

Suriname Global Course 2011



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Executive Summary

This summer thirteen DCAR students traveled to the fascinating country of Suriname as part of the SHSS Study Abroad Program. The goal of this interdisciplinary program is to introduce students to the field of environmental conflict in the context of international development. To attain this goal, the group traveled to Suriname and for eleven intense days experienced the historical, ecological and cultural diversity of this beautiful country in South America.



During the first part of the trip we had the opportunity to interact with government officials, university professors, natural resource management experts, and development practitioners. Through their lectures and presentations, these experts provided us with Suriname's socioeconomic, cultural, political, and ecological contexts needed to understand the complexity of conflict situations in this diverse country.

Through the second part of the trip we were immersed in the Surinamese culture, visiting several regions of the country, including mining and agricultural areas, the biggest rice mill in the Caribbean, the biggest hydroelectric plant in Suriname, and various other development projects underway. Most significantly, we interacted with the Surinamese people. We heard the hopes and problems of commercial and small farmers, men and women who depend on agriculture for their livelihood. We interacted with families that opened their homes to us and were patient enough to answer all the questions our group had related to their livelihoods, culture, religion, and life in general. We experienced the local cuisine, traditions, and natural environment of Suriname.

Towards the end of the trip we returned to the capital city of Paramaribo, where we spent time reflecting on how our understanding of Suriname and its people had been shaped by our experienced lectures, field trips and participant observations. Students began focusing on their final projects, analyzing specific conflicts and linking trip experiences to theoretical frameworks in our field of study.

During our stay we were asked by government officials and other guest speakers to provide them with a training workshop on conflict resolution. They were intrigued by

our field of study and wanted to learn more about how to manage conflicts at different levels. In a couple of days, with only a few hours to plan students delivered a professional workshop that introduced participants to three main areas of conflict resolution: Interpersonal Conflict, Systems Theory and Conflict, and linking macro and micro level conflict using a Sustainable Livelihood Systems approach. Students were able to connect theory to real-life examples from Suriname, making the workshop relevant to the audience. The workshop was attended by 25 people from government, NGOs, university and private industry, and was very well received.

The next day we were invited by government officials to discuss the possibility of collaboration between NSU and the government of Suriname. Suriname is going through a process of *land rights reform* affecting diverse stakeholders, some of whom have been involved in conflicts for many years. We hope this initiative can develop into a true scholarship of engagement project between NSU and the government of Suriname.

We left Suriname hoping to return soon, our minds now even more open to diversity and to the need for the multidisciplinary nature of research in our field. After this Study Abroad experience we certainly feel more knowledgeable, but at the same time more cognizant of the need to learn from the people involved in the conflicts we want to facilitate. We are more patient with others and more eager to contribute to development as positive change. We observed, talked, ate, analyzed, laughed, and cried with the people of Suriname; these experiences transformed our lives!

We would like to extend our gratitude to our host Gwendolyn Smith, Director, ACT Suriname, for all the long hours of planning and effort she and her staff spent to make this trip possible. Gwendolyn and her organization treated us like family, for which we are most thankful. To our guest speakers, especially Dr. Naipal and Cedrick, thank you for your insights and the passion with which you deliver your topics; you introduced our group to the real Suriname! We remain forever indebted to the people of Suriname for making this trip a life changing experience.

Dr. Elena Bastidas

and

Aniuska Luna

Contents

Executive Summary	1
Program Description.....	4
Program Overall Goals.....	4
Advanced Practicum 6624 / Course Objectives	4
Format and Procedures.....	5
Faculty in charge of the Study Abroad Program	5
Program Coordinator/Graduate Assistant	5
Host and Host Organization	6
Suriname Itinerary.....	7
Day by day activities with students comments.....	8
Biographies - Speakers	17
Suriname Study Abroad Participants.....	21
Evaluations	27



Program Description

This practicum is developed around an interdisciplinary course that introduces students to the field of Environmental Conflict in the context of International Development. Topics covered include environmental sustainability, land rights, biodiversity, human health, and sustainable livelihoods. As part of the course, students travel to Suriname for eleven days, during their summer term and visit different ecosystems, indigenous communities and development projects throughout Suriname. In these different ecosystems students have the opportunity to interact with local farmers, community groups, local organizations and policy-makers. Using a livelihood systems approach students explore the relationship between individuals, households, communities and ecosystems, in order to improve understanding of the diversity in these systems and its implications for social and economic development.

Program Overall Goals

The goals of this program are to provide an overseas experience that will:

- Enhance students' cross-cultural skills and foster sensitivity, appreciation, and understanding of diversity and global issues
- Familiarize graduate students with different cultures and environments
- Provide opportunities to exchange ideas, information and knowledge with South American colleagues

Advanced Practicum 6624 / Course Objectives

As mentioned previously, the Suriname Study Abroad Program will be structured around a graduate level course on Environmental Conflict. The students' outcomes for this course are the following:

- Apply a livelihood systems framework to explore conflict issues among individuals, households, communities and ecosystems, in order to improve understanding of diversity in these systems and its implications for social and economic development, and policy interventions.
- Describe how specific social science frames are utilized in the analysis and resolution of environmental conflicts.
- Differentiate how various levels of government work with or against themselves in environmental and public disputes and how interveners can aid in the resolution of internal party disputes.
- Apply a systems approach to analyze environmental and public disputes.
- Use multidisciplinary intervention teams and focus on the substance of issues along with process considerations to more effectively control process dynamics.
- Dissect complex environmental and public disputes into component parts.

Format and Procedures

The course will be taught using an experiential learning approach. There will be two types of course interaction. Four sessions will be taught via Elluminate in the WebCT section for the class. These sessions will provide background information, logistics and introduction to the themes of the course. Then, students and faculty will travel to Suriname where the study abroad course will take place for 11 consecutive days.

Faculty in charge of the Study Abroad Program



Dr. Elena Bastidas is an Assistant Professor in the Department of Conflict Analysis and Resolution at Nova Southeastern University. Elena has a Ph.D. and M.S. in Food & Resource Economics, and an M.S. in Agricultural Education & Communication from University of Florida. Elena is a native of Ecuador and joined the faculty of the School of Humanities and Social Science (SHSS) in the fall of 2007. She has developed the Latin American Study Abroad Program for SHSS and teaches Environmental conflict, Conflict in International Development and Quantitative Research Methods courses. Elena focuses on conflict issues in the areas of

International development, Community-based conservation, Farming Systems Research and Extension, Gender Analysis, and Participatory Action Research.

Program Coordinator/Graduate Assistant



Aniuska Luna is a doctoral candidate in Conflict Analysis and Resolution at Nova Southeastern University from where she also holds a Master of Arts in Cross-disciplinary studies and graduate certificates in Conflict Analysis and Peace Studies. In 2010 she received a Pre-Dissertation Summer Fellowship from the Social Science Research Council to research on the ways that dehumanization and discrimination in war are portrayed through art in archives in London and Spain. For the past year and half she has worked with Dr. Bastidas as the Study Abroad Program Coordinator, a position that she enjoys and thrives in given its emphasis

on intercultural and historical awareness, systems theory as a basis for interdependence and cooperation, and theory-to-practice awareness through in-situ and experiential learning.

Host and Host Organization

Gwendolyn Emanuels-Smith has headed the leading environmental Not-for-Profit organization ACT Suriname since 2004, which permits her to spend the majority of her time with indigenous peoples in the tropical rainforests. She participated as a negotiator on behalf of Suriname in the United Nations on a biodiversity debate for two years and has published multiple articles on various environmental and conflict issues. Gwendolyn has a Master of Science in biotechnology and is currently a doctoral student in conflict analysis and resolution at Nova Southeastern University. Gwen's undergraduate background is in agronomy with a specialization in knowledge extension to the farm-level. Gwen was born and raised in the Netherlands, and has lived in Suriname for the last 32 years.



Act Suriname



“Amazon Conservation Team Suriname is a Non-profit organization with a mission to preserve biodiversity, health and culture, by working in partnership with indigenous peoples and facilitating the process of making their traditional knowledge applicable and useful for future generations.

The organization's history goes back to 1999, when activities started in Southwest Suriname. Growing engagement with the communities resulted in the proclamation on September 2nd, 2002 of the Stichting Amazon Conservation Team Suriname as an independent foundation under the Surinamese law.

ACT Suriname is well known for its revolutionary work on indigenous-led mapping of traditional indigenous lands across southern Suriname, to date totaling over 22 million acres. ACT Suriname's major accomplishment in integration and promotion of traditional healthcare through transfer of knowledge from elder to youngsters has received international recognition and awards.

The organization has received project funding from prominent institutions including the Organization of American States, World Wildlife Fund, Rainforest concern, Gordon and Betty Moore Foundation and the World Bank.” (Source: <http://act-suriname.org/data/>)

ABOUT SURINAME: VIDEOS

ACT Suriname Source: <http://act-suriname.org/data/>

Also review the organization's Facebook page under Amazon Conservation Team

SURINAME ITINERARY

DATE	ACTIVITY
15 June	<ul style="list-style-type: none"> Students arrive in Suriname to Spanhoek Hotel, in downtown Paramaribo, where all lectures will take place
16 June	<ul style="list-style-type: none"> Introduction to the course Introduction to the city of Paramaribo, tour of city and Suriname River
17 June	<ul style="list-style-type: none"> Lecture in environmental framework: <ol style="list-style-type: none"> 1) environmental policy 2) environmental monitoring and 3) environmental legislation Lecture in biodiversity and human health: food safety, pesticides and agricultural biodiversity Lecture on water and influences from climate change
18 June	<ul style="list-style-type: none"> Field trip topic biodiversity and food safety to district of Saramacca Visit to farms and meetings with farmers and consumers
19 June	<ul style="list-style-type: none"> Travel to Coronie for field trip on coastal management Travel to Nickerie
20 June	<ul style="list-style-type: none"> Field trip on water conflicts in the rice fields of Nickerie. Visit to biggest rice mill in the Caribbean "Manglie". Travel back to Paramaribo
21 June	<ul style="list-style-type: none"> Lecture on: <ol style="list-style-type: none"> 1) communities and 2) land rights conflicts from different perspectives, 3) community mapping and 4) on social and environmental conflicts in gold mining
22 June	<ul style="list-style-type: none"> Field trip to hydro-electric dam in Brokopondo area, boat trip to Maroon community
23 June	<ul style="list-style-type: none"> Field trip to large scale mining and the small scale gold mining fields (4x4 vehicles) in Brokopondo area and then back to Paramaribo
24 June	<ul style="list-style-type: none"> Workshop and individual meetings, final dinner, Paramaribo
25 June	<ul style="list-style-type: none"> Back to the USA

Day by day activities with students comments

June 16, 2011 Introduction to the city of Paramaribo, tour of city and Suriname River



Nice tour; great guide; very knowledgeable”

“Good introduction of the course and to the country’s demographics, history and dynamics of the culture. The dolphin trip should have been left for the end of the stay to give closure to the trip.”

“This was an excellent experience. The tour guide was a great choice and we really seemed to click well together. I did feel as if there were two groups on this trip though... Those who had been on S.A. before and those who had not. Perhaps a team building [underlining in original text] exercise might have been helpful”

“Great tour”

“This was a great way to begin the study abroad. The lights, sounds and activity of the city coupled with the group’s collective excitement really helped create momentum and positive group interaction

“Great tour. What a great way to start a trip and immerse yourself with nature and dolphins!”

“I was struck surprisingly at Paramaribo. I was expecting a much more developed city but relative to other developments in the country, it was fair. Westernization in the city is evident and people are very friendly. The level of the English language is sufficiently comfortable for conversation”

“Very informative, gave our group a broad overview of the history of Paramaribo”

“excellent but short [underlining in original text]”



June 18, 2011 *Field trip in biodiversity and food safety to district of Saramacca. Visit to farms and meetings with farmers and consumers*



“Food production is linked to land conflict on one end and to market competition on other end. I really wanted to see more than two small farmers and test their views on land conflict.”

“Very interesting to see the entire process of rice from start to finish!”

“I appreciated learning the importance of food safety and biodiversity. The FDA in America is an organization I now appreciate much more and took for granted before. I

also understand better why diversity in farming and crops is critical to success for the soil and production”

“Great tour and wealth of knowledge from speakers”

“This trip was extremely in formative and powerfully moving as we walked the land of three farmers and heard their stories about life and business in the agricultural industry in Suriname. I was moved and enlightened”



“This information was great. The people were extremely knowledgeable. They provided information to help all students to connect with their community.”

“Great opportunity to really understand what the local farming is about. Ms. Mueller and the professor were wonderful additions to the group. A little down time for reflection seemed to be needed at this point though. The students are already exhausted, and this may be needed to allow for the types of theoretical connections we are hoping for”

“This trip felt rushed, moving from one place to another too fast. Also, some of the information was repetitive”

“Nice introduction a variety of forms. Recommendation: Keep the trips shorter; information began to seem redundant”

June 19, 2011 *Coronie for field trip on coastal management*



“It was an excellent idea to bring the professor Naipal, as a guide to introduce us to his projects”

“Extremely informative, created a great visual for the importance of coastal management. Would have like to see or participated in the process of “planting mangroves”

“A great addition to the program. Loved this as an overnight trip – loved that the professor was available to us during the whole trip because I was really given the opportunity to contemplate/process before asking for further clarification. Again, the students could have used a little more down time. This was a very long day”

“Very good experience”

“The expert on this trip was the best in the country. His [Professor Naipal] knowledge and passion was instrumental in helping me gain a better understanding of coastal management, resources and challenges”

“Great informative tour, an amazing eye opener”

“I liked the talks and field trip because it opened up my eyes and our future of sea level rise in the future due to climate change and both changes here visible in the damaged roads in Paramaribo and sedimentation, erosion in coastal areas”

“I feel that some students were not physically fit enough for this trip and should not be accepted for future S.A.'s if not in better physical condition”

“I love this one”



June 20, 2011 *Field trip on water conflicts in the rice fields of Nickerie.
Visit to biggest rice mill in the Caribbean “Manglie”.*

“I think this visit should have started by visiting the research center and then have as [unclear] farmers as possible to compare what we would have learned with these [underlining in original text] farmers’ views”

“This tour really provided me with a systemic view of the entire rice process, really enjoyed this!”

“I personally felt the hardship of a farmer when we visited a small farmer and understand their battle with low harvest and times of good harvest. They are very hospitable and work hard to [word unclear] livelihood function”

“Amazing tour! Beautiful sights. Humbling experience.

“Adron and Manglie were very hospitable hosts and provided a perfectly delivered presentation that served as a crash course in rice industry 101”

“Great information provided”

“I am sure this would have been much more interesting and would have been more engaged had the day before not been so long. Overnights are a great idea but without any scheduled downtime this can be a very long time in close quarters”

“Great experience to visualize the process of rice milling to create a better understanding of conflict within the small and large rice mills. The highlight was meeting the small rice farmer and family. Would have arranged the small rice farmer visit and then the large mill in the Caribbean”

“Very impressive operation. A classroom in action”



June 21, 2011 Lunch with U.S. Ambassador

“Had higher expectations for the ambassador would have liked to know more about his role in Suriname”

“I would have liked to have learned a bit more about the job/rule of the ambassador in Suriname, rather than the type of politicking that the ambassador engaged in during this session”

“This was nice – However it would have been good for him to provide information specific to our trip’s purpose”

“This session was useful. I appreciate the opportunity to meet with a senior U.S. official and become familiar with the U.S. role in the country; however I felt the ambassador left much to be discussed and understood”

“Unfortunately, his answers seemed standard State Department statements. It was good to see his lively discussion with the previous speaker”

“Great meeting, next time not with food involved, perhaps coffee as the eating was a bit distracting”

“The lunch with Ambassador was very instructive, constructive, and confidence inspiring due to his vast knowledge, experience and passion for environmental issues. I believe he is well suited to represent U.S. interests but understanding his position lends itself the answer on why he is limited in his rule”

“Having the ambassador was [unclear]. I suggest that, if possible, this meeting should be the 1st one. This way we would know the political climax of the country previous to our multiple tours”



June 22, 2011 *Field trip to hydro-electric dam in Brokopondo area, boat trip to Maroon Community*



“Excellent”

“This was an amazing trip and tour!”

“The dam was a sight to see on the engineering marvels of man and its equivalent power to destroy communities. It showed the irony of development and the imposed direction of the country [unclear] from the government. The Maroon community we saw that was directly impacted by the flooding after the dam was constructed is haunting. The experience of

boating on a lake where dead tree stood as remnants of a dislocated community and burial grounds.”

“Great experience and great tour. A bit sad and emotional to witness such devastation and exploitation”

“This event was by far the best activity of the Study Abroad; it literally changed my life and I have a new found appreciation and respect for nature, human life and dignity and culture that will forever affect the way I work, study and practice conflict resolution”



“Not sure if this was as beneficial as the other field trips – but the reason for the visit was very clear”

“Phenomenal experience”

“It was a great trip! Great way to connect the information on coastal management and the outcome and its effects on the community”

“Sad but enlightening to see the exploitation of the land and the local people”



June 23, 2011 *Field trip to large scale mining and the small scale gold mining fields (4x4 vehicles) in Brokopondo area and then back to Paramaribo*



“Heart-breaking reality. It was excellent experience/opportunity to see both sides of the battle”

“Good trip provided a good contrast and connected previous topics and their effects on the community”

“Because of time scheduling, we spent the majority of the day with the large scale mining and very little time exploring the small scale industry. This time issue was

vastly disproportionate and students appeared to lose interest in the later part of our time at the large scale mining. It might have been better for the group if the mining staff knew we were expected to leave them to go elsewhere. I was concerned that we almost did not make it to the small scale mining site because people were so tired or disinterested”

“Great experience! Visiting this environment provided a clear picture of how the mines impact the Maroon communities and others around the area”

“I have never seen or understood mining activities before this trip and was surprised to learn of its complexity and devastating impact upon the environment. Excellent trip to help understand man against environment conflict”



“The best highlight of the trip! Especially walking in the rain and meeting such a gentle shaman”

“I was awe struck by the gold rush evident in Suriname by MNCs and their relative sophistication to small scale gold miners. I was impressed by the geologist for the large scale gold mining. Both groups are somehow having an impact on environment and must be informed and educated about

this”

“Just excellent. I wish we had more time!”

“Amazing trip!”

June 24, 2011 Final dinner, Paramaribo

“A beautiful dinner and I really enjoyed giving a virtual gift to others, wanted to do some positive reinforcing throughout the trip, to detoxify some of the negative mindsets and language! This exercise should be done several times throughout the trip, keeps individuals more positive!”

“Excellent. Exchange of “gifts” was an excellent activity”

“Our final dinner was emotional and of delight. I was with [unclear] moved by the thoughts of everyone. I personally gave my thanks to our instructor. I look forward to my next Study Abroad”

“A beautiful and meaningful way to say “till next time”! Great food, great sharing...”

“Fantastic and memorable!”

“Excellent!”



June 24, 2011 Conflict Analysis Workshop

During our stay we were asked by government officials and other guest speakers to offer a training workshop on conflict resolution for them. They were intrigued by our field of study and wanted to learn more about how to manage conflicts at different levels. In a couple of days, with few hours to plan, the students delivered a professional workshop

The purpose of this workshop was to provide participants an introduction to basic Conflict Resolution (CR) concepts and tools for the analysis of conflict at different levels (from interpersonal to macro level). The objectives of the workshop were to :

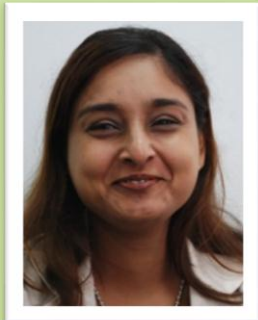
- Understand the basics of conflict and CR
- Become familiar with conflict styles
- Gain understanding of the importance of systems in CR
- Identify their primary conflict leadership frame and begin to understand other frames
- Use a Sustainable Livelihoods Framework (SLF) approach to analyze CR
- Analyze the context in which conflict is created and developed

Students were able to connect theory with real examples from Suriname, making the workshop very applied to the audience. The workshop was attended by 25 people from government, NGOs, university and private industry. The workshop was very well received.



BIOGRAPHIES - SPEAKERS

Farzia Hausil



Ms. Farzia Hausil holds a Master Degree in Law from the Anton de Kom University of Suriname, in Paramaribo. Since November of 2002 she has been the Legal Advisor of NIMOS (Nationaal Instituut vor Milieu en Ontwikkeling in Suriname/ National Institute for Environment and Development in Suriname). As Legal Advisor to NIMOS, Ms. Hausil's responsibilities include the formulation of environmental policy and legislation (e.g. as proposed in the National Environmental Policy 2002 and the development of the Environmental legal Framework); Environmental Impact Assessment; project coordinator of the project Clean Development Mechanism in Suriname; Trainer of local government in various environmental management issues. In addition, Ms. Hausil is a permanent member of the Designated National Authority of Suriname and a researcher for the Tapa Jai hydro project, Environmental related legislation in Suriname (editor), and Integrated Coastal Zone Management Suriname, among other responsibilities.

Christopher Healy



Christopher Healy - artist, designer, art historian and anthropologist - is the prime mover behind the development of the *Integrated Sustainability (IS)* approach to community development. Because this model of development is trans-cultural, integrated and holistic, it steers development thinkers, strategists and workers away from the perils of the fragmented approaches so criticized by Wiet Janssen. During the past decade Mr. Healy has developed this model while executing consultancies and projects on eco-tourism, Indigenous and tribal community development, land management and administration, sustainable artisanal gold mining, land management and administration, nature conservation and livelihoods, policy development, social impact assessment and corporate social responsibility.

Dr. Marieke Heemskerk



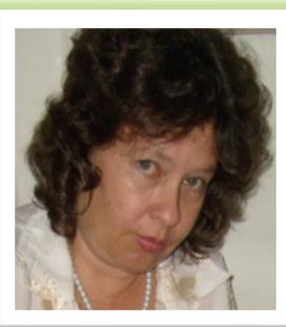
Marieke Heemskerk earned a PhD in Anthropology from the University of Gainesville, Florida (USA), in 2000. For her dissertation research on the 'socioeconomic drivers of small-scale gold mining in Suriname' she lived and conducted research among small-scale gold miners in the interior of Suriname (1998-99). At present Heemskerk is working as a social science consultant in the area of sustainable livelihoods development, with particular expertise in artisanal and small-scale mining. Other areas of expertise include: gender analysis, sexual and reproductive health, Environmental and Social Impact Assessments (ESIA), and baseline surveys.

Sahieda Joemratie



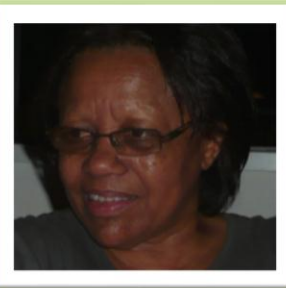
Sahieda Joemratie is the Biodiversity Coordinator of the Non-Profit organization Amazon Conservation Team since 2007. Her work allows her to collaborate with the indigenous and maroon communities in Suriname. In 2009-2010, Sahieda Joemratie coordinated the field expeditions of the mapping of ten different tribes in Suriname, which gave her a firsthand glimpse of the conflicts (landrights, ownership, etc.) between the different tribes. Sahieda Joemratie has a Bachelors degree in Environmental Science from Anton de Kom University, and during her study she participated in different environmental projects. Sahieda was born and raised in Suriname.

Joan Muller



Joan Muller has been working as a lecturer in the Department of Agriculture at the University of Suriname for more than 15 years. She graduated from Mississippi State University as Master of Science in Horticulture in 1995, and obtained her undergraduate degree in agriculture with emphasis on crop production. Currently she teaches 4 courses in both agronomy and postharvest technology. Joan Muller has also been active in the area of agrobiodiversity and genetic resources as part of setting up the Biodiversity action plan and The Biosafety Framework for Suriname. As a lecturer she has also (co) advised many students in research projects in the area of agronomy, environmental science, food science and postharvest. Joan Muller was born in Paramaribo in 1963 and has lived and worked there since birth.

Ellen Naarendorp



Ms. Naarendorp was born and raised in Suriname. In 1961 she left for the Netherlands where she finished her secondary education, obtained a degree in biology from the State University of Utrecht and worked for five years as a lecturer in High School. In 1979 she received the opportunity to work at the Faculty of Medicine of the University of Suriname as an assistant physiologist, guiding medical students and doing research in lung physiology. Consequently, Ms. Naarendorp became the Co-Founder of the Suriname Drugs Supply Company (1982-1984); the Co-Founder and Dean of the Faculty of Technology of the Anton de Kom University of Suriname (1984-1988); the Founder and President of the National Environmental Structure in the Cabinet of the President of the Republic of Suriname, existing of the National Council for the Environment, and the National Institute for Environment and Development in Suriname, generally known as the NIMOS (1996-2000). In politics, she has performed as member of the Council of Ministers, responsible for Health; from 1994-2005 as a member of the State Council; and from 2010-2011 as a member of the Independent Electoral Council. Since August 2010 she is enlisted in the Cabinet of the President of the Republic of Suriname as Senior Advisor on the Environment.

Dr. Sieuwnath Naipal



Dr. Sieuwnath Naipal is a geographer specialized in hydrology and in other water related fields. Born and raised in Suriname he started his education in the district of Nickerie, continued in Paramaribo and finalized his study abroad, in the former Soviet Union, where he successfully defended his PhD thesis. Back in Suriname in 1994, he started his professional work at the Hydraulic Research Division, department of the Ministry of Public Works Suriname. In April 1998 he moved to Anton de Kom University of Suriname (AdeKUS) where he started lecturing, the construction and establishment of the Hydraulic Laboratory at the Campus with the support of the Catholic University Leuven – Belgium, and is currently the head of the sub department Land and Water Management, within the department of Infrastructure at the Faculty of Technological Sciences. He is also involved with water balance studies in the Nani swamp, with the establishment of Early Flood Warning System in Suriname, and in a coastal zone management project (an own initiative project with the Catholic University Leuven). In addition, he is the coordinator of the Hydraulic Laboratory, which has been established in cooperation with the Leuven Catholic University (Belgium).

Nancy del Prado



Nancy del Prado has a Master Degree in Law from Anton de Kom University and has worked for eight years at NIMOS as environmental lawyer, two years as a consultant at the InterAmerican Development Bank on projects related to environmental management, Indigenous peoples and Tourism in Suriname. The past two years she has been working as an independent consultant in Environmental law and Policy in Suriname. Nancy was born and raised in Suriname.

Ricky W. Stutgard



Mr. Stutgard obtained degrees in Chemistry (1983, 1986), a Bachelor of Science in Agricultural production (1988) with a specialization in animal production from the University of Suriname, and a Master of Science in Agricultural Development (1994) with a specialization in food technology from the University of Ghent (Belgium). From 1989 through 1991 he was a Chemistry Assistant at the Department of Chemistry, Faculty of technology at the Anton the Kom University of Suriname Since 1994 he has been a Lecturer in Processing and storage of food products, Hazard Analysis Critical Control Points (HACCP) (he introduced this course), and Control and processing fish products at Anton the Kom University of Suriname. In 1998 he was decorated by the President of Suriname as “Knight in the order of

the palm” and in 2010 the President of Suriname decorated him as “Officer in the order of the palm.” He published 346 articles as Editor in chief of “Food and Health” (Voeding en Gezondheid) in the local newspaper “De Ware Tijd” (1997-2010), and currently serves (since 2006) as Editor in chief of “Food Safety and Food related sickness” (Voedselveiligheid en voedingsziekten) in the local television station “ATV”, with 58 programs produced.

Melvin Uiterloo



Melvin Uiterloo works as the GIS-Health Coordinator for ACT Suriname since 2005, and is part of the RAISG (*Red Amazónica de Información Socioambiental Georreferenciada* network) for two years now. Among other GIS related projects, he has been in charge of publishing twelve digitized land use maps of the maroon and indigenous tribes living in Suriname and is currently involved in creating a deforestation map. Melvin Uiterloo is a public health student connected to the University of East London and has built his experience on GIS and remote sensing through training in Brazil, Colombia, Ecuador and Peru. Melvin was born and raised in Suriname.

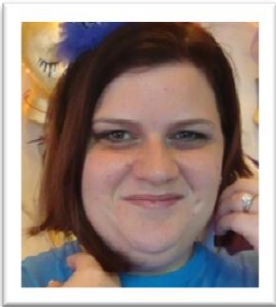
Suriname Study Abroad Participants

Keyvan Aarabi, *Student*



Keyvan is a doctoral student in Conflict Analysis and Resolution at Nova Southeastern University. He holds a Master of Arts in International Relations from The City College of New York (CUNY) where he concentrated on foreign policy and diplomacy, in addition to a B.A. degree from Juniata College in History and a certificate from the Worldview Institute from the United Nations Association in New York (UNA-NYC). Currently Keyvan is involved in attaining his Family Mediation certificate in Florida and is involved in VOICES and CRS at Nova. He is also working with Dr. Judith McKay in opening a new chapter of ACR (Association of Conflict Resolution) for South Florida. Keyvan is originally from Iran, but also shares an American background. He is passionately interested in U.S.-Iran relations and has spent years advocating and writing on the topic and is a firm believer in cross-cultural understanding through dialogue.

Amy Guimond, *Student*



Amy Melissa Guimond is a full time student at Nova Southeastern University. Having just completed her Masters in Conflict Analysis and Resolution, she intends to begin the doctoral program in Conflict Analysis and Resolution in the Fall of 2011. Amy's undergraduate degree was in psychology and she spent seven years in law enforcement before returning to graduate school. Amy has many interests within the field of conflict resolution and is particularly interested in international ethnic conflict. Amy also studies Arabic at Florida International University and helps to facilitate diversity dialogues between the Muslim, Christian and Jewish communities.

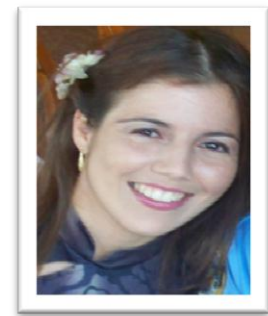
Tyra Brown, *Student*



Tyra Brown is a first year Ph.D. student in the Conflict Resolution & Analysis program at Nova Southeastern University. She has worked for the U.S. National Oceanic & Atmospheric Administration (NOAA) for over ten years. She currently serves as the public outreach coordinator for the National Weather Service NOAA Weather Radio program. Tyra is also a member of the U.S. Civilian Response Corps, led by the U.S. Department of State. She is interested in international, environmental conflicts related to water quality and availability in rural areas. Tyra lives in Maryland and enjoys kickboxing and watching documentaries.

Regina Bernadin, Student

Regina Bernadin is a consultant who works with agencies such as the Department of Justice on human rights issues including human trafficking. Prior to her current work, she served as the Statewide Human Trafficking Coordinator with the Florida Department of Children and Families, and as Program Manager of Florida Freedom Partnership- an anti-trafficking program in South Florida. She also conducts presentations nationally, in English and Spanish, on victim identification, service provision and collaboration. Regina has facilitated workshops for Department of State visitors to highlight the work of the U.S government in combating human trafficking and the implementation of anti-trafficking legislation. She holds a B.A. in International Studies and Criminology, an M.A in International Administration and a Certificate in Non-profit Management from the University of Miami. Regina, a published author, is currently working on her Ph.D in Conflict Analysis and Resolution at Nova Southeastern University.

Iler Rivera-Chicas, Student

Iler L. Rivera-Chicas is enrolled in the Conflict Analysis and Resolution Master's program. Her professional experience is predominantly within the legal justice field, as a probation officer for five years and as a legal assistant for a criminal law firm for four years. She was born in the beautiful island of Puerto Rico where she spent the first half of her life. Presently, she resides in Fort Myers, Florida with her husband and three year old son. This is her first study-abroad and is delighted to have the opportunity to participate and explore another area within the conflict resolution field.

Maria Georgo, Student

Maria Georgo is completing her third year in the Conflict Analysis & Resolution PhD program at Nova Southeastern University; is presently the Director of Student Life at Beacon College, a college exclusively for students with learning disabilities; and is a professional life coach and mediator. She has a BA degree from Salisbury State University in Communications with a minor in Business and Education, and a MS degree in Counseling and Guidance from Central Connecticut State University. She has held professional positions with Bucknell University, Grinnell College, DePaul University and DeVry University. In addition, Maria has conducted strategic planning and team building training for companies like Hughes Supply, Inc., Lockheed Martin, and the Orange County School District. She has an eclectic and inclusive style and a passion for cross-cultural understanding. Maria is first generation Greek-

American, born and raised in New York City in a culturally diverse neighborhood; she spent most of her adult life in Chicago and now resides in Central Florida.

Eshanda James, Student



Eshanda A. James received her Bachelor of Science in Psychology from the University of North Florida at Jacksonville, and her Master of Science in Family Therapy from Nova Southeastern. Presently, she is pursuing her Doctorate in Conflict Analysis and Resolution at Nova Southeastern University. Eshanda is a marriage and family therapist intern in Northeast Florida, a supreme court certified county mediator, a fourth judicial court certified guardian ad litem, and a training consultant for a corporate organization. Her expert focus is in the areas of interpersonal relations and management, such as: leadership development, family development, organizational development, training consultation, classroom facilitation, virtual facilitation, curriculum development, program design, program implementation, conflict resolution, and evaluations. Eshanda is actively facilitating development workshops for adolescents and adults in non-profit organizations, corporate organizations, schools, and rehabilitation centers. Her primary research interests are in individual development, identity development, international family advancement, corporate leadership, parenting leadership, and problem solving.

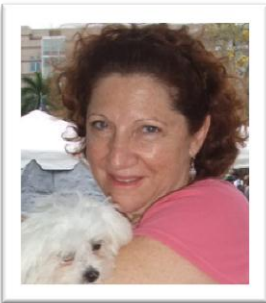
Alphonse Kasongo, Student



Alphonse was born in the Democratic Republic of the Congo and now lives in Hampton, Virginia. He has a PhD in Business and is an associate professor of Business economics, statistics and financial management at Keller Graduate School of Management, DeVry University. Presently, Alphonse is working on a PhD in Conflict Analysis and Resolution at Nova Southeastern University. His concentration is in Ethnic and International conflicts. Alphonse considers that his multiculturalism-relativism interests combined with his macroeconomic background increases his understanding of structural as well as functional conflicts in third world countries, in general and in African countries in particular where many social or ethnic group conflicts are embedded in the relationship between globalization, mineral/resource extraction and social and political environment; it is at this point that environmental conflict analysis and resolution is of great interest to him.

Gina Marie Michaud, Student

Gina Marie Michaud is in the Master's Program of Conflict Analysis and Resolution. She earned a BA in Interpersonal Communications from the University of South Florida in Tampa, Florida. She was born in Lexington, Kentucky and has lived in Tampa for the past 26 years. She has traveled to China, Japan, Singapore, Australia, England, France, Egypt, Ecuador and throughout the Caribbean. Last summer, she had the privilege of joining the Ecuador Study Abroad, which sparked her interest in sustainable livelihood in developing countries. She is currently working with colleagues on a journal article and the development of a new problematic model in the field. Gina Marie would like to begin a private family mediation practice in South Florida, in hopes to assist divorcing families transition into the next stage of their life, in the healthiest manner possible. Furthermore, she feels that through her exposure to other cultures, she will gain a deeper understanding of families from diverse backgrounds and their individual needs.

Susana B. Reynoso, Student

Susana is a doctoral student in the Department of Conflict Analysis and Resolution at Nova Southeastern University. She holds an MBA from St. John's University, Jamaica, New York. Her BA is in Economics, with a minor in Marketing. She possesses over twenty years of experience as a successful business entrepreneur, specifically in the furniture import and/or export of products from Europe and Latin America. Susana was born in Buenos Aires, Argentina from Italian immigrant parents and she is fluent in Spanish, Italian and English. She has lived in New York, New Jersey, and Florida and is the mother of 11 year old twins Dario and Eliana as well as, twin doggies Cookie and Candy. Being born in a third world country, having witnessed poverty and injustices in her extensive travels, she feels her calling is to be part of the paradigm shift towards "change." She refers to her contribution towards the transformation for a peaceful world as "the planting of a seed a day" for the sake of all children and future generations; that is why she is now studying conflict resolution at NSU.

Gwendolyn Smith, Student

Gwen is a doctoral candidate in Conflict Analysis and Resolution at Nova Southeastern University. She received a Master of Science degree in biotechnology which permitted her to participate in several research and consultancy projects in environmental sciences. Her interest in social sciences started when she was asked to negotiate on behalf of Suriname in the United Nations biodiversity debate for two years. Since 2004, she has been leading an environmental Not for Profit organization which permits her to spend the majority of her time with indigenous peoples in the tropical rainforests. Gwen is specifically interested in analyzing the conflict and cooperation between Western and traditional knowledge in climate change. Gwen's undergraduate background is in agronomy with a specialization in knowledge extension to the farm-level. Gwen was born and raised in the Netherlands, and lived in Suriname (South America) for the last 32 years.

Pamela Struss, Student

Pamela Struss, a Doctoral Student in Conflict Analysis and Resolution (CAR) at Nova Southeastern University; has an MS in CAR from the Institute of Conflict Analysis and Resolution at George Mason University and a BA in Political Science is from University of Texas Arlington. Pamela is a Realtor, a Commonwealth of Virginia certified General District Court Mediator, a Virginia Association of Realtors Mediator and a community development activist. She is known for innovative solutions to community issues and consults with non profits and local governments. Pamela's interest and research in community development focuses on loss of housing and livelihood due to man-made and natural disasters. World religions are another area of focus; she was an intern for the Center for World Religion, Diplomacy and Conflict Resolution and coordinated the historical event with His Majesty King Abdullah of Jordan speaking to eighty influential East coast Rabbis. She has participated in meetings in Israel with numerous Israeli and Palestinian actors to build bridges of communication and resolution and currently interns for Interfaith Peacebuilders.

Aniuska Luna, Program Coordinator/Graduate Assistant

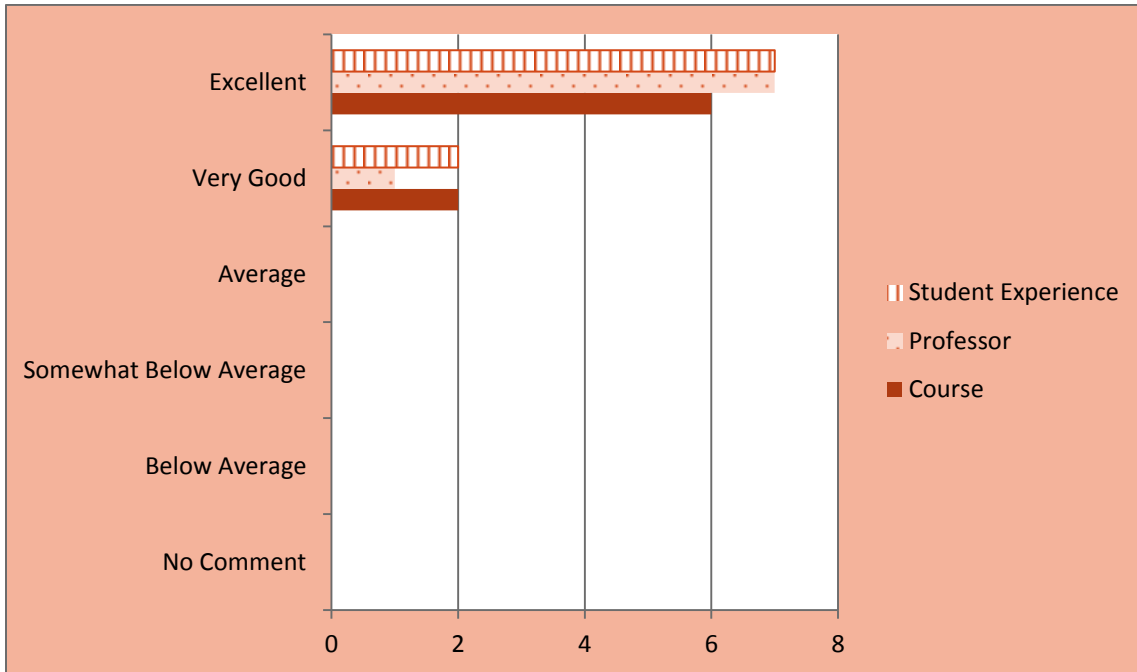
Aniuska is a doctoral candidate in Conflict Analysis and Resolution at Nova Southeastern University from where she also holds a Master of Arts in Cross-disciplinary studies and graduate certificates in Conflict Analysis and Peace Studies. In 2010 she received a Pre-Dissertation Summer Fellowship from the Social Science Research Council to research on the ways that dehumanization and discrimination in war are portrayed

through art in archives in London and Spain. For the past year and half she has worked with Dr. Bastidas as the Study Abroad Program Coordinator, a position that she enjoys and thrives in given its emphasis on intercultural and historical awareness, systems theory as a basis for interdependence and cooperation, and theory-to-practice awareness through in-situ and experiential learning. Throughout most of her graduate studies she has been an anti-slavery student advocate; has raised awareness about the dynamics of war and peace; and organized documentary and fiction film screenings to discuss historical and contemporary issues relating to human society and conflict. Her undergraduate studies background is in Spanish (BA), with a concentration in Latin American Studies (certificate). Aniuska was born and raised in Cuba and has lived in the United States for the past nineteen years, living sporadically (one to six months) in several regions of Spain since 2001.

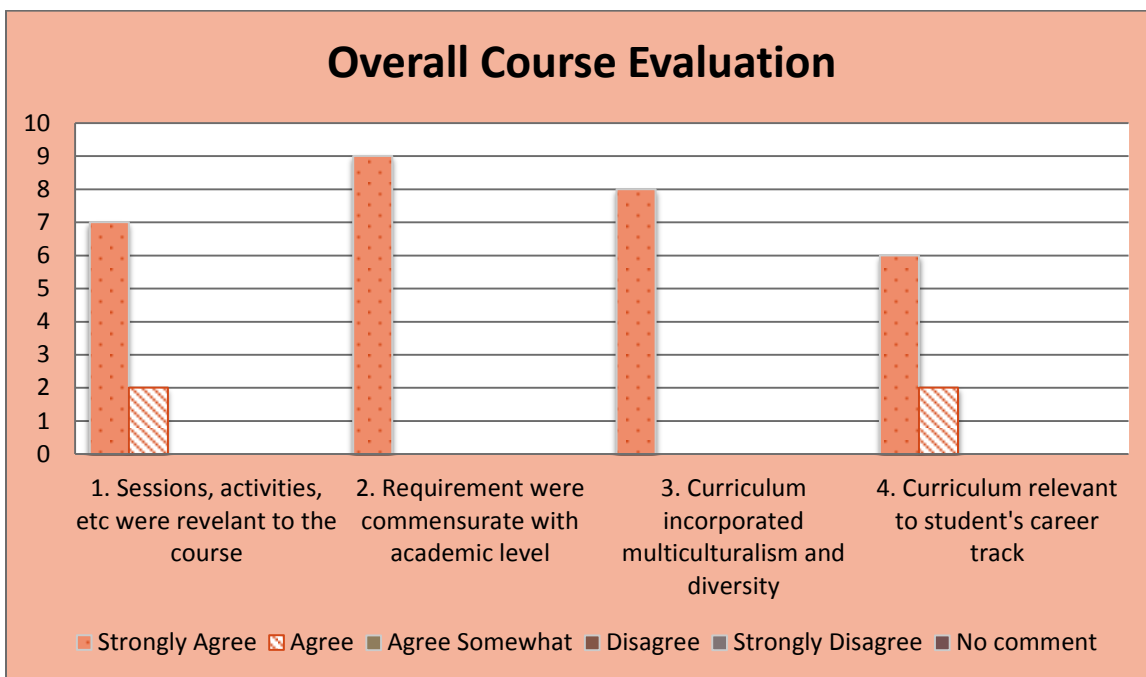


EVALUATIONS

Overall Evaluation of Course, Professor and Student Experience



Overall Course Evaluation



Additional Comments

“This course exceeded my expectations and made me ready for the next study abroad”

“Study Abroad should be mandatory for all students in DCAR. They need to see conflict in action”

“The introduction of the workshop in conflict resolution was a valuable tool and experience”

“It took a while to make the connections between things learned via experiential learning and how this may affect my career tract but these connections were strengthened over time”

“The course curriculum offered a wide range of topics in which to apply and understand conflict resolution in environmental areas. It was thought-provoking, comprehensive and engaging”

“Excellent planning. Next time make more than 11 days”

“The field work gave us a systemic view and deeper understanding of sustainable livelihood-framework in the environmental conflict setting”

“We were exposed to every view and position of each stakeholder in several environmental conflicts, who were knowledgeable in their respective field”

“Elive sessions were very helpful and hearing them made me confident on preparation for the trip. Readings were very helpful. Activities were very excellent and diverse. Tours were also very delightful. Assignments were reasonable.”

“the critical skills required and group effect needed reflected our level of training”

“the topics were multicultural in perspective from different students and one feels the diversity quickly. Our group much reflects the United Nations”

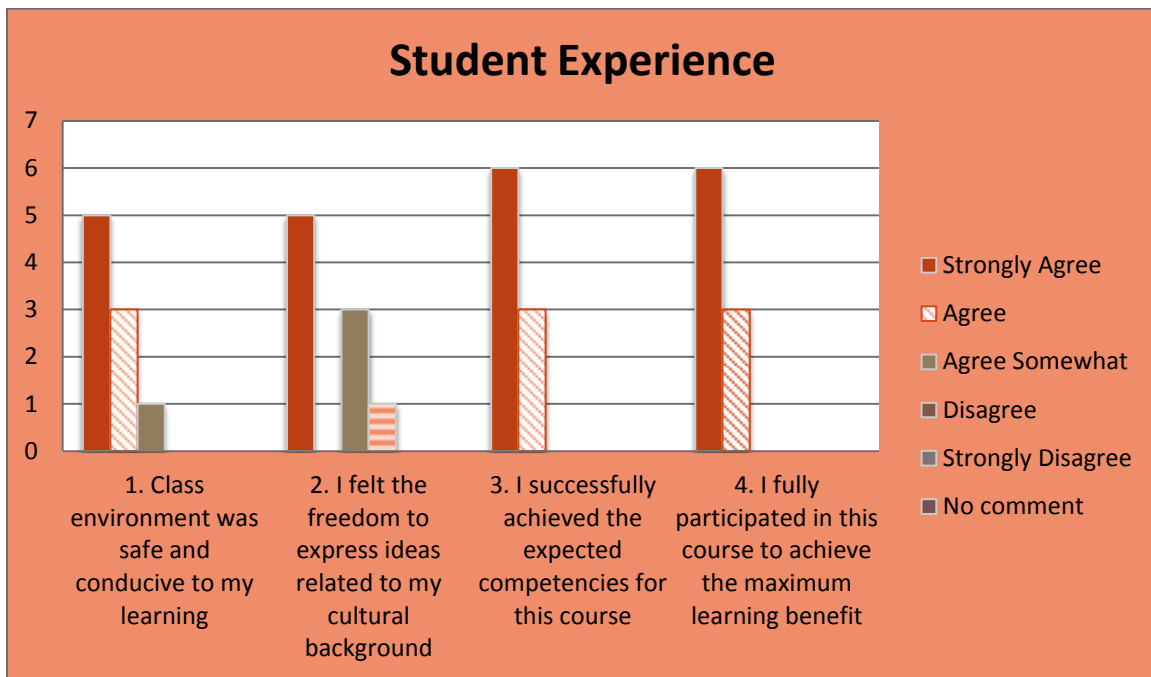
“I focus much at the international level and politics. This course enriched my knowledge based, experiences, and appreciation for the local level issues.”

“The course was good but I believe that more could have been built in for personal reflection to strengthened the overall educational experience”

“Next time there should be more down-time”

“Only suggestion would be to allow the students more person time to work on projects, journals and preparation for additional assignments added during the course”

“a few (field) sessions seemed redundant and we could have used that time for projects or downtime”



Additional Comments

“This was my best experience as yet as a graduate student at Nova. Each day was full of learning experiences that challenged what I thought I knew about conflict resolution and helped me to widen my lenses”

“I felt very safe in every situation we encountered”

“Next time there should be more down-time”

“I feel that I was able and wanted to engage in every learning opportunity and experience to achieve the maximum benefit from the study abroad course”

“I believe the students were/are professional and have their own unique talents. Everyone is also capable of positive change and constructive criticism”

“I absolutely did and felt comfortable and generated much interest towards my colleagues. I was also fascinated and stimulated by everyone’s cultural background”

“I believe I pushed myself hard beyond my energy to maximize learning from all field trips and classroom”

“I think this course has transformed me as a person just as my travel overseas does I believe my work in the career track will involve much overseas work.”

“I believe my interpersonal skills are strengthened and were tested during this trip component”

“...I thought it was a great experience to be in this course but the interpersonal skills/or lack thereof displayed by members of the group may be a deterring factor in whether I would participate in a future Study Abroad.”

“This trip prepare me in the way of evaluating ethnic conflicts, environmental conflict and even interpersonal conflict”

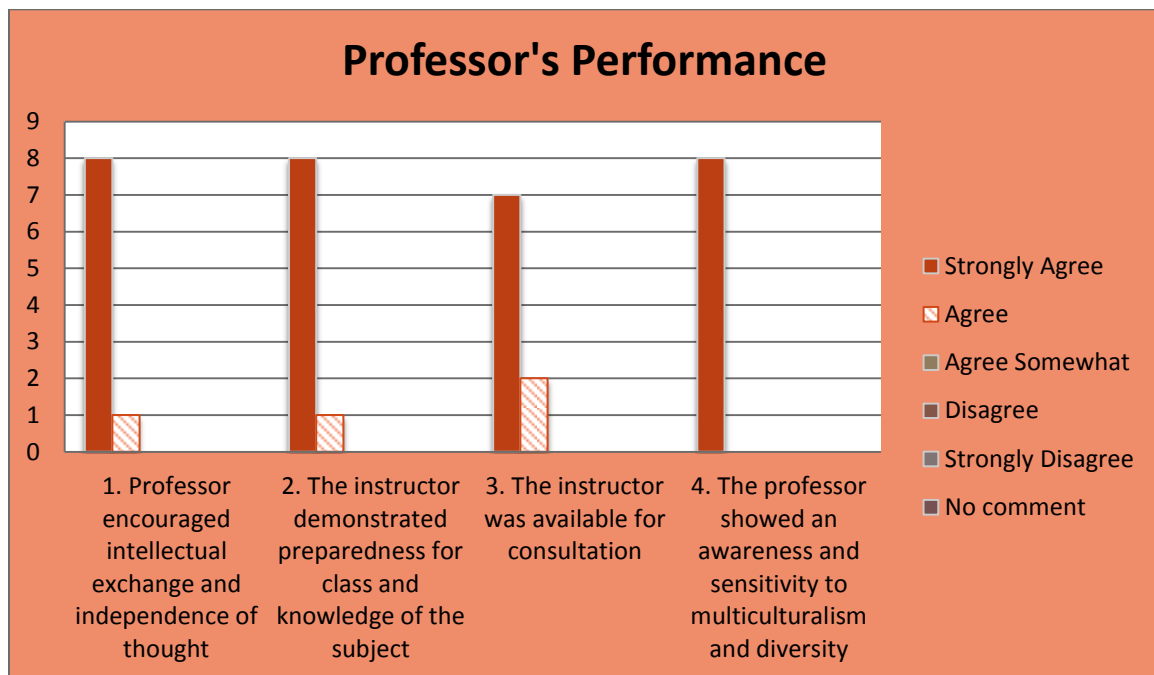
“I was free to express my cultural background (in a positive and comparative way)”

“I feel ready to start my own project”

“I even made a presentation (a training session)”

“I will go again”

“Study abroad should be an experience that every student in conflict resolution program should have. It helps to evaluate the textbooks theories in the real world”



Additional Comments

“The professor provided tools and necessary standards to successfully meet the goals and objectives of the program without imposing students to compromise their goals and objectives”

“Valuable experience!”

“I loved the fact that in this type of course, the students AND faculty are encouraged to learn”

“Dr. Bastidas is a tremendous asset to the Nova faculty. She is caring, innovative, extremely knowledgeable and knows how to push students to their fullest potential; she did that on this trip and was profoundly effective”

“The professor pushed us to reapply our theoretical learning with our experience in the field. She asked us for our opinions of the lectures, forms, and ideas on creating training for our guests”

“She always had a commanding knowledge of the material and could advise us frequently if needed”

“She was always available during our trip, via email or at designated times during our stay in Suriname”

“Our professor is skilled and comfortable around all cultures and has comfort with all kinds of personalities. She always appreciates diversity and takes extra time to understand other people”

“I could not ask for a more qualified professor. She is like family”

“I believe the professor is very fit and suitable for our next study abroad. She is very skilled and knows how to best gauge students style and energy for learning”

“Raised awareness on different views from a diverse cultural perspective”

“Even on the bus, lessons were introduced and students were call up to challenge”

“Concepts and planning of tours were well synchronized”

“Spent all her time with us. 24 hour classroom setting”

“I will do it all over again”

“I was impressed by the level of readiness demonstrated by the instructor. In one time I thought that it was too much for just one person, but the rate teacher/student was acceptable 1/13 and the help of the coordinator [Aniuska] made a lot easier”