. The first segment on teaching language featured Dr. Louward Zubiri (Yale University), Ms. Flori Palam Gil (Tokyo University of Foreign Studies) and Dr. Raju Desai (California State University - East Bay). The second segment featured poets Angela Penaredondo (California State University, San Bernardino) and Lawrence Ypil (University of Hawaii at Manoa) who discussed creative writing exercises and the importance of poetry. The final presentation by Paolo Ven Paculan (Ateneo de Manila High School) discussed the Noli Me Tangere and its continued relevance in critical thinking in the classroom and beyond. There were 282 unique participants. For day 2, the Guam contingent joined along with The Consulate in Guam and the Consulate in Honolulu. The Vice Consul distributed the flier to their network and she joined along with their teachers.

Day 4 (May 22, 2026) The first segment of the last day featured music instruction with Maestro Edwynn Castillo (San Beda High School) and Paolo Pardo (Philippines). The second segment was a joint presentation on Philippine cuisine and classroom exercises for incorporating the discussion of food into the teaching of language, mathematics, science and critical thinking by Chef Giney Villar and Pia Arboleda (University of Hawaii at Manoa). There were 206 unique participants.

<https://www.cseashawaii.org/2026/04/2026-teacher-training-program-pamana-ng-lahi/>

Building a Living Filipino Curriculum: The Filipino Curriculum Project Summit 2026

On June 4-5, 2026, Pamana ng Lahi, under the supervision of Professor Pia Arboleda, collaborated with iJeepney, led by Professor Patricia Halagao, and The Filipino Curriculum Project (FCP)--Briz Kozuki, Raymart Billote, and Marissa Halagao--to bring Philippine history, culture, storytelling, and advocacy into the classroom through the Filipino Curriculum Project Summit 2026 at Leeward Community College,

Bringing together 14 students and 7 high school teachers, the two-day summit offered participants more than lessons about the Philippines. It created opportunities to encounter Philippine history and culture as something living, personal, and deeply connected to questions of identity, community, and social justice.

The first day began with a historical orientation led by Professor Pia Arboleda, who situated the Philippines within its multi-ethnic and multilingual context. Participants explored the idea that Philippine civilization, knowledge systems, and communities flourished long before the arrival of Spanish colonizers. This framing invited students to look beyond narratives that begin with colonization and instead recognize the Philippines as a place with its own longstanding histories, cultures, and worldviews.





The summit represents an important milestone in the ongoing work of the Filipino Curriculum Project, Pamana ng Lahi and iJeepney to advance Filipino representation in Hawai'i schools. The lessons, activities, and approaches shared through the summit will be brought into the Filipino History Culture course now being taught in 11 Hawai'i high schools. This demonstrates what becomes possible when educators, students, and community partners work together to make history more inclusive and meaningful.

Pamana ng Lahi, iJeepney and the Filipino Curriculum project create space for students to see themselves, their families, and their communities reflected in what they learn. It is about reclaiming histories, honoring ancestral knowledge, and giving young people the tools to tell their own stories. They do not simply learn about history—they recognize themselves as part of it, and as its continuing storytellers.

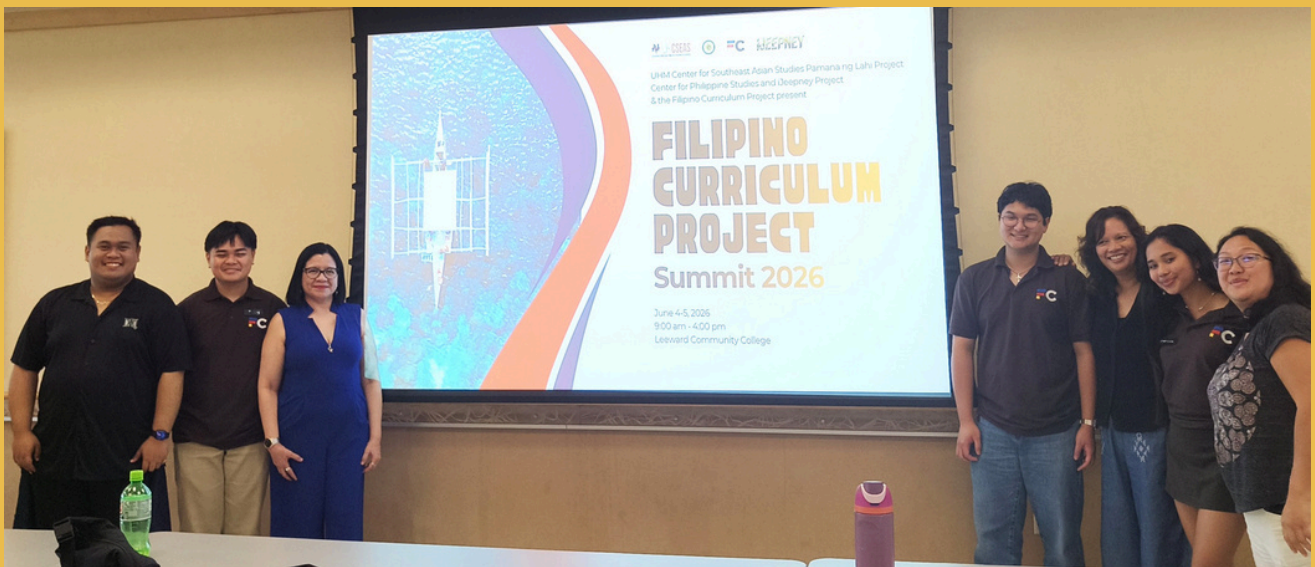


EXHIBIT: Kani ka 'Ōpala exhibit (Ben Fairfield)

“Trash,” by definition, indicates that something is worthless, without further utility or value. Accepting that label at face value gives us license to throw it away. But where is away?

We don't give tin cans a second thought most days. We open them up to get the SPAM, the beans, the corn, the tomato paste. We consume that content for nourishment, and we toss the can in the trash. We don't acknowledge or thank that can for its amazing work, its journey. That aluminum was ripped from African soil, smelted down, shipped across the Atlantic, shaped into a cylinder, filled with ready-made food, shipped to us. All of this was very economical (the can costs basically nothing?) and safe (the food is consumable). Why don't we thank the can, even as we give thanks for the meal? There are many things that sustain us that we tend to overlook at times – cans, or plastic, 'āina, each other. How disconnected are we from that which nourishes us?

By labelling something rubbish or 'ōpala, we write it off without further consideration as having no value. Disengage and send it away. The assumption that we can just cast off things we've devalued is laughable, of course. We know that can's journey isn't over once it's thrown “away”. It goes to the trash, to the dumpster, onto a truck, to H-power, is burned into smoke and ash that we breathe in, swim in, and consume again. Things may shapeshift, but they never leave us, never go away.



"I took Ben's Thai Ensemble (MUS 311M) course a few years back and just learned from the exhibit's description that the class was supported by CSEAS with funds from the NRC grant! It was a meaningful and very enjoyable class for me. Thank you for supporting it!!!! Yet another reminder of how valuable the Title V NRC and FLAS grant is for our university."

Joan Pan

“Trash.” The label lets us fool ourselves, bypass nuance, halt further analysis. What if we paused, questioned that label: is it really worthless? Does it really have no voice worth hearing? No song to sing? What if we instead turned this ‘garbage’ into musical instruments, valued and with voice again? And in doing so, find that we can join them in song? In the process of affirming their worth and potential, we enrich our own humanity, reciprocity, gratitude, and interconnectedness. It isn't just about recycling; it's about choosing communion over convenience.

If we devalue and write something off, we miss out on the potential enrichment it may offer. There may just be a story, a commonality, a thriving we can achieve together if we give that which would be easy to discard a chance and put a pause on the quick and easy labeling we tend to do in a politicized society.

About the artist: Benjamin Fairfield received his MA and PhD in ethnomusicology from the University of Hawai'i at Mānoa, where he serves as lecturer and founder of the MUS311 Thai Ensemble (a sustainability-focused course where students repurpose found objects into Thai musical instruments). He has taught music at Ala Wai Elementary, produced a high school garage band rock album in Thailand as a Peace Corps volunteer, and has published in various literary and academic journals. His illustrated children's book about repurposing rubbish into musical instruments, Kani Ka 'Ōpala: How can garbage sing? was published by UH Press in September 2025.

Dr. Fairfield's work with sustainable instruments and the exhibit is supported by the Center for Southeast Asian Studies. CSEAS also supported his MUS 311M Thai Ensemble course with funds from the National Resource Center grant.

LUCE SEA IN TRANSITION ACTIVITIES

City and Energy: Towards Sustainability, Resilience, Equity workshop in Semarang, Indonesia (Ashok Das)

Urban planning scholarship in Indonesia relies on conventional western models rather than attending to contemporary urbanization processes in the Global South. Resultant models could exacerbate existing urban challenges, rather than reduce them. This project brings together emerging Indonesian urban planning scholars and UHM colleagues to develop pedagogical tools to make urban planning more inclusive and appropriate for the kinds of urbanization that characterize their country.

Dr. Ashok Das collaborated with Dr. Wiwandaria Handayai (Urban and Regional Planning Department, Faculty of Engineering, Diponegoro University, Indonesia) the 2022-2024 immersive joint summer courses on Resilient Communities for Sustainable Communities. These summer courses brought students together to attend lectures, conduct field research, and visit local neighborhoods facing unique and significant challenges. Ashok Das continued the work with Urban Pedagogies Research Workshops at Universitas Muhammadiyah - Bangka Belitung, Lampung, and Universitas Khairun - Ternate in 2025.



The poster for the Summer Workshop 2026, "City and Energy," is a collage of images showing participants in various activities: a group discussion, a site visit, and a workshop session. The text is arranged in a structured layout with logos at the top, a main title, a description, and sections for hosts, benefits, schedule, field visits, and registration.

SUMMER WORKSHOP
"CITY AND ENERGY"
SEMARANG, 13-24 JULY 2026

The Summer Workshop 2026, *City and Energy: Towards Sustainability, Resilience, Equity*, invites participants. Site visits to communities in and around the city of Semarang will enable an appreciation of the multiple implications of energy dynamics for cities. They will complement lectures and groupwork. The workshop is a collaborative effort between the Faculty of Engineering of Universitas Diponegoro and the Department of Urban and Regional Planning at the University of Hawai'i at Mānoa. This is a unique opportunity to experience new cultures, and learn together with students from different backgrounds.

HOSTED BY

- Faculty of Engineering, Universitas Diponegoro (UNDIP), Indonesia
- Department of Urban and Regional Planning, University of Hawai'i at Mānoa (UHM), USA

SCHEDULE

- 13 July 2026 (online)
 - Kick Off
- 14-17 July 2026 (online)
 - Online Lectures
 - Individual/Group Assignment
- 20-24 July 2026 (offline)
 - Lectures and Workshop
 - Field visits and quick research
 - Group work
 - Presentation and Exhibition

Supported in part by a grant from the Henry Luce Foundation, and by the World Class University Program at Diponegoro University

Further Information:
Dr.-Ing Santy Paulia Dewi (+62 812-2885-129)
santy.paulia.dewi@pwk.undip.ac.id

BENEFITS

- Hands-on experience with experts
- Visit relevant sites around Semarang
- e-Certificate
- Credit transfer*

FIELD VISITS

To kampung communities and other sites to appreciate urban/local energy issues

- Tambaklorok; Deliksari village, Gunungpati
- Kopeng Tourism Park; Jetak village

REGISTER HERE
bit.ly/SummerWorkshop2026

FREE OF CHARGE

UP TO 10 JULY

The Summer Workshop 2026, "City and Energy: Towards Sustainability, Resilience, Equity," in Semarang, Indonesia was a success! There were site visits to communities in and around the city of Semarang that enabled an appreciation of the multiple implications of energy dynamics for cities. The site visits to 1) Tambaklorok, 2) Deliksari village, Gunungpati, 3) Kopeng Tourism Park, and 4) Jetak village, complemented lectures and groupwork, and gave participants the opportunity to experience new cultures, hands-on experience with experts, and learn together with students from different backgrounds. Participants earned an e-Certificate or Credit transfer to the degree program.

The workshop was a collaborative effort between the Faculty of Engineering, Universitas Diponegoro (UNDIP) and the Department of Urban and Regional Planning (DURP) at the University of Hawai'i at Mānoa. The workshops were supported in part by a grant from the Henry Luce Foundation, and by the World Class University Program at Diponegoro University.

LuceSEA Environmental Transitions Field Schools:
Chiang Mai, Thailand (Mary Mostafanezhad) **and Makassar, Sulawesi** (Micah Fisher)

Our UHM LuceSEA Transitions: Environment, Society, and Change project addresses how socio-economic and political shifts are transforming Southeast Asia (SEA) societies in a time of accelerated climate and environmental change. One UHM LuceSEA Transitions research team, headed by Dr. Micah Fisher and Dr. Mary Mostafanezhad, studies transformations from a rural agrarian society through experiential learning: summer field schools. Micah's and Mary's 2025 field school took place in Thailand and Indonesia, involving students from UHM and several Southeast Asia-based universities, including our two host institutions: Chiang Mai University and Hasanuddin University, supported by the Henry Luce Foundation grant to CSEAS. An opportunity arose to work more closely with Chiang Mai University as a partner for the May-June 2025 LuceSEA Environmental Transitions Field School.



Between Spring 2024 and Spring 2025, Mary Mostafanezhad and her colleagues made preparations for the Summer 2025 LuceSEA Environmental Transitions field school. They advertised and recruited participants, bringing together 21 students from 9 different countries, totaling 35 participants. Planning activities covered the budget, schedule, invitations, letters and approvals, accommodations, catering, tours, and more. LuceSEA Transitions project director Micah Fisher jumped into this project to help prepare for the LuceSEA UHM/Chiang Mai University Environmental Transitions field school by co-running a five-month preparatory class with Mary Mostafanezhad for students from Malaysia, Indonesia, Thailand, and UHM. The promotional flyer attracted undergraduate student interest for this Spring/Summer 2025 program.

UHM and Chiang Mai U students (the latter from Thailand, Myanmar, and elsewhere) completed the fieldwork projects and prepared their presentations for an end-of-field school conference, which we have found to be an effective pedagogical tool. This extraordinary opportunity enabled students to partner in ethnographic research training in host communities in northern Thailand, and involved some UHM and Hasanuddin students from the 2023 field projects. Such collaborations are difficult for many reasons, but we believe that all the participants reflected positively on this experience after their assignments were done.



LuceSEA Field School Exhibit: Environmental Biographies of Southeast Asia (Micah Fisher)

On exhibit in UH Mānoa's Hamilton Library from August 25, 2025 – December 21, 2025, the students from the LuceSEA Fieldschool transformed their ArcGIS StoryMaps into a large scale poster exhibit for the Ground Floor Elevator Gallery.

ENLIVENING FOREST LANDSCAPES IN INDONESIA

Oral History Field School

What: A two-week oral history field school in Indonesia
Where: South Sulawesi, Indonesia
When: Summer, July 2025
Who: UH undergraduate students
Why: A hands-on, expenses paid field school to document oral histories of forest landscapes with youth and elders in Indonesia!

Join our Info Session:

WED, DEC 4
3PM – 4PM

CRAWFORD 322
or ON ZOOM

Please register your interest here by Dec 2:
forms.gle/2E4BgS5cNgpL8hY86



Consider forests, rivers, paddy fields and fish ponds. These environments at once all hold multigenerational stories of care and conflict between people and place. They weave together tensions and possibilities of lives, livelihoods and ecologies in dynamic ways. This exhibition brings together environmental biographies from Chiang Mai, Thailand, and South Sulawesi, Indonesia, to tell these very stories. Undergraduate student groups from PACE 316: Environmental Governance and Peacebuilding in Spring 2025 first developed methodologies as student projects. Over Summer 2025, select students and faculty from University of Hawai'i at Mānoa, Chiang Mai University, Hasanuddin University and University of Malaya learned how to conduct collaborative research in multicultural, interdisciplinary and multigenerational groups, while learning about environmental transitions in rural Southeast Asia from the ground up.

The posters from this exhibition tell stories of changing forests, livelihoods, migration, resistance and identities in their situated contexts. They also tell local stories that connect to the broader dynamics of environmental change and social relations that link disparate and distant places across Southeast Asia and the Pacific. The exhibition features environmental biographies from O'ahu and Maui about dedicated kupuna educators and environmental stewards.

In collaboration with the UHM Center for Southeast Asian Studies, The Regional Center for Social Science and Sustainable Development (RCSD), Chiang Mai University, Thailand, the Forest and Society Research Group (FSRG) at Hasanuddin University, Indonesia, and the East-West Center.



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This student exhibition is made possible through the support of a UH Center for Southeast Asian Studies LuceSEA Transitions "Environment, Society, and Change" grant; the Undergraduate Research Opportunities Program (UROP) Tyler Fellowship; Entering Research and Creative Work (ERC) funding; the Maneau Institute for Peace and Conflict Studies; the College of Social Sciences School of Communication and Information (SCI), and the Departments of Anthropology, Geography, and Environment and Political Science; the East-West Center Research Program's "Vulnerable Sites in Southeast Asia: Climate Change, Water Pollution, and Socio-Economic Transformation" research project; and Hamilton Library.

We are incredibly grateful to our partner institutions, The Regional Center for Social Science and Sustainable Development (RCSD), Chiang Mai University, Thailand, and the Forest and Society Research Group (FSRG) at Hasanuddin University, Indonesia, as well as the many individuals, families, and communities who shared their stories with us.

Environmental Biographies of Southeast Asia: Collaborative Learning in the Field



August 25, 2025-December 21, 2025



This student exhibition was made possible through the support of a UH Center for Southeast Asian Studies LuceSEA Transitions grant Environment, Society, and Change; the Undergraduate Research Opportunities Program (UROP) Tyler Fellowship, and Entering Research and Creative Work (ERC) funding; the Matsunaga Institute for Peace and Conflict Studies; the College of Social Sciences School of Communication and Information (SCI) and Departments of Anthropology, Geography & Environment, and Political Science; the East-West Center Research Program's Vulnerable Deltas in Southeast Asia: Climate Change, Water Pollution, and Socio-Economic Transformation research project; and the Hamilton Library. We are also incredibly grateful to our partner institutions, The Regional Center for Social Science and Sustainable Development (RCSD), Chiang Mai University, Thailand, and the Forest and Society Research Group (FSRG) at Hasanuddin University, Indonesia, as well as the many individuals, families, and communities who shared their stories with us.



Sara Loh, Fatwa Faturachmat, Dalilaih Laidin, Krsna Suryanata, and Alif Sahide

Jaga Alam: Panji Production (Kirstin Pauka)

From April 17-26, 2026, the University of Hawai'i at Mānoa's Department of Theatre & Dance and Kennedy Theatre presented "Panji and the Lost Princess," a spectacular Balinese wayang listrik (large-scale shadow puppetry) production featuring giant shadow figures, live actors and dancers, and a full gamelan orchestra. Pre-show chats were offered at 6:45 p.m. prior to the Saturday, April 18 and 25 performances.

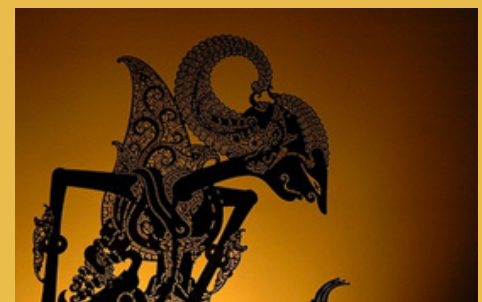
Co-directed by Theatre & Dance Professor Kirstin Pauka and Balinese master artist I Madé Moja, the production was adapted from a traditional Balinese folktale by I Ketut Wirtawan and I Madé Moja. It brought to life an episode from the beloved Panji epic cycle. Dynamically staged with towering shadow puppets, intricate handcrafted shadow scenery, dancers, actors, and special lighting effects, the performance was accompanied by a live gamelan ensemble led by Balinese musician I Madé Widana.

Rooted in a 13th-century East Javanese romance cycle that was later embraced in Bali, the Panji Tales follow Prince Panji (known in Bali as Raden Ino Kertapati) and his betrothed, Princess Candra Kirana (known in Bali as Langke Sari), whose destined union is repeatedly tested by misfortune, political intrigue, magical disguises, and separation. This production is staged in the tradition of wayang listrik, Indonesian for "electric shadows," a late 20th-century Balinese innovation that expands classical shadow theatre through giant screens, painted backdrops, complex lighting, three-dimensional effects, and performers, both in front and behind the screen wearing carved shadow masks.

"Everything you see on the screen is created live, in the moment," shares co-director Pauka. "This type of theatre is as complex as shooting a movie, and we do it all in one take." Emphasizing the production's entirely handcrafted aesthetic, she notes that there are no digital projections or computer-generated imagery. Instead, simple materials are transformed into theatrical magic weaving together puppetry, shadow casting, choreography, acting, live music, and special effects. "The level of teamwork required goes far beyond most theatre productions," Pauka adds, expressing deep gratitude to the cast, crew, artistic team, and guest artists for bringing an ambitious four-year vision to life.

In the spirit of Balinese community collaboration, the ensemble includes UHM student performers alongside community members in the gamelan orchestra and dance sections, as well as keiki (children) participants who represent the future of Balinese arts in Hawai'i. The production was dedicated to the memory of Dr. Norma Bird Nichols, Dr. Roger Long, and Larry Reed, for their strong support of the UHM Asian Theatre Program.

<https://www.cseashawaii.org/projects/theatre-performances/wayang-listrik/>



Building Capacity for Southeast Asian Fisheries: Blue Carbon Workshop (Brian Szuster)



The **Regional Workshop** entitled “PNLC Regional Workshop: From Knowledge to Action: Scaling Blue Carbon Initiatives in the East Asian Region” was hosted by the PEMSEA Network of Learning Centers (PNLC) and held in Antipolo, Philippines, from 25–26 March 2026.

The workshop brought together 43 participants including experts, speakers, and representatives from PNLC member institutions from 8 countries across the region, namely Cambodia, China, Lao PDR, Indonesia, the Philippines, Thailand, Timor-Leste, and Vietnam.

Co-sponsored by the Luce Foundation, University of Hawai‘i, University of the Philippines–Marine Science Institute, the Ministry of Environment Indonesia, and the PNLC, and organized by the PNLC Secretariat in coordination with the PEMSEA Resource Facility.

The **5th PEMSEA Network of Learning Centers (PNLC) General Assembly** was held at the Marine Science Institute, University of the Philippines, Diliman, Quezon City, Philippines, on 27 March 2026. The meeting served as a strategic platform to review PNLC accomplishments, discuss future workplans, and strengthen regional collaboration in coastal and marine management.



A total of 20 out of 25 PNLC member institutions participated in the General Assembly, representing countries across the East Asian Seas region, including Cambodia, China, Hong Kong, Lao PDR, Indonesia, the Philippines, Thailand, Timor-Leste, and Vietnam. The meeting brought together experts, researchers, and institutional representatives to exchange knowledge and align priorities.

The General Assembly covered key agenda items: (1) Opening of the meeting and approval of the Meeting Agenda; (2) Presentation of PNLC Accomplishments in 2024-2025 and Workplan for 2026; (3) The PEMSEA Regional Strategic Framework: Sustainable Development Strategy for the Seas of East Asia Implementation Plan 2023-2030 and the Role of PNLC in Implementation; (4) Collaboration with PEMSEA Partners and Projects; (5) Other Business, including announcements by PNLC Members; (6) Next Steps; and, (7) A Special Session by the SKLMEH on Conservation and Management of Marine Biodiversity.

The meeting highlighted ongoing and collaborative initiatives, which included presentations on the Effectively Managing Networks of Marine Protected Areas in the Large Marine Ecosystems of the ASEAN Region (ASEAN ENMAPS) Project and the Reducing Pollution and Preserving Environmental Flows in the East Asian Seas through the Implementation of Integrated River Basin Management (IRBM) Project. The IPB University introduced the PKSPL Regional Summer Course on Marine Litter Management, Policy, and Integrated Coastal Governance in the East Asian Seas Region. Dr. Brian Szuster introduced a project concept on a Blue Carbon Initiative for the PNLC, conceptualized and inspired by the PNLC Blue Carbon Workshops co-sponsored by CSEAS.

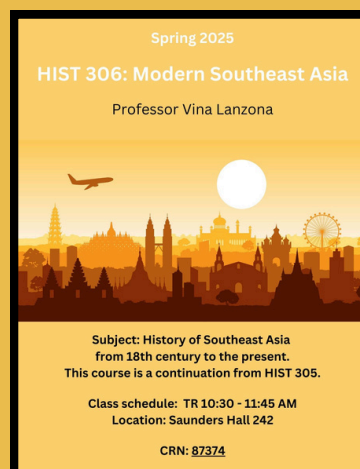
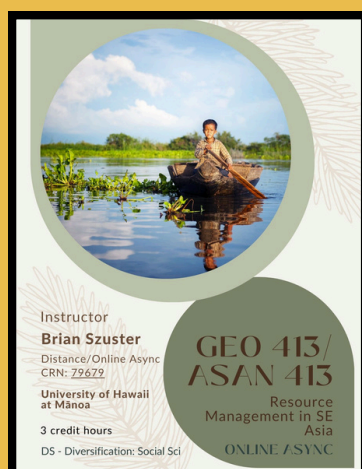
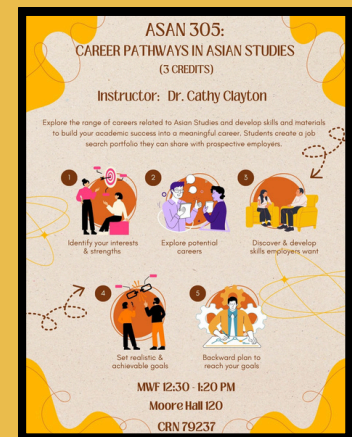
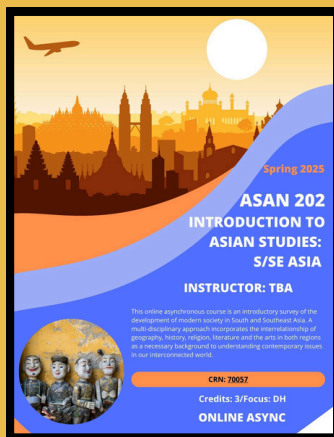
A special session on marine biodiversity conservation was conducted by SKLMEH, featuring presentations and discussions on integrated approaches, global monitoring programs, and innovative tools such as eDNA for marine conservation.

SEA ONLINE INSTITUTE

Developing an Online Southeast Asia Institute to reach both our UHM 'ohana and the broader SEA community has been a CSEAS goal for the last eight years. To that end, we procured NRC and LuceSEA funding to help UHM faculty members build and teach a suite of online, asynchronous Southeast Asia-themed courses. They are available year-round with seats available in our Outreach College for non-UHM participants (at a fee). UHM students can also earn a Graduate Certificate in Southeast Asian Studies."

There are currently 8 online SEA courses with the final two in development this academic year! Our hope is that the online offering will make obtaining the Graduate Certificate in SEA accessible to more students!

ART 391 Art of Southeast Asia ASAN 202 - Intro to Asian Studies ASAN 305 Career Pathways in Asia-Pacific Affairs GEO 413 - Resource Management in Southeast Asia HIST 305 History of Southeast Asia HIST 306 History of Modern Southeast Asia POLS 307B Southeast Asian Politics THEA 336 - Intro to Performing Arts of Southeast Asia



Asia Pacific Museum Exchange

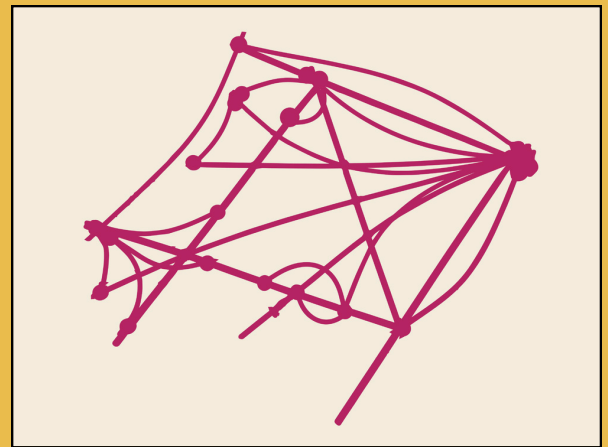
UH Digital Exhibit Connects Asia-Pacific Through Shared Cultural Stories

The Asia Pacific Museum Exchange program was designed to introduce the cohort to museum experts based at cultural institutions in Hawai'i as well as museum educators affiliated with the National Park Service. A regional need exists both to upgrade the Asia-Pacific region's national and provincial museums and to build a network across the Pacific. The APME Program is funded by the U.S. Department of State's Cultural Heritage Center in the Bureau of Educational and Cultural Affairs, and conducted through the Hawai'i-Pacific Islands Cooperative Ecosystem Studies Unit (CESU; TA# P24AC000688) by the Center for Southeast Asian Studies.

APME provides professional development for early- and mid-career museum professionals from small and medium-sized museums and cultural centers across Island Southeast Asia and the western Pacific, helping them strengthen museum practices while building lasting partnerships across the region.



Titleboard photo, *The Ocean That Remembers*



Marshallese Stick Chart for APME cohort

An ancient glass shard. A mural painted thousands of miles from home. A ceremonial headband passed through generations. These objects tell stories that stretch across generations and oceans in [*The Ocean That Remembers*](#), a new digital exhibition created through the University of Hawai'i at Mānoa's [Center for Southeast Asian Studies](#) (CSEAS) and its [Asia-Pacific Museum Exchange](#) (APME) program.



Photo credit: Leni Leonard

Stories that span oceans

Among the featured stories is a fragment of Egyptian Roman glass discovered in a burial site in Palau. Researchers traced it to an Egyptian workshop, revealing trade connections that linked distant cultures centuries before modern navigation.

Other stories focus on living traditions. For Dissa Makalingga (pictured at left), the great grandson of Indonesian painter Affandi, the program gave him the opportunity to view the mural at the EWC Jefferson Hall, in-person. Another story of connection comes from Erika Radewagan, who is the daughter of the U.S. House of Representatives Delegate Aumua Amata Coleman Radewagen. Her story highlights a ceremonial headband that remains an important part of matai title ceremonies today.

Individual storymaps by the 13 APME participants included:

1. Bunga Tandjung (curator: Gerry Apriryan)
2. Balalong (curator: Karen Eyre Moshie Artiaga)
3. Bakiha (curator: Grinta Bemama)
4. Wuli (curator: Christine Gero)
5. Egyptian Roman Glass Shard (curator: Michael Spis Gordon)
6. Tasbih (curator: Arif Kassim)

7. Marshallese Weaving Needle (curator: Leni Leon)
8. The Wisdom of the East (curator: Disa Makalingga)
9. Sandung (curator: Rona Novitasari)
10. Tapo Drum (curator: John Ohoiwirin)
11. Pale Fuiono (curator: Meaitiiti Erika Radewagen)
12. Sand Drawing (curator: Kaitipsal Wulep)
13. Women of Magsuhot (curator: Ma. Regina Yoma)

Building museum connections

Beyond creating the exhibition, participants exchanged ideas with museum experts in Hawai'i, shared preservation strategies and built a network that continues long after the program ends. The Asia-Pacific is home to about 1,800 cultures that often face similar challenges preserving their heritage, including limited resources and climate impacts. By sharing knowledge and best practices, APME helps museum professionals protect and tell the stories of their communities.

Visitors can explore the exhibition through APME's new website, where each story reveals how history lives not only in museum collections, but also in the people and communities who continue to care for them.



QR Code:
The Ocean That Remembers



UHM FACULTY SPOTLIGHT

Barbara Andaya

In 2020, in part because of Dr. Andaya's historical interest on the Malaysian state Perak (she wrote her PhD thesis on 18th century Perak), she was asked to contribute an article to the Economic History of Malaya website, which is the brainchild of Sultan Nazrin Shah of Perak, an economic historian educated at Harvard. The article was entitled "The 'Knowledge Economy' and Tin Mining in Nineteenth-century Malaya," posted in 2020.

<https://www.ehm.my/publications/articles/the-knowledge-economy-and-tin-mining-in-19th-century-malaya>



In 2024 this article, which dealt with the way 19th century Malay villagers provided Chinese miners with environmental knowledge needed for mining tin, was chosen for inclusion in a book edited by Sultan Nazrin,, entitled *Chronicling Themes in the Economic and Social History of Malaysia* (<https://doi.org/10.1142/14439>). The book was launched in a seminar held on December 2, 2025 at the St. Regis hotel in Kuala Lumpur, Malaysia. Both Leonard and Barbara Andaya were invited to attend the gathering of over 200 people . Barbara was asked to make a brief presentation of her paper, which was well received. Her chapter in the book covered pages 51-62.

Miriam Stark

This summer, June 15 - 26, 2026 Miriam Stark participated in the ARI-Luce Collaboratory organized by the Asia Research Institute, National University of Singapore, with funding support from the Henry Luce Foundation. Quoting from the event booklet,

“The ARI-Luce Southeast Asian Studies Collaboratory was established to address the developmental gap for early-career SEA researchers. Hosted by the Asia Research Institute (ARI) at the National University of Singapore (NUS) and supported by the Henry Luce Foundation, the Collaboratory brings together postdoctoral and early-career scholars of Southeast Asia with the senior scholars, institutions, and professional networks that can help them move forward—at precisely the moment in their careers when targeted support makes the greatest difference.”



Mariam participated in the:

- Roundtable: “The Craft of Scholarly Writing: Challenges, Strategies, and the Long Work of the Page”
 - Writing is the primary medium through which scholarly knowledge is produced, evaluated, and disseminated, yet the craft of academic writing—and the difficulties inherent to it—remains under-addressed in the formal training of researchers. This roundtable convenes senior scholars from across the social sciences to discuss their own writing practices and to offer practical, experience-based counsel to early-career colleagues. Drawing on a range of writing contexts—including journal articles, monographs, and dissertations—panellists will address the obstacles that writers at every stage encounter and the concrete approaches they have developed to overcome them.
- Academic Session 5: Academic Publishing Without Tears? Tips for Success in the Academic Publishing World
 - Publishing our research is integral to the academic world, and one’s ability to convey research results in writing can determine one’s future career. Yet few graduate programs provide adequate guidance on how the process works, and fewer still require PhD students to learn the process before they graduate by completing one or more academic publications. The session was designed to help you understand the process involved in publishing your work in academic settings: as book chapters, as journal articles, and as monographs.

UHM STUDENT SPOTLIGHT

Chinoko Shirakura

Graduate Student, Curriculum Studies, Department of Education & Thai Language Lecturer



Chinoko Shirakura was born and raised in Thailand to a Thai mother and Japanese father, in a household where language was not just a means of communication, it was a bridge between cultures. Growing up multilingual in Mae Sot, a city on the Thai-Myanmar border, shaped her core belief that language connects people, honors identity, and builds community. Today, she tries her best to carry that philosophy into her role as a Thai language lecturer at the University of Hawai'i at Mānoa.

Current Research interests and Motivation

Chinoko's academic interests and research centers on Multicultural Education, examining how culturally responsive pedagogy and brave spaces, learning environments grounded in respect, empathy, and openness, can enhance language learning while developing leadership skills and confidence. Her work highlights the importance of fostering identity development, emotional well-being, and empowerment among multilingual students through inclusive and culturally affirming education. Her dissertation title is, "Implementing Brave Spaces in Language Learning Curriculum for Multilingual and Displaced Students in Migrant Communities in Mae Sot, Thailand."

Teaching & Community Engagement

Since she started her program at UHM, Chinoko has played a central role in revitalizing the Thai language,, infusing it with fresh energy, meaningful content, and implementing student-centered learning. With years of teaching experience across Southeast Asia, particularly in Thailand, Chinoko designs her courses around inclusivity and cultural responsiveness. She is especially passionate about creating learning environments that move beyond grammar and vocabulary, spaces that affirm students' identities, spark curiosity, and build meaningful cross-cultural connections.

Chinoko taught Thai 101 and 102 in the academic year 2025-26, and introduced Thai 399: Thai Culture and Arts, an advanced course celebrating Thailand's vibrant artistic and cultural heritage to extend IPLL course options.

SELECTED UHM FACULTY AND STUDENT PUBLICATIONS

Andaya, Barbara (2026). "The 'Knowledge Economy' and Tin Mining in 19th-Century Malaya," in *Chronicling Themes in the Economic and Social History of Malaysia*. Edited by Sultan Nazrin Shah (Ruler of Perak and the Deputy King of Malaysia), <https://doi.org/10.1142/14439>.

Bui, T. (2026). "Resilience by Design: From Vietnam's Transformation to a Theory of Adaptive Development," Chapter 6, *Modern Guide to Industrial Economics*. Edited by Spigarelli and Lepore, Elgar Publishing.

Dressler, Wolfram and **Mary Mostafanezhad** (eds.) (2025) *Violent Atmospheres: Livelihoods and Landscapes in Crisis in Southeast Asia*. University of Hawai'i Press.

Eng, S. (2026). Rethinking food self-sufficiency through cultural and social capital. *Food Policy*, 23:4:422. <https://doi.org/10.1016/j.foodpol.2026.10307>

Hasfi, Nurul and **Fisher, Micah R.** (2025) "Narrating Vulnerability and Reshaping Resilience: Media Discourse and Political Coalitions on Jakarta Flooding," in *Environmental Communication*, 19:4:688-706.

Hendrickson, M., **Miriam T. Stark**, A. K. Carter, P. Heng, and S. Leroy. (2025) Place Making, Fire, and the Praxis of Becoming Angkor. In *Understanding Early Large-Scale Collectives: A Global Perspective*, ed. J. Jennings, pp. 346-374. Routledge Press.

Heng, Piphai, **Stark**, Miriam T.; Kealhofer, Lisa; and Grave, Peter. (2026) Integrating the Angkorian Empire: Political-Ritual Economies and Ceramic Provenance in the *Eastern Mekong*. *Journal of Anthropological Archaeology*, 83, 10177.

Kaufman, Daniel; Adamson, Nathan; Chen, Victoria; **McDonnell, Bradley** & Waring, Olivia. (2026). "Austronesian: Tagalog and Indonesian." 10.1093/9780198943990.003.0014.

Loh, Ci Yan Sara; Laidin, Dalilah Haji; Faturachmat, Fatwa; **Duerr, Anna Robin;** Andary, Pamula Mita; Muin, Andi Vika Faradiba; **Alves, Ariel Mota;** and **Meyer, Olivia** (2025) "Collaboration as Method: Field Lessons from South Sulawesi, Indonesia and Khon Kaen, Thailand" in *Forest and Society*, 9:1:358-375. <https://doi.org/10.24259/fs.v9i1.39609>

Mostafanezhad, M; Vaddhanaphuti, C; Evrard, O. (2025) "Making air pollution legible: environmental-health data and the naturalization of the smoky season in Northern Thailand." *Singapore Journal of Tropical Geography*, 46(2):186-202



SELECTED UHM FACULTY AND STUDENT PUBLICATIONS cont.

Parba, Jayson (Editor) (2026) “Advancing Filipino in the Diaspora: Language Pedagogy, Identity and Practice,” *Channel View Publications: Language, Education and Diversity*, #9.

Sahide, Muhammad Alif K.; **Fisher, Micah R.**; Hasfi, Nurl; Yunus, Ahsan; Faturachmat, Fatwa; Larekeng, Siti Halimah; and Maryudi, Ahmad. (2025) “Navigating the Hidden Politics of Water Resource Bureaucracies in Indonesia: Mapping Issue-Elements and Alliances,” in *Hasanuddin Law Review* 9:1:57-87.

Sahide, Muhammad; Siswandi, Siswandi; Sirimorok, Nurhady; **Fisher, Micah**; Wong, Grace; & Brockhaus, Maria. (2026) “The SPA-Cube Framework: An Integrated Approach for Analysing Power Dynamics in Environmental Governance.” in *MethodsX*, 16.103814.10.1016/j.mex.2026.103814.

Siswandi, Siswandi; **Fisher, Micah R.**; Sirimorok, Nurhady; and Sahide, Muhammad Alif K. (2026) “Territorializing restoration: the exclusion of indigenous agroforestry in Indonesia,” in *Forest and Society*, 10:1:297-319.

Stark, Miriam. (2025) A Southeast Asian Archaeologist’s Perspective on James Scott’s Contributions to the Field. *Forum Kritische Archäologie*, Theme Issue: Scott, 14:60–68.

Thongwichit, Napapat; Ulla, Mark Bedoya; and **Jayson Parba.** (2026) Translanguaging for social justice in Thailand's language classrooms: a classroom ethnography. *International Journal of Multilingualism*, 23:2:46-62

Yong, Ming Li; Fisher, Micah; Meyer, Olivia & Suryanata, Krisnawati (2025). “Joint field school: towards cultivating parity in research partnerships,” in *Journal of Geography in Higher Education*, 50:1-13. 10.1080/03098265.2025.2599827.

Zahirah, S. J. R. Klein; **Bogart, Gillian**; Keller, K.; Huang, W.; and Gutierrez, K. (2025) “Coastlines in Motion: A Sedimentary Rethinking of Southeast Asia,” in *Engaging Science, Technology, and Society*, 11:2:20-38.



GRANTS & AWARDS

Moscotti 2026 Awards

Albert D. Moscotti Endowment was established in honor of his parents, Anthony and Amy Moscotti. The purpose of this fund is to assist students in a degree program at the University of Hawai'i at Manoa in any department or program in the arts, humanities or social sciences, whose area of focus is Southeast Asia. This year's award goes to:

Paul Gabriel Cosme (Music) for travel to SEA, participation in two conferences (International Association for the Study of Popular Music - Southeast Asia and the joint Symposium of the International Council for Traditions of Music and Dance [ICTMD] Study Groups on Performing Arts of Southeast Asia [PASEA], and to conduct field research in the Philippines.

Yuting Zhou (Geography) to conduct five-week preliminary fieldwork in Ban Suan Sum Saeng seed hub in northeast Thailand, where farmers share seeds and knowledge through regular workshops. Yuting will also visit archives, conduct interviews with NGO practitioners, and local agricultural officials. She will present a paper at the 21st Singapore Graduate Forum on Southeast Asian Studies at the National University of Singapore



Foreign Language Area Studies Awards [FLAS]

The Foreign Language and Area Studies (FLAS) program provides federally funded grants via the U.S. Department of Education through the office of International and Foreign Language Education to universities. It offers academic year and summer fellowships to undergraduate and graduate students combining modern foreign language training with international or area studies.

Using the carryover FLAS funds in the Spring 2026 semester, CSEAS was able to support four students to study language and Southeast Asia Area Studies:



Maizie Anders (Tagalog)



Abbey Seitz (Indonesian)



Haruka Waseda (Tagalog)



Benjamin West (Tagalog)

We were able to support two students in the Summer 2026 on FLAS funds:



Ernest Bethe IV (Indonesian)



Julien Roumieu-Lavigne (Khmer)

Congratulations to all six students and we wish them well in their next adventures.

SEA DISSERTATIONS & THESES 2025-2026

Billings, Blaine Timothy (2026) Documentary lexicography: A case study of building a Nasal dictionary. University of Hawai'i at Manoa ScholarSpace. Ph.D., Dept. of Linguistics. <https://hdl.handle.net/10125/113509>.

Ekaputri, Andini Desita (2025) Inclusive or illusive? Assessing effects of voluntary private governance on smallholders, workers, and communities in palm oil industry in Indonesia. University of Hawai'i at Manoa ScholarSpace. Ph.D., NREM, <https://hdl.handle.net/10125/113002>.

Ham, Charles Mekardi (2025) Small island planning for equity and resilience: Lessons from creating the North Maluku province and Sofifi capital city in Indonesia. University of Hawai'i at Manoa ScholarSpace. Ph.D., DURP, <https://hdl.handle.net/10125/113005>.

Jain, Shubhanshu (2025) Disaster planning in democratic practice: Institutions and protective actions in the United States, India, and Indonesia. University of Hawai'i at Manoa ScholarSpace. Ph.D., DURP, <https://hdl.handle.net/10125/113006>.

Meyer, Olivia Carter (2026) Plastic panacea: Circular economies and the political ecology of plastic waste in Thailand. University of Hawai'i at Manoa ScholarSpace. Ph.D., Geography. <https://hdl.handle.net/10125/113449>

Moseley, Benjamin L. (2026) Conversion and Power at the "Ends of the Earth": Islam, Christianity, and Localization in Southeast Asia's Eastern Archipelago, 1450-1620. University of Hawai'i at Manoa ScholarSpace. Ph.D., Dept. of History, 32703314. <https://hdl.handle.net/10125/113507>

Ortega, Nadezna (2026) Allangogan ken kitakit: Ilokano women, language, and the fight against colonial, patriarchal, and capitalist oppression in settler colonial Hawai'i. University of Hawai'i at Manoa ScholarSpace. Ph.D., Political Sciences, <https://hdl.handle.net/10125/113436>

Tung, Yuan-Hsin (2025) Performing reconciliation? An examination of wayang potehi and its struggles in the multicultural society of democratizing Indonesia. University of Hawai'i at Manoa ScholarSpace. Ph.D., <https://hdl.handle.net/10125/111320>.

West, Benjamin Allen (2026) Drawing the dual line: Visual art and propaganda in the Filipino American anti-martial law movement. University of Hawai'i at Manoa ScholarSpace. M.A. - Art History. <https://hdl.handle.net/10125/113568>.

CSEAS EVENTS

Our Center takes great pleasure in hosting a variety of different public events each academic year, using varied modalities. Our 2025-2026 events included lectures, roundtables, book talks, film viewings, and webinars. Coverage ranged from political science and history to musicology and performance, museum studies and human rights. We also conduct outreach to our UHM students and host social events for our UHM Southeast Asia 'ohana.

FALL 2025

8/27/25. Deaccessioning Loans

Series: Asia Pacific Museum Exchange funded by the U.S. State Dept.

Moderators: National Park Service

9/3/25 Who Tells the War? Community Memory and the Vietnam War's Enduring Legacies

Series: LuceSEA

Moderator: Dr. Barbara Andaya, Prof. Emeritus, Asian Studies, UHM

- Lieutenant General Dean Fig Leaf, Honorary Consultant for Vietnam in Hawaii
- Dr. Long T. Bui, Professor, Department of Global and International Studies, UC Irvine
- Dr. Thy Phu, Professor, Department of Arts, Culture and Media at University of Toronto Scarborough

9/10/25 From Transmission and Leadership to Tradition: Hegemony in Colonial and Postcolonial Vietnamese Music

Series: Colloquium

Moderator: Dr. Trimillos, Prof. Emeritus, Asian Studies, UHM

Speaker: Dr. Alex Cannon, Associate Professor, Department of Music, University of Birmingham, the United Kingdom.

9/19/25 Mingle, Mix & Munch!

Special Event: Fall Gathering

Hosted by: CSEAS, Ethnomusicology Program & UHM Gamelan

10/1/25 Southeast Asia Facing the US Tariff Turbulence

Series: LuceSEA

Moderator: Dr. Micah Fisher, Asst. Professor, Communications

Speakers:

- Dr. Jayant Menon, Visiting Senior Fellow, ISEAS - Yusof Ishak Institute, Singapore
- Herawati, MA, Researcher, ASEAN Studies Program, The Habibie Center, Indonesia
- Dr. Tung Bui, Professor, University of Hawaii at Manoa

10/3/25 Halo-Halo Ecologies

Series: Collaborative/Book Launch

Moderator, Dr. Pia Arboleda, Professor, IPLL

Speakers:

- Dr. Alyssa Paredes, Asst. Prof., Univ. Michigan
- Dr. Marvin Montefrio, Assoc. Prof., NUS

10/8/25 He Who is Made Lord

Series: Colloquium/Book Talk

Moderator: Dr. Barbara Andaya, Prof. Emeritus, Asian Studies, UHM

Speaker: Dr. Muhammad Suhail Yazid, Postdoctoral Fellow at the Asia Center, Harvard University

10/29/25 Museum Environment, Integrated Pest Management & Housekeeping

Series: Asia Pacific Museum Exchange funded by the U.S. State Dept.

Moderators: National Park Service

11/4/25 The Promise

Special Event: Documentary film screening

Moderator: Dr. Gillian Bogart, Assist. Prof., Asian Studies

11/5/25 A living legend, Maestro Ryan Cayabyab

Collaborative: Talk & Performance

Moderator: Dr. Pia Arboleda, IPLL, UHM

Performers: Ryan Mercado (DLIR), Kaelyn Howard (Ethnomusicology), and Angeli Callo (IPLL)

11/5/25 ASEAN Interrelationship: Memberships, Conflict management, and Human Rights Protection

Series: LuceSEA

Moderator: Dr. Gillian Bogart, Asian Studies, UHM

Speakers:

- Dr. Aarie Glas, Associate Professor, Department of Political Science, Northern Illinois University
- Dr. Sirada Khemanitthathai, Political Science, Chiang Mai University, Thailand
- Daniel Awigra, Executive Director, Human Rights Working Group, Indonesia

11/15/25 Discover Manoa Day

Series: UHM Outreach Event

SPAS Participants: ASAN, CCS, Indo-Pacific Studies, CJS, CKS, COS, CPIS, CPS, CSAS, and CSEAS

11/18/25 Vietnamerica

Series: GETSEA Simulcast

Moderator: Chris Hulshoff, History, Univ. Wisconsin-Madison

11/19/25 Risk Management, Museum

Emergency Planning, Fire Protection

Series: Asia Pacific Museum Exchange funded by the U.S. State Dept.

Moderators: National Park Service

11/20/25 Manoa International Education Day

Series: Outreach Event

Performers: UHM ensembles (Bollywood Dance, Hula, Gagaku, Koto, & Kulintang)

12/3/25 Findings from the LuceSEA Field

School: Political Ecology in Practice and Applied Research in Southeast Asia

Series: LuceSEA #4

Moderators: Dr. Micah Fisher, MPI, UHM & Dr. Mary Mostafanezhad, Geography, UHM

Field School Panelists:

- Areerat Worawongwasu, Am. Studies, UHM
- Xiaoyun Neo, Geography, UHM
- Abdurrahman Abdullah, Forest and Society Research Group, UNHAS
- Irfan Saputra, Community Facilitator, UNHAS
- Aswin Baharuddin, Lecturer, UNHAS

12/17/25 Museum Storage, Handling, and Packing

Series: Asia Pacific Museum Exchange funded by the U.S. State Dept.

Moderators: National Park Service

SPRING 2026

1/14/26 Exhibit Planning

Series: Asia Pacific Museum Exchange funded by the U.S. State Dept.

Moderators: National Park Service

1/28/26

Series: Asia Pacific Museum Exchange funded by the U.S. State Dept.

Moderators: National Park Service

1/23/26 CSEAS Gathering

Cosponsored with Ethnomusicology & HI Gamelan Society

2/3/26 Faculty Lunch with Teren Sevea

Special Program: Muslim Societies

Faculty Coordinator: Dr. Michel Mohr, Religion, UH Mānoa

Speaker Dr. Teren Sevea, Harvard Divinity School

Co-sponsored by UHM Religion Dept. & CSEAS

2/3/26 CLASS VISIT: Death & Dying Class

(Michel Mohr) w/ Dr. Teren Sevea

Special Program: Muslim Societies

Faculty Member: Dr. Michel Mohr, Religion, UH Mānoa

Speaker: Dr. Teren Sevea, Harvard Divinity School

Co-sponsored by UHM Religion Dept. & CSEAS

2/4/26 CLASS VISIT: REL 170 Religion and the Environment

Special Program: Muslim Societies

Faculty Member: Dr. Corwynn Madrone, Religion, UH Mānoa

Speaker: Dr. Teren Sevea, Harvard Divinity School

Co-sponsored by UHM Religion Dept. & CSEAS

2/4/26 Facing Nature: Disaster Preparedness, Responses, and Innovations in Southeast Asia

Series: LuceSEA Webinar

Moderator: Dr. Brian Szuster, Geography, UH Mānoa

Panelists:

- Dr. Charles Ham, Politeknik Bentara, Indonesia
- Dr. Indrajit Pal, Asian Institute of Technology, Thailand

- Ms. Mary-Gardner Coppola, Pacific Disaster Center, USA

2/4/26 Afternoon Tea with students

Student Hosts: Ima Kurniasanti & Ariel Mota

Alves, SEA 'Ohana

Special Program: Muslim Societies

Speaker: Dr. Teren Sevea, Harvard Divinity School

Co-sponsored by UHM Religion Dept. & CSEAS

2/5/26 Saints, Companions, & Sinners

Special Program: Muslim Societies

Moderators: Dr. Miriam Stark & Michel Mohr

Speaker: Dr. Teren Sevea, Harvard Divinity School

Co-sponsored by UHM Religion Dept. & CSEAS

2/14-15/26 Hawai'i Music Educators'

Association Conference

Workshop: Kani ka 'Opala & the Thai Ensemble

Presenter: Dr. Ben Fairfield, Music, UH Mānoa

Series: Outreach

2/17-20/26 Roundtable: Bearing Witness to Museum Labor in Island Southeast Asia and the Pacific

Conference: International Graduate Student Conference

Asia Pacific Museum Exchange Panelists:

Dianne Shen (UHM), Ima Kurniasanti (UHM), Gerry Apriryan (IN), Leni Leonard (NMIMHC), Erika Radewagan (ASCHC), and Regina Yoma (USCM)

<https://apme.cseashawaii.org/about/>

2/25/26 ArcGIS StoryMaps 1

Speaker: Alana Kanahele, UH Mānoa, Dept of Geography

Series: Asia Pacific Museum Exchange funded by the U.S. State Dept.

3/3/26 Operation Babylift

Speaker: Devaki Murch, Executive Director, StoryScope Studio

Series: Colloquium

3/4/26 Arts and Resistance: Cultures of Expression, Censorship, and Resilience in Southeast Asia

Series: LuceSEA #2

Moderator: Paul Cosme, Music, UHM

Panelists:

- Azmyl Yunor, Dept. of Film & Theatre, Sunway University, Malaysia
- Annie Pacana, Visual & Communications Dept., Univ. Philippines (Dilliman)
- Patricia Nguyen, American Studies, Univ. Virginia

3/25/26 ArcGIS StoryMaps 2

Series: APME Webinar

Speaker: Cloudwatcher, UH Mānoa, Learning Design & Technology

3/31/26 How to Conduct Research in the Philippines

Series: GETSEA Webinar

Speaker: Paul Cosme, Music, UH Mānoa

4/1/26 Smart Cities in Southeast Asia? Present Realities and Future Ventures

Series: LuceSEA

Moderator: Dr. Ashok Das

Panelists:

- Dr. Gavin Shatkin, Director, DURP, Northeastern University, USA
- Dr. Rita Padawangi, Sociology, SUSS

4/1/26 - 8/21/26 Kani ka 'Ōpala

Curator: Dr. Ben Fairfield, Music, UH Mānoa

Series: Exhibit

4/6/26 Malaysian documentaries: Sotong and Against This Messy World

Series: GETSEA Simulcast

Moderator: Chris Hulsoff, History, Uni. Wisconsin - Madison

4/8/26 Book Talk: The Trade-Offs of Legal Status

Series: Colloquium

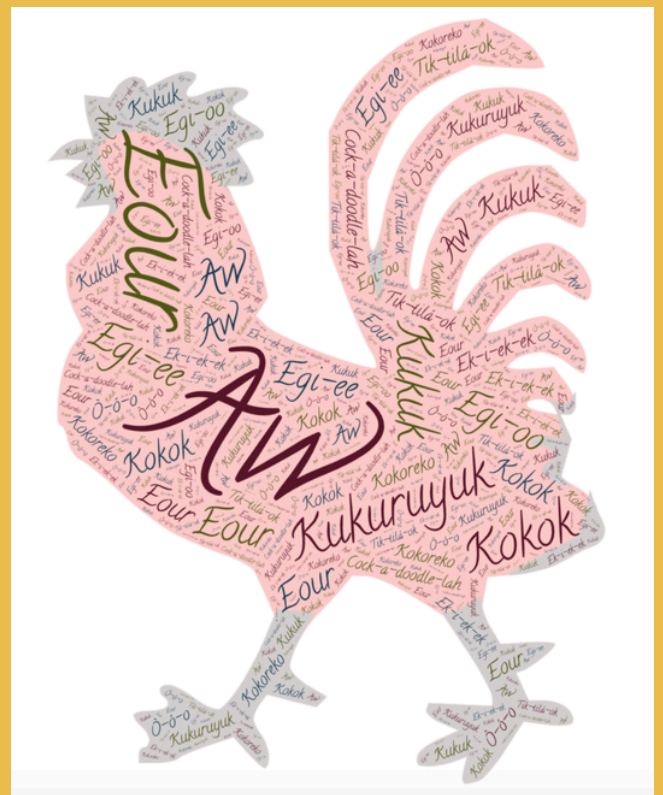
Moderator: Miriam Stark, Prof., Anthropology, UH Mānoa

Author/Speaker: Maryann Bylander, Assoc. Prof., Lewis & Clark College

4/15/26 ArcGIS StoryMaps/Exhibit Planning

Series: APME Webinar

Speaker: Cloudwatcher, UH Mānoa, Learning Design & Technology



DIGITAL ENGAGEMENT

Facebook

- 110,402 Reach
- 752,981 Views
- 149,124 Viewers
- 1,956 Net follows
- 9,941 Followers
- 32,500 Engagement
- 2317 Interactions

Instagram

- 1,751 Posts (excluding stories)
- 972 Followers
- 783 Reach

Linkedin

- 2,633 followers
- 1,056 profile viewers
- 46,509 impressions
- 647 Social engagements
- 328
- Link engagements

Youtube

- 8 LuceSEA recordings with 1,220 views
- 3 CAPA videos with 150 views
- 10 Pamana ng Lahi videos with 2,920 views

Center for Southeast Asian Studies ScholarSpace

<https://hdl.handle.net/10125/1816>

With access to more than 50 faculty specialists, the Center works with the largest concentration of Southeast Asia resource scholars in the United States.

Check out our sub-communities and collections such as Annual Reports and Newsletters!



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CSEAS ADDRESS & LOCATION MAP



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