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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 Spring 2015 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 Request.

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.
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.

- President's Day (February 16, 2015)

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 first choices as possible.
- Course preferences must be submitted by January 6, 2015 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 disabilitieservices@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 request add/drop changes. Please see the Orientation Schedule for exact time and location.

No changes will be permitted after February 5, 2014.

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

American Politics and Public Policy

SS15-3233
Campaigning for a Cause: How Advocacy Groups Change the World

SS15-3653 Cancelled
The Federal Budget: Can Congress and the President Govern America?

SS15-4583

Business and Administration

SS15-3543 Cancelled
International Trade: Case Studies in Strategic Management

SS15-3743
Essentials for Aspiring Leaders

SS15-3803
Global Markets and International Business Strategies

SS15-3913
Nonprofit Leadership and Management

SS15-4603
Brand Management

SS15-4883
From Ideas to Action: the Anatomy of Entrepreneurship

Communications

SS15-3963
Strategic Communication for the Policy Making Process

SS15-4113 Cancelled
Communication Law and Ethics

History and Cultural Studies

SS15-3353
Scandalous Washington: Uncovering D.C. History

SS15-3473
Media and the Movies

International Affairs and Foreign Policy

SS15-3123
U.S. Foreign Policy

SS15-3193
How Washington Engages the Arab Middle East: Strategies, Policies and Realities

SS15-3203
International Development: Project Design and Implementation Strategy

SS15-4123
Rising China: U.S.–China Relations in the 20th and 21st Centuries

SS15-4283 Cancelled
India and Turkey: New Players in Washington Politics

Law and Criminal Justice

SS15-3393
Philosophy of Law, the Supreme Court and the U.S. Constitutional Tradition

SS15-3783
Introduction to Criminal Law and Criminal Procedure

SS15-4283
International Organizations and Humanitarian Law

SS15-4763
Forensic Psychology

Research

SS15-4983
Research & Writing
Course Descriptions

American Politics and Public Policy
SS15-3233

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’s 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.; and earned a B.A. in Political Science and B.Sc. in Communications from Syracuse University. 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., B.Sc. Syracuse University (Political Science and Communications)

SS15-3653 Cancelled

The Federal Budget: Can Congress and the President Govern America?
Instructor: John Forkenbrock, M.S.

How will the mid-term elections of 2014 impact the ability of our elected officials to govern? Will there be continued gridlock or will the new 114th Congress and the Obama Administration find a way to work together to pass legislation that meets the needs of the country? Much of the debate has been and will continue to be: “How to best allocate resources (federal spending) while at the same time lower the nation’s deficit”. This course begins with a look at the budget process. The federal budget although simple in concept (a designed mechanism for resource allocation) has evolved from one that provided the funding necessary for a nation to break its ties with England, to fund conflicts both foreign and domestic, to bring a nation out of the Great Depression, and to fund the social programs of the 60’s. The course will go into detail on how the Federal budget vacillated from a process routinely driven by members of the House and Senate Appropriation Committee (one that allocated resources absent a budget blue print) to a process engineered by the Executive Branch. The class will see how President Nixon changed the dynamics of the budget-making process...
that has been the template used by every president from Ford to Obama and finally how Congress responded in 1974 with the passage of the Budget Control and Anti-Impoundment Act.

With the ground work of the budget process in place the course will then begin to look at the causes for what can best be described as the “Polarization of the American Electorate” and how this has transcended to the actions, or lack thereof, of congressional decision making. The seeds of polarization were planted as the budget process played out during the President Clinton/Speaker Gingrich 1995-1996 budget negotiations and again when President George Bush, taking a page out of President Reagan’s budget playbook, used a budget tool to pass his tax cuts in 2002.

A polarized Congress of today is best examined by looking at the forces that led up to the passage of The Budget Control Act of 2011. The BCA of 2011 will be examined in detail – was it doomed for failure from the very beginning or was it a tool that set the stage for the debate on how to control the rising national debt? Little was accomplished during the 113th Congress other than the Murray/Ryan Budget Agreement. Now the question is:

- Will the 114th Congress produce more gridlock or will the word “compromise” reenter the halls of Congress?
- Will the new 114th Congress avoid the fiscal cliff?
- Is a bipartisan budget agreement possible – can Congress find common ground or will the electorate continue to polarize the debate?
- How will the actions of the 114th Congress impact the Presidential Election 2016?

Instructor: Mr. Forkenbrock came to Washington in January of 1975 with a freshman Member of Congress from Iowa after working in his congressional campaign as a coordinator of four counties in an eleven county congressional district. He served as his legislative assistant for one year and then moved to the professional staff of the House Education and Labor Committee (Education and the Workforce Committee). He spent two years in the executive branch as a political appointee in the Carter Administration working as a special assistant to the Director of the Office of Community Action, Community Services Administration. His responsibilities included working on agency budget formulation with the Office of Management and Budget. In 1981 he set up and ran a consulting firm specializing in representing state departments of education and a consortia representing minority schools and community colleges. In 1988 he became the executive director of the National Association of Federally Impacted Schools (NAFIS), a special interest association representing over 1,400 public school districts that educate children whose parents either work for the federal government/military personnel and/or reside on nontaxable federal property. Prior to coming to Washington, Forkenbrock taught eight years in Iowa public schools including a public community college.

Education: M.S., University of Northern Iowa (Political Science/Education); B.A. University of Northern Iowa (Education).

SS15-4583


**Instructor: Charles Bartsch, M.A.**

“Change” characterizes the current economic and political climate in the U.S. – as we face a contentious political environment, an evolving economic situation (in terms of jobs, investment, and basic services), 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 and social service needs – and to define and implement practical solutions.

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 or political science 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 briefings, explain what they would do better, and how.

Course materials include excerpts from White House budget and policy documents; Congressional testimony, legislative proposals, Congressional Budget Office and other issue briefs; political statements and agendas from both Democratic and Republican leadership; report excerpts from the National Governors’ Association, U.S. federal agencies, and current articles, analyses, and critiques from think-tanks across the spectrum.

Instructor: Professor Bartsch is Senior Advisor for Economic Development to EPA Assistant Administrator, where he focuses in part on inter-agency partnerships to spark community revitalization. His key duties focus on area-wide planning and auto communities revitalization strategies. He is EPA’s point person on the White House “Strong Cities/Strong Communities” economic recovery initiative, and is taking a leading role in developing EPA’s role in an emerging Obama Administration/ National Economic Council manufacturing re-shoring initiative. Formerly, he was Senior Fellow for Housing and Community Development at ICF International, where he specialized in economic and community development issues. Prior to that, he was a senior policy analyst with the Northeast-Midwest Congressional Coalition, where he also staffed the Congressional Task Force on Manufacturing. He delivers training and outreach to dozens of public and private organizations around the country each year, and prepares and supervises more than a dozen research reports and articles annually on these themes, which are used by public agencies, Congressional offices, and private-sector organizations. Professor Bartsch has received The Washington Center Faculty Member of the Year Award.

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

SS15-3543 Cancelled

**International Trade: Case Studies in Strategic Management**

*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. 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.


SS15-3743

**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.
SS15-3803

**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 to employ 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 that 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, such as attending various trade shows that provide direct business experience, visiting commercial sections of foreign embassies, attending trade hearings on Capitol Hill, attending 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)

SS15-3913

**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 course more than 25 years’ experience in the nonprofit sector. 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 national and international nonprofits, Dr. Plotinsky 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, D.C.
**Brand Management**

*Instructor: Christine Schaaf, M.S.*

Branding: The marketing practice of creating a name, symbol or design that identifies and differentiates a product from other products.

In this course, students examine how successful branding can influence a firm’s ability to withstand competitive pressures and thrive in today’s global business environment. They will study brand management from the consumer perspective, highlighting the importance of customer perceptions and the role of brand knowledge in building brand loyalty and brand equity. Students will become acquainted with concepts and tools that have been adopted across industries and have help build and sustain lucrative brand franchises both domestically and abroad.

*Instructor:* Christine M. Schaaf is President of CMS Marketing & Communications, LLC a strategic marketing communications firm specializing in the commercial real estate, retail, medical and non-profit industries. Ms. Schaaf spent 17 years as Senior Vice President of Marketing at First Washington Realty, Inc. where she was an integral part of the executive management team that grew the private company from 10 commercial properties in the D.C. metro area to a $3B public company with 101 shopping centers nationwide. Today, Ms. Schaaf provides marketing consulting services to clients in numerous industries, including education. In addition to consulting, Ms. Schaaf is an adjunct professor at Johns Hopkins University where she teaches marketing in the MBA and M.S. programs. She has also taught at Loyola University of Maryland and Stevenson University.

*Education:* M.S., Johns Hopkins University (Marketing); B.A., Villanova University (Communications)

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**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 “RISEtwc” 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 expertise to maximize the success of existing and emerging small businesses in academics, business development, 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 D.C. Area Entrepreneurship Coalition.

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 and Marketing, attended Pratt Institute in New York for Business Administration and is a Certified NxLevel Business Instructor. Ms. Hardy received the 2009 Faculty of the Year Award from The Washington Center for Internships and Academic Seminars. She is a native of Washington, D.C., married to Melvin T. E. Hardy, Esq., and they are the proud parents of two daughters – Elizabeth Vivian and Victoria Joyce Hardy.

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

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**Communications**

**SS15-3963**

**Strategic Communication for the Policy Making Process**

**Instructor: Dionne C. Clemons, Ph.D.**

This course examines the role of strategic communication management within the policy making process. This course traces the events that led policy makers to consider strategic communication as “propaganda,” and thus disenables them to communicate to constituents in a way that is transparent and that allows for successful policy making. This course introduces students to the strategic communication planning process and teaches them how to measure its success.

Topics for this course include policy making, the media’s agenda versus the political agenda, persuasion, public engagement, organizational transparency, issues management, reputation management, audience analysis, and ethics.

**Instructor:** Dr. Dionne C. Clemons is a strategic communication management expert and scholar. Currently serving as Division Director of the Communications and Community Engagement Division for the United Planning Organization, her expertise lies in strategic communications management and organizational communication. Dr. Clemons additionally teaches graduate courses in diversity and leadership within Howard University’s School of Communications, teaching undergraduate and graduate level strategic communications management and organizational communications courses. For twenty years she has served in and consulted for federal and local governments, nonprofits and corporate sector organizations providing strategic communication counsel. She has served a number of organizations including the District of Columbia Government’s Office of the Chief Financial Officer; the City of Falls Church, Virginia; the U.S. Army, the Department of Defense’s Business Transformation Agency, and Booz Allen Hamilton.

Expert in designing strategic communications campaigns that align with organizations’ overarching mission, vision and goals, she’s managed research, social marketing, crisis communications and public outreach campaigns for health, environmental and social issues. Dr. Clemons previously served on the Board of Directors for the Academy of Hope in Washington, D.C., was recognized by the D.C. Chapter of the Autism Society of America for her strategic counseling work she performed for their organization; is a regular contributing columnist for the Public Relations Society of America’s national publication, *PR Tactics*, and has published several manuscripts within her discipline. She has a Ph.D. in Mass Communication and Media Studies from Howard University, an MPA in Public Administration from The American University,
and a B.A. in Telecommunications from Morgan State University. You can follow Dr. Clemons on Twitter @Drdclemons.

**Education:** Ph.D., Howard University (Mass Communication and Media Studies); MPA, American University (Public Administration); B.A., Morgan State University (Telecommunications)

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**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 fam 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.

A New York native, she received a master’s degree in journalism from Boston University in 1975 and a bachelor’s degree in journalism from Pennsylvania State University in 1974.

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

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**History and Cultural Studies**

**SS15-3353**

**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)

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**SS15-3473**

**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)

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**International Affairs and Foreign Policy**

**SS15-3123**

**U.S. Foreign Policy**

**Instructors: Andrew Goodman, Ph.D.**

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: 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
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, D.C. 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 Ph.D. 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., University of California, Los Angeles; M.Phil., University of Cambridge

International Development: Project Design and Implementation Strategy
Instructor: Deirdre Evans-Pritchard, Ph.D.

International development has a rich history in the annals of philanthropy, human rights, diplomacy and globalization, but it is a daunting task to turn the idea of international development into a successful project. This course explores the challenges and opportunities for international development from the point of view of conception, responsiveness, funding, field operations, backstopping, evaluation and crisis management. A pragmatic approach that requires careful consideration of the theoretical, moral and geopolitical implications of international development in areas of need, this course will take students through the process and into a discussion of the long-term impacts of these projects. The class will draw on projects from the following areas: education, gender equality, environmental stewardship, tourism, and community development.

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 Ph.D. 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., University of California, Los Angeles; M.Phil., University of Cambridge
SS15-4123

**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, in recent years the two nations have increasingly been exhibiting antagonistic and suspicious attitudes. 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 30 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.

**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—D.C. 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)

SS15-4253 Canelled

**India and Turkey: New Players in Washington Politics**

*Instructor: Alicia Campi, Ph.D.*

India and Turkey are two rising powers in the world since the beginning of the 21st century which are impacting the Washington, D.C. political scene in ways not imagined a few decades ago. These two nations have their own goals for becoming important actors on the world stage and believe that the time has come for recognition of their rising economic and military importance. Washington, D.C. policymakers are reacting to the new activism displayed by these two nations and seeking new forms of cooperation with them to assist the U.S. in managing new challenges in today’s world. This course will examine the similarities between these two old but vibrant societies and how they manage and are managed by the United States. Attention will be placed on the Indian and Turkish immigrant communities and how they are functioning as lobbyists and entrepreneurs inside the U.S.

**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—D.C. 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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**Law and Criminal Justice**

**SS15-3393**

**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)
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)

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 Morgan State 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 non-profit 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)

Courses on Research

**FT14-4983**

**Research & Writing**  
*Instructors: Charles Bartsch, M.A. and Dan Ewert, M.A.*

**Note:** This course will be team taught by both instructors.

This course is offered to provide students with the opportunity to conceptualize and carry out a “complete” project, on a topic of their choice, which focuses on a variety of external audiences beyond the traditional classroom. It has become increasingly important that individuals learn how to effectively communicate to their intended audience in order to achieve the outcomes they want.

The revolution in electronic communication tools has changed the way people expect to see and receive information. This has created opportunities and challenges when preparing papers, power points, and documents, as well as presentations for classes, business meetings, and any other type of information sharing session. This revolution requires a deeper understanding of the various forms of media available to students (and professionals), and how to combine and manipulate them to achieve desired outcomes. And, because there is no formula or ‘template’ that effectively reaches all audiences, students need to learn about and practice different ways to mix information to explain research outcomes, market products, persuade policymakers, encourage citizens to take action, or convince individuals to invest time and financial resources in a cause.

This course is offered to provide students with the opportunity to complete a final project that documents both the results of their work and what they learned in the process. It focuses on the complete process of ‘project development:’ topic conceptualization and narrowing; appropriate and creative research skills; identification and use of resources (especially primary resources); strong and effective writing skills; exposure to new media tools and information on how these tools can contribute to a final product; project design and implementation; and presentation skills.

Students are exposed to professional uses of writing and professional electronic communication technologies, and encouraged to develop a better sense of the importance of their presentation skills in a variety of settings and careers. Students are also encouraged to take advantage of primary sources available in Washington – such as federal agencies, trade and lobbying groups, Congressional committees, and embassies. This helps them to better understand the broader, professional uses of the work they complete for professors in their home institutions now – and for potential employers in the future.

Students who need to complete an independent study, or who have to report on what they learned in their internship to their home institution – and those interested in developing their ability to design and build their communication and presentation skills – are encouraged to consider this course. Not only will it guide them in developing professional
presentations, it will allow them to uncover and collect important primary resources they can use in this project, and in other work they complete back at their campus.

**Instructor:** Professor Bartsch is Senior Advisor for Economic Development to EPA Assistant Administrator, where he focuses in part on inter-agency partnerships to spark community revitalization. His key duties focus on area-wide planning and auto communities revitalization strategies. He is EPA’s point person on the White House “Strong Cities/Strong Communities” economic recovery initiative, and is taking a leading role in developing EPA’s role in an emerging Obama Administration/ National Economic Council manufacturing re-shoring initiative. Formerly, he was Senior Fellow for Housing and Community Development at ICF International, where he specialized in economic and community development issues. Prior to that, he was a senior policy analyst with the Northeast-Midwest Congressional Coalition, where he also staffed the Congressional Task Force on Manufacturing. He delivers training and outreach to dozens of public and private organizations around the country each year, and prepares and supervises more than a dozen research reports and articles annually on these themes, which are used by public agencies, Congressional offices, and private-sector organizations. Professor Bartsch has received The Washington Center Faculty Member of the Year Award.

**Education:** M.A., University of Illinois at Chicago (Urban Policy and Planning); B.A., North Central College, Illinois (Political Science and History)

**Instructor:** Dan Ewert is Vice President for Program Development at the AIPT- CDS, A U.S. Department of State-designated Exchange Visitor Program. His role is to seek out and develop partnerships with domestic and international organizations for the purpose of increasing international exchanges of students and professionals for a wide variety of experience-based learning opportunities. His efforts are focused mostly in Asia, where he has collaborated with the Hong Kong-America Center to establish the U.S.-China Experiential Learning Initiative. In addition, he has established a wide network of partner agencies in South America, leading to increased exchanges between the United States and Argentina, Brazil, Chile and other countries.

**Education:** M.A., University of Washington (Geography); B.A., American University (International Studies and Asian Studies)
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 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.