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**STUDY OF THE UNITED STATES INSTITUTE FOR STUDENT LEADERS ON  
GLOBAL ENVIRONMENTAL ISSUES (SUSI)**

MAY 23 – JUNE 27, 2010

East-West Center  
SUSI  
John A. Burns Hall  
1601 East-West Road  
Honolulu, HI 96848-1601 USA

[www.eastwestcenter.org/education/student-programs/susi-on-global-environmental-issues/](http://www.eastwestcenter.org/education/student-programs/susi-on-global-environmental-issues/)



## **STUDY OF THE UNITED STATES INSTITUTE FOR STUDENT LEADERS ON GLOBAL ENVIRONMENTAL ISSUES (SUSI)**

### **OVERVIEW**

- ❖ The Study of the United States Institute for Student Leaders on Global Environmental Issues (SUSI) is funded by the U.S. Department of State Bureau of Educational and Cultural Affairs.
- ❖ The Institute is hosted by the East-West Center in collaboration with over fifty organizations, including the University of Hawai'i at Mānoa Environmental Center, Yale University's Global Environmental Governance Project, The Nature Conservancy and The Kohala Center.
- ❖ Participants were competitively selected from Burma, Malaysia, Philippines, and Thailand by U.S. Embassies.
- ❖ The Institute begins May 23, 2010 and ends June 27, 2010.
- ❖ The first four weeks of the Institute are conducted on the islands of Oahu and the Island of Hawai'i in the state of Hawai'i. The final week takes place in Washington D.C.

### **VISION**

The vision of the Institute is to develop young leaders with the ability to adapt, build and maintain resilient human communities and ecosystem services in light of global environmental challenges.

### **MISSION**

During the Institute participants will explore how the ideals, population diversity, and range of initiatives within American society contribute to innovation and cross-sector collaboration in dealing with environmental challenges. Secondly, participants will be exposed to various leadership approaches and become more aware of their own personal leadership traits. Third, they will build a network of new relationships among each other and with a wide range of Americans to share information and to support future projects. Lastly, participants will obtain new and transferrable knowledge to assist in their work and develop the confidence, skills and planning capacity to develop new initiatives in their communities.

### **PURPOSE – THE THREE DRIVING QUESTIONS**

The purpose of SUSI is to use the United State's experience to help participants answer three interlinked questions:

1. What is happening in our environment and how are humans reacting?
2. What leadership actions are needed to affect positive human and environmental change?
3. What can you do as a SUSI participant to create positive action in your home community?

## OUTCOMES

Participants will complete the Institute with:

- ❖ Better understanding of the major Institute topics of 1) sustainable natural resource and agricultural management, 2) food, energy and water security, and 3) ecotourism
- ❖ Enhanced understanding of the United States and how environmental movements and policies affect and reflect U.S. society
- ❖ New leadership skills and relationships for creating positive change through developing community and ecological resilience
- ❖ A clear Action Plan that addresses an environmental concern to be implemented on your return home from SUSI

## PROGRAM CONTENT

SUSI explores global environmental issues through transformative learning that exposes you to a broad spectrum of people and organizations in the United States. Participants will build their knowledge and network by meeting citizens from diverse backgrounds, locales, income groupings and professions. In order to transfer lessons from the U.S. and share your own experiences and knowledge, you will engage leaders from government, business, science and civic sectors. We will learn through field studies within the state of Hawai'i and Washington D.C., on-site lectures, panels, discussion, participant observation, informal interviews, individual and small group reflection sessions, peer presentations and more.

A detailed curriculum guide and readings will be provided later. Below is an overview of program content.

### Classroom Activities

#### Expert lectures and panels

Our staff team and guest lecturers will present the current status of the environment from the U.S. perspective and particularly in the context of the Hawaiian Islands. Top scientists, non-governmental organizations (NGO) leaders, business owners, government agency directors, State of Hawai'i elected officials, and community activists will also give lectures and panel discussions on the key environmental challenges with a focus on the development and implementation of viable solutions. The staff team will open and close sessions and facilitate group learning to ensure the information is clear and to promote debate and discussion of topics. Adequate time is provided for question and answer sessions and small group discussions with guests.

#### Participant presentations

Each participant will give a short presentation in the first week on a key environmental challenge in your community. Later in the Institute you are asked to present this challenge to in a local school or community organization audience. This contributes to the Institute's mission of sharing your experiences and knowledge to enhance mutual understanding across political and cultural boundaries.

#### Small group sessions by topic

There are opportunities for small groups and individual meetings with professionals in your specific area of interest. This ensures that participating students get the opportunity to talk with U.S. professionals in-depth about their areas of interest.

## Field Studies

### **Island of Oahu**

On select days, the classroom will be held on-site with guest experts providing hands-on learning. This includes learning about restoration ecology with the Director of the University of Hawai'i Lyon Arboretum, building leadership skills through a team ropes course exercise at Kualoa Ranch, and visiting Hanauma Bay, a marine protected area with the Education Director.

### **Island of Hawai'i (Big Island)**

During our time on the Big Island we will meet with leaders from several field research sites, including Hawai'i Volcanoes National Park, Mauna Kea Science Reserve, and the Pacific Basin Agricultural Research Center. As the newest island in the archipelago and the only one with an active volcano, the Big Island provides unique opportunities to witness human adaptation to and interaction with natural events.

### **Washington D.C.**

The Washington D.C. Field Study will provide you with greater understanding and direct experiences of the United States and its people in an area quite distinct from Hawai'i. We will explore the landmarks, meet members of Congress Members with opposing opinions and visit top research institutes that influence the direction of U.S. environmental policies. By our final briefing at the U.S. Department of State, you will have a better understanding of the United States from different geographical and political perspectives.

## EXPECTATIONS

The effort and resources given to this Institute necessitate that we all commit 100% to its success. Be aware that the Institute expects a great deal from you, including:

- ❖ timely response to requests for information
- ❖ punctuality to events
- ❖ professional attitude and behavior at all times
- ❖ high effort and quality in assignments
- ❖ full engagement and attendance
- ❖ respect for cultural, national, religious and other identities within the group and among host communities visited on field trips
- ❖ positive attitude and flexibility
- ❖ pro-active pursuit of knowledge
- ❖ openness to sharing and learning from staff and each other



## STUDY OF THE U.S. INSTITUTE FOR STUDENT LEADERS ON GLOBAL ENVIRONMENTAL ISSUES (SUSI)

### MODULE 1: ROOTS

#### Overview

The participants of SUSI 2010 have come from diverse backgrounds but share a common interest. Module one is about forging our diversities into strengths.

We will develop understandings of each other, the Institute and our collective values and norms. These aspects of the program (the people, work and values) are the roots from which the coming weeks will grow.

Take time this week to get to know one another and to clarify Institute and individual goals.

After introducing each other and some key ideas we will spend these first ten days of the Institute exploring our 'neighborhood' of Oahu. We will explore nearby ecosystems and engage the themes of ecotourism and the impacts of invasive species.

We conclude the module with outdoor activities which will bring together the roots of people, work and values. We will complete a ropes course in one of the last intact ahupua'as in Oahu and have the unique privilege of ending Module One by sailing under the stars on the famous Polynesian voyaging canoe, the Hōkūle'a.

Module One is entitled Roots because we are exploring 1) the Hawaiian island's natural and cultural roots, 2) the roots of the institute through its purpose, themes, and outcomes, 3) SUSI team roots by learning who other team members are and the roots of their interests and goals, and 4) our personal roots through leadership exercises and self-reflection.

#### Purpose

The purpose of SUSI is to answer these three driving questions:

1. What is happening in our environment and how are humans reacting?
2. What leadership actions are needed to affect positive human and environmental change?
3. What can you do as a SUSI participant to create positive action in your home community?

#### Key Outcomes for Module One

- orientation to the EWC and UH Campuses and beyond
- orientation to the SUSI 'ohana, getting to know one another and form group norms and expectations
- understand institute themes, expectations and goals, including personal and team goals
- introductory understanding of Hawai'i's ecosystems and key environmental challenges
- deeper understanding of the concepts of leadership, sustainability, and resilience
- deeper understanding of the role of values and leadership style on individual and group action
- basic abilities to frame diverse futures and see networks



[www.arborcentre.co.uk/index.php?n=9](http://www.arborcentre.co.uk/index.php?n=9)

## Questions for Module One

- How can you contribute to the Institute?
- How can the diversity of the group be made its strength?
- What roles do leadership and resilience have in affecting positive environmental change?
- What surprised you most this week? (and, what surprised you about you?)

## Module One Background Information

### Guests

**Kumu Hulu Mapuana de Silva** is founder, director, and lead teacher of Halau Mohala 'Ilima. In 1975, she graduated as kumu hula from Maiki Aiu Lake and, a year later, opened Halau Mohala 'Ilima. She has continued her hula studies under Lani Kalama, Sally Wood Naluai, and Pat Namaka Bacon. Among the most significant of Māpu's awards are those received from the UH Manoa College of Education for excellence in the arts education (1990), from Pacific University for achievements in performing arts education (Outstanding alumnus, 1999), and from the 'Ahahui 'Ōlelo Hawai'i for excellence in Hawaiian language education outside the standard classroom setting ("Manu a Ka'ae," 2000). HĀLAU MŌHALA 'ILIMA, is now in its 33<sup>rd</sup> year, and is dedicated to the preservation of Hawaiian culture through hula. It specializes in traditionally learned and transmitted chants and dances, particularly those of the 18<sup>th</sup> and 19<sup>th</sup> centuries that celebrate the life of our land and people. It is dedicated to the teaching of *aloha*, *hō'ihī*, *ala hāiki*, and *kūlia i ka nu'u* – love, reverence, discipline, and commitment to excellence – through hula.

**Ramsay Taum** is a co-facilitator of Sustain Hawai'i, an action-based, educational non-profit organization dedicated to improving quality of life by balancing present and future social-cultural, ecological, and economic needs. Taum is also a practitioner and instructor of several Native Hawaiian practices, including *ho'oponopono* (stress management and conflict resolution), *lomi haha* (body alignment) and *lua* (Hawaiian combat/battle art). He is the Director of Community Outreach and lecturer at the UH School of Travel Industry Management. As the founder and managing director of the LEI (Life Enhancement Institute) of the Pacific, LLC, Taum also provides consultancy services aimed at integrating Native Hawaiian host cultural values and principles into contemporary business.

**Stuart H. Coleman** is the Hawai'i Coordinator of the Surfrider Foundation, a grassroots, environmental non-profit dedicated to protecting and preserving the world's oceans, beaches and coastlines. Previously, Coleman worked as the Coordinator for the East-West Center's Leadership Certificate Program and as a writing and literature teacher at Punahou and Iolani Schools. He is the author of the award-winning biography "Eddie Would Go" and a new book called "Fierce Heart".

### Students from Sustainable UH, Sustainable EWC and Punahou Luke Center for Public Service

**Sustainable UH** is a service to those establishing the University of Hawai'i system as world Leader in sustainable education, research and practices by providing "student-power" for energy audits, waste audits, de-lamping, and other green workforce development projects. <http://sustainable.hawaii.edu/>

**Sustainable EWC** is an East-West Center (EWC) participant-led initiative to green the East-West Center. Established in October 2008 the program had more than 50 participants representing over 25 countries contribute to its cause. <http://ewcpa.wordpress.com/2009/06/19/sustainable-ewc-initiative/>

**The Punahou Luke Center for Public Service's** student leadership has worked with local legislative and business organizations to further sustainability issues in Hawai'i. School-wide initiatives for students and faculty, such as the Sustainability Fair, conferences and speaker series, allow the entire campus to focus on areas of local, national and global concern. <http://www.punahou.edu/page.cfm?p=1526>

## **Places**

**Lyon Arboretum** (source: <http://www.hawaii.edu/lyonarboretum/education.php>) The Lyon Arboretum and Botanical Garden is the only University botanical garden located in a tropical rainforest in the United States. It is also the only easily accessible tropical rainforest on the island of Oahu. It currently consists of almost 200 acres at the top of the Manoa watershed with a set of small cottages and greenhouses used for research and community education about plants and the natural environments of Hawai'i. The Arboretum is responsible for:

- Developing a major resource center for tropical plants with Hawai'i/Pacific Basin/Asian focus, by enhancing its living plant collection, and establishing an appropriate reference library and herbarium.
- Making its collections and information available to a broad clientele including students, researchers, industry, and the general public, by performing and disseminating the results of research, by appropriate outreach and educational activities, and through plant and seed exchange programs. Serving as an outdoor laboratory for school and university students and classes.
- Importing, identifying, improving through breeding, and introduction to the public, plants useful for horticulture, research, education, or industry.
- Preserving and propagating germplasm of endangered plant species, especially those native to Hawai'i. Special attention is given to the use of micropropagation and tissue culture technology in conservation of Hawaiian plants.
- Developing a research and training program in restoration of Hawaiian ecosystems. Serving as a University field station for terrestrial biology and stream biology.

**Manoa Falls** (source: <http://www.visit-oahu.com>)

Manoa Falls in Manoa Valley at the base of the Koolau Mountains not far from Honolulu. The easy 1.5-mile round trip hike follows Waihi Stream through lush rainforest vegetation with giant ferns, bamboo trees, and unique tree forms. At the trail's end, you are rewarded with views of the 150-foot high falls which cascade over a nearly vertical cliff into a small pool. Tip: Manoa Valley is very lush and green and often blessed with morning showers so make sure to be prepared with the right shoes for possible muddy spots.

**Hanauma Bay** (source: <http://www.honolulu.gov/parks/facility/hanaumabay/welcome.htm>)

Hanauma Bay Nature Preserve, one of the most spectacular natural resources in Hawai'i, is reaping the benefits of over a decade of moves to re-establish its pristine marine ecosystem. Recognizing the damage done by years of neglect and abuse by allowing some three million visitors annually, the City and County of Honolulu in 1990 laid out a plan to restore Hanauma to a clean, healthy state by reducing the number of visitors, establishing an education program, and instituting supportive restrictions. The culmination of the protection and preservation efforts are the major upper and lower bay facility improvements, the heart of which is the award-winning Marine Education Center, that opened in August 2002. Hanauma now has a site where its education program flourishes. A short video welcomes residents and visitors, encouraging them to join staff and volunteers as stewards of this precious gift of Hanauma and other living reef environments they may visit. Not a "beach park" for beach sport, but a Nature Preserve dedicated to safeguarding the fragile marine life in the Bay, Hanauma is the first Marine Life Conservation District in the State.

**Kualoa Ranch Ropes Course** (source: <http://www.aloha.com/~lifeguards/kualoa.html>)

Kualoa means "long ancestral background" in Hawaiian. There are two major areas of the ranch: the northern half of the ranch including Ka'aawa Valley which contains most of the movie filming sites (Jurassic Park), and the southern half that includes Hakipu'u Valley, the 800 year-old Moli'i fishpond, and Secret Island. You will all engage in team-building exercises on Kualoa Ranch's ropes course. You will learn about your peers and yourself as you work through various obstacles -- all the while having fun and being present in a beautiful and sacred part of the island.

## **Hōkūle‘a**

Hōkūle‘a is a performance-accurate full-scale replica of a wa‘a kaulua, a Polynesian double-hulled voyaging canoe. Launched on 8 March 1975 by the Polynesian Voyaging Society, she is best known for her 1976 Hawai‘i to Tahiti voyage performed with Polynesian navigation techniques, without modern navigational instruments. The primary goal of the voyage was to further support the anthropological theory of the Asiatic origin of native Oceanic of Polynesians and Hawaiians in particular, as the result of purposeful trips through the Pacific, as opposed to passive drifting on currents, or sailing from the Americas. A secondary goal of the project was to have the canoe and voyage ‘serve as vehicles for the cultural revitalization of Hawaiians and other Polynesians.’ (Finney, Voyage of Rediscovery, p. 71). It has succeeded in bringing about the revitalization of Hawaiian culture in conjunction with other efforts to promote Native Hawaiian practices. It has helped foster a sense of pride in many local people while serving as a classroom to nourish that pride in younger generations.

## **Assignments**

Deliver first presentation

Write in Journal each day at least one page

Read ¼ of your Team Book and discuss with other members to clarify questions and discuss meaning

Complete Module One readings below

Complete your Duet assigned people/places and post on blog

Complete Action planning team exercise

## **Readings for Module One**

Environmental Leadership Equals Essential Leadership, by John C. Gordon and Joyce K. Berry. Chapter 1, Pages 1-11 (posted on Ning, Chapter 7 included for later module)

How Dunn’s Garden Grows (about the Director of Lyon Arboretum)

<http://www.hanahou.com/pages/Magazine.asp?Action=DrawArticle&ArticleID=745&MagazineID=46>

Eco-Tipping Points Story on Hanauma Bay (Founder of Eco-Tipping Points)

<http://www.ecotippingpoints.org/our-stories/indepth/usa-hawaii-hanauma-environmental-management.html>

## Calendar

| MODULE ONE               | ROOTS   | LOCATION     |
|--------------------------|---|--------------|
| <b>Sunday, May 23</b>    | (Dress Comfortable)   |              |
| Early AM                 | Arrive at Honolulu. Check in and Tour Frear Hall. Receive Orientation Packet  | Frear Hall   |
| 12:00-1:00               | <b>Welcome Reception.</b> Lunch and lei giving. Receive per diem  | Hale Halawai |
| 1:00-3:30                | <b>Walking Orientation</b> of campus and neighborhood with student mentors  |              |
| 4:30-7:30                | Dinner at Christina's house   |              |
| <b>Monday, May 24</b>    | (Dress Professional/Traditional)  |              |
| 9:00-9:30                | <b>Aloha Ceremony: Welcoming Mele</b> (Hawaiian Chant). Greeting by Dr. Terance Bigalke, Director Education Program, EWC  | Imin Garden  |
| 9:30-10:00               | <i>Brief Self-introductions</i> of staff and participants. Group photo in garden.   |              |
| 10:15 – 11:45            | <b>Workshop: Ice-breaking</b> , getting to know each other activities. Culture shock & hints for engaging the U.S.  | Imin Wailana |
| 12:00 – 1:30             | <b>Luncheon:</b> Guest Speaker, Ramsay Taum, native Hawaiian leader and co-founder of Sustain Hawaii  |              |
| 1:45-3:00                | Institute Logistics / EWC ID  |              |
| 5:00-7:00                | <b>Pizza Dinner &amp; Discussion:</b> <i>Student Resiliency Initiatives</i> with EWC & UH students (U.S. student movements' influence on policy)                                  | Hale Halawai |
| <b>Tuesday, May 25</b>   | (Dress Comfortable)   |              |
| 9:00-12:00               | <b>Workshop:</b> Themes, Content, Expectations & Outcomes of the Study of the U.S. Institute on Global Environmental Issues. <i>"Envisioning and Building Resilient Futures."</i> | Burns 4005   |
| 1:30-2:00                | <b>Site Visit Briefing</b>  |              |
| 2:00-6:30                | <b>Site Visit</b> <i>Lyon Arboretum and Manoa Valley Waterfall</i> (mapping immediate geography, watershed and plants; protected areas; endangered species research)              |              |
| 8:00-10:00               | <b>Film Series</b>  | Frear Game   |
| <b>Wednesday, May 26</b> | (Dress Professional)  |              |
| 9:00-11:30               | <b>Participant Presentations:</b> 15 @ 4 minutes plus 4 minutes for questions   | Burns 4012   |
| 1:00-2:15                | <b>Participant Presentations:</b> 5 @ 4 minutes plus 4 minutes for questions.   | Burns 4012   |
| 2:30-4:30                | <b>Workshop:</b> <i>Mapping the Team</i> - Overlapping Themes, Expertise in cohort. Intro to Team Books   | Burns 4005   |

|                         |  |            |
|-------------------------|--|------------|
| <b>Thursday, May 27</b> | (Dress Comfortable)  |            |
| 9:00 – 11:30            | <b>Leadership Workshop: <i>Leading Change, Values &amp; Sources of Resilience, Social Networks and Tipping Points</i></b>              | Burns 4005 |
| 1:30-4:00               | <b>Action Planning:</b> Team Exercise  | Burns 4005 |
| <b>Friday, May 28</b>   | (Dress Professional)   |            |
| 9:00-11:30              | <b>Debrief</b> Week One / Briefing for next Field Trips  | Burns 4012 |
| 1:00-4:30               | <b>Workshop</b> Synthesizing key themes and articulating actions (integrating student presentations)                                   | 4012       |
| 6:00                    | Waikiki Sunset & Fireworks   |            |
| <b>Saturday, May 29</b> | (Dress for Physical Outdoors Activity)   |            |
| 1:30-4:00               | <b>Free Day</b>  |            |
| 7:00-9:00               | <b>Film Series</b>   | Frear Game |
| <b>Sunday, May 30</b>   |  |            |
| 7:00-10:30              | <b>Field Trip:</b> Hanauma Bay Visit / Snorkel (Management of protected, high-visitor marine sites). <i>Return for brunch at Frear</i> |            |
| <b>Monday, May 31</b>   | (Dress Professional)   |            |
| 8:00-3:00               | <b>Leadership Activity/Field Trip: <i>Ropes Course Team Building Exercise</i></b> at Kualoa Ranch (lunch provided)                     |            |
| <b>Tuesday, June 1</b>  | (Dress Comfortable, change of clothes)   |            |
| 9:00-10:30              | Wrap up Module One and Big Island Intro  | Burns 4005 |
| 10:30-12:00             | <b>The Story of Hokule'a and Hawaiian Renaissance</b> with, Stuart Coleman, author of <i>Eddie Would Go</i>                            | Burns 4005 |
| Afternoon               | Prep for Big Island (Baggage drop at Burns Hall)   |            |
| 4:00-9:30               | <b>Sail on Hokule'a!</b>   |            |



## STUDY OF THE U.S. INSTITUTE FOR STUDENT LEADERS ON GLOBAL ENVIRONMENTAL ISSUES (SUSI)

### MODULE 2: TRUNK

#### Overview

We travel to the Island of Hawai'i (called the Big Island) to deepen our understanding of global environmental issues from the perspective of rural communities and indigenous Hawaiians. SUSI topics of sustainable economic development, including food and energy security, are issues in all Hawaiian islands, but particularly critical on the less developed Big Island. Historical and contemporary land management will be explored and site visits allow for meetings with people on opposite sides of heated debates, such as genetically modified food, geothermal energy, use of sacred places for research and recreation, each of which reveals tensions between traditional and modern culture and urban and rural communities prevalent on the U.S. mainland. A circumnavigation of the island will allow participants to view the spectacular natural beauty of the island and the on-going volcanic activity.



[www.byronjorjorian.com/index/module/media/pld/102/id/5561/category/gallery%7CTrees/start/0](http://www.byronjorjorian.com/index/module/media/pld/102/id/5561/category/gallery%7CTrees/start/0)

Our partners at the Kohala Center will guide us on their home island and give us special access to local experts and community members. We will begin on the Kona side of the island and stay at Hawai'i Preparatory Academy (HPA) in the upland community of Waimea. HPA is a private school with a strong commitment to green building and sustainability education. We will also visit the Mauna Kea Science Reserve facilities. We will travel down the Hamakua coast of former sugar plantations and increasingly an area of diversified agriculture toward the County capital of Hilo for meetings at Hawai'i Volcanoes National Park and the Pacific Basin Agricultural Research Center.

As we learn from the people and land of the Big Island, we will also take time to reflect on our own leadership challenges and environmental issues of our home communities to see how they connect to the overall experiences of the U.S. mainland. Through journals and group discussions we'll explore key SUSI questions.

#### Purpose

The purpose of SUSI is to answer these three driving questions:

1. What is happening in our environment and how are humans reacting?
2. What leadership actions are needed to affect positive human and environmental change?
3. What can you do as a SUSI participant to create positive action in your home community?

#### Key Outcomes for Week Two

- knowledge of food and energy security concerns from an island perspective
- understanding of historical and modern land management and agriculture practices in Hawai'i
- better understanding of indigenous contributions to American society
- awareness of conflicting opinions on geothermal energy and genetically modified organisms (GMO)

- new personal and professional connections to SUSI peers, staff and guests
- greater self-reflection skills and team communication skills

### Questions for the Week

- What lessons can island communities teach us about global environmental issues?
- What lessons can indigenous practices teach us about resource management and agriculture practices?
- What are the major debates in your community regarding the environment? What lessons can you take from people involved in the Big Island's debates?
- Where does your energy and food come from at home? What security issues are possible in the next 20 years?
- What inspiration or cautions can you take for your Action Plan from the people of the Big Island?
- What connections can you find between your Team Book and your Big Island experiences?

### Module Two Background Information

#### Guests

**Yvonne and Keoki Carter** are the managers of the Kaupulehu Dry Forest Restoration Program and members of The North Kona Dryland Forest Working Group.

**Guy Kaulukukui** graduated from Kamehameha Schools and attended the University of Hawai'i (B.A., Economics), Hawai'i Pacific University (M.B.A.), and University of Kansas (Ph.D., Economics Education). Guy worked at Bishop Museum in Honolulu for seven years, where he became its vice president for cultural studies. He also joined UH Hilo faculty as a visiting professor of economics. Since June 2009, he has been the director of the Hawai'i Island Food Self Reliance Project at The Kohala Center.

**Ku`ulei Keakealani** is a Kanaka Maoli activist and cultural practitioner who has advocated on behalf of the Ka`upulehu ahupua`a for most of her life and currently administers the Ka`upulehu Interpretative Center. The Center focuses on cultural and environmental studies where students are given an opportunity to learn about the rich history of the ahupua`a land division system used by Hawaiians, as well as the efforts needed to preserve and perpetuate integrated resource management that is informed by indigenous technical knowledge.

**Nancy Redfeather** has been a teacher and organic gardener for 38 years. She has been involved with the founding of and a coordination of activities for Hawai'i SEED, Hawai'i Island Seed Exchange, Hawai'i GEAN, Biodynamics Hawai'i and the Know Your Farmer Alliance. She and her husband Gerry Herbert have created an experimental/educational mini-farm at Kawanui, Honalo where they have given classes yearly since 2001 in home garden, coffee and orchard production using sustainable/ecological practices. She was the Coordinator of the Hawai'i Island Food Summit October 2007 and currently is Coordinating The Kohala Center's newest food self-reliance project, the Hawai'i Island School Garden Network, which includes garden projects in all island schools, including public, private, charter, or after-school programs.

**Jerry Konanui** is a traditional Hawaiian kalo farmer. Jerry is also a fisherman, gatherer, and cultural practitioner dedicated to the care and preservation of Hawaiian plants, animals, and their habitats, focusing especially on the sources of food, medicine, spiritual diversity and *na mea Hawai'i* (all things Hawaiian).

**Cindi Punihale** is the Outreach and Volunteer Coordinator for The Kohala Center where she manages the Kahalu'u Bay Project which includes 200 ReefTeach volunteers and a Citizen Science component.

**Kalani Flores** is a lecturer in Hawaiian Studies at the University of Hawai'i Community College System and has a BA in Hawaiian Studies.

**Rob McGovern** is a Hawai'i Volcanoes National Park guide and Elderhostel Group Leader.

**Richard Ha** is the owner of Hamakua Springs Country Farm, which comprises 600 fee simple acres at Pepeekeo and produces various diversified agricultural crops, such as bananas, hydroponic tomatoes, Japanese cucumbers, lettuce, and watercress. His farming experience spans nearly thirty years, including twenty-five years at Kea'au Bananas, which recently became Hamakua Springs Country Farms. It was the first banana company in the world to be awarded the ECO O.K. award by the world's largest banana eco certification organization, The Rainforest Alliance, and was also a National finalist for the Patrick Madden (SARE) award.

**Julia Neal**, a resident of Hawai'i since 1972 is a historic preservationist responsible for more than a dozen restorations in Pahala during the last decade. She is also founding publisher and editor of The Ka'u Calendar monthly paper, and the Japanese International Guide to the Big Island. She serves on community boards such as the Ka'u Federal Credit Union, Ka'u Chamber of Commerce and the Boys & Girls Club, and is interested in preservation's role in economic development in Ka'u.

**Dennis Gonsalves** was born and raised on a sugar plantation in Kohala, Hawai'i. After graduating from Kamehameha School for Boys, he attended the University of Hawaii and received a Bachelors degree in Horticulture and a Masters Degree in Plant Pathology. He then matriculated to the University of California at Davis and obtained his PhD in Plant Pathology. From 1972-1977, he worked on viruses that affect citrus at the University of Florida, advancing from assistant to associate professor. He then joined Cornell University at the New York State Agricultural Experiment Station in Geneva, New York. While at Cornell, Dennis maintained close research ties with the University of Hawai'i and led a research team to develop and commercialize a transgenic papaya that helped to save the papaya industry from devastation by the papaya ringspot virus. In 2002, the team received the Alexander Von Humbolt Award, which recognizes the most significant contribution to US agriculture in the last five years. Dennis is currently the director of the Pacific Basin Agricultural Research Center.

## **Places**

### **Kaupulehu Dryland Forest**

(source:[http://www.hawaiiforestinstitute.org/our\\_projects/kaupulehu\\_dryland\\_forest.php](http://www.hawaiiforestinstitute.org/our_projects/kaupulehu_dryland_forest.php))  
Kaupulehu Dryland Forest site is located in the North Kona District on the island of Hawai'i and is approximately 10 miles north-northeast of Kailua-Kona.

### **Amy Greenwell Botanical Garden**

(source: <http://www.bishopmuseum.org/exhibits/greenwell/greenwell.html>)  
The Amy Greenwell Botanical Garden has over 200 species of plants that grew in the traditional farms and native forests of Kona before Captain Cook arrived in the late 18<sup>th</sup> century. There are endemic, indigenous, and Polynesian introduced plants. These include the most important plants in Hawaiian culture, such as taro and kukui, and scores of rare and endangered native species such as the beautiful Koki'o. The garden's landscape reflects the biogeographical zones of a typical Kona ahupua'a: coastal, dry forest, agricultural, and upland forest. The plants on the upper five acres grow within an archaeological site.

### **Pololu Valley** (source: <http://www.hawaiilogue.com/pololu-valley.html>)

Pololu Valley is the northernmost of a series of majestic valleys that form the east coast of Kohala Mountain. In Hawaiian, Pololu means "long spear," which echoes the past of this valley where early native Hawaiians lived long ago. It is a pristine and beautiful valley, but was abandoned because of fear of tsunamis. The valley, however, was not abandoned for lack of spectacular and awe-inspiring views and the lookout from above the valley offers spectacular vistas of green sloping cliffs dropping into the ocean below.

**Hamakua Springs Country Farms** (source: <http://www.hamakuasprings.com/>)

Located on the slopes of Mauna Kea, Hamakua Spring Country Farms is 600-acre farm, growing Williams and apple bananas, hydroponic tomatoes, Japanese cucumbers and baby lettuce. The farm is run by three generations of the Ha family. Hamakua Springs selects the best-tasting varieties to grow and then invents or adopts a cropping system that allows the farm to bring the product to market. The farm works to utilize its assets to their best advantage, paying close attention to energy and labor efficiencies. For the past five years, Hamakua Spring has received food safety certification by Davis Fresh Technology – raising the bar to ensure healthy working conditions for employees and safe products for customers.

**Mauna Kua** (source: <http://www.soest.hawaii.edu/GG/HCV/maunakea.html>)

Mauna Kea is the tallest mountain in the Hawaiian Archipelago. The summit rises to an elevation of 4205m above sea level and is the second largest in subaerial surface area of the five shield volcanoes that comprise the island of Hawaii. People travel by road to the summit region every winter because it often has snow. Mauna Kea translates as “White Mountain” in the Hawaiian language.

**Hawai'i Volcanoes National Park** (source: <http://www.nps.gov/havo/index.htm>)

Hawai'i Volcanoes National Park displays the results of 70 million years of volcanism, migration, and evolution – processes that thrust a bare land from the sea and clothed it with unique ecosystems and a distinct human culture. The park highlights two of the world's most active volcanoes and offers insights into the geologic birth of the Hawaiian Islands and views of dramatic volcanic landscapes.

**Assignments**

- Write in Journal each day at least one page
- Finish reading first part of your Team Book and discuss with your team
- Complete Module Two readings
- Complete your Duet assigned people/places and post on NING

**Readings for Module Two**

*Reading Packet provided by the Kohala Center on arrival*

**Calendar**

|                          |   |
|--------------------------|---|
| <b>Wednesday, June 2</b> | (Dress Causal All Week)   |
| 5:30                     | <b>Depart</b> for Big Island. Arrive 8:10AM. <i>Take-out breakfast provided.</i>  |
| 9:30 – 3:00              | <b>Site Visit:</b> <i>Kaupulehu Ahupua'a: Kaupulehu Dry Forest and Kaleomano Interpretive Center</i> (Opening protocol, cultural relationship to environment and service work). Lunch onsite<br><br>Note: Must wear sturdy close-toed shoes and long pants to cover your legs in the event, bring water bottles, hats, and sunscreen. |
|                          | <b>Lecture:</b> <i>Guy Kaulukukui</i> (Hawaiian Environmental Leadership)   |
| 5:30                     | Dinner  |
| 6:30                     | Student Sustainability Film: <i>Seeds of Hope</i> (Big Island agriculture and student gardens)  |
|                          | Overnight Hawaii Preparatory Academy in Waimea  |

|                         |  |
|-------------------------|--|
| <b>Thursday, June 3</b> |  |
| 9:00 – 10:30            | <b>Site Visit:</b> Amy Greenwell Botanical Gardens (Ahupua‘a, the historical Hawaiian land-water management system and Kona field systems)   |
| 11:00 – 2:00            | <b>Leaders Onsite:</b> <i>Kawanui Farm with Nancy Redfeather and Jerry Konanui</i> (Hawaiian history of food self-reliance and current issues). Lunch at Kawanui farm                  |
| 3:00 – 4:00             | <b>Volunteer Activity:</b> <i>Kahalu‘u Bay with Cindi Punihaole and Caroline Neary</i> (tourism impact, development, community action to protect ecosystem and cultural ties)          |
| 6:00                    | Dinner   |
|                         | Overnight Hawaii Preparatory Academy   |
| <b>Friday, June 4</b>   |  |
| 9:00 – 1:00             | <b>Site Visit:</b> <i>Pu‘ukohala Heiau to Mauna Kea Beach hike with Kalani Flores</i> (traditional agriculture, history and culture). Lunch onsite                                     |
| Afternoon               | Group Debrief / Reflection Time  |
|                         | Overnight Hawaii Preparatory Academy   |
| <b>Saturday, June 5</b> |  |
| 10:00 – 12:00           | <b>Site Visit:</b> <i>Hamakua Springs Farm</i> with Richard Ha (sustainable development, traditional energy and geothermal energy). Lunch onsite                                       |
| Afternoon               | Explore Hilo; Interview local residents (groups of 3)  |
| 6:00                    | Dinner   |
|                         | Overnight in Pahala (Pahala Plantations)   |
| <b>Sunday, June 6</b>   |  |
| 6:00                    | Early morning protocol at <i>Halemau mau Crater</i> . Breakfast in the Park  |
| 9:00-1:00               | <b>Site Visit:</b> Volcanoes National Park<br><b>Onsite Lecture:</b> Geology and Ecology of Volcanoes National Park with Rob McGovern (ecotourism in fragile ecosystems). Lunch onsite |
| Afternoon               | Action Plan Discussions: connecting new knowledge  |
|                         | Overnight in Pahala (Pahala Plantations)   |
| <b>Monday, June 7</b>   |  |
| 9:00-12:00              | <b>Volunteer Activity:</b> <i>Overview of Kau with Julia Neal</i> (challenges, agriculture, development). Visit to Punaluu' Black Sands Beach. Lunch onsite                            |
| Afternoon               | Reflection Activities with Guy Kaulukukui  |
| 6:00                    | Dinner   |
| Evening                 | Roundtable Discussions of Reflections  |
|                         | Overnight in Pahala (Pahala Plantations)   |
| <b>Tuesday, June 8</b>  |  |
| 10:00-12:00             | <b>Onsite Lecture:</b> <i>Pacific Basin Agricultural Research Center with Guy Kaulukukui / Dennis Gonsalves</i> (GMO research and controversy)   |
| 2:00 PM                 | Return from Big Island, Depart Hilo (Evaluation Two on Plane)  |



## STUDY OF THE U.S. INSTITUTE FOR STUDENT LEADERS ON GLOBAL ENVIRONMENTAL ISSUES (SUSI)

### MODULE 3: BRANCHES

#### Overview

As we enter the second half of the Institute, the focus turns to acting on accumulated knowledge and expanding professional networks to achieve our goals. The Branches of Module Three are the networks of people and ideas. With deep roots and a solid trunk we are ready to grow outward. Growing outward means challenging yourself and your peers to communicate their knowledge through debates and discussions. Debates will cover key topics of the Institute. Discussions will be within the group and with numerous experts, mostly concentrated in the Leaders Roundtables. We will explore issues of energy security and natural resources management from an urban perspective, to better understand how built environments can and do incorporate a sense of place. We will explore urban issues of waste and water management and see what private, non-profit and government entities are doing to address them. The branches of the networks span all the sectors and we will focus on how their collaboration in a U.S. context works.



[www.byronjorjorian.com/index/module/media/pld/102/rd/5561/category/gallery%7CTrees/star0](http://www.byronjorjorian.com/index/module/media/pld/102/rd/5561/category/gallery%7CTrees/star0)

#### Purpose

The purpose of SUSI is to answer these three driving questions:

1. What is happening in our environment and how are humans reacting?
2. What leadership actions are needed to affect positive human and environmental change?
3. What can you do as a SUSI participant to create positive action in your home community?

#### Key Outcomes for Week Two

- knowledge of waste management and design including composting, construction recycling and waste-to-energy facilities
- understanding of urban ecology and green building design
- familiarity with state level political systems
- awareness of private, non-profit and government perspectives and collaboration to address environmental issues
- network building with numerous environmental professionals in Hawai'i
- improved oral communication skills, including participation in debates and discussions with various stakeholders and knowledge leaders
- improved written communication skills through deeper reflection abilities
- understanding of your leadership style
- clarity of purpose in Action Plans

#### Questions for the Week

- What are we doing with our waste? Are the systems working?
- Can you influence people in a debate?
- What is your impression of the United States now? How does this differ than before SUSI?
- What is the relationship between urbanization and the natural environment?

- What aspects of current urban design need improvement? What solutions are being presented by the experts you meet?
- How can people from private, non-profit and government sectors work together to address environmental issues?
- What energy alternatives exist to increase energy security?
- What do you want to learn in Washington DC and how do you propose to learn it?

### **Module Three Background Information**

#### **Guests**

#### **Monday, June 14 10:00AM-12:00PM**

##### **Pamela Boyar, Haleiwa Farmers Market**

Discussion theme: *Community economic development and food security*

Pamela Boyar was the Market Director and Founder of the *Sunset Valley Farmers Market* (SVFM). In 2005, Pamela was honored by her peers from the *North American Farm Direct Marketing Association* as Farmer's Market Director of the Year. In 2006, *Audubon Magazine* named SVFM as one of the Cream of the Crop Farmers Markets in the country. In 2007, *Eating Well* magazine included *Sunset Valley Farmers Market* as one of the Top 5 Farmer's Markets in the Country, along with Union Square/New York, Madison Farmers Market/Wisconsin, and Ferry Plaza/San Francisco. Born in Los Angeles, California, Pamela's appreciation of fresh produce began when she was a small child awestruck by the beautiful basket of fruits and vegetables the produce man delivered to her house each week. Soon after graduating with a BA Degree from Lewis and Clark College in Portland, Oregon, Pamela dedicated her life's work to health education and the promotion of organic foods. In 1980 she formed a home juice delivery business in Beverly Hills and delivered juice daily to clientele like Cher, Don Henley, Pat Boone, Debby Boone, Herbie Hancock, Johnny Rivers, and others. In 1986 she started an organic produce company to deliver farm fresh produce top LA restaurants and chefs like Wolfgang Puck, Nancy Silverton, Michel Richard, Roy Yamaguchi and others. In 1992 Pamela moved to Austin, Texas to work for *Heart of Texas Produce* and familiarized herself with local chefs and restaurateurs. In 1993 she created a *Local Growers Program* for *Whole Foods Market*, which included *Farm and Winery Tours* for the public, *What's Cooking in the Park* (a grower/chef event), crop planning, and a Farmers' Market. In 1997 she established the *Westlake Farmers' Market*, which soon outgrew its space and became the *Sunset Valley Farmers' Market*. In 1999, she became part owner of a health food restaurant, *The Flame Bistro*. She was nominated by St. Edwards' University as Woman Entrepreneur of the Year in 2005. Pamela moved to Oahu in 2006 and immediately began meeting the farmers and manufacturers of the island. Soon the seed was planted to spread her wealth of knowledge through Markets on the North and South Shores... and the Haleiwa and the Makeke O Maunaloa Farmers' Markets were born.

##### **Maxine Burkett, University of Hawai'i at Manoa, William S. Richardson School of Law**

Discussion theme: *Island adaptation and resiliency*

Maxine Burkett is an Associate Professor of Law at the William S. Richardson School of Law, University of Hawai'i and serves as the inaugural Director of the Center for Island Climate Adaptation and Policy (ICAP), at the University of Hawai'i Sea Grant College Program. Professor Burkett attended Williams College and Exeter College, Oxford University, and received her law degree from Boalt Hall School of Law at the University of California, Berkeley. Professor Burkett's courses include Climate Change Law and Policy, Torts, Environmental Law, Race and American Law, and International Development. She has written in the area of Race, Reparations, and Environmental Justice. Currently, her work focuses on "Climate Justice," writing on the disparate impact of climate change on poor and of-color communities and the ethical and legal obligation owed to these communities. She has presented her research on Climate Justice throughout the United States and in West Africa, Asia, Europe and the Caribbean. As the Director of ICAP, she leads projects to address climate change law, policy, and planning for island communities in Hawai'i, the Pacific region, and beyond.

**Makena Coffman, University of Hawai'i at Manoa, Department of Urban & Regional Planning**

Discussion theme: *climate change mitigation and community adaptation*

Makena Coffman is an Assistant Professor of Urban and Regional Planning, University of Hawai'i at Manoa. She teaches graduate courses in environmental planning related to climate change mitigation and adaptation in the Asia/Pacific Region; energy policy; planning methods; and environmental valuation. She specializes in economic-environment modeling, holds a B.A. in international relations from Stanford University and a Ph.D. in economics from the University of Hawai'i at Manoa.

**Kamuela Enos, Ma'o Farms**

Discussion theme: *Indigenous communities, food security, cultural landscapes, and environmental education*

Kamuela Enos was born and raised on the island of O`ahu, in the rural community of Wai`anae. He is life long community activist, cultural practitioner, and farmer. Mr. Enos received a B.A. in Hawaiian Studies from UH Manoa, and a MA in Urban and Regional Planning from UH Manoa as well. Currently works as a farmer/program manager at MA`O Organic Farms- a social enterprise dedicated to revitalizing O`ahu's local food systems as well as empowering community youth.

**Gerald Marten, Adjunct Senior Fellow at East-West Center**

Discussion theme: *"Eco-tipping points" as stories of positive change*

Gerald Marten served as a research associate in the EWC Environment and Policy Institute from 1978 to 1987. Following that he was research professor in the Department of Tropical Medicine at Tulane University. He recently retired as professor in the School of Policy Studies at Kwansei Gakuin University in Japan. He is currently affiliate professor in the Department of Anthropology and the Department of Urban and Regional Planning at the University of Hawai'i. He holds a Ph.D. in zoology from the University of California, Berkeley.

**Monday, June 14 2:00PM-4:00PM**

**Jeff Fox, Coordinator of Environmental Change, Vulnerability and Governance and a Senior Fellow at the East-West Center**

Discussion theme: *Community forestry, Southeast Asia*

Jeff Fox received his Ph.D. in Development Studies from the University of Wisconsin-Madison in 1983. Fox's scholarship focuses on land-use and land-cover change in Asia and the possible cumulative impact of these changes on the region and the global environment. Fox has co-edited several books, most recently, *People and the Environment: Approaches for Linking Household and Community Surveys to Remote Sensing and GIS* (Kluwer Academic Press, 2003). Ongoing research includes: the expansion of rubber and its implications for water and carbon dynamics in Montane Mainland Southeast Asia, funded by NASA; co-management of tropical forest resources in Bangladesh, funded by International Resources Group and the United States Agency for International Development; understanding dynamic resource management systems and land cover transitions in Montane Mainland Southeast Asia, funded by the National Science Foundation; the role of land-cover change in Montane Mainland Southeast Asia in altering regional hydrological processes under a changing climate, funded by NASA. Dr. Fox's was formerly with watershed management projects in Nepal, and lectured in Geography Department, Gadjah Mada University, Yogyakarta, Indonesia. He speaks Nepali and Bahasa Indonesia and is a member of the affiliate graduate faculty in geography and anthropology, University of Hawai'i.

**Kem Lowry, University of Hawai'i at Manoa, Department of Urban & Regional Planning**

Discussion theme: *Climate change planning and policy in Asia and the Pacific*

Kem Lowry is a professor, former chair of the Department of Urban and Regional Planning, and former Director of the Program on Conflict Resolution, University of Hawai'i. He has been a visiting scholar at Sophia University, Tokyo; visiting faculty at the Department of City and Regional Planning, University of North Carolina; and a Pew fellow at the Marine Policy Program, Woods Hole Oceanographic Institution. He has published articles on planning and environmental management, conflict resolution and evaluation in journals including American Planning Association Journal, Urban Law Annual, Publius, Environmental Impact Assessment Review, Policy Studies Review, Ocean Yearbook, Journal of Ocean and Coastal Management, Journal of Planning Theory, Journal of Planning Education and Research and Coastal Management Journal. He has served as a consultant to several state agencies and non-profit organizations in Hawai'i, the United Nations Development Program, UNICEF-China, the Agency for International Development, the Office of Technology Assessment, the Packard Foundation, the Asia Foundation and the Partnership for the Management of the Seas of Asia. He is a mediator and a member of the board of the Center of Alternative Dispute Resolution. He has been awarded the Robert Clopton award and the Hung Wo and Elizabeth Lau Ching award for outstanding community service at the University of Hawaii.

**Wendy Tan, Locally Managed Marine Areas (LMMA) Network**

Discussion theme: *Issues of fisheries management, community participation, NGOs, Pacific Islands*

Wendy Tan is the Manager of the Locally Managed Marine Area (LMMA) Network, an international network that supports effective community and local stakeholder management marine resource management in the Pacific and Southeast Asia. Previously she served as the Director for the Indonesia Program (DC) at Conservation International, a global biodiversity conservation organization. She has an MSc from the London School of Economics and a BA from Michigan State University.

**Donna Wong, Hawaii 1000 Friends**

Discussion theme: *Community involvement in resource management, NGOs*

Donna Wong is the Executive Director of the Hawai'i's Thousand Friends organization. Hawai'i's Thousand Friends is dedicated to ensuring that growth is reasonable and responsible, that appropriate planning, management, and water & land use decisions are made that protect the environment, human health and cultural and natural resources, and that decisions are made and proposals are implemented in conformity with the law. Wong advocates for her community and the environment by researching, evaluating and testifying before the State Legislature, Honolulu City Council, and various boards and commissions on environmental, land and water issues. She has been so successful in her grass-roots approach of bringing environmental issues to the for-front of peoples' minds that she has been named the "2009 Woman of The Year" by The Hawai'i State Commission on the Status of Women, and was recognized as a social justice leader by Windcall in 2003; these are among some of the awards and distinctions she has received. Wong has also been elected to serve on the Kailua Neighborhood Board for fourteen consecutive two-year terms, where she has served as the Chairperson of the Planning and Zoning Committee for thirteen years and as Board Chairperson for two years.

**Tuesday, June 15 10:00AM-12:00PM**

**Eugene P. Dashiell, EA/EIS Consultant**

Discussion theme: *Watershed planning*

Eugene Dashiell is the principal environmental planner for Environmental Planning Services (a small business), which has been in operation in Honolulu since 1985. The firm specializes in water resources planning including watershed management, flood hazard reduction, water supply, water rights, aquatic restoration and water quality. The firm received an "Outstanding Planning" award from the Hawai'i Chapter of the American Planning Association for the Ala Wai Canal Watershed Water Quality

Improvement “Management and Implementation Plan”. Prior to forming Environmental Planning Services company, Dashiell was a senior environmental and water resources planner with the U.S. Army Corps of Engineers, Pacific Ocean Division and Honolulu Engineer District. He received his B.A. in Anthropology from California State University East Bay, and his M.A. in Anthropology from UH and served in the Peace Corps in Bangladesh working on a Rural Public Works Program.

**Frank Hays, Pacific Area Director for National Park Service**

Discussion theme: *Protected area management, Federal Policies*

Frank Hays is the Pacific Area Director for the National Park Service. He oversees the operation of the National Park Service's Pacific West Regional Office in Honolulu. This office provides technical services and policy oversight for the 11 national park areas in the Pacific. Before his current job, Frank was superintendent of Manzanar National Historic Site, where he oversaw operations of that national historic site that preserves and interprets the cultural and natural resources associated with the internment of Japanese-Americans during World War II. He began his career with the National Park Service in 1980 as a seasonal park ranger at Zion National Park. Before his current assignment at Manzanar, Frank was a Resource Management Program Manager at Grand Canyon National Park. Frank also had assignments as park ranger and resource manager at Zion National Park and Chaco Culture National Historical Park, Saguaro National Park and Dinosaur National Monument. He received his Bachelor of Science in Renewable Natural Resources from the University of Arizona in Tucson, Arizona in 1980 and a Master's degree in Public Administration with Honor's from Northern Arizona University in May of 1999.

**Gail Suzuki-Jones, Strategic Industries Division, Department of Business, Economic Development, & Tourism, State of Hawaii**

Discussion theme: *Energy conservation, State Policies*

Gail Suzuki-Jones, Energy Analyst and LEED Accredited Professional, has worked with the Strategic Industries Division at the State of Hawaii's Department of Business, Economic Development and Tourism since 1997. She currently co-chairs the General Contractors Association of Hawaii's Sustainable Construction and Renewable Energy Committee, has co-chaired the Honolulu Chapter of the American Institute of Architecture's Committee on the Environment (AIA COTE) and is an active member of the US Green Building Council Hawaii Chapter's Education and Schools Committees. With government, non-profit, and private sector experience in the implementation of energy and resource-efficient design and construction practices, Gail is an active member of the AIA COTE, the Building Industry of Hawaii's Built Green Executive and Steering Committees, the Hawaii Pollution Prevention Working Group, and works closely with businesses, community groups and government to implement energy and resource efficient green building and green business programs, projects and measures.

**Tuesday, June 15 2:00PM-4:00PM**

**John Burke Burnett, Pacific Science Association**

Discussion theme: *Regional collaboration on conservation science and policy*

John Burke Burnett is Executive Secretary of Pacific Science Association, a regional scholarly organization that seeks to advance science, technology, and sustainable development in the Asia-Pacific region by actively promoting interdisciplinary and international research and collaboration, and also Executive Director of the Indo-Pacific Conservation Alliance, a biodiversity conservation NGO with field projects in Indonesia and Papua New Guinea. Burnett's professional focus on the interface between conservation policy, biological science, and traditional communities. He founded Indo-Pacific Conservation Alliance in 1998, and joined PSA in 2004. He lived in both Japan and Indonesia for two years each, and in Washington DC for 15 years. Degrees: M.A., (International Economics), Johns Hopkins University - School for Advanced International Studies (SAIS); 1991. B.S., Southern Methodist University, 1987.

**Suzanne Case, Executive Director of The Nature Conservancy**

Discussion theme: *Large conservation organizations, conservation priorities*

Suzanne Case has served as Executive Director of The Nature Conservancy of Hawai'i since 2001. She oversees a staff of 80 people, 12 preserves and an annual operating budget of \$9 million, working in native forest, coastal and marine conservation, directly and through partnerships, on six main Hawaiian Islands and Palmyra Atoll. From 1987 to 2002, Case served as Legal Counsel for the Conservancy's Hawai'i Program, the western United States, and internationally in the Asia/Pacific Region. During her years at The Nature Conservancy she has overseen the acquisition of the 116,000-acre Kahuku Ranch addition to Hawai'i Volcanoes National Park, eight Hawai'i Nature Conservancy preserves, Palmyra Atoll, new National Wildlife Refuges at Hakalau on the slopes of Mauna Kea and at O'ahu Forest, as well as the creation of watershed partnerships for forested management throughout the state. Case was born in Hilo and attended Keaukaha Elementary School and Punahou School (1974, where she was the first female student body president). She attended Williams College and Stanford University, where she graduated with honors (B.A., History, 1979). She received her law degree from Hastings College of the Law, University of California, San Francisco, where she was a member of the Hastings Law Journal (1983).

**Stuart Coleman, Surfrider Foundation**

Discussion theme: *Community organizations and partnerships, marine issues*

Stuart H. Coleman is the Hawai'i Coordinator of the Surfrider Foundation, a grassroots, environmental non-profit dedicated to protecting and preserving the world's oceans, beaches and coastlines. Previously, Coleman worked as the Coordinator for the East-West Center's Leadership Certificate Program and as a writing and literature teacher at Punahou and Iolani Schools. He is the author of the award-winning biography "Eddie Would Go" and a new book called "Fierce Heart" (St. Martin's Press, '09).

**Melissa Finucane, Senior Fellow at East-West Center**

Discussion theme: *Environmental risk perception and human behaviors associated with global climate change in Asia and the Pacific*

Melissa Finucane received an M.Psych. and a Ph.D. in psychology from the University of Western Australia in 1997. During 1997-2001, she worked as a Research Scientist with Drs. Paul Slovic, Terre Satterfield, Ellen Peters, Robin Gregory, and others at Decision Research, Eugene, Oregon. In 2001, Dr. Finucane moved to Honolulu, Hawai'i, to work as a Research Investigator at the Center for Health Research Hawai'i. In 2007, Dr. Finucane joined the Research Program at the East-West Center, working primarily with the Environmental Change, Vulnerability, and Governance group. She is a member of the Society for Judgment and Decision Making. Dr. Finucane has published in numerous journals, including: *Journal of Behavioral Decision Making; Risk Analysis; Journal of Risk Research; Social Science and Medicine; Health, Risk and Society; The Contemporary Pacific; Psychology and Aging; Journal of Environmental Management*; and others.

**Alan Hong, City and County of Honolulu, Hanauma Bay**

Discussion theme: *Marine protected areas, tourism, City and County of Honolulu Policies*

Alan Hong is the manager of Hanauma Bay Nature Preserve, one of Hawai'i's most popular tourist destinations.

**Jeffrey Mikulina, Executive Director at Blue Planet Foundation**

Prior to working with the Foundation, Jeffrey served for ten years as the director of Hawaii's largest environmental advocacy organization, the Sierra Club, Hawaii Chapter. His accomplishments in environmental advocacy include passing legislation that sets a binding cap on Hawaii's greenhouse gas emissions, requires that all new homes use solar water heaters, requires returnable deposits on all

beverage containers, provides incentives for renewable energy use, and increases the funding of natural resources through tourism taxes. He also served as Vice Chair of both the Honolulu Planning Commission and the Honolulu Charter Commission where he authored successful Charter amendments that require islandwide curbside recycling and creating a bike- and pedestrian-friendly Honolulu.

### **Hermína Morita, State Representative from Kauai**

Representative Mina Morita was first elected to the Hawai'i State House of Representatives in 1996. She was re-elected in 2008 to serve her sixth two-year term representing east and north Kauai. Currently, she serves as the Chair of the House Committee on Energy & Environmental Protection. Representative Morita has worked on important laws such as the "bottle bill" which establishes Hawai'i's beverage deposit and redemption program, the renewable energy portfolio standards, energy net metering, energy efficiency portfolio standards, establishing the "barrel tax" to fund energy and food security programs, solar water heater mandate and establishing the policy framework for the entry of electric vehicles and alternative fueled vehicles in Hawai'i just to name a few initiatives. An advocate for the use of renewable energy, Representative Morita strongly believes that renewable energy is a pathway to peace, economic stability and social justice. Her sole purpose as a politician is to make Hawai'i and the world a safe and peaceful place for our keiki <children>.

## **Places**

### **Tour de Trash: Hawaiian Earth Products, Schnitzer Steel and HPOWER**

(Source: [http://envhonolulu.org/solid\\_waste/Tour\\_de\\_Trash.htm](http://envhonolulu.org/solid_waste/Tour_de_Trash.htm))

Tour de Trash is an initiative started by the Department of Environmental Services which attempts to lessen the amount of opala (Hawaiian word for trash) in Hawaii's landfills by educating the public about what is in our garbage; what can be recycled; and by showcasing the sheer amount of waste that is produced on O'ahu.

### **Hawai'i State Capitol** (Source: <http://hawaii.gov/gov/office/statecapitol.html>)

Hawai'i's State Capitol building houses the offices of the Governor and Lieutenant Governor, offices of state legislators, and the chambers of the state House and Senate. The Capitol was constructed at the direction of Governor John A. Burns and designed by the firms of Belt, Lemmon & Lo of Honolulu, John Carl Warnecke & Associates and Architects Hawai'i. It was built at a cost of \$24.6 million. Construction was started on November 15, 1965 and completed on March 15, 1969.

The State Capitol's unusual architectural style contains a great deal of symbolism reflecting the uniqueness of the island state. It was designed with extensive amounts of open space, both inside and out, to convey a sense of open government.

### **Hi'ialoākuapapa Sustainable Marketplace of the Pacific**

(Source: <http://www.sustainablemarketplacepacific.com/>)

Group 70's creation of the Sustainable Marketplace of the Pacific is to share the vision of sustainable stewardship. The name of the center, Hi'ialoākuapapa, embodies the vision and sets the cultural cornerstone in its meaning, to exude a nurturing essence, as a mother to child, fostering a tranquil and balanced union between man and environment. The design center's goal is to showcase an integrated approach to sustainable practices, products, technologies and services available in Hawaii, as organized by the five main LEED categories. The center also celebrates the synergy between culture and the arts with science and technology through the dedication of space for Maoli and local Hawaii artisans.

## **Assignments**

Prepare and deliver Debate  
Complete Readings and make Presentation  
Complete Action Plan and make Presentation  
Daily Journal Entries  
Duet Presentations

## Calendar

|                          |   |                                      |
|--------------------------|---|--------------------------------------|
| <b>Wednesday, June 9</b> |   |                                      |
|                          | <b>Individual Professional Meetings and Group Field Trips:</b><br>Re-use Hawaii, Hawaii Nature Center water filtration center,<br>Downtown Organic restaurant |                                      |
| <b>Thursday, June 10</b> | (Closed-toe shoes, Long sleeves and pants)  |                                      |
| Before Departure         | Big Island Essay and Idea Network Due   |                                      |
| 7:45-12:00               | <b>Tour de Trash:</b> Visit Hawaiian Earth Products (composting),<br>Schnitzer Steel (recycling) and HPOWER (waste-to-energy)                                 | Burns Hall                           |
| 2:30-4:00                | <b>Action Planning</b>  | Burns 4005                           |
| <b>Friday, June 11</b>   | (Dress Comfortable)   |                                      |
| 9:00-11:30               | <b>Debates 1 &amp; 2</b>  | Burns 4005                           |
|                          | <b>Debates 3 &amp; 4</b>  |                                      |
| 1:30-4:00                | <b>Readings Debrief / Action Plans</b>  |                                      |
| 6:30-9:00                | <b>Optional Cultural Event:</b> Japanese-Hawaiian Drumming<br>and Dance Concert   | Hawaii<br>Theatre                    |
| <b>Saturday, June 12</b> |   |                                      |
|                          | <b>Field Trips</b> (self-organized)<br>Interviews with Hawaii residents (2-person teams, 3<br>interviews)   |                                      |
| <b>Sunday, June 13</b>   |   |                                      |
|                          | <b>Complete Assignments:</b> Roundtable Preparation,<br>Readings, and Action Plans  |                                      |
| 4:45                     | <b>Host Family Dinner</b>   | Pick up in<br>front of Burns<br>Hall |
| <b>Monday, June 14</b>   | (Dress Professional, Brown bag lunch suggested)   |                                      |
| 8:30-9:45                | Prepare for Roundtables   | Burns 4005                           |
| 10:00-12:00              | <b>Leaders Roundtable</b>   |                                      |
| 1:15-1:45                | Prepare for Roundtables   | Burns 4005                           |
| 2:00-4:00                | <b>Leaders Roundtable</b>   |                                      |
| 4:00-4:45                | Debrief   |                                      |
| 5:30                     | <b>Dinner</b> at John's House (group of 10)   |                                      |
| <b>Tuesday, June 15</b>  | (Dress Professional, Brown bag lunch suggested)   |                                      |
| 9:00-9:45                | Prepare for Roundtables   |                                      |

|                           |   |            |
|---------------------------|---|------------|
| 10:00-12:00               | <b>Leaders Roundtable</b>   | Burns 4005 |
| 1:15-1:45                 | Prepare for Roundtables   |            |
| 2:00-4:00                 | <b>Leaders Roundtable</b>   | Burns 4005 |
| 4:00-4:45                 | Debrief   |            |
| 5:30                      | <b>Dinner</b> at John's House (group of 10)   |            |
| <b>Wednesday, June 16</b> | (Dress Professional)  |            |
| 8:00-9:30                 | <b>Leaders Onsite:</b> Jeff Mikulina at Blue Planet Foundation (renewable energy)   | Burns 4005 |
| 9:30-12:00                | <b>Leaders Onsite:</b> Hawaii Representative Hermina Morita at the State Capitol, Chair of the Senate Environment and Energy Committee. Tour of Capitol building. |            |
| 12:00-2:00                | Lunch Downtown (self-pay)   |            |
| 2:30-4:00                 | <b>Hi'ialoākuapapa Sustainable Marketplace of the Pacific</b> (urban development and building design)   | Burns 4005 |
| 7:00                      | <b>Film Series</b>  |            |
| <b>Thursday, June 17</b>  | (Dress Comfortable)   |            |
| 9:00-12:00                | <b>Readings Presentations</b>   | Burns 4005 |
| 2:00-4:00                 | <b>Discussion:</b> My View of America(ns)   | Burns 4005 |
| 7:00                      | <b>Film Series</b>  |            |
| <b>Friday, June 18</b>    | (Dress Comfortable)   |            |
| 9:00-11:00                | <b>Action Plan Presentations</b>  | Burns 4012 |
| 1:00-2:00                 | Wrap up Module Three/Hawaii Experience  | Burns 4012 |
| 2:00-4:00                 | <b>Washington D.C. Field Study Prep:</b> Introduction to U.S. Mainland, <i>U.S. Government 101</i> , Overview of People and Places we visit. Logistics            |            |
|                           | Last Night in Hawaii  |            |
| <b>Saturday, June 19</b>  |   |            |
|                           | <b>Prepare for Departure</b>  |            |
| 6:00PM                    | <b>Check Out and Depart for Washington D.C.</b>   |            |
| <b>Sunday, June 20</b>    |   |            |
| 9:00PM                    | <b>Arrive in Washington D.C.</b> Check in to Hotel Palomar  |            |

## STUDY OF THE U.S. INSTITUTE FOR STUDENT LEADERS ON GLOBAL ENVIRONMENTAL ISSUES (SUSI)

### MODULE 4: FLOWERS

#### Overview

The final week of SUSI takes place in the nation's capital of Washington D.C., far from Hawai'i with a different geographical, political, and cultural climate and perspective on global environmental issues. Traveling from one end of the U.S. to the other, you will glimpse the diversity of the country and the resulting opinions of the people and institutions that represent that diversity. We will visit the Environmental Protection Agency, the institution charged with regulating environmental policy. We meet both the Republican and Democratic sides of the U.S. Senate Committee on the Environment and Public Works. Our partner, Yale University Global Environmental Governance Project will host us at the



[http://bananapatchstudio.com/images/photos/dc\\_y\\_hibiscus.jpg](http://bananapatchstudio.com/images/photos/dc_y_hibiscus.jpg)

Woodrow Wilson Center for a half day workshop on international collaboration on environmental issues. One day is spent exploring and volunteering at the Chesapeake Bay, a famous site of environmental conflict, degradation and renewal. We will visit Greenpeace and CATO, two well-known institutions fighting different sides of the climate change battle. A dinner at Ben's Chili Bowl will give some insight into the rich history of Washington D.C.. Lastly, we will reflect on the 5-week institute learnings and prepare for taking action on return home. The SUSI flower is now in full bloom, with deep roots, strong trunk, and outward reaching branches. It has been a full five weeks, now the question is what will you take home with you? As B.F. Skinner said, "Education is what survives after what has been learned is forgotten".

#### Purpose

The purpose of SUSI is to answer these three driving questions:

1. What is happening in our environment and how are humans reacting?
2. What leadership actions are needed to affect positive human and environmental change?
3. What can you do as a SUSI participant to create positive action in your home community?

#### Key Outcomes for Module Four

- Answers to the three driving questions of SUSI
- Action Plan draft
- Deeper, more complex understanding of the United States of America
- Understanding of how U.S. national systems do (or do not) work to address global environmental issues
- Awareness of key players in the U.S. and their (sometimes opposing) viewpoints on environmental issues

## Questions for Module Four

- What lessons will you bring back to your home communities?
- How will you apply what you have learned in SUSI?
- How has your understanding of the U.S. developed?
- Why would SUSI select these people and places for the D.C. field studies?
- What do you need to learn next? How will you learn it?
- Would your 2030 future scenario be different if you wrote it today, 2 months after your original?
- What has surprised you the most over the past 5 weeks?

## Module Four Background Information

### *People and Organizations*

#### **Environmental Protection Agency (EPA)**

(Source: <http://www.epa.gov/>)

EPA leads the nation's environmental science, research, education and assessment efforts. The mission of the Environmental Protection Agency is to protect human health and the environment. When Congress writes an environmental law, the EPA implements it by writing regulations. Often, the EPA sets national standards that states and tribes enforce through their own regulations. If they fail to meet the national standards, the EPA can help them. At laboratories located throughout the nation, the EPA also identifies and tries to solve environmental problems.

#### **Lester Brown, President of the Earth Policy Institute**

(Source: <http://www.theglobalist.com/AuthorBiography.aspx?AuthorId=8>)

Lester R. Brown has been described by the Washington Post as "one of the world's most influential thinkers." The Telegraph of Calcutta called him "the guru of the global environmental movement." In May 2001, he founded Earth Policy Institute, where he now serves as president. The purpose of the Earth Policy Institute is to provide a vision of an environmentally sustainable economy, a roadmap of how to get from here to there — as well as an ongoing assessment of progress. Brown has an M.S. in agricultural economics from the University of Maryland and an M.P.A. from Harvard University.

#### **Smithsonian Museums** (Source: <http://www.si.edu/about/history.htm>)

In 1826, James Smithson, a British scientist, drew up his last will and testament, naming his nephew as beneficiary. Smithson stipulated that, should the nephew die without heirs (as he would in 1835), the estate should go "to the United States of America, to found at Washington, under the name of the Smithsonian Institution, an establishment for the increase and diffusion of knowledge among men." The Smithsonian Institution is an educational and research institute and associated museum complex, administered and funded by the government of the United States and by funds from its endowment, contributions, and profits from its shops and its magazines. Most of its facilities are located in Washington, D.C., but its 19 museums, zoo, and nine research centers include sites in New York City, Virginia, Panama, and elsewhere. It has over 136 million items in its collections, publishes two magazines named *Smithsonian* (monthly) and *Air & Space* (bimonthly), and employs the Smithsonian Police to protect visitors, staff, and the property of the museums.

#### **National Museum of American History**

(Source: <http://americanhistory.si.edu/about/mission.cfm>)

The Smithsonian's National Museum of American History dedicates its collections and scholarship to inspiring a broader understanding of our nation and its many peoples. We create opportunities for learning, stimulate imaginations, and present challenging ideas about our country's past.

The Museum collects and preserves more than 3 million artifacts—all true national treasures. It takes care of everything from the original Star-Spangled Banner and Abraham Lincoln's top hat to Dizzy Gillespie's angled trumpet and Dorothy's ruby slippers from "The Wizard of Oz." The Museum's collections form a fascinating mosaic of American life and comprise the greatest single collection of American history. Its exhibitions explore major themes in American history and culture, from the War of Independence to the present day. *The Price of Freedom: Americans at War* surveys the history of U.S.

military conflicts and examines ways in which wars have been defining episodes in American history. *America on the Move* immerses visitors in the sights, sounds and sensations of transportation in the United States from 1870 to the present. Familiar favorites back on view include *The American Presidency: A Glorious Burden, Within These Walls...* and *Smithsonian*. The Museum's Archives Center houses a remarkable array of American history in documents, photographs and other works. These include the Warshaw Collection of Business Americana, advertising histories of major U.S. corporations, and the Duke Ellington Collection—sheet music, correspondence and photographs related to the life and career of the great composer and jazz musician.

**The National Mall** (Source: <http://dc.about.com/cs/sightseeing>)

The National Mall is the central point of most sightseeing visits to Washington, D.C.. It is the area with Constitution Avenue to the north, Independence Avenue to the south, 3rd Street to the east and 14th Street to the west. The Washington Monument towers above the city at the west end of the National Mall and the U. S. Capitol Building stands tall to the east. The landscape of the National Mall includes more than 2,000 American elm trees that line the streets and over 170 flowerbeds that are botanical showplaces. The monument honoring our first president, George Washington, is the tallest structure in the Nation's Capital and towers 555 feet above the National Mall. Rides can be taken up the elevator to the top to see a spectacular view of the city.

**Tom Hassenboehler, Counsel for the Environment and Public Works Committee**

Tom Hassenboehler, a Republican staffer for the House Energy and Commerce Committee since 2004, finds himself in 2008 focusing on the cap and trade proposal being pushed by Democrats to limit carbon emissions. A New Orleans native, Hassenboehler came to the committee in 2004 after working on the legislative staffs of former Reps. Billy Tauzin, R-La\*, and Bob Riley, R-Ala. His work for Tauzin, a former Energy and Commerce chair, gave him the foundation for the work he's doing today. He has a B.A. and a law degree from Louisiana State University.

\*R or D followed by state names means person is Republican or Democratic Congressperson for that State.

**Jim Wrathall, Counsel for the Environment and Public Works Committee**

Jim Wrathall decided to make the move from a private law firm to Capitol Hill just as the environmental issues on which he has spent his career working began to heat up on the legislative front. As counsel for the Environment and Public Works Committee, he will this year be focusing primarily on oversight and investigations for committee chair Barbara Boxer, D-Calif., who has so far shown that she's more than willing to take on federal agencies, particularly the Environmental Protection Agency. In two decades of practicing environmental law, Wrathall has represented all the major environmental groups in cases that have gone all the way up to the U.S. Supreme Court. His client included the Sierra Club, the Natural Resources Defense Council and the Wildlife Federation. He has a B.S. in business from the Tulane University. He received his law degree from Georgetown University Law Center. When Wrathall is not worrying about the environment from his office, he's getting a different view of it – from the air. He has a pilot's license. His 4-year-old daughter also keeps him busy on his off hours.

**Global Environmental Governance Project** (Source: <http://environmentalgovernance.org/about/>)

The Global Environmental Governance Project, a joint initiative of The College of William and Mary and the Yale Center for Environmental Law and Policy, aims to facilitate thought and action for strengthening environmental policymaking at the global level. Students and faculty conduct research that is theoretically based, empirically tested, and policy relevant. The Project provides a clearinghouse of environmental governance information for scholars, researchers, students, policymakers, and diplomats. It also incorporates the knowledge generated by students at William and Mary and Yale.

**Woodrow Wilson Center** (Source: <http://www.wilsoncenter.org/index.cfm?fuseaction=about.mission>)

The Woodrow Wilson International Center for Scholars aims to unite the world of ideas to the world of policy by supporting pre-eminent scholarship and linking that scholarship to issues of concern to officials in Washington. Congress established the Center in 1968 as the official, national memorial to President Wilson. Unlike the physical monuments in the nation's capital, it is a living memorial whose work and scholarship commemorates "the ideals and concerns of Woodrow Wilson." As both a distinguished scholar and national leader, President Wilson felt strongly that the scholar and the policymaker were

"engaged in a common enterprise". Today the Center takes seriously his views on the need to bridge the gap between the world of ideas and the world of policy, bringing them into creative contact, enriching the work of both, and enabling each to learn from the other.

The Wilson Center is an intellectually lively place. It brings together influential thinkers and doers to engage in a dialogue on current and future public policy challenges, with the confident hope that through such discussions there will emerge better understanding and better policy. Providing a bridge between the worlds of learning and public affairs, the Center is located in the Ronald Reagan Building in the heart of Washington D.C., a city that is at the center of the world of public affairs today.

**John Matuszak, Division Chief for Sustainable Development and Multilateral Affairs in the State Department's Office of Environmental Policy**

John Matuszak has been Division Chief for Sustainable Development and Multilateral Affairs in the State Department's Office of Environmental Policy (ENV) since 2002. In this Division Mr. Matuszak leads a group that manages U.S. government involvement with the UNEP, the UN CSD and the Committee on Environmental Policy of the UN Economic Commission for Europe (UNECE). The Division also leads State Department involvement in the GEF and the OECD – EPOC and AMSDE and is responsible for State Department compliance with the U.S. National Environmental Policy Act (NEPA) and environmental reviews of projects at the Multilateral Development Banks. Mr. Matuszak also advises and participates on U.S. Delegations to meetings of many MEAs. He was elected a Vice President and member of the Bureau of the Governing Council of UNEP for 2009 – 2010 where he represents the WEOG Region. Mr. Matuszak is an International Advisor to the UNEP International Environmental Technology Center (IETC) in Japan, a member of the Advisory Board for the Marrakesh Process on Sustainable Consumption and Production and is on the Bureau of the UNECE Committee on Environmental Policy. He also served as a High Level Advisory for UNEP's fourth Global Environmental Outlook (GEO-4). Between 1997 and 2002, Mr. Matuszak served as the Regional Coordinator for the Latin America and the Caribbean in The U.S. Agency for International Development's Global Center for the Environment. In 1998, he was elected to the UN Committee on Energy and Natural Resources for Development (CENRD). He served until 2002 and was the vice-chair for water from 1998-2000. From 1994 – 1997 John was an American Association for the Advancement of Science (AAAS) Science and Diplomacy Fellow at the Department of State.

**Geoffrey D. Dabelko, Director of the Environmental Change and Security Program at the Woodrow Wilson Center**

Geoffrey D. Dabelko is director of the Environmental Change and Security Program (ECSP), a nonpartisan policy forum on environment, population, health, and security issues founded in 1994 at the Woodrow Wilson International Center for Scholars in Washington, D.C.. He is also an adjunct professor at the Monterey Institute of International Studies. Geoff has held prior positions with the Council on Foreign Relations and Foreign Policy and served as a lecturer at Georgetown University's School of Foreign Service. For the past 18 years, he has facilitated dialogue among policymakers, practitioners, journalists, and scholars grappling with complex links among environment, population, development, conflict, and security. His current research focuses on environmental pathways to confidence-building and peacemaking, with a special emphasis on managing transboundary fresh water resources. Geoff is principal investigator for ECSP's "Navigating Peace: Forging New Water Partnerships" initiative. Geoff is co-editor with Ken Conca of *Environmental Peacemaking* (2002) and *Green Planet Blues: Four Decades of Global Environmental Politics* (4th edition forthcoming 2010). He blogs regularly on Grist and New Security Beat and is also editor of the annual Environmental Change and Security Program Report. Geoff is a member of the UN Environment Programme's Expert Advisory Group on Environment, Conflict, and Peacebuilding, co-vice chair of the Scientific Committee of the International Human Dimensions Programme on Global Environmental Change (IHDP), contributing editor to *Environment*, member of the editorial board of Global Environmental Change, member of the Board, Wilton Park USA Foundation, member of the Board of Experts, Center for Unconventional Security Affairs at the University of California, Irvine, member of the International Advisory Board, Pell Center for International Relations and Public Policy, Salve Regina University, and a member of the advisory board and its PBS "Journey to Planet Earth" television series initiative. Geoff received a doctorate in government and politics from the University of Maryland and a bachelor's degree in political science from Duke University. He lives in Greenbelt, Maryland, with his wife and three children.

**Kristen Hite, Attorney in the Climate Program of the Center for International Environmental Law**

Prior to joining CIEL, she worked at Environmental Defense Fund to help craft laws and policies to channel international financial flows towards more sustainable development. From 2005-2007 she served as Assistant District Counsel for the Army Corps of Engineers in New Orleans, assisting with rebuilding efforts following Hurricane Katrina. While in law school, Hite was an executive editor of the Georgetown International Environmental Law Review for which she co-directed a symposium on International Responses to the Environmental Consequences of War. A founding member of SustainUS, she has been a spokesperson for international youth during UN negotiations on sustainable development.

**Chesapeake Bay Environmental Center** (Source: <http://www.bayrestoration.org/index.html>)

Chesapeake Bay Environmental Center (formerly Horsehead Wetland Center) is a 500 acre preserve located 15 minutes from the Chesapeake Bay Bridge on Maryland's Eastern Shore. With a variety of habitats, the Center is an excellent place to see the Chesapeake's wintering assortment of waterfowl including; Canvasback, American Black Duck, Shoveler, Ruddy Ducks, Redhead, Canada Goose and Tundra Swan. Shorebirds make a strong showing in May and late summer, when hundreds can be seen on Lake Knapp. In all, over 200 species of birds have been recorded, and a documented list is available in our visitor center.

**Greenpeace** (Source: <http://www.greenpeace.org/usa/about>)

Greenpeace started in 1971 when a handful of activists leased a small fishing vessel, called the Phyllis Cormack, and set sail from Vancouver for Amchitka Island in Alaska. Their mission was to protest U.S. nuclear testing off the coast of Alaska with an act of defiance: to place themselves in harm's way. Despite being intercepted by the U.S. Coast Guard, these activists sailed into history by bringing worldwide attention to nuclear testing. Greenpeace has worked to ban commercial whaling, convince the world's leaders to stop nuclear testing, protect Antarctica, and more. Today, it has grown from a small group of dedicated activists to an international organization with offices in more than 30 countries.

**Kert Davies, Research Director for Greenpeace US.**

Davies has been with Greenpeace for 9 years. He directed Greenpeace's Global Warming and Energy Campaign until 2002 when he formed the Research Unit. He was Science Policy Director at Ozone Action and an Analyst at the Environmental Working Group prior to Greenpeace. Davies has degrees in Environmental Studies from Hampshire College and the University of Montana. Davies conceived Greenpeace's ExxonSecrets project.

**Patrick Michaels, Senior Fellow in Environment Studies at CATO**

Patrick J. Michaels is a Distinguished Senior Fellow in the School of Public Policy at George Mason University. He is a past president of the American Association of State Climatologists and was program chair for the Committee on Applied Climatology of the American Meteorological Society. Michaels was also a research professor of Environmental Sciences at University of Virginia for thirty years. Michaels is a contributing author and reviewer of the United Nations Intergovernmental Panel on Climate Change, which was awarded the Nobel Peace Prize in 2007. His writing has been published in the major scientific journals, including *Climate Research*, *Climatic Change*, *Geophysical Research Letters*, *Journal of Climate*, *Nature*, and *Science*, as well as in popular serials such as the *Washington Post*, *Washington Times*, *Los Angeles Times*, *USA Today*, *Houston Chronicle*, and *Journal of Commerce*. He was an author of the climate "paper of the year" awarded by the Association of American Geographers in 2004. He has appeared on most of the worldwide major media. Michaels holds A.B. and S.M. degrees in biological sciences and plant ecology from the University of Chicago, and he received a Ph.D. in ecological climatology from the University of Wisconsin at Madison in 1979.

**Ben's Chili Bowl** (Source:<http://www.benschilibowl.com/orderze/Content/2/Summary.aspx>)

Ben's Chili Bowl is a landmark restaurant in Washington, D.C.. It is known locally for its chili dogs, half-smokes, and milkshakes, and has been an integral part of the neighborhood's history since its founding in 1958. It was frequented by both police and protesters during the 1968 Washington, D.C. riots, and is regularly visited by celebrities such as Bill Cosby and Chris Tucker. The restaurant's founders have been inducted into the D.C. Hall of Fame. The history of Ben's Chili Bowl starts in the summer of 1958. Eisenhower was president. Federal troops were ordered into Little Rock, Arkansas to aid in the

integration of African-American Children into public schools. Explorer I was launched, as was NASA. The first-ever Grammy Awards were given, and Ella Fitzgerald won two of them. That same year, Dr. Martin Luther King, Jr. published his first book, *Stride Toward Freedom*. Griffith Stadium was home to the Washington Senators, and 30% of D.C.'s black population owned homes. Nelson Mandela wed Winnie. And, in 1958, newlyweds Ben and Virginia Ali gave birth to a new enterprise. Despite a national business failure rate of 55.9%, the Ali's used \$5,000 to begin renovating a building at 1213 U Street. It had high-arched ceilings, character, and plenty of history. Built in 1910, it first housed a silent movie house called the Minnehaha Theater. Later, Harry Beckley, one of D.C.'s first Black police detectives, converted it into a pool hall. On Aug. 22, 1958, Ben's Chili Bowl was born. It was an exciting time on the U Street corridor, which was then known as "Black Broadway." Top performers could be found playing sets in clubs along the corridor, as well as eating and just "hanging out" at Ben's. It was not uncommon to see such luminaries as Duke Ellington, Miles Davis, Bessie Smith, Ella Fitzgerald, Cab Calloway, Nat King Cole, Redd Foxx, Dick Gregory, Martin Luther King Jr., or Bill Cosby at "The Bowl."

### **EWC Washington Office**

(Source: <http://www.eastwestcenter.org>)

The East-West Center in Washington enhances US engagement and dialogue with the Asia-Pacific region through access to the programs and expertise of the Center and policy relevant research, publications and outreach activities, including those of the US Asia-Pacific Council.

### **Dr. Satu Limaye, Director of the East-West Center in Washington**

Immediately prior to being appointed Director in February 2007, he worked with the Institute for Defense Analyses in Alexandria, Va., as a member of the research staff. Previously, he served as director of the Honolulu-based APCSS' research and publications division from July 1998 to October 2006. Dr. Limaye was an Abe Fellow at the National Endowment for Democracy's International Forum for Democratic Studies, and a Luce Scholar and head of programs on South Asia at the Japan Institute of International Affairs in Tokyo. He has also written, edited, and co-edited numerous books, monographs, and studies, including *US, Australia and Japan and the New Security Triangle*, *Japan in a Dynamic Asia*; *Special Assessment: The Asia-Pacific and the United States, 2004-2005*; *Religious Radicalism in South Asia*; and *Special Assessment: Asia's China Debate*. Dr. Limaye earned his Ph.D. in international relations at Oxford University's Magdalen College as a Marshall Scholar. He did his undergraduate studies at Georgetown University's Edmund Walsh School of Foreign Service where he graduated magna cum laude and was selected to Phi Beta Kappa.

### **U.S. Department of State Educational and Cultural Affairs Bureau**

(Source: <http://exchanges.state.gov/about.html>)

The Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State fosters mutual understanding between the people of the United States and the people of other countries to promote friendly, sympathetic, and peaceful relations, as mandated by the *Mutual Educational and Cultural Exchanges Act of 1961*. ECA accomplishes its mission through a range of programs based on the benefits of mutual understanding, international educational and cultural exchange, and leadership development. ECA engages youths, students, educators, artists, athletes, and rising leaders in the United States and more than 160 countries through academic, cultural, sports, and professional exchanges, challenging negative perceptions about the United States and reinforcing positive ones. ECA has over 1 million program alumni around the world, including more than 40 Nobel Laureates and more than 300 current and former heads of state and government.

### **U.S. Congress - Capitol Tour** (Source: <http://www.aoc.gov/cc/visit/>)

Your visit to the historic U.S. Capitol begins as you enter the Capitol Visitor Center. With its soaring spaces and skylight views of the Capitol dome, the Visitor Center welcomes you on a journey of discovery. The Capitol is home to the U.S. Congress and its two legislative bodies, the U.S. House of Representatives and the U.S. Senate. Through films, exhibits, and tours, you will learn about how Congress works, how this magnificent building was built, and how citizens can participate in this extraordinary experiment called representative democracy.

## Calendar

|                               |   |
|-------------------------------|---|
| <b>Monday,<br/>June 21</b>    | (Dress Professional)  |
| 8:00-9:45                     | <b>Site Visit:</b> Environmental Protection Agency  |
| 10:00-11:45                   | <b>Leaders Lecture:</b> Citizen's Climate Lobby Conference Keynote - Lester Brown   |
| 1:00-3:00                     | <b>Scavenger Hunt</b> with Environmental Protection Agency students in Smithsonian American Museum of Natural History   |
| 7:00-9:00                     | <b>Night Bike Tour</b> of Washington D.C.   |
| <b>Tuesday,<br/>June 22</b>   | (Dress Professional)  |
| 9:00-10:45                    | <b>Leaders Onsite:</b> Senate Environment and Public Works Committee: Tom Hassenboehler, Counsel to Minority Chair, Senator James Inhofe (Republican-Oklahoma)  |
| 11:00-11:45                   | <b>Leaders Onsite:</b> Senate Environment and Public Works Committee: Jim Wrathall, Counsel to Majority Chair, Senator Barbara Boxer (Democrat-California)  |
| 1:30-3:30                     | <b>Workshop:</b> <i>International Collaboration on Global Environmental Issues.</i> Hosted by Yale University's Global Environmental Governance Project at the Woodrow Wilson Center. Guests: John Matuszak, Division Chief for Sustainable Development and Multilateral Affairs in the State Department's Office of Environmental Policy; Geoffrey D. Dabelko Director of the Environmental Change and Security Program (ECSP) at the Woodrow Wilson Center; Kristen Hite, Attorney in the Climate Program of the Center for International Environmental Law |
| <b>Wednesday,<br/>June 23</b> | (Dress Comfortable)   |
| 8:00-4:00                     | <b>Service Project</b> at Chesapeake Bay Environmental Center. <i>Marsh grass shoreline restoration and kayak tour</i>  |
| <b>Thursday,<br/>June 24</b>  | (Dress Professional)  |
| 9:00-10:00                    | <b>Leaders Onsite:</b> Greenpeace - Research Director, Kert Davies  |
| 1:00-2:00                     | <b>Leaders Onsite:</b> CATO - Patrick Michaels, Senior Fellow in Environment Studies  |
| 5:00-7:00                     | <b>Dinner</b> at historic Ben's Chili Bowl  |
| <b>Friday,<br/>June 25</b>    | (Dress Professional)  |
| 9:00-11:30                    | <b>Final Discussion &amp; Presentations</b> at East-West Center Washington  |
| 2:00-5:00                     | <b>Briefing</b> with U.S. Department of State Educational and Cultural Affairs Bureau   |
| 7:00                          | Celebration Dinner  |
| <b>Saturday,<br/>June 26</b>  | (Dress Comfortable)   |
|                               | Day for Siteseeing in DC<br><i>U.S. Capitol Building Tour, 2PM</i>  |
| <b>Sunday,<br/>June 27</b>    |   |
|                               | Goodbyes - All Depart   |