Internships and Academic Seminars

Fall Course Guide 2014
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Academic Courses at TWC

The Washington Center aims to provide its students with an integrated work and academic experience, and the courses offered by The Washington Center are an integral part of that overall learning experience. These courses provide students with a chance to step back from their daily work and to reflect through an academic lens on broader aspects of what goes on around them as they experience Washington, D.C. These courses may supplement the courses offered at your home institution or offer a unique opportunity to pursue a specific interest not available on your campus.

It is our goal to offer academic courses that are grounded in traditional disciplines, yet are taught within the context of the wide array of resources available in Washington, D.C. All of these courses aim at student learning outcomes consistent with the awarding of at least three semester credit hours.

The Washington Center for Internships and Academic Seminars is pleased to offer the courses described in this Course Guide for the Fall 2014 Academic Internship Program. Please feel free to contact the Academic Affairs department with any questions or concerns that you might have.

Contact Info:
courses@twc.edu
Phone: 202-238-7975
Fax: 202-238-7700

Kelly Eaton, Ph.D., Senior Vice President & Chief Academic Officer
Alan Grose, Ph.D., Senior Director, Academic Affairs
Heather Steed, Manager, Academic Affairs

The Washington Center
for Internships and Academic Seminars
1333 16th Street, N.W.
Washington, D.C. 20036
About the Courses

Classroom and Grading Policies

• Each course meets once a week for three hours unless otherwise specified.

• Courses begin at 6:30 p.m. unless otherwise listed. An alternative start time may be scheduled once the first class has met and students are aware of their internship schedule, but on the condition that the alternative start time does not conflict with any internship work schedules.

• Attendance at each class session is mandatory and is recorded each week by the professor. Faculty members are required to notify TWC if a student misses two classes. At this point, program advisors will speak with the student, and the campus liaison might be informed of the situation.

• The course format is generally seminar style with high expectations for class participation. Lectures are often mixed with active engagement, oral presentations, guest speakers or site visits. Courses at The Washington Center include active, experiential, and reflective learning.

• Course attendance and full participation are mandatory even if the student is not receiving credit at his or her home institution.

• Occasionally, internship responsibilities may conflict with class attendance. Please note: Program Advisors or faculty cannot grant permission to miss a class. It is advisable to notify the instructor in advance to determine what, if any, resolution can be made.

• Some courses may require meetings outside of regular class hours. These sessions are noted in the course descriptions or syllabi, and they are considered required of all students in the course. Classes canceled by the instructor or those sessions that occur on federal holidays may be rescheduled for alternative dates.

• TWC’s dress policy requires students to come to class in professional attire, even if the class is held in the residential and academic facility. No food or drink is allowed in the classrooms.

• Students are responsible for their own computer access. Please plan accordingly.

• Students receiving a financial assistance award must complete the course to which they are assigned with a grade of “C” or better. Students with a grade of less than a “C” in any program component (internship, the program advisor grade, or class) are required to return the full amount of the award to The Washington Center.

• Students with outstanding balances have their grades withheld until their balance is paid. Reminder notices are not sent. Regardless of who is billed for the program or housing fees, it is the responsibility of the student to ensure proper payment reaches The Washington Center.

• Students who are graduating, or have other specific obligations, may need to submit an Early Grade Request. These students must complete the Early Grade Request form and have it signed by their campus liaison by the due date. A copy of this form is available on the documents and forms section of the Accepted Students website. It is the student’s responsibility to ensure that our enrollment services office receives the form on time. Also, be sure to alert the instructor with sufficient notice so the timing of assignments and a final grade can be planned accordingly. The Washington Center is not responsible for any delays in graduation due to late submission of an Early Grade form.

Evaluations

Instructors prepare written student midterm and final evaluations, the latter of which is sent to the student’s campus liaison. These evaluations may arrive at least three to four weeks after completion of the term or semester. Midterm grades are used to identify situations in which a student may need additional assistance.

Students are asked to provide a midterm and final evaluation of the course and instructor. Midterm evaluations are summarized before they are sent to the instructor, while the final evaluations are compiled and sent to the faculty after all grades have been submitted. Students will be asked to return evaluations directly to TWC care of the coordinator of courses or to deposit the envelopes containing the evaluations with a concierge or in another designated location in order to ensure confidentiality.

Course Materials and Fees

Cost of books, handouts and course materials are the sole responsibility of the student. The cost usually ranges between $70 and $90. Some courses may have additional fees for admission to performances, special events, etc. If this is the case, instructors should inform you on the first day of class. If you are not in attendance on the first day, it is your responsibility to inquire. Some faculty have prepared course packets or CDs that contain the required reading for the course. You may be required to purchase this material. Since
the cost of the reader depends on the number of students in the class, you will be told that if you are still registered in the course by a certain date, you are responsible for paying for the reader even if you drop later. Checks or money orders are the only acceptable form of payment. They should be made out to The Washington Center and sent to the attention of the Course Coordinator, with the appropriate Course Material Purchase Agreement. Faculty members are not authorized to accept money from students for course materials.

If cost is a major concern, please contact the course coordinator, courses@twc.edu, and inquire about the fees or book expenses for a particular course.

Federal Holidays

Please note that The Washington Center will be closed for the following federal holidays. No classes are scheduled on these federal holidays. Classes that would have occurred on federal holidays may be rescheduled for alternative dates.

- Labor Day (September 1, 2014)
- Columbus Day (October 13, 2014)
- Thanksgiving (November 27, 2014)

Inclement Weather

In the case of inclement weather, information regarding class cancelations will be made available to students on MyTWC. As long as The Washington Center remains open, students are expected to be in attendance.
Enrollment Procedures

Course Enrollment

- All preferences should be chosen carefully since students may not be enrolled in their first choice. TWC does attempt to accommodate as many choices as possible.
- Course preferences must be submitted by August 8, 2014 at 5:00 p.m.
- Some students may have special campus requirements, such as enrollment in a specific course or enrollment in two courses. Such requests should be directed to courses@twc.edu prior to the enrollment deadline. We make every effort to fulfill these requests, but we cannot guarantee that we will be successful in all cases.
- The Washington Center does not permit auditing courses. All course enrollments are on a graded basis.
- Students will be notified of their course assignments online on MyTWC just prior to arrival.
- Most classes at The Washington Center are capped at a maximum enrollment of 18 students.
- Students will have the chance to change their course enrollment during the add/drop period. TWC maintains Wait Lists for classes that have reached their cap.
- Students wishing to take a second course that is not explicitly required by their home campus will have the chance to enroll in those additional courses at the end of the add/drop period, after primary course enrollments have been completed. Students are advised, however, that they must complete all aspects of the second course to receive a grade. Auditing a course is not an option.
- Faculty members are not permitted to add or drop students. This can only be done through the official Courses add/drop process. This helps to maintain fairness for students on official TWC wait lists for classes that are currently at their cap.
- Students with special needs should inform The Washington Center’s disability coordinator, by emailing disabilityservices@twc.edu prior to arrival so that we can make the necessary preparations.
- TWC courses are numbered to reflect the level of the curriculum. Courses listed as the 3000 level are introductory or do not require any specific prior knowledge. Courses listed at the 4000 level are more in-depth or might require more advanced academic skills. No courses require specific prerequisites.

Registering for your Course

- Log into the Student Portal on the TWC website using the same user name and password you created when you started your application for the program.
- Once the registration period has opened, you will see an option to submit your course preferences. Click the link that says “Start Now.”
- In the drop-down menus, select the courses you wish to indicate for your first through fifth choices.
- Click either “Save” or “Submit.” By clicking “Save,” you will be able to return to the form and change the entered date until you are ready to officially submit your course preferences. Once you click “Submit,” you will no longer be able to change your preferences.
- You will be notified of your course enrollment once all enrollments have been assigned.

Add/Drop Process

We are not always able to accommodate a student’s first choice, as some courses may be full or cancelled. If you wish to change your course enrollment there are two ways to do so: 1) via the online Add/Drop form or 2) at the Courses Open House during Orientation.

Once students are notified of their course enrollments, a link to the online Add/Drop form will be posted on MyTWC. Add/Drop requests will not be accepted by email.

We will also hold an Open House during Orientation, during which you may requests Add/Drop changes. Please see the Orientation Schedule for exact time and location.

No changes will be permitted after September 12, 2014.

If you have any questions, contact us at courses@twc.edu.
## Course List

### American Politics and Public Policy

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<th>Code</th>
<th>Course Title</th>
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<tr>
<td>FT14-3233</td>
<td>Campaigning for a Cause: How Advocacy Groups Change the World</td>
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### Business and Administration

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<tr>
<td>FT14-3743</td>
<td>Essentials for Aspiring Leaders</td>
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<tr>
<td>FT14-3803</td>
<td>Global Markets and International Business Strategies</td>
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<tr>
<td>FT14-3913</td>
<td>Nonprofit Leadership and Management</td>
</tr>
<tr>
<td>FT14-4843</td>
<td>International Business: Case Studies in the Strategic Management of International Trade Affairs</td>
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<tr>
<td>FT14-4883</td>
<td>From Ideas to Action: the Anatomy of Entrepreneurship</td>
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### Communications

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<td>FT14-4113</td>
<td>Communication Law and Ethics</td>
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### History and Cultural Studies

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<tr>
<td>FT14-3353</td>
<td>Scandalous Washington: Uncovering D.C. History</td>
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<td>FT14-3473</td>
<td>Media and the Movies</td>
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### International Affairs and Foreign Policy

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<tr>
<td>FT14-3123</td>
<td>U.S. Foreign Policy</td>
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<td>FT14-3193</td>
<td>How Washington Engages the Arab Middle East: Strategies, Policies and Realities</td>
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<tr>
<td>FT14-4123</td>
<td>Rising China and the U.S. – Relations in the 20th and 21st Centuries</td>
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<tr>
<td>FT14-4443</td>
<td>Washington and the World</td>
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### Law and Criminal Justice

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<tr>
<td>FT14-3393</td>
<td>Philosophy of Law, the Supreme Court and the U.S. Constitutional Tradition</td>
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<td>FT14-3783</td>
<td>Introduction to Criminal Law and Criminal Procedure</td>
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<tr>
<td>FT14-4283</td>
<td>International Organizations and Humanitarian Law</td>
</tr>
<tr>
<td>FT14-4763</td>
<td>Forensic Psychology</td>
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Course Descriptions

American Politics and Public Policy
FT14-3233

Campaigning for a Cause: How Advocacy Groups Change the World
Instructor: Robert SanGeorge, M.A.

How do dynamic organizations like Amnesty International, the Sierra Club, Human Rights Campaign and Doctors Without Borders conduct dynamic campaigns that mobilize people – locally and globally – both traditionally and increasingly via social media? How do groups as small as local and campus organizations use social media to make their corner of the world a better place?

During a fast-moving semester of Campaigning for a Cause, students will use the class’ own YouTube Channel, Pinterest Board and Intranet to learn to analyze and create campaigns on the key issues of our time: human rights, the environment, women’s empowerment, public health, children’s issues, LGBT rights. Each class takes students inside the world of local, national and international advocacy campaigning, with a focus on digital and social media. Using case studies, students learn the fundamental challenges facing professional campaigners as they research, plan, fund, implement and evaluate: demographics/audience targeting, issue framing/messaging, use of imagery and overcoming public “crisis fatigue.”

Instructor: A social media specialist for ten years and an advocacy campaign expert for three decades, Robert SanGeorge has been honored for educational excellence as a Teaching Fellow at George Washington University. In the last two years he has been twice honored by American University – as 2013 Innovator of the Year, and in 2012 with a Special Award for Outstanding Service to AU’s School of International Service. Now in his eighth year of teaching at The Washington Center, he has been a senior executive in campaigning, lobbying and fundraising for the United Nations, as well as major non-governmental organizations focusing on key challenges of our time: public health, child labor, the environment, poverty alleviation. He also has been honored by the National Academy of Sciences, serving on its expert panel that produced a pioneering study on risk communications. His advocacy work has involved extensive use of persuasive messaging, social media, online publishing, news and entertainment media, and special events. He was a Kiplinger Foundation Fellow at Ohio State University, where he received an M.A. He also is a Certified Practitioner of MBTI Step I and Step II Instruments.

Education: M.A., Ohio State University (Public Policy Communications); B.A., S.Sc. Syracuse University (Political Science and Communications)

FT14-4583

Instructor: Charles Bartsch, M.A.

“Change” characterizes the current economic and political climate in the US – as we face a contentious political environment, an evolving situation here, and continuing economic challenges from abroad. The extent to which all sectors – public, private, and non-profit – play their most suitable role will determine how well the nation competes in the new economic and political reality; how Washington chooses to “really work” will influence this outcome.

Today, “competitiveness” is a key cross-cutting and cross-sectoral concern, pursued by private companies yet strongly influenced by diverse federal programs and policies proposed by the President, adopted by Congress, and carried out by federal agencies. With the nation facing a fragile economic recovery, and also an ongoing debt and spending challenge, the way in which “Washington really works” takes on new urgency. Yet to an unprecedented degree, rhetoric has...
undermined the ability of key Washington institutions to address problems – ranging from manufacturing investment disincentives to education and training needs – and to define and implement practical solutions based on collaboration and mutual efforts.

How can we sort out the rhetoric from reality? This course examines a range of evolving public policies being proposed and implemented by Congress and the Obama Administration. Against the backdrop of the “capital city,” and based on their own experiences, course participants will explore timely, pressing questions, sorting through the rhetoric to get at the real content of the issues: how effective has the Obama Administration been in addressing our current economic challenges, and what else can be done? What innovations and “next steps” are President Obama and the politically divided Congressional leadership considering? What is the appropriate role of the private sector in rebuilding the economy, restoring communities, and creating jobs? How can the public sector best support these efforts? How can the ongoing “fiscal cliff” situation be addressed to avoid future crises? What will be the impact of the ongoing political brinksmanship on all of this?

This course unfolds not as an economics class, but as a sophisticated, current events seminar that explores the challenges of Washington and its role in the new economic and business reality in three ways. First, it examines the powers, areas of influence, and traditional roles of key government areas: executive branch policy and program offices, Congress, and federal regulatory and implementing agencies. Second, it examines the basic elements of the nation’s “competitiveness” framework that influence the climate of change: the educational system (especially K-12 in the context of the No Child Left Behind Act); workforce skills and training (as influenced by trends in technology and outsourcing); and the financial climate for U.S. companies (such as tax issues and how public programs influence private investment). Third, students will focus on the role of the federal government in meeting the concerns and opportunities of each element – sorting thru the rhetoric to analyze what has traditionally been done, as well as emerging initiatives – and in their culminating course assignments, carried out as professional individual and group briefings, explain what they would do better to address critical current situations, and how.

Course materials include excerpts from White House budget and policy documents; Congressional testimony, legislative proposals, Congressional Research Service and other issue briefs; political statements and agendas from both Democratic and Republican leadership; report excerpts from the National Governors’ Association, US federal agencies, and non-profit think tanks; and current articles, analyses, and critiques.

Instructor: Charlie Bartsch is Senior Advisor for Economic Development to EPA Assistant Administrator Mathy Stanislaus, charged with promoting inter-agency and public-private financing partnerships to spur land revitalization and site reuse. Among his duties at EPA, he works closely with the EPA-DOT-HUD Partnership for Sustainable Communities, serves as the AA’s representative on the EPA-wide green infrastructure task force and Hurricane Sandy recovery team, advises the Office of Brownfields and Land Revitalization on area-wide planning and auto communities revitalization financing strategies, and is EPA’s point person in developing the agency’s manufacturing revitalization strategy, as part of the Obama Administration’s emerging 2014 Investing in Manufacturing Communities (IMCP) initiative. He also has been an EPA lead on the White House “Strong Cities/Strong Communities” recovery initiative, on Plan EJ2014 equitable development proposals targeted to environmental justice communities, and on the Joint Initiative on Urban Sustainability Initiative with Brazil.

Prior to his appointment at EPA, he was Senior Fellow at ICF International, where he served as ICF’s brownfields and smart growth policy expert. Before that, he was Director of Brownfield Studies at the Northeast-Midwest Institute on Capitol Hill in Washington DC, a public policy center affiliated with the bipartisan Northeast-Midwest Congressional and Senate Coalitions.

Over the past 25 years, his focus has been on brownfield and community redevelopment/reuse strategies and financing, and he is recognized as one of the nation’s leading authorities on these issues. He has provided training and technical assistance support in more than 200 communities in over 40 states. He has written numerous reports and other publications on these issues, including the pioneering Coming Clean for Economic Development; New Life for Old Buildings; Coping with Contamination: Industrial Site Reuse and Urban Redevelopment; and two annual reference resources, Brownfields "State of the States" and the

Prior to his service at EPA, he was chair of the National Brownfield Association's Advisory Board, national chair of GroundworksUSA, and on the editorial board for the Bureau of National Affairs. In 2001, Charlie received the International Economic Development Council’s Chairman's Award for Outstanding Service for ten years of work on brownfield policies and legislation. In 2013, he received a Brownfield Leadership award from the National Association of Local Government Environmental Professionals, for Lifetime Achievement.

Education: M.A., University of Illinois at Chicago (urban policy and planning); B.A., North Central College, Illinois (political science and history)

Business and Administration

**FT14-3743**

**Essentials for Aspiring Leaders**

*Instructor: Fred Keaton, Ed.D.*

This is an introductory course in leadership designed to link theory, methods and skill-based learning to the practical problems faced by entry-level professionals in the unique cultural and political environment of Washington, D.C. In particular, the course examines the skills necessary for professionals to become successful leaders in the public, private and non-profit sectors of society. Among the topics of discussion are understanding and applying key principles and practices of leadership, working and leading in a diverse society, win-win negotiating, effectively managing conflict, and effective interpersonal skills. At the conclusion of the course, students will understand the key principles and practices of leadership in order to improve their own leadership skills; gain insights into their personal style and its implications for leadership; understand and apply the concepts of win-win negotiation; understand and apply the concepts of conflict management; understand the concepts of working and leading in a diverse society; and learn the concepts of effective organizational communication.

*Instructor:* Dr. Keaton was appointed The Washington Center's Director of Human Resources in January 2009. Prior to coming to The Washington Center, Dr. Keaton was director of Human Resources and Staff Development for USA TODAY newspaper, where he was responsible for Organizational Development and Training, Employee Relations, Diversity and Affirmative Action. He has over 20 years of experience as an internal and external organizational development consultant and management trainer in private industry and in the Federal Government. He also has over 20 years of experience as an adjunct professor of organizational development and human resources. He also taught in the graduate schools of Central Michigan University and the University of Maryland University College. In 2008, Dr. Keaton was awarded The Washington Center’s Faculty of the Year Award.

*Education:* Ed.D., Western Michigan University (Educational Leadership); M.A., Central Michigan University (Industrial Management); B.A., Howard University (Economics)

**FT14-3803**

**Global Markets and International Business Strategies**

*Instructor: Stephen B. Hall, M.A.*

The globalization of our economy will become increasingly important in all of our lives. American organizations will seek out those that have the ability to deal in the international marketplace. How can firms successfully compete abroad? What are the procedures and methods that firms must use in order to find the right markets to export to? What
requirements do firms face in order to sell overseas? How are companies dealing with the European financial chaos, currency fluctuations, the price of oil, human resources, globalization and the effects of international terrorism? This introductory course to international business examines concerns faced by multi-national firms, by small businesses wanting to enter the overseas marketplace but are hindered by the international finance situation or government regulations and international firms seeking investment opportunities. The two emerging players in the world economy, India and China, will be explored. Students are required to participate in the many unique international trade activities in Washington like attending various trade shows that provide direct business experience, visiting commercial sections of foreign embassies, attending trade hearings on Capitol Hill, forums on international trade sponsored by groups like the Woodrow Wilson Center for Scholars, Brookings Institution etc. and participating in lobby group programs.

**Instructor:** Mr. Hall is a Business and Industry Specialist at the U.S. Department of Commerce, Bureau of Industry and Security, Washington D.C. Prior to this appointment, he was working with the State Department on establishing export control departments with governments in Asia and the Balkans and with industries in how they can comply with the regulations. He has been with the Boeing Company as Export Administrator. Prior to his appointment he was Principal of the Center for International Business, an international trade consulting firm and as Director of the U.S. Export Assistance Center in Baltimore, Maryland. The Center was the first of Vice President Gore’s reinvention of government projects spearheaded by the late Commerce Secretary Ron Brown, the Administrator of the Small Business Administration and the Director of the U.S. Export-Import Bank.

**Education:** M.A., West Virginia University (International Affairs); B.A., University of South Dakota (Government/History)

**FT14-3913**

**Nonprofit Leadership and Management**

**Instructor: Anita H. Plotinsky, Ph.D.**

The nonprofit sector is the third-largest workforce in the U.S., after retail trade and manufacturing. The rapid proliferation of nonprofits and the approaching retirement of baby boomers are creating abundant career opportunities in nonprofits, from large hospitals and universities to arts organizations, environmental groups and community-based human service agencies. In this course, students gain an overview of the history, size, scope, and functions of the nonprofit sector; explore key issues such as government-nonprofit relations and board governance; and learn to prepare grant proposals and other documents. The course includes case studies, field trips and guest speakers from some of the most successful organizations in Washington.

**Instructor:** Dr. Plotinsky brings to the class more than 25 years’ experience in the nonprofit sector. She began her career as an historian of arts organizations and development director. She was affiliated for many years with the Indiana University Center on Philanthropy, where she developed academic programs and taught courses in nonprofit management and philanthropic studies. Currently a consultant to nonprofits in Washington, DC, and across the country, she has served as executive director of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) and as director of the Foundation Center-Washington, DC.

**Education:** Ph.D., M.A. City University of New York; B.M. Indiana University

**FT14-4843**

**International Business: Case Studies in the Strategic Management of International Trade Affairs**

**Instructor: Eugene Laney, Ph.D.**

This course is designed to provide an understanding of the relationship between multinational corporations’ activities and government policies from a global perspective. The course examines multinational corporations’ strategic and
managerial challenges in the area of international trade by focusing on a series of case studies that will help the students better understand international business and trade interface.

For each case, topics include customs and security regulations, climate change policies, import safety, export control, financial services, intellectual property rights and technology transfer. And Corporate Social Responsibility is considered from an international business-government relations perspective.

**Instructor:** Dr. Laney has over 15 years of experience in public and government affairs. Dr. Laney currently serves as the Director of Government Affairs for DHL Express, where he tracks international trade and cargo security issues. Prior to that appointment, Dr. Laney served as the Director of Information & Legislative Services for the National Business Travel Association, where he tracked aviation and travel issues. Dr. Laney also served as an editor at Congressional Quarterly where he and several other researchers and reporters who researched and wrote news articles strictly from online sources, were identified by CNN as the first “Internet Journalists.” Dr. Laney has contributed to research in major media outlets, in publications including the Handbook of Airline Economics and is currently completing a book with University Press on aviation funding pre-September 11, 2001.

**Education:** Ph.D., Howard University (American Government) M.P.A., B.A., Florida A&M University

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**FT14-4883**

**From Ideas to Action: the Anatomy of Entrepreneurship**

**Instructor:** Johnetta Hardy, M.A.

Entrepreneurship is one of the most significant economic and social phenomena of our time. Over 400 million individuals around the world are founders or co-founders of new businesses today. A recent survey by Capital One and Consumer Action reveals that 40% of Americans dream of starting their own business, but nearly 55% admit that they don’t know what is involved in getting a small business off the ground.

This hands-on course introduces students to the new venture creation process and helps them to understand the challenges an entrepreneur faces when creating and growing a business. Given the extraordinarily high failure rates of new ventures in most industries, this course does not seek to promote entrepreneurship, but rather to prepare students to find their own best place in the entrepreneurial economy. To achieve this, we will introduce the various elements essential to developing and leading a successful entrepreneurial enterprise and learn the attributes a successful entrepreneur must have, beginning with how to develop a business plan. Students will find ways to secure financing, identify mentors, learn marketing techniques, improve upon our “RISE.twc” student entrepreneurship resource website, and develop a Pitch Competition.

**Instructor:** For over 20 years Johnetta Boseman Hardy has infused her passion and expertise in entrepreneurship to practice, teach, advise and counsel both organizations, institutions, individuals, and faculty, staff and students in the higher education arenas on the principles and practice of entrepreneurial endeavors.

Ms. Hardy is currently the Executive Director of the Center for Entrepreneurship and Innovation (CEI) at the University of Baltimore, which connects emerging and established entrepreneurs to resources and opportunities that accelerate their sustainable revenue and growth. She is also the Founder & CEO of the Hardy Solutions Group, LLC, a firm that specializes in providing resources, education and expertise to maximize the success of existing and emerging small businesses in academic and business development, training, financial planning/literacy and executive coaching. She is a frequent public speaker, presenter and academic lecturer. She was appointed by the Consortium for Entrepreneurship Education to be the State Director for the DC Area Entrepreneurship Coalition.

Other previous position positions held include: former Executive Director of the Howard University Institute for Entrepreneurship, Leadership and Innovation (ELI); Associate Director for the National Association of Black Accountants; Business Director at the Howard University Small Business Development Center and Sub Centers at the Small Business Administration’s Washington Metropolitan...
District Office and the National Council of Negro Women. Ms. Hardy has counseled over 3,000 businesses on business start-up, marketing, 8(a) certification and financing (helping businesses obtain a total of more than $25 million dollars). Businesses have exploded in the market place as a result of her assistance.

For over 15 years, Ms. Hardy has been teaching entrepreneurship, as an adjunct professor, at The Washington Center for Internships and Seminars. She is currently writing a book that will focus on African American women in entrepreneurship. She has conducted numerous professional seminars; appeared on numerous Radio & TV shows; been interviewed by the New York Times, Washington Post, Wall Street Journal, Inc. Magazine, The Washington Business Journal, Black Enterprise, Entrepreneur Magazine; The Baltimore Sun, and the Baltimore Daily Record and more.

Ms. Hardy received her Master of Arts in Organizational Communication Studies, and a Bachelor of Arts from Howard University in Communications with a minor in Micro-Environmental Studies and Designs.

Education: M.A., Howard University (Organizational Communication Studies); B.A. Howard University (Communications)

Communications

FT14-4113

Communication Law and Ethics
Instructor: Carole Feldman, M.S

American journalism has its foundation in the First Amendments and its guarantee of freedom of the press. While case law has set some guidelines for media operations, communications groups have created their own codes of ethics for their staffs. This course will examine the legal and ethical issues facing journalists and those working in advertising and public relations, and provide a pathway for identifying and navigating them. Among the issues to be addressed: privacy, plagiarism and fabrication, defamation and libel and freedom of information and right of access.

Instructor: Carole Feldman is director of News Operations and Finance for The Associated Press in Washington, D.C., and a news editor overseeing coverage of a wide array of beats, including education, medicine, food and farm and labor. She also works with regional reporters who cover Washington news of interest to their states.

A 37-year-veteran of the AP, Feldman also has supervised coverage of the White House, Congress, national security, the economy and health, science and medicine, as well as presidential and congressional elections. She was the news organization’s education writer from 1993-1994.

She teaches journalism ethics to graduate students at Georgetown University and to undergraduates at The Washington Center for Internships and Academic Seminars.

Education: M.S., Boston University (Journalism); B.A., Pennsylvania State University (Journalism)

History and Cultural Studies

FT14-3353

Scandalous Washington: Uncovering D.C. History
Instructor: Cindy Gueli, Ph.D.

The nation’s capital is almost as famous for its scandals as it is for its politics. Using some of Washington’s most notorious public scandals, this course examines over 200 years of the city’s rich and colorful history. We’ll explore sites around the city where major events occurred, including Lafayette Square, Georgetown, and U Street. Insiders and long-time residents will serve as resources for uncovering the truth behind the headlines that shook Washington. By analyzing
the origins and contexts of scandals involving murder, slavery, espionage and riots, we’ll reveal the intriguing life and culture unique to Washington.

**All meals, tours, and activities are extra costs and the sole responsibility of the students**

**Instructor:** Dr. Gueli is a writer, teacher, filmmaker, and historical consultant. She primarily writes and lectures about American history, Washington, D.C., popular culture, and women and gender. She is currently completing the book Lipstick Brigade: Government Girls of World War II Washington, focusing on D.C.’s wartime workers. Before becoming a historian, she worked as a reporter and producer for news, public television, and documentaries. Her latest film project, The Columbia Identity: A Legacy of Belonging, examines the race, gender, and class implications of Columbia, MD’s social experiment on its first generation of kids. She has taught at American University, Montgomery College, and The Washington Center and lectured locally at venues such as the U.S. House of Representatives Congressional Entertainment Industries Caucus, D.C. Historical Studies Conference, and Arena Stage. Her educational experience also includes creating mentor, leadership, and professional development programs for national and international students.

**Education:** Ph.D. and M.A., American University (History); M.A., American University (Film and Video); B.A., Georgetown University (Business)

FT14-3473

**Media and the Movies**

**Instructor:** Carole Feldman, M.S.

Heroes or villains? Popular movies provide varying images of journalists, from the crusading pair of reporters who brought down President Nixon in "All the President's Men" to the fictional reporter in "Absence of Malice" who was used by a frustrated prosecutor unable to solve a murder case. This course will use the cinema to explore the role of journalists and their rights and responsibilities. We will examine the use of confidential sources, libel, conflicts of interests and other ethical issues, and the way movies help shape the public’s image of the media.

**Instructor:** Carole Feldman is director of News Operations and Finance for The Associated Press in Washington, D.C., and a news editor overseeing coverage of a wide array of beats, including education, medicine, food and farm and labor. She also works with regional reporters who cover Washington news of interest to their states.

A 37-year-veteran of the AP, Feldman also has supervised coverage of the White House, Congress, national security, the economy and health, science and medicine, as well as presidential and congressional elections. She was the news organization’s education writer from 1993-1994.

She teaches journalism ethics to graduate students at Georgetown University and to undergraduates at The Washington Center for Internships and Academic Seminars.

**Education:** M.S., Boston University (Journalism); B.A., Pennsylvania State University (Journalism)

International Affairs and Foreign Policy

FT14-3123

**U.S. Foreign Policy**

**Instructors:** John Davis, Ph.D. and Andrew Goodman, Ph.D.

**Note:** TWC anticipates offering multiple sections of this course.

This course examines U.S. foreign and strategic policy in an increasingly volatile world. We will explore the work of the central actors and institutions in the Washington, D.C. foreign policy community and examine how each informs and
influences the debates that drive U.S. foreign policy making. We will explore how political, economic, social and geographical concerns shape the core interests of a nation, and weigh how nations negotiate—with varying degrees of success—the imperatives of power, peace, prosperity and guiding principles in the face of growing global instability.

This course will provide students with a foreign policy practitioner’s perspective, as well as a grounding in academic literature. By the end of the course, students will be able to assess the challenges faced by the U.S. as it attempts to craft a foreign policy that addresses its security needs, meets its international obligations, and promotes peace, prosperity and a stable global community.

**Instructor:** John Davis, Ph.D.  
Dr. John Davis is the former director of the International Security Studies Program at Trinity Washington University. Some of his areas of interest include U.S. Foreign Policy, International Relations, International Terrorism, and International Security. His regional areas of concentration include Africa and the Middle East. Some of his most recent book publications include: The Arab Spring and Arab Thaw: Unfinished Revolutions and the Quest for Democracy, (ed.) (2013), Terrorism in Africa: The Evolving Front in the War on Terrorism, (ed.) (2010), and Barack Obama and U.S. Foreign Policy: Road Map for Change or Disaster? (2009). Additionally, Dr. Davis the author of over 40 book chapters, journal articles and books reviews. Currently, he is interviewing individuals and gathering data for a study on the impact of the Obama Presidency on U.S. Foreign Policy.

**Education:** Ph.D., Howard University; M.A. Old Dominion University; B.A., Memphis State University

**Instructor:** Andrew Goodman, Ph.D.  
Dr. Goodman is a former Senior Foreign Service Officer with experience in NATO, Germany and Russia. He has taught courses at both the graduate and undergraduate levels.

**Education:** Ph.D. Northwestern University; M.A. Johns Hopkins School of Advanced International Studies; B.A. Yale University

**FT14-3193**

**How Washington Engages the Arab Middle East: Strategies, Policies and Realities**  
**Instructor:** Deirdre Evans-Pritchard, Ph.D.

The Middle East is the focus of U.S. foreign policy and developing, maintaining and evaluating relationships in the region is an ongoing priority across Washington D.C. organizations and government agencies. How and why is this important? What do all the regional changes mean and how do they impact U.S. policy and U.S. society? This course uses film, debate, a highly interactive classroom and trips to media, think tanks, non-profits and embassy events to explore how Washington DC engages the Arab Middle East. Students choose case studies and must defend the policy standpoints they propose on issues such as gender equality, education, religious dialogue, democracy-building, oil, population growth, military intervention and civil society.

**Instructor:** Deirdre Evans-Pritchard is Senior Program Officer for the Fulbright exchange program at AMIDEAST, a private non-profit organization that works exclusively with the Middle East and North African region. AMIDEAST administers the Fulbright Foreign Student program on behalf of the Department of State. Deirdre's B.A. (Durham) and M.Phil (Cambridge) from the U.K. were in Middle East Studies and Anthropology respectively, and she has worked and undertaken research in Syria, Libya, Jordan, the Palestinian Territories and Lebanon. She holds a PhD from UCLA. Deirdre was Senior Fulbright Scholar in Communications in Lebanon and special faculty at the University of Southern California's Center for Visual Anthropology. In addition to her work in the MENA region, she has worked in independent film production and programming.

**Education:** Ph.D. and M.A., UCLA; M.Phil., Cambridge
Rising China and the U.S. – Relations in the 20th and 21st Centuries

_Instructor: Alicia Campi, Ph.D._

This course will explore the contemporary political and economic relationship between China and the United States with particular emphasis on how the rise of these two powers in the 20th and 21st centuries has changed the dynamics of their bilateral relations. Although this relationship has been labeled the most important bilateral relationship for the Obama administration and a springboard for its Asian pivot, China’s reaction to the ‘Asian Pivot’ increasingly has been suspicious. The students will explore how the Obama administration’s interactions and goals for its relationship with China operate not in a historical vacuum, but within a complicated spectrum of decades of contacts and impressions that motivate both sides. The course focus will be on the expansion of China and the United States’ global influence in Asia and beyond and especially explore the interdependence and frictions during the last 20 years. Students will gain an understanding of how cultural factors have impacted Sino-American relations and continue to influence the present multi-faceted relationship. The intersection of U.S.-Chinese modern history, politics, ideology, and trade will be topics of analysis. The role of globalization will be examined to better understand the 21st century economic and business agendas that guide and irritate the key bilateral players. As part of the experiential pedagogical approach, students should expect to be interactive in the class, including case study presentations and team role-playing. Guest speakers and an off-site field trip are included in the course. Course readings and a research paper are required. No previous Chinese history or economics course is necessary, but a background and interest in international relations or international economics are useful.

_Instructor:_ Dr. Campi is a China/Mongolian specialist and a former U.S. State Department Foreign Service Officer who served in Asian posts (Singapore, Taiwan, Japan and Mongolia) and the U.S Mission to the United Nations in New York. She attended the U.S. Government’s Chinese Language School in Taipei in 1983-84 and is a fluent Chinese speaker. She received her A.B. in East Asian History from Smith College in 1971 and obtained an M.A. in East Asian Studies with a concentration in Mongolian Studies from Harvard University in 1973. She spent 2 years in Taiwan at Fu Jen University. Dr. Campi received a Ph.D. in Mongolian Studies with a minor in Chinese in 1987 from Indiana University. In July 2004 she was awarded the “Friendship” Medal by Mongolian President N. Bagabandi and in 2011 received the “Polar Star” (Mongolia’s highest medal) from President Ts. Elbegdorj. In September 2007 she was awarded an honorary doctorate from the National University of Mongolia. Dr. Campi has published over 90 articles and book chapters on contemporary Chinese, Mongolian, and Central Asian issues, and has been a guest on Chinese programs for Radio Free Asia. She advises Chinese and western financial institutions on investment issues, particularly in the mining sector. Her book on The Impact of China and Russia on U.S.-Mongolian Political Relations in the 20th Century was published in 2009. She has made 46 trips to China. In the summer of 2012 she was a research fellow at the East West Center—DC Office. Since 2013, she is a Fellow at the Reischauer Center, SAIS/Johns Hopkins University. She regularly writes commentary for The Jamestown Foundation, East West Center, Brookings, and other research centers.

_Education:_ Ph.D., Indiana University (Mongolian Studies with a minor in Chinese); M.A., Harvard University (East Asian Studies/ Mongolian Studies); A.B., Smith College (East Asian History)

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Washington and the World

_Instructor: Shelton Williams, Ph.D._

(This course is restricted to students enrolled in the Ford Motor Company Global Scholars Program).

The Obama Administration came into office promising to change US policies towards international institutions from the UN to the World Bank to the Climate Change Convention. This course will discuss how the Administration is approaching multilateral institutions and the issues that confront them. In addition to the lectures, expert visits, and readings, the students will also prepare for and engage in the National Model UN-DC at $85 per student. Students will
be assigned nations (Germany and Lithuania) to represent and to UN committees addressing global issues. Then on October 31-November 2, the students will participate in the Model UN at the Marriott Wardman Park Hotel in Adams Morgan. Students should expect an interdisciplinary course that will cover basic US Foreign Policy toward economic, security, human rights and environmental topics.

**Instructor:** Dr. Williams is a leader in the field of experiential education and an expert on the issue of nuclear nonproliferation policy. In his over 35 years as a professor at Austin College in Sherman, Texas he created and supervised the college’s Model United Nations team, winning numerous awards at national competitions and transforming a generation of young people into caring, capable, and globally conscious professionals. Dr. Williams has also worked in government, including a tour of duty in the Department of State under Secretary of State Madeline Albright in which he worked extensively on the permanent extension of the Nuclear Nonproliferation Treaty. Additionally, Dr. Williams is an accomplished writer. His first non-fiction book, Washed in the Blood, received wide critical acclaim.

**Education:** Ph.D. The Johns Hopkins School of Advanced International Studies (SAIS); M.A. The Johns Hopkins School of Advanced International Studies (SAIS); B.A., The University of Texas (Government)

### Law and Criminal Justice

**FT14-3393**

**Philosophy of Law, the Supreme Court and the U.S. Constitutional Tradition**

**Instructor: Alan Grose, Ph.D.**

In his opening statement before the hearing of the Senate Judiciary Committee on his nomination to become the Chief Justice of the U.S. Supreme Court, John Roberts asserted that “judges are like umpires.” This claim is at once elegantly simple and subtly complex. Yet, to some commentators, it stands at odds with what many consider to be the current conservative shift of the Court. This course will examine the working of the Court through historical, political and philosophical lenses.

In the first half of the course, we will examine a number of positions about the nature of “law.” We will consider views that hold law variously to be a set of commands, rules, principles and the like. In this context, we will contrast the views of judicial interpretation set forth by Justices Antonin Scalia and Stephen Breyer. In the second half of the course, we will explore some of the more contested topics currently facing the Court that push the Court toward the ideological fray of partisan politics. Throughout we will read and discuss historical and contemporary landmark cases.

We will focus particular attention in this course on questions of legal reasoning and how judges ought to decide cases. We will read, analyze and debate a variety of kinds of texts, including classics from the history of philosophy and legal theory and Supreme Court decisions from particular cases. This course is ideal not only for students interested in law school, but also for anyone interested in the political and philosophical issues surrounding the Supreme Court in contemporary politics.

**Instructor:** Dr. Grose joined The Washington Center as the director of academic affairs in 2011. Prior to joining TWC, he taught philosophy at Baruch College, CUNY and Long Island University, Brooklyn Campus. His interests include social and political philosophy, ethics, and the history of ideas.

**Education:** Ph.D., The City University of New York (Philosophy); M.A., The American University (Philosophy and Social Policy); B.A., Furman University (Philosophy)

**FT14-3783**

**Introduction to Criminal Law and Criminal Procedure**

**Instructor: Melvin Hardy, J.D.**

This course is an extensive overview of criminal law and criminal procedure. It is taught like a law school course. The course will be taught in two parts. First, students will learn the standard elements of criminal law. This portion of the
course will focus on discussing what evidence and legal analysis is needed to establish a particular crime. Students will learn how to analyze and apply substantive law and procedure. A crime is an act or omission prohibited by law for the protection of the public, the violation of which is prosecuted by the state and punishable by fine, incarceration, and other restrictions of liberty.

The term criminal procedure refers to the methods by which the criminal justice system functions. In the second portion of the course, students will be introduced to the process of arresting suspects, the searching of premises and persons, the interrogation of suspects, the use of police line-ups, the introduction of evidence at trial, the trial procedures, and finally conviction or acquittal. Criminal procedure must be distinguished from the substantive criminal law, which is the body of law defining crimes. Many aspects of criminal procedure are regulated by the U.S. Constitution, particularly the first ten amendments of the Bill of Rights.

**Instructor:** Melvin Hardy is The Washington/Baltimore Territory Manager with the Stakeholder Partnership Education and Communication (SPEC) division of the IRS. He has responsibility for tax law outreach and partnership development. His organization also provides tax law training and education. Mr. Hardy is a leading expert on Financial Education and Asset Building within the Federal government and the private sector. Mr. Hardy is a leading expert on the tax law and tax policy.

Prior to his appointment as the Territory Manager Mr. Hardy served as a Senior Tax Consultant and Attorney with the Wage and Investment division of the IRS. He is an award winning tax law instructor and facilitator who has trained over 4000 people on how to accurately prepare income tax returns at free tax preparation sites. He has taught international military tax law to Air Force and Army attorneys and other military personnel during a three week tour to Germany, Belgium and England.

Mr. Hardy is also an adjunct professor and he loves teaching. He has taught Criminal Law & Procedure at The Washington Center for 18 years. He also taught Business Law for the MBA program at Howard University for 3 years. Mr. Hardy is a creative and innovative teacher. He has developed a very successful approach to teaching that promotes excellence in each student.

**Education:** J.D., Howard University; B.S., Oakwood College (Business Administration)

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**International Organizations and Humanitarian Law**

**Instructor: Max Hilaire, Ph.D.**

This course introduces students to the field of international humanitarian law and the role of international organizations in its creation, application and enforcement. It focuses on the development and creation of international humanitarian law, from The Hague Conventions of 1899 and 1907 to the Geneva Conventions of 1949 and the Protocol to the Geneva Conventions of 1977. It also provides an understanding of the application and enforcement of international humanitarian law by international organizations and international tribunals. Students gain insights into the workings and mandates of the International Criminal Tribunal for the Former Yugoslavia, the International Criminal Tribunal for Rwanda and the International Criminal Court. The course identifies and defines crimes punishable under international humanitarian law, i.e., war crimes, crimes against humanity and genocide, and the procedures for prosecuting those who are individually criminally responsible for violating international humanitarian law. The course helps students achieve an understanding of how international humanitarian law applies in different conflict situations, such as the wars in Afghanistan and Iraq and the conflict in Darfur. The course examines the controversy surrounding the status of detainees and abuse at Guantanamo Bay, Baghram and Abu Ghraib. In summation, the course examines the role the United Nations, the International Committee of the Red Cross and other international organizations play in the formation and implementation of international humanitarian law.

**Instructor:** Dr. Hilaire is chairman of the political science and international studies department at Morgan State University in Maryland. He has also taught at the Central European University in Budapest, Charles University in Prague, Colgate University and the African Center for Strategic Studies at the National Defense University. In 2000 he received a Fulbright Lecture and Research Award. He established the
The Washington Center Political Leadership Institute to train future leaders for public office and leadership roles in international organizations. He is an expert in international and humanitarian law and has written and lectured extensively both in the U.S. and abroad. Among his many publications are the United Nations Law and The Security Council (2005) and International Law and the United States Military Intervention in the Western Hemisphere (Nijhoff Law Specials, No. 28). In 2007, Dr. Hilaire received The Washington Center’s Faculty of the Year Award.

**Education:** Ph.D., M. Phil., M.A., Columbia University (International Relations); B.A., Morgan State University (Political Science)

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**Forensic Psychology**

*Instructors: Dario Dieguez, Ph.D. and Jenna White, M.S.*

**Note:** TWC anticipates offering multiple sections of this course.

Forensic Psychology is the study of psychology in the context of the criminal justice system. In particular, this course focuses on fundamental topics in forensic psychology, including police and investigative psychology, psychology and the courts, victimology, as well as criminal and corrective psychology. This course examines the relationship between expert forensic psychological investigation and criminal proceedings. This course assumes no prior knowledge of forensic psychology and no extensive knowledge of general principles in psychology.

**Instructor:** Dr. Dieguez earned a B.A. in Psychology and a B.S. in Neuroscience & Behavioral Biology from Emory University in Atlanta, Georgia. He then completed an internship in human sleep research in the Department of Psychiatry at Brown University School of Medicine in Providence, Rhode Island. He went on to earn an M.S. in Biology and a Ph.D. in Neurobiology from The University of Texas at San Antonio, where he also worked as a Cellular Biology Instructor. He then worked as a Postdoctoral Fellow and Instructor of Psychology at Boston University. Subsequently, he worked as a Science Writer in the Office of the Director of the National Institutes of Health (NIH) in Bethesda, Maryland, where he developed Congressional testimony and wrote Congressional reports about NIH-sponsored research programs, as well as published online stories about NIH-funded research. He went on to work as a Program Analyst at the NIH, where he ran a research training program for undergraduates and worked as a grant writing advisor for NIH postdoctoral fellows. He then worked as a Senior Research Program Manager at the Lupus Foundation of America, Inc. (LFA), where he ran a national research grant program, including two fellowship programs, wrote position statements about policy relevant to lupus research, and served as an organizational spokesperson regarding advances in lupus research. He sat on multiple government and nonprofit committees dedicated to advancing education, research, and funding for biomedical research. Currently, he is a Health Scientist Administrator for the Society for Women’s Health Research. He is an accomplished scientific grant writer and journal reviewer with numerous peer-reviewed publications. For several years, he worked as an educational consultant for Pearson Inc. (formerly Harcourt, Inc.), a major corporation that provides standardized testing for admission to graduate school.

**Education:** Ph.D., The University of Texas at San Antonio (Neurobiology); M.S., The University of Texas at San Antonio (Biology); B.A., Emory University (Psychology); B.S., Emory University (Neuroscience & Behavioral Biology)

**Instructor:** Ms. Jenna White is a contracted Policy Analyst and Project Manager for the United States Marshals Service’s Judicial Security Division in Arlington, Virginia. Previously, Ms. White has served as a Research Fellow for the Summa Health System’s Center for the Study and Treatment of Traumatic Stress in Akron, Ohio and a Criminal Intelligence Analyst for the Baltimore City Police Department in Baltimore, Maryland. Ms. White earned a B.C.J. (concentration in Forensic Psychology) from Tiffin University (TU) in Tiffin, Ohio, and a M.S. (dual concentration in Crime and Intelligence Analysis and Federal Law Enforcement) from Saint Joseph’s University (SJU) in Philadelphia, Pennsylvania. While attending TU, she completed The Washington Center’s Academic Internship Program, interning with the U.S. Attorney’s Office’s Anti-Terrorism Law Enforcement Coordinating Committee. During her graduate studies, she
completed an internship with the Immigration and Customs Enforcement’s (ICE) Proliferation
Investigations and Field Intelligence Group. At SJU, Ms. White taught Senior Seminar; Drugs, Alcohol and
Society; and Sociology courses. More recently, Ms. White has also taught courses in Sociology online for
TU.

**Education:** M.S., Saint Joseph’s University (Crime and Intelligence Analysis & Federal Law Enforcement);
B.C.J., Tiffin University (concentration in Forensic Psychology)
Academic Course Policies

Academic Code of Conduct

• Any violation of honesty or integrity in academic work is a serious matter of misconduct. Forms of misconduct particularly relevant to the academic course are outlined in the next section.

• Students are expected to adhere to the policies and expectations listed in their specific course syllabus and set by the instructor of their course.

• Incidents of misconduct may be reflected in a student’s final evaluation or grade and will be reported to the campus liaison or other college officials.

• The Washington Center reserves the right to impose penalties and sanctions as a result of any incident of academic misconduct, up to and including failure for the academic course or expulsion from the program.

• Imposition of sanctions will be handled according to the procedures outlined in The Washington Center Code of Conduct handbook.

• In all academic matters, the Director of Academic Affairs is the final arbiter regarding the responsibilities of The Washington Center in these matters. The determination of the Director of Academic Affairs will be communicated to the campus liaison.

Academic Misconduct

Academic misconduct includes, but is not limited to the acts listed here. The Washington Center reserves the right to impose penalties and sanctions for any incident of academic misconduct up to and including failure for the course and expulsion from the program.

• Plagiarism: Plagiarism is a form of academic misconduct and is considered academic fraud. It is an attempt to receive a grade or other credit that would not be granted if the instructor or others knew the full truth about the work you submitted. Plagiarism occurs when someone copies or takes the intellectual work of another as one’s own, and fails to properly reference or provide proper and fully adequate attribution to the original author of the work. Plagiarism may be either intentional or unintentional. Plagiarism may also take the form of self-plagiarism in the event of trying to submit work done for another course or program for credit without the express permission of the instructor.

• Cheating: The use of notes, books or electronic devices when prohibited; assisting another student while completing a quiz or exam; or providing information to another individual for this purpose, unless such collaboration is suggested by the course instructor.

• Falsification: The improper alteration or misrepresentation of any source, record, document or evaluation.

• Obstruction: Behaving in a disruptive manner or participating in activities that interfere with the educational mission of The Washington Center.

• Absenteeism: The chronic failure of a student to attend his academic course, regardless of the excused or unexcused nature of the absence. Missing two or more required meetings will trigger the possibility of reduced grade or other sanctions.

• Disruptive Behavior: Any behavior, whether active or passive, that interferes with the environment of teaching and learning or tone of professionalism as established by the instructor or other official of The Washington Center.

Student Grievances

If a student has a problem with an instructor, the course material, class format or other aspects of the course, the student should first speak with the instructor. If speaking with the instructor is not a possible course of action, the student may contact the Courses Department to arrange a meeting with the Director of Academic Affairs. If the student wishes to make a formal complaint, it must be submitted in writing to courses@twc.edu.