To: Calvin Miller, Chair of the Committee on Educational Programs

From: Yollette Jones, Chair of the Ad Hoc Committee on Internships

Subject: Recommendations to the Committee on Educational Programs

Date: February 11, 2013

The Ad Hoc Committee on Internships voted unanimously (4-0) to approve the “Institutional Partnership Agreement” between the Washington Internship Institute and Vanderbilt’s College of Arts & Science. The Committee also voted unanimously to have the College maintain its existing partnership with The Washington Center and to allow A&S students participating in programs at either the Washington Internship Institute and The Washington Center to earn academic credit for their experiences through A&S departmental internships. The Ad Hoc Committee on Internships recommends the approval of the above resolutions by the Committee on Educational Programs.
1) The Committee approved a proposal from the Washington Internship Institute (WII) to affiliate with the College of Arts & Science for the purpose of providing A&S students with academic internships in the Washington, DC area. Mark Dalhouse, the new president of WII and former history professor and director of the Office of Active Citizenship and Service at Vanderbilt, proposed the partnership to the Committee at the beginning of this academic year. After reviewing that request, the Committee found that most of WII's partner schools are not currently Vanderbilt's peer institutions. However, WII's smaller size and lower program costs than the College's current provider of academic internships in Washington, DC, The Washington Center (TWC), may result in more personalized attention in the internship placement process and a more affordable option for students. Additionally, Professor Dalhouse assured the Committee of WII's commitment to providing high-quality programs for Vanderbilt students. He believes they will benefit from his knowledge of their educational and internship interests gained during his directorship of Vanderbilt's VIEW program from 2005 to 2012. Senior Associate Dean Karen Campbell has confirmed the Sociology department's likely interest in having WII's Environmental and Sustainability Policy Studies internships constitute part of their majors' development in that track.

2) The Committee voted unanimously to recommend that the College of Arts & Science maintain its existing partnership with The Washington Center as a provider of academic internships for our students in the Washington, DC area, a partnership formalized in July 1997. Since its founding in 1975, TWC has served over 25,000 students; approximately 50 Vanderbilt students have participated in its programs since 1976. Although the number of Vanderbilt participants remains small, The Washington Center has been a reliable source of academic internship opportunities for Vanderbilt students seeking them in the Washington area over the years. Favorable feedback from Vanderbilt's faculty liaisons and student participants on TWC's interactions with Vanderbilt students led the Committee to recommend that the College should continue its existing partnership with TWC. If the Washington Internships Institute's request for affiliation with the College of Arts & Science is approved, then WII would simply be another resource for A&S students wishing to intern in Washington, DC.

3) The Committee voted unanimously that A&S students participating in programs at the Washington Internship Institute should earn academic credit for their experience through Arts & Science departmental internships. Since WII requires students to earn academic credit from their home institutions (up to 15 hours of credit during the fall and spring semesters, and up to nine credit hours during summer) as a condition of participation in their academic internship programs, and since departmental internships supervised by Vanderbilt faculty have been the mechanism by which A&S students have earned academic credit for internships from The Washington Center in the past, the Committee believes the same strategy should be utilized for students enrolling at WII. Consequently, only those students who are eligible to enroll in departmental internships in the College would be eligible to participate in programs at the Washington Internship Institute. Under this option students from any discipline who meet the minimum GPA requirements and have six hours of prior work in the department in which they wish to intern would be eligible to enroll at WII.
Hi Yollette,

Good morning from Washington. Thank you for your request. As you know from our materials, we offer 3 major academic tracks at present: International and Foreign Policy Studies; Inside Washington Politics and Policy; and Environmental and Sustainability Policy Studies. In January 2013 we will add the Global Women’s Leadership Development track.

I can see A&S students excelling in any of these areas; our History and Political Science majors would be an obvious natural fit. I would, however, specifically point out that Vanderbilt’s MHS students would be particularly interested in the Environmental and Sustainability Policy Studies track since it incorporates a multidisciplinary look at health and environment. I also think there would be much interest on the part of MHS students in the Global Women’s Leadership Development program since that, as well, adds an international focus on health issues specifically affecting women and incorporates areas of global public health.

I would also add that Public Policy students from Katherine Carroll’s program would be well served by the Inside Washington and International and Foreign Policy Studies offerings.

What makes this an attractive arrangement is that students take these classes where we have connections and access to many of the leading policy makers in these fields; the potential for networking for these students is vast indeed. Moreover, since we would also place the Vanderbilt students in internships around Washington that reflected their professional and academic interests, the potential for them to possibly come away with strong leads on jobs or, indeed job offers (as has happened twice now in the few months I’ve been here to our students) is immense.

We have an active alumni mentoring program that is now being calibrated to put students from our partner schools into direct contact with DC alums from their home institutions. Because I have been working with the Vanderbilt alumni network here since the inception of the VIEW program in 2005, we have numerous Vanderbilt alums in all manner of professional fields that offer compelling mentoring and placement opportunities for your students. I would also add that our Environmental and Sustainability Studies program should be of great interest to American Studies students (since AS has done such a great job of framing the Sustainability issue on the Vanderbilt campus) and the Women and Gender Studies program should find great resonance with our new Global Women’s Leadership Development program.

At the end of the day, we also strive at WII to have our students return to their home campus reflecting on how they might lead lives of active, engaged citizenship no matter where their academic or professional interests take them. Everyone can be great, as Dr. King once observed, because everyone can serve. We see this as a great opportunity to sharpen and increase the potential of these young people as leaders in civil society in the years to come.

I trust this answers your question and meets what you need. Please let me know what else I can supply for you.

Thank you again for your consideration.

Kind Regards,

Mark
INSTITUTIONAL PARTNERSHIP AGREEMENT

Campus Contact

This institution has appointed the following individual to serve as the Campus Contact to the Washington Internship Institute:

Name

Title

Institution

Campus Address

City ______________________ State _______ Zip ________

Phone Number

Email Address

Credit Arrangements

This institution has arranged for credits to be awarded for the WI/ programs as follows:

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>Internship Seminar</td>
<td></td>
</tr>
<tr>
<td>Elective Seminar</td>
<td></td>
</tr>
<tr>
<td>Independent Research Project (optional)</td>
<td></td>
</tr>
</tbody>
</table>

Please list special requirements if applicable:

1015 18th Street, NW • Suite 1101 • Washington, DC 20036
Tel: (202) 833-8580 • Fax: (202) 833-8581 • E-mail: info@w3lceg.org • http://www.w3lceg.org
Financial Arrangements

This institution agrees to the following financial arrangements for the WII programs.

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Whom should WII bill for each program component?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please check one box on each row.</td>
</tr>
<tr>
<td></td>
<td>Institution</td>
</tr>
<tr>
<td>Academic Internship Program Tuition*</td>
<td></td>
</tr>
<tr>
<td>Housing Fee*</td>
<td></td>
</tr>
<tr>
<td>Housing Deposit</td>
<td></td>
</tr>
</tbody>
</table>

Please provide the contact person for billing purposes:

Name
Title
Campus Address
   City ___________________ State ______ Zip _______
Phone Number
Email Address

*Please indicate if summer term arrangements will be different from fall and spring semesters, as well as any other special requirements and/or restrictions, if applicable:

Signatures

This institution agrees to enter into this Partnership Agreement with WII.

Institution ____________________________
Name of Official _________________________
Title ____________________________
Signature ____________________________ Date ______

WII agrees to enter into this Partnership Agreement with the institution named above.

Name of WII Official _________________________
Title ____________________________
Signature ____________________________ Date ______
Credit Arrangements

- WII does not award credit. However, most schools award credit for their students who participate in WII's program.
- Most schools award 12-15 credits for the fall and spring semesters, which are 15 weeks long.
- Most schools award 6-12 credits for the summer term, which is 10 weeks long.
- Each school determines how to allocate the credits among the components of WII's program: internship, Internship Seminar, elective, and optional independent research project.
- Each school determines what type of credit to award, i.e. credits in the student's major, elective credits, internship credits, independent study credits, etc.
- Schools might match up the courses with classes on campus.

Sample Credit Arrangements for Fall and Spring

<table>
<thead>
<tr>
<th>College</th>
<th>Internship</th>
<th>Internship Seminar</th>
<th>Elective</th>
<th>Independent research project (optional)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augustana College</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>12</td>
</tr>
<tr>
<td>Daemen College</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>15</td>
</tr>
<tr>
<td>Dominican University</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>14</td>
</tr>
<tr>
<td>Lynn University</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>15</td>
</tr>
<tr>
<td>Roger Williams University</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>15</td>
</tr>
<tr>
<td>Rutgers University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 total</td>
</tr>
</tbody>
</table>

Sample Credit Arrangements for Summer

<table>
<thead>
<tr>
<th>College</th>
<th>Internship</th>
<th>Internship Seminar</th>
<th>Elective</th>
<th>Independent research project (optional)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfield University</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>9</td>
</tr>
<tr>
<td>Roger Williams University</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>9</td>
</tr>
<tr>
<td>Rutgers University</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>9 total</td>
</tr>
<tr>
<td>Saint Xavier University</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>12</td>
</tr>
<tr>
<td>William Paterson University</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>12</td>
</tr>
</tbody>
</table>
Partner Schools
November 2012

Adrian College
Augustana College
Bond University
Cazenovia College
Central Pennsylvania College
Coastal Carolina University
Colby-Sawyer College
Daemen College
Doane College
Dominican University
Duquesne University
Elon University
Fairfield University
Gustavus Adolphus College
Lynn University
McDaniel College
Messiah College
Methodist University
Mount Saint Mary's University
Nazareth College
Peace College
Roger Williams University
Rutgers University
Saint Francis University
Saint Olaf College
Saint Xavier University
Southwestern College
SUNY College at Plattsburgh
William Paterson University
Sample Internships for
Environmental and Sustainability Policy Studies

American Forests
American Rivers
Climate Institute
Conservation International
Defenders of Wildlife
Environmental and Energy Study Institute
Environmental Law Institute
Greenpeace
National Oceanographic and Atmospheric Administration
Sierra Club
U.S. Green Building Council
White House Council on Environmental Quality
Wilderness Society
World Wildlife Fund
Sample Internships for
Global Women's Leadership Development

Amnesty International
EMILY's List
Feminist Majority Foundation
International Republican Institute
International Women's Forum
NAACP Washington Bureau
National Democratic Institute
National Museum of Women in the Arts
National Organization for Women
U.S. Department of Justice – Office on Violence Against Women
Vital Voices
Women for Women International
Women's Foreign Policy Group
Women's Policy, Inc.
Sample Internships for International and Foreign Policy Studies

American Society of International Law
Campaign for Innocent Victims in Conflict
Embassy of Australia
Embassy of Ireland
Embassy of Kuwait
Inter-American Dialogue
Meridian International Center
Organization of American States
U.S. Council for International Business
U.S. Department of Commerce – International Trade Administration
U.S. Department of State
U.S. – Asia Institute
Woodrow Wilson International Center for Scholars
Sample Internships for Inside Washington

American Bar Association
Capitol Hill
Children's Defense Fund
CNN
Council of Economic Advisers
Democratic National Committee
National Education Association
National Geographic Society
Newseum
Public Defender Service
Republican National Committee
Smithsonian Institution
U.S. Department of Justice
U.S. Department of Treasury
Admissions

We invite you to spend a semester or summer in Washington, DC! Our academic internship program is designed for college sophomores, juniors, seniors, recent college graduates, and graduate students.

If you are not a U.S. citizen and you do not go to school in the U.S., please contact WII at info@wiidc.org to obtain the international student application materials.

Application Instructions

1. Go to the student log-in page of WII Link. Under the "Register" heading, click "Apply Online.”
2. Read the online application instructions and complete all fields.
3. After submitting the online application, you will receive an automated email requesting that you verify your email address. Then, within two business days, you will receive an email that acknowledges receipt of your online application and provides instructions for logging in to WII Link.
4. Pay the $50 non-refundable application fee.
5. Once you have received access to WII Link, upload an unofficial transcript of all college work and your resume. To ensure that you receive a timely decision, we encourage you to upload your documents immediately when prompted by WII.

After you have completed the steps above, we will review your application and notify you of our decision via email within one week.

http://wiidc.org/admissions/
Declarations

Semester Program Dates Deadline
16 - May 3
Summer 2013** Mar. 1, 2013 May
22 - Aug. 2
28 - Dec. 13

* Applying prior to the deadline will allow for the greatest range of placement options.

** Some organizations choose their interns in the early spring, so you should consider applying in December or January if possible. Applying early is essential if you are interested in high-profile organizations, if you are a journalism student, or if you want to intern in certain government agencies.) Other organizations make decisions later in the spring. Please contact us if you have any questions about the timing of your application.

Fees

Completing an internship is an investment in your future and a great way to differentiate yourself from other students in the job market. WII is not only among the most affordable internship programs in Washington, DC, but also one of superior academic excellence.

- There is a non-refundable $50 application fee due when you submit your application.
- There is a non-refundable $500 deposit due upon acceptance to the program. This $500 is applied to your balance.
- Tuition and housing fees are due prior to beginning the program.

Semester Dates Tuition Housing

Spring 2013 Jan. 16 - May 3 $5300
$4450 + $100 housing deposit

Summer 2013 May 22 - Aug. 2 $4200
$3600 + $100 housing deposit

http://wiidc.org/admissions/

Your School

Inquire about available funding options for off-campus programs. Ask your faculty advisor about departmental scholarships.

ACHS/WII Scholarships

Students who are inducted members of any of the seventy Association of College Honor Societies (ACHS) member societies will receive a $500 merit-based scholarship. To obtain the scholarship:

1. Check the list of ACHS member societies at www.achsnatl.org to find out if you are eligible for the scholarship.
2. Apply and be accepted into WII's internship program.
3. Note your honor society information on your Intern Profile. WII will then verify your membership
WII tuition includes:

- Individual attention from WII staff to ensure an internship placement that meets your specified interests
- Internship seminar and one core course
- Personal advising, academic counseling, and internship support from WII staff

There is a small additional fee for textbooks depending upon the track that you choose.

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WII Scholarships

WII awards need-based, partial-tuition scholarships starting at $200. Scholarship determinations are based on the Student Aid Reports (SARs)
that students submit with their applications. Preference is given to students who are enrolled in a college or university at the time of their internship with WII.
About WII

Welcome

The Washington Internship Institute (WII), an educational nonprofit organization, is founded on three principles: public service, leadership and professional development. Rigorous academics, substantive internships and immersion experiences in the most powerful city in the world enable WII to create a community of scholars dedicated to a life of active citizenship.

Since 1990, more than 2500 college students, recent graduates, and graduate students have participated in our academic internship program or immersion seminars in Washington, DC. A diverse group, they have represented all 50 states, Puerto Rico, and more than 50 countries.

WII's programs combine substantive experiences; challenging academic coursework; co-curricular activities including networking and mentoring opportunities, community service projects; and events featuring distinguished guest speakers; convenient housing and guidance and support from WII's staff.

We invite you to learn more about WII and contact us if you have any questions!

Faculty

WII faculty meet with students on a weekly basis in the internship seminar and core courses. Recent instructors include the individuals listed below. Some faculty biographies can be found on the academic internship page of the website.

Joseph Bartels, B.A., Washington University in St. Louis; J.D., University of Chicago School of Law

Mark Dalhouse, B.A., Cedarville College; M.A., Indiana State University; Ph.D., Miami University (Ohio)

Amanda Ervinsm, A.A.S., University of Wisconsin-Manitowoc; B.A., University of Wisconsin-Madison; M.S., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Madison (in progress)

Joshua F. Gortney, B.A., Malone University; M.A., Concordia University, Irvine; M.A., University of Hong Kong

Tracy McClone, B.A., George Washington University; M.A., Georgetown University; Ph.D., George Mason University

Daniel Whitman, B.A., Oberlin College; M.A., Brown University; M.A., Brown University; Ph.D., Brown University

Staff

Click photos to view bios.

Board

Margarita Benitez, Ph.D.
Mark Dalhouse, Ph.D.
President
Washington Internship Institute

Beverly Kahn, Ph.D.
Special Project Coordinator
Farmingdale State College
State University of New York

Jason A. Lorezno, Esq.
Executive Director
Hispanic Technology & Telecommunications Partnership

Shawn O'Reilly
Senior Vice-President
The Columbia Group
RBC Wealth Management

Gregory Roberts, Ed.S.
Executive Director and Senior Operating Officer
ACPA – College Student Educators International

David Tritelli, Ph.D.
Senior Academic Editor and Editor, Liberal Education Association of American Colleges and Universities

Michael True
Director of Internship Center
Messiah College

Mark Dalhouse
President

Julie Pfoon
Vice President of Operations

http://wiidc.org/about/

2/1/2013
Program Overview

The Washington Internship Institute (WII) offers college sophomores, juniors, seniors, recent college graduates, and graduate students from the U.S. and abroad the opportunity to take part in two types of programs in Washington, DC:

- Academic internships in several tracks each fall, spring and summer
- Immersion seminars focusing on a special theme for one to two weeks

Our student programs are distinguished by several features:

**Our commitment to creating a community of active citizens** through our emphasis on public service, leadership and professional development.

**Our comprehensive approach.** WII's programs combine substantive experiences; challenging academic coursework; co-curricular activities including networking and mentoring opportunities, community service projects, and events featuring distinguished guest speakers; convenient housing; and guidance and support from WII's staff.

**Our personal attention** to each student's interests and desired career path. After acceptance into our academic internship program, WII's internship advisors guide students through the process of securing a placement. Since 1990, we have worked with thousands of offices around town.

**Our academic quality.** WII requires all academic internship participants to take two courses, an internship seminar and a core course based on the track students choose. Our faculty includes top policy professionals and leading academics.

**Our professional networking opportunities.** With more than 2500 alumni, we have an extensive network within DC, around the US and in many other parts of the world. WII's Alumni Advisory Board connects our interns with alumni and other professionals who share their interests.

**Our strong international focus.** We have custom-designed immersion seminars for groups of international students. Also, we welcome international students into our academic internship program, and our internship tracks draw students with global interests, resulting in enhanced opportunities for learning from diversity and promoting cultural understanding.

WII also offers the Faculty Fellows Internship Program for mid-career faculty members who wish to gain a new perspective on their field by spending a fall or spring semester in a non-academic setting.
The WII Internship Seminar offers you the opportunity to evaluate and compare your individual internship experiences with your peers; and to work with your instructor in preparing a Professional Development Plan and Portfolio which you can use to document your progress over the course of the semester and consolidate your work product to market yourself to future employers. An quintessential component of the WII Internship Seminar is reflecting on how your internship experience is preparing you for a life of active citizenship. So you have a great internship in a world renowned city—to what end? How can your life through your career and professional choices help make the world a better place? How can it develop your leadership skills so that you become both a professional success as well as an agent of change? Using biographical case studies of notable figures from Robert F. Kennedy and Gandhi to those lesser known moral leaders who have sought a better life for others, the Internship Seminar will challenge you to consider and cultivate those qualities that will empower you to become an active citizen no matter where your professional goals take you.
Over twenty years ago, political theorist Francis Fukuyama famously proclaimed the "end of history" as the post World War II bipolar world order collapsed, seemingly opening a new era of tranquility and possibility. As events of the past decade have shown, foreign policy challenges for the US have mounted and in some ways become more complicated and dangerous. WII offers you the chance to spend a semester or summer in DC in an intensive academic seminar drawing on talent from several sectors, including the State Department and other government agencies, foreign policy think tanks, international non-governmental organizations, and embassies. Through your academic and professional work, you will explore the contours of international relations in the 21st century. Study includes such vital diplomatic and national security questions as America's role in the tumultuous post Arab Spring Middle East, the future of Afghanistan, the continued challenge posed by transnational actors such as Al Qaeda, and the foreign policy implications of the declining world economy. This WII seminar encourages you to consider and critically assess questions such as: what are the limits of American power? What is the role of American diplomatic and military influence in a world fractured by so much conflict? How has the post 9/11 world shaped and influenced the course of American national security policies? Combine your seminar with a hands-on, substantive internship in a foreign policy think tank, a foreign embassy, a government agency, or other internationally-focused organization. For more information visit www.wiidc.org or call us at (800) 435-0770.
Inside Washington

Sample Internships
Capitol Hill
US Department of Justice
Meet the Press
Smithsonian Institution
IRS
Council of Economic Advisers
CNN
Newseum

Inside Washington is a multidisciplinary internship program examining the way in which diverse fields ranging from communications and literature to business, government, the arts, and education, converge in the nation’s capital to create and influence today’s politics and policy. Inside Washington combines an intensive academic seminar exploring the shape and contours of recent US history, current events, and the politics influencing the national agenda with a substantive, hands-on internship in your field of interest. As a participant in Inside Washington, you will spend the semester reflecting on the many ways your academic field and professional goals can make you a more active citizen; and prepare you for a leadership role on the local, state, or global level. Come see Inside Washington with WII. For more information visit www.wiidc.org or call us at (800) 435-0770.
The new spring 2013 WII academic initiative, Global Women’s Leadership Development (GWLD), offers you the opportunity to spend a semester or summer in Washington, DC studying the key issues facing women around the world and in the US as we move into the 21st century. Whether considering critical issues such as women’s health, including child bearing and HIV/AIDS; gender and family; universal legal and human rights; women in war and in post-conflict circumstances; human trafficking; economic entrepreneurship and micro-lending; you will have the chance to critically assess case studies in an intensive academic seminar. Through your professional and academic experience, you will also consider these questions: how do we develop more opportunities for women in global and domestic political leadership, women in Congress and parliaments, state houses, executive corporate leadership, international organizations, non-profit leadership? Combine your seminar with a substantive, hands-on internship in the nation’s capital with an international non-governmental organization, women’s political or legal advocacy groups, corporation, government agency or policy organization. Be a part of shaping opportunities for women in the world of the 21st century with a semester with WII. For more information visit www.wiidc.org or call us at (800) 435-0770.
Environmental and Sustainability Policy Studies (ESPS) examines how US environmental and sustainability policies are made, who and what influences their creation, and the scope and breadth of the field. ESPS introduces you to the players and institutions that shape environmental decision-making on the major issues of our time including climate change, energy sustainability, manufacturing, architecture, urban planning, endangered species, the oceans, and many others. ESPS also critically analyzes the convergence of U.S. environmental policy with the challenges and realities of geopolitics. This is an exciting and challenging time for you to see firsthand the intersection between environmental decision-making and the rapidly changing world of scientific discovery and domestic and international politics. An intensive academic seminar combined with a substantive, hands-on internship prepares you for active citizenship, public service, and leadership in this growing and vital field. For more information visit www.wiidc.org or call us at (800) 435-0770.
Academic Internships

The information on this page is relevant to all academic internships. On the application form you will choose one of the “tracks” listed in the sidebar. Each track has a separate web page with more detailed information such as sample internships and core course descriptions.

The Washington Internship Institute’s semester-long academic internship program is carefully designed to provide college sophomores, juniors, seniors, recent graduates, and graduate students from the U.S. and abroad with practical, hands-on experience and academically rigorous courses emphasizing public service, leadership, and professional development.

In addition to enhancing your skills and building your resume, you may also be eligible to receive academic credit from your school; most students earn 12 credits in the fall or spring or 9 credits in the summer. The learning doesn’t stop when you step out of your office or classroom. You’ll continue learning at home by living with fellow students—creating a community of scholars—and also every time you set foot outside of your apartment, as DC becomes your campus.

Tracks

Please click on the photos or names of the tracks for more information.

Environmental and Sustainability Policy Studies (ESPS) examines what factors shape, and the process of creating policies geared at promoting a more sustainable future for the US and the world. Dealing with critical issues such as climate change, alternative energy and increasing urbanization, the ESPS track positions you at the junction between policy and implementing innovation from the sciences.

http://wiidc.org/academicinternships/
Global Women's Leadership Development (GWLD) considers vital women's and gender issues nationally, regionally and globally. In identifying the obstacles preventing women from playing an equitable role in the future of domestic and global leadership, GWLD looks to build the necessary capacities for developing leaders of multinationals, international organizations and political leaders to help address issues of human rights violations, gender inequality, human trafficking and global health.

WII Link

If you have already submitted an online application, you may log in to WII Link here.

Apply now!

Inside Washington (IW) surveys a host of fields and considers how they converge in the nation's capital to create current policy. Exploring the character of recent US history, current events, and the politics influencing the national agenda, IW actively
International and Foreign Policy Studies (IFPS) explores the contours of vital diplomatic and national security questions raised by America's uncertain role in an ever-changing international system. In particular, issues such as the future of post-war areas, nuclear proliferation, foreign policy implications of changes in the global economic landscape and threats presented by transnational actors are investigated.

Engages students in the formation of domestic policy as it relates to their own field of study.
Course Description
This concentrated study cycle will address the theory and practice of foreign policy, with an emphasis on Washington-based institutions. Using maps, assigned readings, acronyms and factual flow charts, the student will learn the building blocks for in-depth discussion of negotiating, reporting, policy analysis, and the rudiments of conflict resolution.

Outside speakers and field site visits will present experiential information from policy makers at all levels, including U.S. Government entities from the Executive and Legislative stakeholders in foreign policy. Visits will also include embassies of other countries, international organizations based in Washington, and non-governmental organizations. Speakers will tackle the complexities and balance of policy formulation.

Simulations will put the student in the position of analyzing and resolving crisis situations using actual methodologies practiced in interagency crisis groups of the U.S. Government. Active class participation is essential.

Course Objectives
The course will develop the student’s skills in the following areas:
- Understanding of the nature and recent history of international politics;
- Facility with both the theory and practice of the process of U.S. foreign policy formulation and implementation;
- Mastering analytical skills needed to assess major global and regional foreign policy challenges facing the United States and other nations;
Preparing the student for the professional field of international relations and diplomacy, in governmental and non-governmental sectors;
- Practicing close simulations drawn from recent crisis management approaches by U.S. policy makers.

Work Load Requirements

The course will include in-class exercises, short “reflection” papers on site visits, a three-page book critique, and a midterm exam. The final exam, a “take-home,” will ask the student to draw on the information provided in the course, to address and solve a simulated crisis situation. Ample group class exercises will prepare the student for this final exercise. All written submissions should be double-spaced. Electronic submissions are adequate.

Students’ performance will be measured in factual mastery as demonstrated in class exercises; analytical quality and writing skills in memo writing exercises and book critique; and demonstration of foreign policy skills in a simulated foreign policy environment. Class participation is crucial, and will be graded.

Course Modules

(Note: the schedule outlined below indicates the topics covered. Speaker programs and site visits will approximate this schedule but not exactly duplicate it. As think tanks and speaker schedules develop on short notice, flexibility will be required and appreciated. More precise weekly schedules will be announced as they come up, usually four-five days in advance.)

Weeks One-Three: Foreign Policy Schools of Thought

Using classical readings (Hans Morgenthau et al.) the class will familiarize itself with “schools” such as interventionism, internationalism, isolationism, realism, idealism, and the hybrid forms which make up a large part of the realities we deal in with foreign policy.

Weeks Four-Six: Branches of U.S. Government

Speakers and site visits will address the many layers of input into the formulation of U.S. foreign policy: Executive and Legislative branches of government (Department of State, Department of
Defense, U.S. Agency for International Development, Intelligence Community, public broadcasting.) We will speak with practitioners and advocates of policy, with emphasis on the practical side of policy implementation. Students are required to attend at least one committee hearing in the U.S. Senate or House of Representatives relevant to the Foreign Policy process.

**Week Seven: International Organizations**
Washington is a major hub of international organizations: the World Bank, International Monetary Fund, InterAmerican Development Bank, Organization of American States, Offices of the European Union. We will visit two.

**Weeks Eight-Ten: Embassies, Think Tanks, Non-Governmental Organizations**
The class will visit two to three of the following embassies: France, Russia, China, Haiti, Government of Southern Sudan, Latvia, Bosnia. In addition we will attend a session at one or more of the following think tanks: American Enterprise Institute, Brookings Institution, Heritage Foundation, Nixon Center, New American Foundation. NB, sessions are announced on short notice, and we will take advantage as opportunities arise. We will also visit an NGO closely involved in humanitarian aid, such as CARE, Plan USA, or the Red Cross.

**Weeks Eleven-Twelve: Exercises in Reconstruction and Stabilization ("R and S")**
Increasingly and dramatically swiftly, a major emphasis of Western governments through their diplomatic spheres addresses the consequences and possible "cures" for failed states and regions of insecurity. We will conduct simulations closely patterned after actual U.S. Government procedures currently being created to introduce a "whole of government" approach to regional conflict and humanitarian crises. Planning sessions will closely simulate current procedures engaging eight U.S. departments in cooperation with NGOs and international donors.

**Weeks Twelve-Thirteen: Review and Preparation for the Final Exam**
We will seek to synthesize the items above through discussion and additional class exercises during the two weeks preceding the final exam. Note that adequately "covering" the material above requires an entire career. We will sample as broad a spectrum of foreign policy players as
possible, but will seize on opportunities as they come up. The calendars of foreign policy practitioners are quickly changing and not easily predictable, hence the possible shifts in the outline sketched above.

**Course Content**

Content will include the following:

- Assigned readings;
- Class presentations and simulation exercises;
- Speakers with full class participation;
- Representative samplings of regional policy issues for North America, Latin America, Africa, Middle East, Europe, South Central Asia, East and Southeast Asia;
- On-site analysis of institutions as outlined above;
- Simulated exercises in conflict management.

The instructor reserves the right to modify and change course schedules and content to adapt to contingencies and circumstances which may come up during the semester.

**Required textbook**


**Exams**

Students will be tested on the material presented in all the seminar sessions and required readings. Quizzes and exams will include essay questions and objective questions (and, when applicable, political geography maps). The objective questions will evaluate the students' knowledge of some of the fundamental facts, dates, events, historical figures, concepts, organizations, and points in the material. Essay questions will evaluate the students' analytical ability. The essay questions may be cumulative, and will ask the students to apply the theories and models learned in the seminars to provide substantial analyses of some of the major issues
and themes studied during the semester. The objective questions, however, will be drawn from the seminar sessions and the reading assignments from the part of the course just completed.

**Grading Scale**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Book Critiques</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
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</tbody>
</table>

(The turn-around time for grading exams and papers is generally two weeks.)

NOTE: The class participation segment may also include short written assignments in preparation for a class discussion or simulation. Written assignments should be submitted punctually, both electronically and in print, double spaced. The electronic version must be sent (as a Microsoft Word e-mail attachment) to the instructor at dwhitman89@gmail.com. "Participation Essays" should be submitted by the deadlines provided in the weekly schedules in order for the student to receive credit. Written assignments will serve as a record of participation, and as samples of your writing.

**Dress “Code”**

For seminar sessions with guest speakers on or off campus, the dress code is business casual: slacks or khakis (cargo pants, jeans, shorts; flip-flops, T-shirts sweatshirts *not* welcome.)

For certain designated off-campus sessions, such as those on Capitol Hill, at government agencies, and foreign embassies, the dress code is professional attire. Men should wear preferably a suit; otherwise proper slacks, tie, jacket, socks and dress shoes; women, likewise, should dress as if for a job interview.

I welcome you to a semester of learning, reflection, skill development, and an open spirit of sharing data and viewpoints.

"Listen to all, take nothing as a givens, decide for yourself.”
Selected Bibliography for International and Foreign Policy Studies
Spring 2013
Dr. Whitman-Washington Internship Institute

SPRING 2013 SYLLABUS: Global Women’s Leadership Development
(UNFORMATTED DRAFT. PLEASE DO NOT DISTRIBUTE OR POST FOR STUDENT OR PUBLIC USE)

Class Meets:
Instructor: Tracy McLoone
Contact Information:

DESCRIPTION
Women’s issues are global issues. Global Women’s Leadership Development considers vital women’s and gender issues nationally, regionally and globally. We will examine assumptions about gender and femininity worldwide and in the U.S. alongside race, ethnicity, culture, sexuality, class, generation and other aspects of identity and community. We will identify obstacles that have prevented women from playing an equitable role in domestic and global leadership, and consider measures necessary for encouraging women toward effective policy leadership in order to address issues of human rights violations, gender inequality, human trafficking and health. Drawing from foundational texts in anthropology, history, sociology, cultural studies, and social theory, as well as policy papers, advocacy reports, news media, art and other resources, we will examine the intersections of women, power, culture and social institutions.

ORGANIZATION
It would be impossible to cover the globe in this course alone, so it is organized into 4 units, each with a focus and theme. Unit 1 introduces key texts and terms in women’s history and feminist scholarship. In Unit 2 we will use the context of women in Muslim societies to review social theory about basic needs and civil/human rights that undergird assumptions upon which law and policy is based. In unit 3 we will use cultural theory to examine the women’s use of personal narrative and art as political strategy. In Unit 4 we analyze how communications and politics intersect to frame women as troublemakers and as effective leaders. I encourage you to think beyond these topics and draw from your own knowledge and experience of other nations, cultures and examples, and to bring your ideas to our class.

In addition to discussing class texts we will have guest speakers and visit sites and events around Washington as part of our regular course time.

GOALS
Students can expect to learn about the following:
• key historical and theoretical perspectives in global women’s and gender studies
• how political dynamics, social and cultural norms, and regulations affect the ability of women to strive for and maintain leadership positions
• the role of women as world leaders
• resources for and about women and women leaders in D.C. and beyond

SCHEDULE

UNIT 1 - Leadership, Power, Authority: Foundations & Terms
Objective: To use foundational women’s history and anthropology texts and consider ideas of “leadership” “power” and “authority” in terms of women’s histories and global gender issues.

Week 1/Jan. 28: Introduction
Reading
1. Mohanty, “Under Western Eyes”
Guest Speaker/Site Visit: TBA

Week 2/Feb. 4
Texts:
Guest Speaker/Site Visit: TBA

Week 3/Feb. 11:
Texts:
1. Ortner, “Is Female to Male as Nature is to Culture?”
2. Yunxiang Yan, “Girl Power: Young Women and the Waning of Patriarchy in Rural North China”
Guest Speaker/Site Visit: TBA
Due: Unit Response-Internship Goals Essay

UNIT 2 - Rights and Needs: Women in Muslim Contexts
Objective: To consider how social and political decisions about what counts as a right, a need, or a privilege using Social Theory and Public Policy.

Week 4/Feb. 18:
Class does not meet but there is reading and a related assignment (TBA) to be turned in online by Wednesday, Feb. 20.
Texts:
1. Fraser “Women, Welfare and the Politics of Need Interpretation”
2. Penguin Part 6 “To Have and Have Not”

Week 5/Feb. 25
Texts:
1. FORWARD Web site: (http://www.forwarduk.org.uk)
2. WISE Web site, focus on health issues: http://www.wisemuslimwomen.org/currentissues/health/
Guest Speaker/Site Visit: TBA

Week 6/Mar. 4


Fusco, C., “The incredible disappearing woman.”


Text:
   Guest Speaker/Site Visit: TBA

Week 7/Mar. 11
Texts:
2. Penguin: Part 5 “Work”
   Guest Speaker/Site Visit: TBA
Due: Unit Response-Penguin Section Update

UNIT 3 - Politics of Culture: Race and Difference in the Americas
Objective: To consider assumptions about race, culture and the body.
Areas: Cultural Studies & Arts

Week 8/Mar. 18
Texts:
2. Anzaldua, “La Consciencia de la Mestiza: Towards a New Consciousness”
   Guest Speaker/Site Visit: TBA

Week 9/Mar. 25
Texts:
1. View film “Good Hair” (2009)
   Guest Speaker/Site Visit: TBA

Week 10/Apr. 1
Texts:
2. Web site for Coco Fusco, focus on “The Incredible Disappearing Woman”
   Guest Speaker/Site Visit: TBA
Due: Unit Response-Field Observation & Analysis

UNIT 4 - Avenues of Change: Women in the News
Objective: To use political science and communications studies to assess methods of leadership and how women’s strategies for social change are framed through media.

Week 11/Apr. 8
Texts:
2. Combe, “At the Pinnacle of Hillary Clinton’s Career”
3. Penguin: Part 7 “Power”
   Guest Speaker/Site Visit: TBA
Week 12/Apr. 15
Texts:
2. Zoladz, “Take Me Seriously” in Pitchfork (online)
Guest Speaker/Site Visit: TBA

Week 13/Apr. 22
Texts:
1. Berkovitch & Kemp
2. Dunkley, “Maria das Gracas Silva Foster: Optimism Fuels the ‘Iron Lady’ of Petrobras” in The Independent (online)
Guest Speaker/Site Visit: TBA

Week 14/Apr. 29
Case Study Presentations
Due: Case Study
Guest Speaker/Site Visit: TBA

ASSIGNMENTS
Unit Responses: 40 Points total (Unit 1 Response is 10 points; Unit 2 & Unit 3 Responses are 15 points each). Each response should be 1,000-1,500 words not including notes and works cited. Details for each Unit Response assignment will be discussed in class.

Case Study: 30 points. Formal case study of an effective woman leader, including a written analysis, oral presentation, and complete bibliography. More details will be discussed in class.

Participation and Contribution: 30 points. Be on time for class meetings and site visits; bring texts to class and be prepared to discuss specific examples and ask informed questions; listen carefully, contribute thoughtfully to peers’ discussions and to overall environment of scholarship; demonstrate respect for the ideas, beliefs, work efforts and time of class members, guests and others.

COURSE BIBLIOGRAPHY


Inside Washington: Politics and Policy  
Spring 2013  
Dalhousie


The Federalist Papers


http://ssrn.com/abstract=2070925


Events

The Washington Internship Institute sponsors a number of events, mainly in conjunction with its academic internship program, so that our participants may take full advantage of all that Washington has to offer.

Recent Events

January 21, 2013

57th Presidential Inauguration 2013

Four Lynx University and WII students wait in the January cold on the National Mall's lawn for Obama's second inaugural address.

January 17-18, 2013

Spring Orientation 2013

http://wiidc.org/events/
November 6, 2012
Election Night Returns Celebration

WI’s interns gathered to watch the election returns while enjoying refreshments and excellent company. (Cheers and jeers for Obama)

October 19, 2012
Symposium: Passing the Torch or Torching the Next Generation?

http://wiidc.org/events/
October 6, 2012
Day of Service

As a follow-up to their initial visit in September, WI’s current fellows attended the Schomburg Center’s 30th Street Village Festival.

September 17, 2012
Advising the President: Foreign Policy Issues in the 2012 Campaign and Facing the Next Administration

http://wiidc.org/events/
September 1, 2012
Presentation at the Steinbruck Center for Urban Studies

Join N STREET VILLAGE in the
Help the Homeless Walkathon
Saturday, October 6, 2012
1333 N Street, NW, Washington, DC
www.nstreetvillage.org

With a fall semester venues visited the Center to learn about the vulnerable populations and challenges of urban DC.

August 31, 2012
Living, Studying and Working in DC During an Election Year

http://wiide.org/events/
Welcome Reception and Stroll on the National Mall

On the actual day for the fall semester, our interns attended a natal reception followed by a walking tour showcasing the Lincoln Memorial, World War II Memorial, and Washington Monument.

http://wiidc.org/events/
Transform Your Potential into Achievement

The Washington Center gives you an insider's view of how the world really thinks, and how it really works. Our academic Internship program enables students to gain the experience needed for entry-level employment and to prepare for lives of achievement, engagement and leadership.

The Internship Experience

Learn about the three components of our Washington, D.C. Internship program that will help you bridge the gap between your college life and your professional future: the internship, the Leadership Forum, and the academic course. Also, check out our sample internship sites and internship programs we have to offer.

Learn more

View our Info Graphic

Check out our Info graphic to get a better understanding of the D.C. Internship experience.

Learn more

Housing

Find out how you can share an apartment with other interns in Washington, D.C. or nearby Silver Spring, Maryland.

Learn more

Eligibility

Review requirements for our academic Internship program.

Learn more

Dates & Deadlines

Find out when you can submit your application and learn how long our programs typically last.

Learn more

Program Costs & Scholarships

Discover how you can estimate the cost of participating in our academic Internship program and explore our financial aid opportunities.

Learn more

How to Apply

Find out how to apply to our programs and get a check-list of the documents you will need to prepare.

Learn more

Resources

Read, download or print out our brochures and other materials that explain the exciting opportunities we offer.

Learn more

Experience a Day in the Life of an Intern at The Washington Center

http://www.twc.edu/internships/washington-dc-program

2/11/2013
Selected Affiliations

The following are a few of the hundreds of institutions that partner with The Washington Center to provide internship and seminar opportunities to their students:

Private Institutions:
- Bard College at Simon's Rock
- Bradley University
- Case Western Reserve University
- Clark University
- Dickinson College
- Elon University
- Emerson College
- Furman University
- Loyola Marymount University
- Ohio Northern University
- Quinnipiac University
- Saint Joseph's University
- Stonehill College
- Suffolk University
- Texas Christian University
- University of Hartford
- University of South Carolina
- Villanova University
- Wagner College
- Wake Forest University
- Washington College
- Xavier University

Public Institutions:
- Arizona State University
- California State University
- Florida State University
- Indiana University
- Rutgers the State University of New Jersey
- Saint Mary's College of Maryland
- San Diego State University
- The College of New Jersey
- The University of Memphis
- The University of Montana
- Truman State University
- University of Alabama
- University of Alaska
- University of Arkansas
- University of Cincinnati
- University of Connecticut
- University of Florida

http://www.twc.edu/partnerships/colleges-universities/selected-affiliations

11/26/2012
Experience a Day in the Life of an Intern at The Washington Center

Featured Partners

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Program Fees

Internships
The Internship Experience

Eligibility

Dates & Deadlines

Program Costs & Scholarships

Funding for U.S. Students
Funding for International Students

Financial Assistance Inquiry Form

Refund & Cancellation Policies

Academic Credit & Grades

How to Apply

Resources

Intern Abroad Program

Additional Programs

Frequently Asked Questions

Washington Center Fees for 2013

Please note that the costs to U.S. students are usually offset, in part or whole, by financial assistance fees their institution, their state, The Washington Center and/or other sources.

The tuition for TWC's programs is the same for U.S. and international students. The application fee for international students is $125 which covers the cost of sending the J-1 visa package. International students attending U.S. institutions who do not need a J-1 visa from TWC only pay $60 application fee.

International students must pay 50% of tuition fee as soon as they are accepted and the remaining 50% before the start of the program. Please be sure to review the program refund policy and the housing refund policy.

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<th>Semester and Summer Term Programs</th>
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<th>Fall Quarter and Summer Quarter Programs</th>
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<tr>
<td>Term</td>
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<td>Summer</td>
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<tr>
<td>Fall</td>
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International students attending the Postgraduate Professional Development Program pay $250 non-refundable deposit.

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<tr>
<th>Term</th>
<th>Deposit</th>
<th>Program Fee</th>
<th>Housing Fee</th>
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<tbody>
<tr>
<td>Spring</td>
<td>$250</td>
<td>$4,315</td>
<td>$4,995</td>
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<tr>
<td>Summer</td>
<td>$250</td>
<td>$3,415</td>
<td>$3,985</td>
</tr>
<tr>
<td>Fall</td>
<td>$250</td>
<td>$4,315</td>
<td>$4,995</td>
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1 Fees for 2014 will be published in September 2013.
2 There is no application fee for the PPDP. A deposit is due at the time of application. This deposit is applied toward the program fee and is only refunded if the applicant is not accepted into the program.
**Academic Credit: Frequently Asked Questions**

### Internships
- Washington, D.C. Program
- Intern Abroad Program
- Additional Programs
- Frequently Asked Questions
- Academic Credit
- Internships

### Program Components
- Application
- Costs & Scholarships
- Housing & Student Services
- Pre-Arrival Questions

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**How many credits will I receive for this program?**

The amount of academic credit that you receive for the program will depend on your home Institution. If your college or university is affiliated with The Washington Center, you should consult your liaison. If you do not have a liaison, contact us at info@itwc.edu.

**Will credit for this program count toward my major/minor or other on-campus requirements?**

In some cases, the credit that you receive from attending our program can count towards on-campus requirements, but this will vary from Institution to Institution. Speak to your campus liaison or email info@itwc.edu.

**How am I graded for my participation in this program?**

Students receive three grades for participating in the program. You would be evaluated by your internship site supervisor, academic course instructor, and TWC program advisor. Recommended grades, along with your professional portfolio, will be sent to your campus liaison. Learn more about grades and evaluations. If you participate in our Postgraduate Professional Development Program, your evaluations would not be sent to your college or university.

**Do I have to receive credit for the program? I'm only interested in gaining experience.**

All students participating in our Washington, D.C. internship Program are required to receive academic credit from their home Institutions (with the exception of those participating in our Postgraduate Professional Development Program). Learn more about earning academic credit.

**My Institution will not award credit for TWC. Can I still participate?**

If your Institution will not offer any academic credit for The Washington Center experience, you would be required to identify a campus sponsor who can verify that you are unable to receive credit for the program. Contact us at info@itwc.edu to inquire about this process.

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**Experience a Day in the Life of an Intern at The Washington Center**

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**Featured Partners**

http://www.twc.edu/internships/frequently-asked-questions/academic-credit

7/1/2013
The late William M. Burke, founder and president of The Washington Center, was an inspiration to students, colleagues, and countless other individuals worldwide. His conviction and passion to develop tomorrow’s leaders was evident in his relentless spirit. He believed that all young people inherently possess the ability to lead, and he created The Washington Center to cultivate and transform the younger generation into civically minded citizens.

Bill passionately believed that it is important for young people to act as leaders in every aspect of their daily lives. He was committed to providing equal access and opportunity for all students, and he knew that exchange between individuals from diverse communities was essential for personal growth and civic responsibility. To Bill, the world was full of possibilities, promise, opportunity and optimism. He envisioned a new generation of leaders working to better communities throughout the world.

Bill was successful in his vision. The Institution that he built and nurtured for nearly 30 years of his life has earned a lasting place in history, and is committed to honoring his memory by proudly continuing his legacy and mission of developing young leaders.

1970s


The Exxon Education Foundation provides The Washington Center with its first major grant, enabling the organization to increase its staff to eight and to move operations to Dupont Circle in Northwest. RJR Nabisco funds the first Presidential Lecture Series, featuring prominent speakers from government, the media, business, and associations.

The first three-week academic symposium, “Politics-Domestic and International Affairs,” is held in January, launching The Washington Center’s academic seminars department

1980s

New scholarship opportunities are created over the decade including the Alfred P. Sloan Foundation’s grant for students studying science, the Minority Scholarship Fund, a grant from the MacArthur Foundation, and the National Scholarship Fund.

Public Policy Dialogues on Capitol Hill, currently funded by Verizon, is established, providing students with the opportunity to meet and interact with members of Congress.

Seminars become a staple of The Washington Center’s programming. The Women as Leaders Academic Seminar is created as well as the first two-week academic seminars at the Democratic and Republican National Conventions are conducted, and are the only national academic programs available to college students at the conventions. Additionally, the first Inside Washington: Presidential Inauguration is launched with over 500 students in attendance.

The Washington Center for Learning Alternatives is renamed The Washington Center for Internships and Academic Seminars in 1986.
1990s
This decade brings new programs and relationships with companies and agencies committed to investing in future generations, including:
- The Environmental Internship Program and a related relationship is forged with the EPA
- The Diversity in Congress, formed with funding from the Ford Foundation, the Ford Motor Company Fund, the Carriegle Corporation and AT&T
- The Hearst Endowed Scholarship for Minority Students
- The Women’s Leadership Internship Program is established
- The College Plus One Internship Program for recent college graduates
- The Cordova Congressional Internship Program for Puerto Rican students, formed in partnership with the Puerto Rican Legislative Assembly
- The NAFA Leaders Program
- The Mass Communications Program
- The Governors Internship Program, formed with the leadership of several Mexican states
- The Washington Center expands its International programs to enable students from Canada, Italy, Japan, Mexico, the former Soviet Union, the United Kingdom, and other countries to participate in the internship program
- The Washington Center’s state Initiative program is formally organized to develop scholarship funds for students from participating states: Florida, Maryland, Massachusetts, Ohio and West Virginia creates programs for their students
- The National Society for Experiential Education awards The Washington Center the first Partner Award for Experiential Education

2000s
A number of new programs are created, expanding the academic depth and reach for students attending TWC’s programs.
- Enrollment surpasses 1,000 in the regular semesters, and the summer term enrollment passes 500 for the first time.
- The Embassy Visit Program is established organizing visits to embassies of “nations in the news” such as Botswana, China, Egypt, Ethiopia, France, India, Israel, Nigeria, Pakistan, Saudi Arabia, South Africa, and Turkey.
- The Federal Government Initiative is established, providing students with increased opportunities to intern with the federal government. Partnerships with federal agencies are expanded, including the Environmental Protection Agency, the Department of Defense and the Department of Labor, providing additional funding for Interns.
- Michael B. Smith is named President of The Washington Center in 2004; he started at TWC in 1976.
- The Campaign 2008 seminar series enrolled more than 700 participants. The Washington Center partnered with 130 colleges and universities to bring their students to President Obama’s Inauguration. More than 700 college students from 47 states and 14 countries participated in a 10-day Inauguration program.
- The Washington Center develops signature programs with The Boeing Company, Coca-Cola Foundation, Ford Motor Company, and Prudential Foundation to bring students from Brazil, China, India, Ghana, Japan, Korea, Nigeria, Russia, South Africa, Taiwan, and Vietnam.

2010s
- The President’s Lecture Series is renamed the “Alan K. Simpson – Norman Y. Mineta Leaders Series” in order to reflect the desired theme of a civil discourse between students and a group of speakers with proven leadership and a diversity of experiences and ideas.
- The Washington Center opens its first Residential and Academic Facility in Washington, D.C.
- The Washington Center celebrates its 35th Anniversary.
In 1975, William and Sheila Burke set out to create an organization that would provide college students from all backgrounds and income levels with an opportunity to take their classroom learning into a professional internship setting. The organization they created is The Washington Center for Internships and Academic Seminars.

Thirty-five years later, The Washington Center is the largest academic internship program in the country and in the world. Today, college students are immersed in a uniquely intense and productive living, working, and learning program. The transformational effect that this experience has on students remains the same as it was once envisioned by the Burkes.

More than 50,000 students have benefited from our numerous internship programs and academic seminars. Alumni agree that their TWC experience helped them develop job skills, discover their passion, make invaluable professional and personal connections, gain access, set a plan for the future and strengthen their desire to give back to their communities.

The Washington Center Today
- More than 55 years of leadership
- 140 professional staff, associate faculty and alumni in residence staff
- 1,600 interns plus several hundred seminar participants each year
- Several thousand internship sites
- More than 50,000 alumni
- 98% of current interns say the program significantly strengthens their career prospects
- Students have come from all 50 states and 35 countries
- Nearly 500 affiliated colleges and universities
- Supported by corporations, foundations, state legislators, federal agencies, alumni, and individual donors
- Residential and Academic Facility with 95 units, classrooms, computer lab, fitness center, office space, and an auditorium.

Experience a Day in the Life of an Intern at The Washington Center

Coming Soon
Spring Course Guide 2013
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1 The Washington Center • Spring Course Guide 2013
Academic Course Guide

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 upon 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 courses have been reviewed and are worth at least 3 semester credit hours of academic study.

All participants in the internship programs of The Washington Center are required to enroll in a course, regardless of the credit they will receive at their home institution. Students receiving financial assistance from The Washington Center must obtain a grade of "C" or higher in order to receive financial assistance.

Carefully review the course descriptions in this Course Guide and identify your top five preferences. We will ask you to submit your top five preferences online through our course registration system. You will receive an email with instructions for how to submit those preferences online once the process opens. Your preferences must be submitted by January 7, 2013 at 5 p.m. Eastern Time. Students who do not indicate their preference by this date will be enrolled in a course.

We make every effort to place students in their first or second course preference, but sometimes courses do fill up quickly. Courses with low enrollment are subject to cancellation.

Students may change their course during the Drop/Add period at the beginning of the semester. Instructions regarding Drop/Add are available on page 5 of this course guide.

The Washington Center is proud of its associate faculty. Most instructors have a doctorate or other terminal degree in their field, as well as extensive teaching experience. Many are current practitioners in their field of study. Our faculty members are a resource you can draw upon to enhance your internship experience in the nation's capital.

Students who can't decide which course to take are urged to review the faculty biographies and to select a course with a faculty member who has the expertise or background that is most relevant to their own interests. Students are also encouraged to seek the advice and guidance of their campus advisor or liaison in the selection of a course that best aligns with their major or areas of interest.

The Washington Center for Internships and Academic Seminars is pleased to offer the following courses for the Fall 2012 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
Eugene J. Alpert, Ph.D., Senior Vice President
Alan Grose, Ph.D., Director, Academic Affairs
Rachel Lautenschlager, Senior Program Coordinator,
Courses

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

Course Enrollment

• All preferences should be chosen carefully since students may not be enrolled in their first choice, though TWC does attempt to accommodate as many first choices as possible.

• Some students 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. 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.

• Most classes have a range of 14–18 students (with the exception of a required program course, which may have up to 25–30 students).

• Students will be notified of their course assignments online on MyTWC just prior to arrival.

• Students will have the chance to change their course enrollment during the drop/add period.

• 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 drop/add 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 in writing through the course coordinator.

• 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.

• All Washington Center courses are numbered to reflect an ongoing curricular review. Courses listed as the 3000 level are mostly introductory or of general interest. Courses listed at the 4000 level are more in-depth or might require more advanced academic skills. Courses at the 5000 level are intended for students who have already completed an undergraduate degree. Courses at the 6000 level are designed as graduate level courses, though more advanced undergraduate students with specific interests might be allowed to enroll if they can demonstrate qualification.

PPDP Students

Students in the Post Graduate Professional Development Program, are required to take at least one academic course. They are required to participate fully and complete all of the assignments. SS13-5003 Post-Graduate Professional Development Seminar is a course designed specifically for the PPDP, and students enrolled in that program might find it uniquely relevant to their experience in D.C. PPDP students are also eligible to enroll in our other course offerings and are not limited to the Post-Graduate Professional Development Seminar.
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, and meet in Washington, D.C. 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 participatory learning. 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. 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.

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.
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.

Drop/Add 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 e-mail or 2) the Drop/Add session during Orientation.

• You may change your course by emailing courses@twc.edu. Please include the following information in your email:
  - Email address
  - Your school
  - The course you wish to add
  - The course you wish to drop

• We will also hold an Open House during Orientation, during which you may also requests Drop/Add changes. Please see the Orientation Schedule for exact time and location. No changes will be permitted after COB on Wednesday, February 6, 2013.

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.

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.

• Presidents’ Day (February 18, 2013)
Course Descriptions

Courses in American Politics and Public Policy

SS13-3233

Campaigning for a Cause: How Advocacy Groups Change the World

Instructor: Robert SanGeorge, M.A.

- What campaign strategies and tactics are behind the Occupy Wall Street and Tea Party movements?
- How can groups in the USA and internationally that are as small as local and campus organizations work effectively to make their corner of the world a better place?
- What role is social media playing in the ongoing revolutions that are mobilizing millions of people and radically remaking the face of the Middle East?
- How do organizations like Amnesty International, the Sierra Club, Human Rights Campaign and Doctors Without Borders carry out campaigns that mobilize people both locally and globally?

Throughout a fast-moving spring 2013 term of Campaigning for a Cause, students learn to analyze and create campaigns on the key issues of our time: economic equality, democracy, human rights, the environment, women’s empowerment, public health, disadvantaged children, poverty alleviation, GLBT rights, etc. With an interactive approach, each class takes students inside the world of local, national and international advocacy campaigning, with a particular focus on social media.

Using case studies, students learn the fundamental challenges facing professional campaigners as they research, plan, fund, implement and evaluate their initiatives: demographics/audience targeting, issue framing/messaging, use of imagery and overcoming public “crisis fatigue”. Our emphasis on social media and cyber-campaigning reflects the rapidly growing importance of online advocacy to reach audiences, raise funds and make an impact. And our analysis of the revolutions currently taking place in the Middle East will analyze the world-changing potential of advocacy campaigning.

Instructor: An advocacy campaign expert and social media specialist, Robert SanGeorge was recently honored for his instructional excellence as a Teaching Fellow at George Washington University. Now in his sixth 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 several major non-governmental organizations focused on some of the key challenges of our time: public health, child labor, the environment, poverty alleviation. His professionalism has been recognized by the National Academy of Sciences, where he served on an expert panel that produced a pioneering study on risk communications in public health, the environment and consumer safety. His advocacy work has involved extensive use of persuasive messaging, online and print publishing, news and entertainment media, and special events production. 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.

Education: M.A., Ohio State University (Public Policy Communications); B.A., S.Sc. Syracuse University (Political Science and Communications).
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 department's 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).
"Because this is the age of science and technology, it’s the age of movement. Anything static is in retreat.”

While these words were spoken by former US Vice-President Hubert H. Humphrey over four decades ago their meaning and applicability to the political and scientific dilemmas we as a nation and as a global community face today remain relevant. Who or what should prevail when science collides with the dictates and demands of politics and policymaking? And what really occurs when scientific research and its findings don’t square with national consumer habits, economic commitments and global industrial forces? What happens when scientists trained in the scientific method, an often slow and painstaking process, face very real political and policy deadlines, pressures and threats of reduced funding? Can science really be rushed for the public good? Should it be? Is it jobs and growth or saving our environment? Is it being faithful to a religious precept or exploiting a possible life-saving opportunity arising from science? Must we choose one over the other? Can politics and policymaking integrate science without sacrificing the values and principles that drive each system?

This course examines some of our most controversial and significant political, policy and scientific challenges from a political, policymaking, legal and scientific perspective in helping students understand how policymaking is truly made or avoided within a broad context where science and emerging technological breakthroughs are the drivers for a possible transformative way of life.

Students will help determine the specific issues that will be delved into, but expect to gain a greater understanding for and appreciation of how forces such as federalism, partisanship, electoral pressures, democratic tradition, religion, nationalism, globalism, even social media all impact on US and international policymaking in critical areas where science and politics collide.

Instructor: G'reg Rabidoux has taught, worked, researched, written and been an active participant in the political and policymaking process now for over 20 years. His experience includes being a candidate for US Congress, working as a staffer on the Hill, serving as a liaison for the General Assembly at the United Nations in New York, serving as a national policy campaign director in Washington DC at an advocacy organization, providing consultative services to several prominent national advocacy and think-tanks as well as being a faculty member at several colleges over the years. Greg has also been a senior manager and trainer in the private sector and recently was a consultant to several EU based companies seeking to develop their sustainability programs and policies. Greg’s most recent book examined the history and impact that Hollywood has had on US politics and policymaking.

Education: Ph.D., University of Wisconsin at Milwaukee, J.D., Marquette University, M.A., American University, B.A., University of Connecticut
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 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 "fiscal cliff" the country faces starting in 2013 be avoided? What will be the impact of the 2012 elections on all of this?

This course unfolds not as an economic 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 assignment, 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; and presidential platforms and political agendas from both Democratic and Republican parties; report excerpts from the National Governors' Association and US federal agencies; and current articles and critiques.

Instructor: Professor Bartsch is Senior Adviser for Economic Development to the EPA Assistant Administrator, where he focuses in part on inter-agency partnerships to spark community revitalization. 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).
Washington Center, while adding the unique elements that allow you to connect with students at other universities. In addition, this course offers interesting guests; lively discussions; thoughtful debates; historic video from C-SPAN and the National Archives; and video from events as they happen this quarter (as we look at the first draft of history through the current news cycle.)

As we examine and analyze the political, legislative and social issues facing our country, we will take an in-depth look at the issues and events shaping the agenda for the next Congress & the next round of elections. Our focus will also include the historical process of public policy making, as well as an intense examination on the changing role of media, especially social media, in shaping public opinion.

With the extensive use of the C-SPAN archives and presidential libraries, this distance-learning course will offer a comprehensive and lively seminar on the media and legislative process. The course will be active AND interactive, which means a key component to your final grade will be your PARTICIPATION.

Members of Congress, White House officials, journalists, historians, and former elected & government officials will join us on a regular basis. Guests will be selected based on their expertise in the field of politics, the media, history, and government.

Instructor: Steve Scully is senior executive producer and political editor for C-SPAN. He also hosts Washington Journal, a daily three-hour public affairs program. Since 1990, Scully has been responsible for planning and editing C-SPAN's campaign programming, including presidential and congressional elections. He is the former president of the White House Correspondents' Association (2006-07), and currently serves as a WHCA Board Member.

Prior to joining C-SPAN, Scully covered politics and local government as a reporter with WSEE-TV in Erie, PA. He also worked as a reporter and anchor at WHEC-TV in Rochester, N.Y. While working in Rochester, Scully taught several courses on the media & politics at St. John Fisher College & Nazareth College in Rochester, NY. While attending college, he served as an intern in the office of Delaware Sen. Joseph R. Biden, and later a staff assistant in Sen. Edward M. Kennedy's media affairs office.

In January 2003, he assumed the Amos P. Hostetter Chair at the University of Denver, teaching a course on media, politics, and public policy issues via cable fiber line between Washington, D.C., and Denver. It was the only college level course of its kind in the country, linking students to leaders in politics, journalism and business from Washington, D.C. Guests have included NBC's Brian Williams, ABC's Jake Tapper, Sen. Lamar Alexander, former President Bill Clinton, and former. Senator Bob Dole to name just a few.

Education: M.A. Medill School of Journalism, Northwestern University; B.A. The American University.

Courses on Business, Management and Public Administration

SS13-3803

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. He has done extensive work in Europe and Asia. He also has taught international business courses at colleges in the Washington D.C. area and the University of Virginia as well as advising numerous businesses in exporting strategies.

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

**SS13-4843**  
**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 this 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.


**SS13-4883**  
**From Ideas to Action: the Anatomy of Entrepreneurship**  
**Instructor: Johnetta Hardy, M.A.**

Entrepreneurship is the most powerful force the world has ever known for creating opportunity and lifting people out of poverty. This course is designed to create a climate that will foster and infuse the spirit of entrepreneurship and provide a basic understanding of the entrepreneurial or new venture process. Several class exercises will assist students to identify their own personal goals. In particular, students will learn about the initial steps and decisions that are crucial to starting and operating a successful business globally. These include topics such as market analysis/venture feasibility;
financials, related legal issues, and evaluations that are essential for sound business start-up and management decisions; then students will be assisted and guided in the development of a business plan. A phenomenal piece of wisdom that Ewing Marion Kauffman left us with before he passed "Let's make a job, don't take a job."

**Instructor:** Ms. Hardy is the Founder & CEO of the JBHardy Solutions Group, LLC, a firm that specializes in entrepreneurial services such as coaching, business development, public relations and marketing/branding/social media to small businesses, corporations, organizations and institutions. 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. Most recently, Ms. Hardy served as the Executive Director of the Howard University Institute for Entrepreneurship, Leadership and Innovation (ELI) which is a unique program to stimulate the notion of the practice of entrepreneurship to Howard University and all historically black colleges, and to the regional African-American community. 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 marketplace as a result of her assistance.

Ms. Hardy has taught entrepreneurship at The Washington Center for over 13 years. She is currently writing a book focusing on African American women in entrepreneurship. In 2009, she received the Faculty of the Year Award from The Washington Center for Internships and Academic Seminars. In 2007 she received the Legacy in Entrepreneurship Education Award from the African American Empowerment Group. She currently serves on the Global Innovation Forum Brain Trust Board and is a member of the Alpha Kappa Alpha Sorority Inc.- Xi Zeta Omega Chapter in Washington, DC. A native of Washington, D.C., she is married to Melvin T. B. 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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**Courses in Communications**

**SS12-3463**

**Intercultural Communications: How Washington-based Organizations Prepare for a Global Marketplace**

**Instructor: Ajay Kumar Ojha, Ph.D.**

In the age of globalization, is the United States prepared to conduct business with other countries and other cultures? Is learning a foreign language or traveling abroad sufficient experience for the US workforce to compete in the global marketplace? This course examines current Washington, DC based for-profit and non-profit organizations and how they prepare to conduct business with an international focus and with international clientele. In doing so, we will examine relative intercultural communication theories and models and how they apply to the professional environment of Washington, DC. Topics include how organizations prepare employees to conduct international business, how organizations acculturate to differing cultures within existing departments, and how globalization impacts DC based organizations and their constant pressure to stay at the forefront. Particular situations to be examined include non-profit international development organizations and government agencies sending people into culturally sensitive areas of the world.

**Instructor:** Dr. Ojha is employed as a federal government consultant. He was formerly The Program Advisor for The Norm Mineta Internship Program at The Washington Center and has taught for thirteen years. He is the author of published articles in speech communication journals and his areas of research and teaching include business communication, intercultural communication, interpersonal communication, mass communication, organizational communication, small group communication, and public speaking. He served as an instructor for several Upward Bound programs and as a graduate assistant during his graduate education. Dr. Ojha currently serves on the Editorial Review Board for the Journal of Organizational
Culture, Communications and Conflict. He has made numerous presentations at professional conferences and is active in professional communication associations. He served the United States via AmeriCorps. Currently, he is assisting to build the foundation for the United States Public Service Academy, Board member for the Upaskar Scholarship Foundation, serves on the Alumni Committee for Racial and Ethnic Diversity for The University of North Carolina – Chapel Hill, and regularly volunteers his time in community service.

Education: Ph.D., Southern Illinois University Carbondale (speech communication); M.A., Eastern Illinois University (speech communication); M.A., The University of North Carolina – Chapel Hill (communication studies)

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. Students should be prepared to discuss the week’s news and how it relates to the topic at hand.

Instructor: Carole Feldman is national education editor and director of News Operations and Finance/Washington for The Associated Press. During nearly 36 years with the news organization, she has supervised coverage of a wide range of beats, including the White House, Congress, the economy and science, health and medicine. She also has directed coverage of presidential and congressional elections. A New York native, she has a bachelor’s degree in journalism from Pennsylvania State University and a master’s degree, also in journalism, from Boston University.

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

The Mass Media and National Politics: Explaining Washington to the Public
Instructor: David Lightman, M.A.

This course goes inside the world of the professional journalist in Washington, D.C., to help students understand how the unique environment of the nation’s capital affects the creation and dissemination of the news. Topics of discussion include: How do all these reporters work? What do they do each day? How do they know where to go, who to talk to, how to write something so that people care, and write it by deadline time? Students will simulate the evolution of the news cycle and follow major news stories—for example, the federal budget, a major political issue or a Supreme Court case—through the term. As a result, students will become fluent in the use of multiple sources of information and how to interpret them (e.g., Supreme Court briefs, congressional committee reports, federal budgets, etc.). This course is ideal not only for communication or journalism majors, but also for those interested in a wide range of public policy issues or those interested in working in a professional position in D.C. The course will also meet frequently at sites outside of the classroom.

Instructor: Professor Lightman is a long-time member of the Washington Press Corps and is currently a member of the McClatchy Washington bureau. He was previously the Washington Bureau Chief of the Hartford Courant for 23 years. He has worked in Washington for more than 25 years and has had 10 years of local reporting experience, including work for the Baltimore Sun. He has been president of the Annapolis Correspondents Association and was involved in a landmark Supreme Court case, Lightman vs. Maryland, where prosecutors sought to challenge Maryland’s 75-year old shield law. He has taught at Towson University.
Courses in International Affairs and Foreign Policy

SS13-3123

U.S. Foreign Policy in the 21st Century: Dynamics of Change
Instructor: Robert E. Henderson, M.S.F.S.

This course examines U.S. national security and the development of a plural international order with a focus on Afghanistan, Egypt, Iran, Iraq, Libya, North Korea, Pakistan, Somalia, and Syria as well as other points of both conflict and opportunity in the developing world. What should the United States do as a superpower in an increasingly multipolar world to ensure security for its homeland, to reinforce the momentum toward a liberal international order in which economic freedom and political liberty are paramount, and to prevent the growth of stateless or state-sponsored, violence-prone movements, or, offset the ascendance of autocratic rivals? What does the U.S. do next? How do you learn to anticipate international change? What are the implications for your career? How is policy made? How do you find a job that will allow you to take advantage of this emerging world and make a difference? The course brings international relations theory and practice together in an open, interactive environment that has practical applications. Participating students should expect to improve writing, public speaking, and analytical skills and gain a foundation for careers in international relations and security affairs.

Instructor: Professor Henderson is a twenty-year veteran of building the institutions of change in the transitional, developing world. He has field experience for the State Department, United Nations, and the National Endowment for Democracy in 44 countries including: Albania, Angola, Colombia, El Salvador, the Horn of Africa, Grenada, Mozambique, Nicaragua, Panama, Philippines, the former Republics of Yugoslavia (Bosnia, Macedonia and Serbia), the Republic of South Africa, Uganda, and Zimbabwe. Professor Henderson is rated by the United Nations as a Chief Technical Advisor (CTA) for Electoral Processes and has written widely on the organization of civil society in transitional political cultures. Prof. Henderson is Assistant Director of Grants and Special Projects for NOVA and serves as an Advisor to the Center for the Study of the Presidency and Congress in Washington, D.C. In 2005, Prof. Henderson was recognized as The Washington Center Faculty Member of The Year.

Education: MSFS, Georgetown University (North/South Security Relations - Horn of Africa and Southern Africa); BA, Harvard University (Government/International Relations).

SS13-3193

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 chose 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

SS13-3363

International Human Rights

Instructor: Doga Ulas Eralp, Ph.D.

International Human Rights have become an integral part of the international political debate in the past two decades. Today, more than ever, in the wake of the Arab Spring, citizens across the globe ask their governments to respect their basic freedoms and observe international conventions of human rights to the full. This course introduces basic concepts in international human rights and a number of critical debates that define the struggle for human dignity and democracy. This course provides an invaluable insight to any student who is interested in pursuing a career in international politics and transnational advocacy work in civil society organizations and think-tanks in western capitals.

Instructor: Doga Ulas Eralp is a scholar of international conflict, human rights, development and democratization. He has a Ph.D. from the School for Conflict Analysis and Resolution from George Mason University. Eralp is the author of numerous articles and book chapters on the Western Balkans, Cyprus, European Union and Turkey. He also works extensively as a practitioner consulting international organizations and think tanks. He lives in Washington, D.C.

Education: Ph.D., George Mason University

SS13-4123

Rising China and Its Impact on U.S. Foreign and Economic Policies

Instructor: Alicia Campl, 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 China in the past 20 years has changed the dynamics of bilateral relations. This relationship has been labeled the most important bilateral relationship for the Obama administration and Clinton State Department, and it will continue to grow in importance for the next administration regardless of the outcome of the upcoming election. 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 not only be on the change of leadership in both countries in 2012 and expansion of China's global influence in Asia and beyond. Rather, 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 roles of immigration policies and 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. Bagabandari 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 70 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 42 trips to China. In the summer of 2012 she was a research fellow at the East West Center—DC Office.

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)

SS13-4443

Global Policy Issues: The U.S., Asia and the World

Instructor: Shelton Williams, Ph.D.

The Obama Administration came into office seeking a Strategic Dialogue, if not partnership, with the People’s Republic of China. Since that time, the two Koreas, Japan, and China have equally gained US foreign policy attention. The US has now declared a “Tilt towards Asia” in its foreign policy. This course will discuss how the Administration now approaches a multitude of issues with East Asia ranging from trade to security to environment to multilateral institutions. In addition to lectures, expert visits, and readings, the students will also prepare for and engage in the Model Asia Pacific Economic Cooperation forum in Washington, DC. This event will occur in March 2013, and will feature interaction with experts and diplomats. Students should expect an interdisciplinary course covering basic US Foreign Policy toward economics, security, human rights and environmental topics. There is a $100 fee for participation in Model APEC.

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 Madeleine 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, Washed in the Blood, has 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).
**Courses on Law and Criminal Justice**

SS13-3393

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

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

In his opening statement at the hearing before 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." In this course, we will examine a series of theoretical frameworks for evaluating this claim. This will include classic questions and positions regarding the nature and process of law, including the theories of natural law, legal positivism and the rights-based theory associated with Ronald Dworkin. Special attention will be given to the views advocated by Justices currently on the Court. We will examine the tensions between the claims of "originalism," which is associated with Justices Antonin Scalia and Clarence Thomas, and the view of "active liberty," as articulated by Justice Stephen Breyer. We will focus particular attention on questions of legal reasoning and how judges ought to decide cases. Some consideration will also be given to the questions of the norms of good practice by lawyers and the nature of the duty to obey the law. Students will read, analyze and debate a variety of kinds of texts, including classics from the history of philosophy and legal theory, political rhetoric related to the Supreme Court nomination process, 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 nomination process.

**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)

SS13-3783

**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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**SS12-4283**

**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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**SS13-4763**

**Forensic Psychology**

*Instructor: Dario Dieguez, Ph.D.*

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 works as a Program Manager at the Lupus Foundation of America, Inc. (LFA), where he runs a national research grant program and a student fellowship program, writes position statements about policy relevant to lupus research, and writes about new lupus research for the LFA webpage and for a newsletter delivered to lupus patients nationwide. He sits on multiple government and non-profit committees dedicated to advancing education, research, and funding for lupus 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. He 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.

**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)

**Courses on Leadership**

**SS13-3743**

**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.
SS13-3913

Nonprofit Leadership and Management

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

More people are employed by nonprofit organizations in the U.S. than by all federal and state governments combined. The rapid proliferation of nonprofit organizations and the approaching retirement of baby boomers is expected to create abundant career opportunities in the nonprofit sector, 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. Guest speakers include some of the most successful organization leaders in Washington.

**Instructor:** Dr. Plotinsky brings to the class more than 20 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 around the world, she has served as executive director of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) and director of the Foundation Center-Washington, DC.

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

SS13- 5003

Post-Graduate Professional Development Seminar

*Instructor: Brian V. Rowe, M.Ed.*

The seminar will focus on professional competencies necessary to succeed and thrive in the world of work. Course time will cover job search skills and professional development activities such as career self assessment, targeted job application materials (resumes, cover letters), networking, and interviewing. Seminar participants will have the opportunity to interact with professionals from a variety of career backgrounds through panels and guest speakers. Participants will tailor their professional goals and plan to achieve those goals.

**Instructor:** Brian V. Rowe has worked in the field of career development for 15 years. He is currently the Assistant Director for Employment and Experience Programs at The George Washington University Career Center. Brian's areas of specialization include experiential education (internship, cooperative education) and international experiences (work, internships, and volunteer experiences). Prior to The George Washington University, he was a Program Manager at The Washington Center working with students interested in exploring careers in nonprofits. Brian participated in the Fulbright Seminar for International Educators and Career Services leaders in the Fall of 2008 in Berlin, Germany.

**Education:** M.Ed. Kent State University (Higher Education Administration and College Student Personnel), B.A. State University of New York, College at Cortland (History).
Courses on Research
SS13-4983

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

This course is offered to provide students with the opportunity to write a “complete” paper, on a topic of their choice, which focuses on a variety of external audiences beyond the traditional classroom. Students are exposed to professional uses of writing, and encouraged to develop a better sense of the importance of their presentation skills in a variety of careers. Students are also encouraged to take advantage of primary sources in Washington. This helps them to better understand the broader, professional uses of the papers they traditionally write for professors in their home institutions.

Instructor: In June, 2010, Charlie Bartsch was appointed as Senior Advisor to the Undersecretary of the U.S. Environmental Protection Agency. Prior to this, he was Vice President/ Senior Fellow for Human Service and Community Development at ICF International. Previously, he served as senior policy analyst at the Northeast-Midwest Institute, specializing in economic development and revitalization issues—notably, manufacturing modernization, industrial site reuse, federal and state technical and financial assistance, tax incentives, and technology transfer.

Education: M.A., University of Illinois at Chicago (urban planning and policy); 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 partners agencies in the South American, leading to increased exchanges between the United States and Argentina, Brazil, Chile and

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

Courses on Washington, D.C.
SS13-3353

Scandalous Washington
Instructor: Cindy Guell, Ph.D.

The nation’s capitol 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. Guell 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).

**FT12-3453**

**Black Broadway and Beyond:**

**The African-American Experience in Washington, D.C.**

Instructor: Cindy Gueli, Ph.D.

Follow in the footsteps of Washington's African-American community to discover its richness and diversity and how it has helped shape the nation's capital. We will use eyewitness accounts, visits to local neighborhoods, music, theater and art, and historical analysis to give us a lens into the significant events, people, places, and artistic legacies integral to the city's identity. The story of the African American experience reveals its influence on everyone who visits or lives in Washington.

**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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1 The Washington Center • Fall 2012 Course Guide
Academic Course Guide

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 upon 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 courses have been reviewed and are worth at least 3 semester credit hours of academic study.

All participants in the internship programs of The Washington Center are required to enroll in a course, regardless of the credit they will receive at their home institution. Students receiving financial assistance from The Washington Center must obtain a grade of “C” or higher in order to receive financial assistance.

Carefully review the course descriptions and submit your top five preferences by August 15, 2012 at 5 p.m. Eastern Time (please note this is later than the original date published). We make every effort to place students in their first or second course preference, but sometimes courses do fill up quickly. Courses with low enrollment are subject to cancellation.

Students are asked to submit their preferences through the online course registration system. Please see page 5 for instructions on how to register for courses. Students who do not indicate their course preferences by August 15, 2012 will be enrolled in a course.

Students may change their course during the Drop/Add period at the beginning of the semester. Instructions regarding Drop/Add are available on page 5 of this course guide.

The Washington Center is proud of its associate faculty. Most instructors have a doctorate or other terminal degree in their field, as well as extensive teaching experience. Many are current practitioners in their field of study. Our faculty members are a resource you can draw upon to enhance your internship experience in the nation’s capital.

Students who can’t decide which course to take are urged to review the faculty biographies and to select a course with a faculty member who has the expertise or background that is most relevant to their own interests. Students are also encouraged to seek the advice and guidance of their campus advisor or liaison in the selection of a course that best aligns with their major or areas of interest.

The Washington Center for Internships and Academic Seminars is pleased to offer the following courses for the Fall 2012 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
Eugene J. Alpert, Ph.D., Senior Vice President
Alan Grose, Ph.D., Director, Academic Affairs
Marie Pius, Senior Program Coordinator, Courses

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

Course Enrollment

• All preferences should be chosen carefully since students may not be enrolled in their first choice, though TWC does attempt to accommodate as many first choices as possible.

• Some students 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. 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.

• Most classes have a range of 10–18 students (with the exception of a required program course, which may have up to 25–30 students).

• Students will be notified of their course assignments online on InternConnect through the Student Portal just prior to arrival.

• Students will have the chance to change their course enrollment during the drop/add period.

• 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 drop/add 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 in writing through the course coordinator.

• 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.

• All Washington Center courses are numbered to reflect an ongoing review by The Washington Center Liaison Advisory Board. Courses listed at the 3000 level are mostly introductory or of general interest. The 4000 level courses are more in-depth, while 5000 level courses are for more advanced students with specific interests. Courses under the 3000 level are not expected to be credit-bearing, but rather are instructional modules. Courses that end in a 3 are designed to be worth at least 3 credit hours. Courses ending with a 0 are not designed for academic credit, but are considered to be of the nature of a workshop or for practical training. Courses ending in 9 are not specifically designed for 3 academic credits, but may be worthy of variable credit depending upon a student’s agreement with his/her home institution.

PPDP Students

Students in the Post Graduate Professional Development Program, are required to take at least one academic course. They are required to participate fully and complete all of the assignments. FT12-5003 Post-Graduate Professional Development Seminar is a course designed specifically for the PPDP, and students enrolled in that program might find it uniquely relevant to their experience in D.C. PPDP students are also eligible to enroll in our other course offerings and are not limited to the Post-Graduate Professional Development Seminar.

Fall Quarter Students

In an effort to provide you with the greatest range of choices, we are offering you a choice of any of the fall semester courses rather than limiting your choices to just a handful of courses that would be offered for the ten week term. We ask that you provide us with a rank ordering of any five of the courses listed below, and we will notify the instructor of your assigned course that you will only be attending for the first 10 weeks of the course. In most cases, arrangements for completion of 10 weeks of the course can be made, but if this is not feasible, it is possible that a back up choice may be available. We pledge to work with you and the instructors so that you are able to have the widest possible selection of courses and still meet the academic course requirements.
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, and meet in Washington, D.C. 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 participatory learning. 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. 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.

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.
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.

Drop/Add 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 e-mail or 2) the Drop/Add session during Orientation.

- You may change your course by emailing courses@twc.edu. Please include the following information in your email:
  - Email address
  - Your school
  - The course you wish to add
  - The course you wish to drop

- Alternatively, you may attend the Drop/Add session. This will be offered during Orientation on Thursday, August 30, 2012 at The Washington Center Residential and Academic Facility. No changes will be permitted after COB on Tuesday, September 11, 2012.

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

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.

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 3, 2012)
- Columbus Day (October 8, 2012)
- Thanksgiving Break (November 22 and 23, 2012)
Course List

Courses in American Politics and Public Policy

SS13-3233
Campaigning for a Cause — How Advocacy Groups Change the World

SS13-3653
The Federal Budget

SS13-4543
Issues in Science Policy

SS13-4883

SS13-4773
The Presidency, Congress and the Media: A Comprehensive Course on the Issues and Events Shaping Our Country (A Partnership with C-SPAN)

Courses on Business, Management and Public Administration

SS13-3803
Global Markets and International Business Strategies

SS13-4843
International Business: Case Studies in the Strategic Management of International Trade Affairs

SS13-4883
From Ideas to Action: the Anatomy of Entrepreneurship

Courses in Communications

SS13-3463
Intercultural Communications: How Washington-Based Organizations Prepare for a Global Marketplace

SS13-3473
Media and the Movies

SS13-4483
The Mass Media and National Politics: Explaining Washington to the Public

Courses in International Affairs and Foreign Policy

SS13-3123
U.S. Foreign Policy in the 21st Century: Dynamics of Change

SS13-3193
How Washington Engages the Arab Middle East: Strategies, Policies and Realities

SS13-3363
International Human Rights

SS13-4123
Rising China and Its Impact on U.S. Economic and Foreign Policies

SS13-4443
Global Policy Issues: The U.S., Asia and the World

Courses on Law and Criminal Justice

SS13-3393
Philosophy of Law, the Supreme Court and the U.S. Constitutional Tradition

SS13-3783
Introduction to Criminal Law and Criminal Procedure

SS13-4283
International Organizations and Humanitarian Law

SS13-4763
Forensic Psychology

Courses on Leadership

SS13-3743
Essentials for Aspiring Leaders

SS13-3913
Nonprofit Leadership and Management

SS13-5003
Post-Graduate Professional Development Seminar

Courses on Research

SS13-4983
Research & Writing

Courses on Washington, D.C.

SS13-3353
Scandalous Washington: Uncovering D.C. History

FT12-3453
Black Broadway and Beyond: The African-American Experience in Washington, D.C.
Course List

Courses in American Politics and Public Policy

FT12-3233
Campaigning for a Cause: How Advocacy Groups Change the World

FT12-3653
The Federal Budget

FT12-4543
Issues in Science Policy

FT12-4583

FT12-4773
The Road to the White House: Politics, Media and the American Presidency (A Partnership with C-SPAN)

Courses on Business, Management and Public Administration

FT12-3803
Global Markets and International Business Strategies

FT12-4653
Negotiations Seminar

FT12-4883
From Ideas to Action: the Anatomy of Entrepreneurship

Courses in Communications

FT12-3473
Media and the Movies

FT12-4113
Communication Law and Ethics

FT12-4483
The Mass Media and National Politics: Explaining Washington to the Public

Courses in International Affairs and Foreign Policy

FT12-3123
U.S. Foreign Policy in the 21st Century: Dynamics of Change

FT12-3193
How Washington Engages the Arab Middle East: Strategies, Policies and Realities

FT12-3363
International Human Rights

FT12-3973
U.S. Foreign Policy and Military Power after the Cold War

FT12-4123
Rising China and its Impact on Foreign and Economic Policies

FT12-4443
Washington and the World

Courses on Law and Criminal Justice

FT12-3393
Philosophy of Law, the Supreme Court and the U.S. Constitutional Tradition

FT12-3593
White Collar Crime

FT12-3783
Introduction to Criminal Law and Criminal Procedure

FT12-4633
Criminal Justice and Policy Wars

FT12-4763
Forensic Psychology

Courses on Leadership

FT12-3743
Essentials for Aspiring Leaders

FT12-3913
Nonprofit Leadership and Management

FT12-5003
Post-Graduate Professional Development Seminar

Courses on Research

FT12-4983
Research & Writing

Courses on Washington, D.C.

FT12-3353
Scandalous Washington: Uncovering D.C. History

FT12-3453
Black Broadway and Beyond: The African-American Experience in Washington, D.C.
Campaigning for a Cause: How Advocacy Groups Change the World
Instructor: Robert SanGeorge, M.A.

- What campaign strategies and tactics are behind the Occupy Wall Street and Tea Party movements?
- How can groups in the USA and internationally that are as small as local and campus organizations work effectively to make their corner of the world a better place?
- What role is social media playing in the ongoing revolutions that are mobilizing millions of people and radically remaking the face of the Middle East?
- How do organizations like Amnesty International, the Sierra Club, Human Rights Campaign and Doctors Without Borders carry out campaigns that mobilize people both locally and globally?

Throughout a fast-moving fall 2012 term of Campaigning for a Cause, students learn to analyze and even create campaigns on the key issues of our time: economic equality, democracy, human rights, the environment, women’s empowerment, public health, disadvantaged children, poverty alleviation, GLBT rights, etc. With an interactive approach, each class takes students inside the world of local, national and international advocacy campaigning, with a particular focus on social media.

Using case studies, students learn the fundamental challenges facing professional campaigners as they research, plan, fund, implement and evaluate their initiatives: demographics/audience targeting, issue framing/messaging, use of imagery and overcoming public “crisis fatigue”. Our emphasis on social media and cyber-campaigning reflects the rapidly growing importance of online advocacy to reach audiences, raise funds and make an impact. And our analysis of the revolutions currently taking place in the Middle East will analyze the world-changing potential of advocacy campaigning.

Instructor: An advocacy campaign expert and social media specialist, Robert SanGeorge was recently honored for his instructional excellence as a Teaching Fellow at George Washington University. Now in his sixth 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 several major non-governmental organizations focused on some of the key challenges of our time: public health, child labor, the environment, poverty alleviation. His professionalism has been recognized by the National Academy of Sciences, where he served on an expert panel that produced a pioneering study on risk communications in public health, the environment and consumer safety. His advocacy work has involved extensive use of persuasive messaging, online and print publishing, news and entertainment media, and special events production. 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.

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

The Federal Budget
Instructor: John Forkenbrock, M.S.

This course examines the history and the evolution of the Federal budget-making process from the beginnings of the nation through the present. 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 blueprint) 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
The course is designed to provide students with an understanding of how the Federal Budget has evolved from the nation’s beginning to the present, with an in-depth understanding on the formulation of the Federal budget each year and how the budget-making process drives public policy. Finally we will ask the question: Is the budget-making process that is in use today still relevant or does the challenge to reduce the national deficit require something new?

The course is designed to provide students a study not only on how the Federal Budget has evolved from the nation’s beginning to the present, but to also acquaint them on how the President and the Congress each format their respective budgets each year to match their political agenda. Students will see the correlation between the direction of public policy and resource allocation as embodied in the annual budget process and how the differences on how best to allocate resources gives rise to conflict. Students will leave the class with an in-depth understanding on the formulation of the Federal budget each year and how the budget-making process drives public policy.

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 department’s 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 nonfederal 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).

Issues in Science Policy

Instructor: Greg Rabidoux, Ph.D., J.D.

“Because this is the age of science and technology, it's the age of movement. Anything static is in retreat.”

While these words were spoken by former US Vice-President Hubert H. Humphrey over four decades ago their meaning and applicability to the political and scientific dilemmas we as a nation and as a global community face today remain relevant. Who or what should prevail when science collides with the dictates and demands of politics and policymaking? And what really occurs when research and its findings don’t square with national consumer habits, economic commitments and global industrial forces? What happens when scientific trained in the scientific method, an often slow and painstaking process, face very real political and policy deadlines, pressures and threats of reduced funding? Can science really be rushed for the public good? Should it? Is it jobs and growth or saving our environment? Is it being faithful to a religious precept or exploiting a possible life-saving opportunity arising from science? Must we choose one over the other? Can politics and policymaking integrate science without sacrificing the values and principles that drive each system?

This course examines some of our most controversial and significant political, policy and scientific challenges from a political, policymaking, legal and scientific perspective in helping students understand how policymaking is truly made or avoided within a broad context where science and emerging technological breakthroughs are the drivers for a possible transformative way of life.

Students will help determine the specific issues that will be delved into, but expect to gain a greater understanding for and appreciation of how forces such as federalism, partisanship, electoral pressures, democratic tradition, religion, nationalism, globalization, even social media all impact on US and international policymaking in critical areas where science and politics collide.

Instructor: Dr Rabidoux has taught, worked, researched, written and been an active participant in the political and policymaking process now for over 20 years. His experience includes being a candidate for US Congress, working as a staffer on the Hill, serving as a liaison for the General Assembly at the United Nations in New York, serving as a national policy campaign director in Washington DC at an advocacy organization, providing consultative services to several prominent
national advocacy and think-tanks as well as being a faculty member at several colleges over the years. Greg has also been a senior manager and trainer in the private sector and recently was a consultant to several EU based companies seeking to develop their sustainability programs and policies. Greg’s most recent book examined the history and impact that Hollywood has had on US politics and policymaking.

Education: Ph.D., University of Wisconsin at Milwaukee; J.D., Marquette University, M.A., American University, B.A., University of Connecticut

FT12-4583


Instructor: Charles Bartsch, M.A.

“Change” characterizes the current economic and political climate in the U.S.—as we face a contentious election season, an unsettled economic situation here, and continuing economic challenges from abroad. The extent to which all sectors—public and private—play their most suitable role will determine how well the nation competes in the new 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 a debt and spending crisis, 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 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 “fiscal cliff” the country faces starting in 2013 be avoided? What will be the impact of the approaching 2012 elections—taking place at the semester unfolds—on all of this?

This course unfolds not as an economic 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 assignment, 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; and presidential platforms and political agendas from both Democratic and Republican parties; report excerpts from the National Governors’ Association and US federal agencies; and current articles and critiques.

Instructor: Professor Bartsch is Senior Adviser for Economic Development to the EPA Assistant Administrator, where he focuses in part on inter-agency partnerships to spark community revitalization. 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.
Road to the White House: Politics, Media and the American Presidency (A Partnership with C-SPAN)

Instructor: Steve Scully, M.A.

In every election, American voters make a decision. During the past three campaign cycles (2006, 2008 and 2010), we saw those decisions in "wave" elections that changed control of Congress and/or the White House. This course examines the issues shaping the American political landscape and how the media (both social and traditional) influence the winners and losers in the political arena. With an incumbent president seeking re-election, it is a special opportunity to examine in depth how the President's public policy agenda is affecting the presidential race. By examining such topics as polling, campaign advertising, targeted messaging, focus group strategies and debates, students will forge new insights into the nature of partisan political behavior in this new media age.

This course offers a unique opportunity not only to study the political process, but also to be a part of the conversation shaping the campaign. One hour of each class will be devoted to interviews and discussion with special guests, which will be recorded and televised through one or more of C-SPAN's channels or other outlets. Using the Peabody Award-winning C-SPAN archives, the class will also reconstruct the historical development of the current political scene, affording students a better understanding of how candidates interact with voters and how they develop the political messaging behind every speech, slogan and phrase on the campaign trail. Thus, students will be studying the 2012 campaign as it takes shape around them.

Note: On-camera portions of the class will meet on Monday afternoons, with possible follow-up meetings on Monday evenings. Class size will be limited to 25 students in the Political Leadership Program. However, additional students may be allowed to attend the class as observers and possible questioners if space is available.

Instructor: Steve Scully is senior executive producer and political editor for C-SPAN. He also hosts 'Washington Journal,' a daily three-hour public affairs program. Since 1990, Scully has been responsible for planning and editing C-SPAN's campaign programming, including presidential and congressional elections. He is the former president of the White House Correspondents' Association (2006-07), and currently serves as a WHCA Board Member.

Prior to joining C-SPAN, Scully covered politics and local government as a reporter with WSEE-TV in Erie, PA. He also worked as a reporter and anchor at WHEC-TV in Rochester, N.Y. While working in Rochester, Scully taught several courses on the media & politics at St. John Fisher College & Nazareth College in Rochester, NY. While attending college, he served as an intern in the office of Delaware Sen. Joseph R. Biden, and later a staff assistant in Sen. Edward M. Kennedy's media affairs office.

In January 2003, he assumed the Amos P. Hostetter Chair at the University of Denver, teaching a course on media, politics, and public policy issues via cable fiber line between Washington, D.C., and Denver. It was the only college level course of its kind in the country, linking students to leaders in politics, journalism and business from Washington, D.C. Guests have included NBC's Brian Williams, ABC's Jake Tapper, Sen. Lamar Alexander, former President Bill Clinton, and former Senator Bob Dole to name just a few.

Education: M.A. Medill School of Journalism, Northwestern University; B.A. The American University.
Courses on Business, Management and Public Administration

FT12-3803

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 who have the ability to deal in the international marketplace in spite of the economic downturn. How can American firms successfully compete abroad? What procedures must firms use to find the right export markets? This course examines a variety of situations faced by business including (1) multinational firms dealing with social and development responsibilities; (2) small businesses wanting to enter the overseas marketplace, but hindered by a lack of financing or government regulations; and (3) foreign firms selling products and investing in the U.S. Students will access the resources of numerous international trade organizations in the Washington area, including embassies, federal trade agencies, nongovernmental organizations, trade fairs, international organizations such as the Organization of American States, and major financing bodies like the World Bank and the International Monetary Fund. Participants will use these resources for the completion of an actual market entry study that will be presented and defended by the student, similar to what would be expected in an actual company.

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. He has done extensive work in Europe and Asia. He also has taught international business courses at colleges in the Washington D.C. area and the University of Virginia as well as advising numerous businesses in exporting strategies.

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

FT12-4653

Negotiations Seminar
Instructor: Kondi J. Kleinman, J.D.

Do you want to save money? Improve your personal and professional relationships? Protect yourself from getting taken advantage of by lawyers, car salesmen, and the cable company? This fun, interactive course will teach you how!

As Harvard professor Roger Fisher noted, “Like it or not, you are a negotiator.” Every time you try to convince someone to do something—whether it’s asking your boss to give you a raise, getting a professor to grant you an extension on an assignment, or persuading the government to refrain from seeking the death penalty against your client—you are negotiating. For some, the mere thought of negotiating sends chills down their spine. Others find the prospect far more exciting. Whether you’re in the first or second camp, or somewhere in between, this course is designed to make you a more comfortable, effective negotiator, all while having fun in the process.

Students will learn both the theory and practice of negotiation. Much of the course is devoted to negotiation exercises and simulations from a variety of areas where students actually break into groups of two, three, or four to negotiate with each other based on confidential facts distributed by the professor. The exercises are then debriefed in class so students can learn what worked well, what did not, and why. Through the in-class negotiation exercises, debriefings, and lectures, students will develop and sharpen skills in the areas of listening, asking questions, creative thinking, and persuasive communication. Class lectures and discussions will focus on such topics as the difference between competitive and integrative bargaining, the psychological and ethical dimensions of negotiations, and the importance of planning and choosing negotiation strategies.

The course is ideal for any student, but especially those interested in careers in law, politics, or business.
Instructor: Kondi Kleinman is an Adjunct Professor of Law at Georgetown University Law Center and a Trial Attorney in the Department of Justice's Criminal Division. He has taught high school students, undergraduates, kids at a juvenile detention center, and men at a halfway house. During his five years as a federal prosecutor, he has worked on a variety of matters, ranging from minor traffic offenses to more serious crimes like drug dealing, terrorism financing, and a multibillion dollar fraud case. Prior to joining the Justice Department, Kondi clerked for a federal judge. He also spent time working at a Washington law firm. In his most recent Georgetown teaching evaluations, he was described by students as “the best professor I have had in law school,” “exceedingly approachable,” “very enthusiastic and motivating,” and “encouraging, smart, funny, and engaging.” One student “highly recommended” his class to “any student, even if they had no prior interest in the subject matter.” In addition to practicing law and teaching, Kondi serves as the stadium announcer for Georgetown University football and lacrosse and American University basketball. In 2010, he announced six March Madness games at the Verizon Center. He also has dabbled in stand-up comedy. He is happy to discuss his career experiences with students and always makes himself available to offer advice about law school or anything else about which he has knowledge.

Education: J.D., Georgetown University Law Center; B.A., Arizona State University

From Ideas to Action: the Anatomy of Entrepreneurship
Instructor: Johnetta Hardy, M.A.

Entrepreneurship is the most powerful force the world has ever known for creating opportunity and lifting people out of poverty. This course is designed to create a climate that will foster and infuse the spirit of entrepreneurship and provide a basic understanding of the entrepreneurial or new venture process. Several class exercises will assist students to identify their own personal goals. In particular, students will learn about the initial steps and decisions that are crucial to starting and operating a successful business globally. These include topics such as market analysis/venture feasibility; financials, related legal issues, and evaluations that are essential for sound business start-up and management decisions; then students will be assisted and guided in the development of a business plan. A phenomenal piece of wisdom that Ewing Marion Kauffman left us with before he passed "Let's make a job, don't take a job."

Instructor: Ms. Hardy is the Founder & CEO of the JBHardy Solutions Group, LL, a firm that specializes in entrepreneurial services such as coaching, business development, public relations and marketing/branding/social media to small businesses, corporations, organizations and institutions. 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. Most recently, Ms. Hardy served as the Executive Director of the Howard University Institute for Entrepreneurship, Leadership and Innovation (ELI) which is a unique program to stimulate the notion of the practice of entrepreneurship to Howard University and all historically black colleges, and to the regional African-American community. 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.

Ms. Hardy has taught entrepreneurship at The Washington Center for over 13 years. She is currently writing a book focusing on African American women in entrepreneurship. In 2009, she received the Faculty of the Year Award from The Washington Center for Internships and Academic Seminars. In 2007 she received the Legacy in Entrepreneurship Education Award from the African American Empowerment Group. She currently serves on the Global Innovation Forum Brain Trust Board and is a member of the Alpha Kappa Alpha Sorority Inc.-Xi Zeta Omega Chapter in Washington, DC. A native of Washington, D.C., she is 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)
Courses in Communications

FT12-3473

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, as well as the way movies help shape the public's image of the media.

Instructor: Carole Feldman is national education editor and director of News Operations and Finance/Washington for The Associated Press. During nearly 36 years with the news organization, she has supervised coverage of a wide range of beats, including the White House, Congress, the economy and science, health and medicine. She also has directed coverage of presidential and congressional elections. A New York native, she has a bachelor's degree in journalism from Pennsylvania State University and a master's degree, also in journalism, from Boston University.

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

FT12-4113

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 national education editor and director of News Operations and Finance/Washington for The Associated Press. During nearly 36 years with the news organization, she has supervised coverage of a wide range of beats, including the White House, Congress, the economy and science, health and medicine. She also has directed coverage of presidential and congressional elections. A New York native, she has a bachelor's degree in journalism from Pennsylvania State University and a master's degree, also in journalism, from Boston University.

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

FT12-4483

The Mass Media and National Politics: Explaining Washington to the Public
Instructor: David Lightman, M.A.

This course goes inside the world of the professional journalist in Washington, D.C., to help students understand how the unique environment of the nation's capital affects the creation and dissemination of the news. Topics of discussion include: How do all these reporters work? What do they do each day? How do they know where to go, who to talk to, how to write something so that people care, and write it by deadline time? Students will simulate the evolution of the news cycle and follow major news stories—for example, the federal budget, a major political issue or a Supreme Court case—through the term. As a result, students will become fluent in the use of multiple sources of information and how to interpret them (e.g. Supreme Court briefs, congressional committee reports, federal budgets, etc.). This course is ideal not only for communication or journalism majors, but also for those interested in a wide range of public policy issues or those interested in working in a professional position in D.C. The course will also meet frequently at sites outside of the classroom.

Instructor: Professor Lightman is a long-time member of the Washington Press Corps and is currently a member of the McClatchy Washington bureau. He was previously the Washington Bureau Chief of the Hartford Courant for 23 years. He has worked in Washington for more than 25 years and has had 10 years of
Courses in International Affairs and Foreign Policy

FT12-3123

U.S. Foreign Policy in the 21st Century: Dynamics of Change
Instructor: Robert E. Henderson, M.S.F.S.

This course examines U.S. national security and the development of a plural international order with a focus on Afghanistan, Egypt, Iran, Iraq, Libya, North Korea, Pakistan, Somalia, Sudan as well as other points of both conflict and opportunity in the developing world. What should the United States do as a superpower in an increasingly multi-polar world to ensure security for its homeland, to reinforce the momentum toward a liberal international order in which economic freedom and political liberty are paramount, and to prevent the growth of stateless or state sponsored, violence-prone movements, or, offset the ascendance of autocratic rivals? What does the U.S. do next? How do you learn to anticipate international change? What are the implications for your career? How is policy made? How do you find a job that will allow you to take advantage of this emerging world and make a difference? The course brings international relations theory and practice together in an open, interactive environment that has practical applications. Participating students should expect to improve writing, public speaking, and analytical skills and gain a foundation for careers in international relations and security affairs.

Instructor: Professor Henderson is a twenty-year veteran of building the institutions of change in the transitional, developing world. He has field experience for the State Department, United Nations, and the National Endowment for Democracy in 44 countries including: Albania, Angola, Colombia, El Salvador, the Horn of Africa, Grenada, Mozambique, Nicaragua, Panama, Philippines, the former Republics of Yugoslavia (Bosnia, Macedonia and Serbia), the Republic of South Africa, Uganda, and Zimbabwe. Professor Henderson is rated by the United Nations as a Chief Technical Advisor (CTA) for Electoral Processes and has written widely on the organization of civil society in transitional political cultures. Prof. Henderson is a College Grants Writer for NOVA and serves as an Advisor to the Center for the Study of the Presidency and Congress in Washington, D.C. In 2005, Prof. Henderson was recognized as The Washington Center Faculty Member of The Year.

Education: MSFS, Georgetown University (North/South Security Relations - Horn of Africa and Southern Africa); BA, Harvard University (Government/International Relations).

FT12-3193

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. (Dartmouth) 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, and...
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

FT12-3363

International Human Rights

Instructor: Doga Ulas Eralp, Ph.D.

International Human Rights have become an integral part of the international political debate in the past two decades. Today, more than ever, in the wake of the Arab Spring, citizens across the globe ask their governments respect to their basic freedoms and observe international conventions of human rights to the full. This course introduces basic concepts in international human rights and a number of critical debates that define the struggle for human dignity and democracy. This course provides an invaluable insight to any student who is interested in pursuing a career in international politics and transnational advocacy work in civil society organizations and think-tanks in western capitals.

Instructor: Doga Ulas Eralp is a scholar of international conflict, human rights, development and democratization. He has a Ph.D. from the School for Conflict Analysis and Resolution from George Mason University. Eralp is the author of numerous articles and book chapters on the Western Balkans, Cyprus, European Union and Turkey. He also works extensively as a practitioner consulting international organizations and think tanks. He lives in Washington, D.C.

Education: Ph.D., George Mason University

FT12-3973

U.S. and Foreign Policy and Military Power after the Cold War

Instructor: Olof Kronvall, Ph.D.

Military power has always been an instrument of U.S. foreign policy and statecraft. After the Cold War, the U.S. has frequently used military force for various purposes, from limited interventions and peace operations in the 1990s to regime change and counterinsurgency after 9/11. While the Obama administration is scaling down U.S. military presence in Iraq and Afghanistan, it has used special forces to kill Osama bin Laden and airpower to topple Muammar Gaddafi. The U.S. faces a complex international environment, and adapting to new and emerging threats and challenges is of crucial importance to U.S. national security and America's leading position in the world. Issues such as China's growing power, political instability in Pakistan, and Iran's nuclear ambitions are likely to remain concerns for the U.S. for years or decades to come.

This course examines the role of military power in U.S. national security policy after the Cold War, with emphasis on how doctrine and concepts for the use of military forces have evolved. Covering U.S. grand strategy, use-of-force doctrines, and military doctrine, the course explores topics such as the tension between requirements for waging war against the armed forces of other states and adapting to the challenges posed by terrorism and insurgency; trends in U.S. thought on military intervention; the relationship between national security policy and military capabilities; and how the different services (Army, Marine Corps, Navy, and Air Force) view contemporary military operations and the future of warfare.

Instructor: Dr. Olof Kronvall's expertise includes European and transatlantic security policy, national security policy, counterinsurgency, stability operations, irregular warfare, military power and doctrine (with a focus on the US), and Cold War history. He has taught at George Washington University, the Norwegian Defence University College, the Royal Norwegian Naval Academy, and the Swedish National Defence College. Dr. Kronvall worked at the Norwegian Institute for Defence Studies from 2007-2011 and at the Swedish National Defence College from 1996-2007. He also spent two academic years in Washington, DC, first as a visiting scholar at George Washington University, Elliott School of International Affairs, Institute of Russian, European and Eurasian Studies (2005-6), and then at CSIS in the Europe Program (2009-10). He earned a Ph.D. in History from Stockholm University in 2003, and served as an expert in the Swedish Ministry for Foreign Affairs' Raoul Wallenberg Commission in 2002.

Education: Ph.D., M.A. and B.A., Stockholm University, Sweden
Rising China and Impact on U.S. Foreign and Economic Policies

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 China in the past 20 years has changed the dynamics of bilateral relations. This relationship has been labeled the most important bilateral relationship for the Obama administration and Clinton State Department, and it will continue to grow in importance for the next administration regardless of the outcome of the upcoming election. 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 not only be on the change of leadership in both countries in 2012 and expansion of China’s global influence in Asia and beyond. Rather, students will gain an understanding of how cultural factors have impacted Sino-American relations and continue to influence the present multifaceted relationship. The intersection of U.S.-Chinese modern history, politics, ideology, and trade will be topics of analysis. The roles of immigration policies and 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 70 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 42 trips to China. In the summer of 2012 she was a research fellow at the East West Center—DC Office.

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)

Washington and the World

Instructor: Sheldon Williams, Ph.D.

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 to represent and to UN committees addressing global issues. Then on October 26-28, the students will participate in the Model UN at the Holiday Inn on Capitol Hill. Students should expect an interdisciplinary course that will cover basic US Foreign Policy toward economic, security, human rights and environmental topics.

Note: This class will be limited to students in the Ford Motor Company Global Scholars program.

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, Washed
in the Blood, has 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).

Courses on Law and Criminal Justice

FT12-3393

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

Instructor: Alan W. Grose, Ph.D.

In his opening statement at the hearing before 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.” In this course, we will examine a series of theoretical frameworks for evaluating this claim. This will include classic questions and positions regarding the nature and process of law, including the theories of natural law, legal positivism and the rights-based theory associated with Ronald Dworkin. Special attention will be given to the views advocated by Justices currently on the Court. We will examine the tensions between the claims of “originalism,” which is associated with Justices Antonin Scalia and Clarence Thomas, and the view of “active liberty,” as articulated by Justice Stephen Breyer. We will focus particular attention on questions of legal reasoning and how judges ought to decide cases. Some consideration will also be given to the questions of the norms of good practice by lawyers and the nature of the duty to obey the law. Students will read, analyze and debate a variety of kinds of texts, including classics from the history of philosophy and legal theory, political rhetoric related to the Supreme Court nomination process, 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 nomination process.

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)

FT12-3593

White Collar Crime

Instructor: Leon C. Buck, J.D.

This course offers a detailed and comprehensive examination into white collar crime, congressional ethics investigations, and political corruption by Members of Congress, the Executive branch and local and state government officials, and ordinary citizens. Students will learn the elements of the following Federal white collar crimes: mail fraud, bribery, insider trading and Ponzi schemes, embezzlement, cyber crime, identity theft, forgery, and money laundering and the all important Commerce Clause. This course is ideal for students considering attending law school. The first half of the course will examine the elements of federal white collar crimes and involve significant preparation for our Moot court exercise.

Instructor: Professor Buck currently works as Assistant Vice-President for the Property Casualty Insurers
Association of America. He is the former Chief of Staff for U.S. Congresswoman Sheila Jackson Lee (D-Tx.).
He has also served as Senior Director for the American Red Cross in the office of government relations and
public policy where he provided counsel and advice to the Hurricane Recovery Program. Professor Buck also
co-founded Government Strategies, a government relations firm serving clients before Congress and federal
agencies. Prior to that, he served as the minority counsel to the Subcommittee on Immigration, Border
Security and Claims of the House Judiciary Committee, and as legislative counsel to D.C. mayors Sharon
Pratt Kelly and Marion Barry.

Education: J.D., Howard University; B.A., Colby College
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)

Criminal Justice and Policy Wars

Instructor: Suzanne Goodney Lea, Ph.D.

This course will examine several aspects of American criminal justice policy "wars", with a special emphasis on the War on Drugs and the War on Terror. In what significant ways does the modern-day effort to suppress drug manufacture, distribution, and use resemble 1920's-era Prohibition efforts, in terms of its intentions, directional focus, and impact? How has the War on Drugs affected the nation's social fabric? In what ways has the War on Terror impacted our nation's sense of security and of “our fellow Americans”? When we construct social policy as a "war" on some undesirable behavior, we create deep social divisions by making monstrous enemies of our fellow citizens—American, immigrant, and globally.

Both of these wars have driven massive capital investment in the detection, monitoring, and detention of alleged offenders but have arguably been failed, reactive approaches by most measures. In the name of keeping our children and ourselves safe, we are creating a deep social chasm that threatens to destabilize our nation along racial, economic, and religious fault lines. We have more prisoners in custody than does China—and they have many more people. What alternative paths might we have taken to address our concerns about drug use and/or terrorism? Students will examine what it is about the American character that seems inclined to define policy in terms of wars and prohibitions and will spend the latter part of the course anticipating where future policy wars might be directed, as well as what it is that sparks policy-makers to start beating the war drums.

By participating in a small-group discussion project over the course of the term, students will learn to effectively facilitate, document, and participate in small, democratic, deliberative discussions that examine conceptual policy possibilities; in this case the articulation of policy approaches to redirect the current War on Drugs into more humane and successful directions.

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Students will also gain practice writing succinct and persuasive policy statements, creating engaging policy discussion guides, and composing succinct book/film/experiential reviews. Students will also learn to consider various criteria that can be used to evaluate the potential consequences and resulting effectiveness of criminal justice policy approaches.

**Instructor:** P Suzanne Goodney Lea, Ph.D. is a Fellow with the Interactivity Foundation, which promotes deliberative, democratic, exploratory discussions of contrasting policy possibilities. Lea is an expert on race, gender, and the social construction of crime and criminal justice policy. She has provided analysis of such topics for *ABC World News, The Guardian Unlimited*, the BBC, NPR, and several local affiliates. Lea has served as an Associate Professor at Gallaudet University’s Sociology Department and as Chair of the Criminal Justice Program at Trinity College. She lectures on women, gender, and film at Towson University and is slated, later this summer, to lead an extensive training component on the facilitation of deliberative public discussion at a Harvard Kennedy School of Government “summer camp” for Chinese students interested in exploring possibilities for promoting democracy in China.

**Education:** Ph.D., M.A. Indiana University Bloomington (Sociology with a Criminal Justice minor); B.A. University of Michigan, Ann Arbor (Sociology and History)

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**Forensic Psychology**

**Instructor:** Dario Dieguez, Ph.D.

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 works as a Program Manager at the Lupus Foundation of America, Inc. (LFA), where he runs a national research grant program and a student fellowship program, writes position statements about policy relevant to lupus research, and writes about new lupus research for the LFA webpage and for a newsletter delivered to lupus patients nationwide. He sits on multiple government and non-profit committees dedicated to advancing education, research, and funding for lupus 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. He 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.

**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)
Courses on Leadership

FT12-3743

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).

FT12-3913

Nonprofit Leadership and Management
Instructor: Anita H. Plotinsky, Ph.D.

More people are employed by nonprofit organizations in the U.S. than by all federal and state governments combined. The rapid proliferation of nonprofit organizations and the approaching retirement of baby boomers are expected to create abundant career opportunities in the nonprofit sector, 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. Guest speakers include some of the most successful organization leaders in Washington.

Instructor: Dr. Plotinsky brings to the class more than 20 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, D.C., and around the world, she has served as executive director of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) and director of the Foundation Center-Washington, DC.

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

FT12-5003

Post-Graduate Professional Development Seminar
Instructor: Brian V. Rowe, M.Ed.

The seminar will focus on professional competencies necessary to succeed and thrive in the world of work. Course time will cover job search skills and professional development activities such as career self-assessment, targeted job application materials (resumes, cover
letters), networking, and interviewing. Seminar participants will have the opportunity to interact with professionals from a variety of career backgrounds through panels and guest speakers. Participants will tailor their professional goals and plan to achieve those goals.

**Instructor:** Brian V. Rowe has worked in the field of career development for 15 years. He is currently the Assistant Director for Employment and Experience Programs at The George Washington University Career Center. Brian’s areas of specialization include experiential education (internship, cooperative education) and international experiences (work, internships, and volunteer experiences). Prior to The George Washington University, he was a Program Manager at The Washington Center working with students interested in exploring careers in nonprofits. Brian participated in the Fulbright Seminar for International Educators and Career Services leaders in the fall of 2008 in Berlin, Germany.

**Education:** M.Ed. Kent State University (Higher Education Administration and College Student Personnel), B.A. State University of New York, College at Cortland (History).

### Courses on Research

**FT12-4983**

**Research & Writing**

*Instructors: Charles Bartisch, M.A., and Dan Ewert, M.A.*

This course is offered to provide students with the opportunity to write a “complete” paper, on a topic of their choice, which focuses on a variety of external audiences beyond the traditional classroom. Students are exposed to professional uses of writing, and encouraged to develop a better sense of the importance of their presentation skills in a variety of careers. Students are also encouraged to take advantage of primary sources in Washington. This helps them to better understand the broader, professional uses of the papers they traditionally write for professors in their home institutions.

**Instructor:** In June 2010, Charlie Bartisch was appointed as Senior Advisor to the Undersecretary of the U.S. Environmental Protection Agency. Prior to this, he was Vice President / Senior Fellow for Human Service and Community Development at ICF International. Previously, he served as senior policy analyst at the Northeast-Midwest Institute, specializing in economic development and revitalization issues— notably, manufacturing modernization, industrial site reuse, federal and state technical and financial assistance, tax incentives, and technology transfer.

**Education:** M.A., University of Illinois at Chicago (urban planning and policy); 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 the South American, leading to increased exchanges between the United States and Argentina, Brazil, Chile and

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

Scandalous Washington
Instructor: Cindy Gueli, Ph.D.

Washington 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 use films, novels, plays, first-hand accounts, and visits to sites around the city where major events occurred—including Lafayette Square, Georgetown, U Street, and Penn Quarter—to uncover 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 nation's capital.

**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).

Black Broadway and Beyond: The African-American Experience in Washington, D.C.
Instructor: Cindy Gueli, Ph.D.

From the artists and musicians of U Street's "Black Broadway" to the activists picketing and protesting for civil rights to the slaves who built the Capitol, Washington's African-American community has been vital to its identity and growth. We will follow in the footsteps of people, places, music, and events to explore the city's complex and varied racial history.

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).
ACADEMIC CREDIT FOR INTERNSHIPS
COLLEGE OF ARTS & SCIENCE

Students enrolled in the College of Arts Science may earn academic credit for internships on a P/F basis. Credit hours earned for internships will not count toward major or minor requirements but will count as part of the 120 hours required for graduation from the College of Arts Science. Under current faculty legislation students may complete internship courses either in Interdisciplinary Studies or through selected departments by utilizing one of the following options:

1.) Interdisciplinary Internships: INDS 280a-b-c. 1 credit hour (repeatable)
Any student classified as at least a sophomore and in good academic standing can earn one credit hour per semester or summer for an internship completed under this designation. This course may be taken and repeated twice for a maximum of three credit hours. Students are responsible for obtaining their own internship and faculty adviser for all internships taken in the College of Arts Science. The student and faculty adviser work together to develop the plan of work for the internship, which must be approved by the Director of Internships in the College (Associate Dean Yollette Jones). Students needing assistance with finding an internship locally should contact the Center for Student Professional Development.

2.) Departmental Internships: maximum of 15 hours (non-repeatable)
Under this option students from any discipline may earn academic credit for internships in selected departments if they meet the minimum GPA requirements and have 6 hours of prior work in the department in which they wish to intern. Students are responsible for choosing a faculty adviser for their internship and working with that individual to develop a plan of work for the internship opportunity. The plan must be approved by the Director of Undergraduate Studies in the department in which the internship will be administered and that person sometimes serves as the faculty adviser for all internships taken in that department. Some departments will have a list of approved programs that students may consult when choosing internships. All internships will be taken concurrently with a research and/or readings course that will be graded and may count toward requirements for a major or minor depending upon the department in which the internship is housed. Students should consult the Undergraduate Catalog or the Director of Undergraduate Studies in the appropriate department to obtain additional information about internships in the various disciplines. The following departments currently offer up to 15 hours of academic credit per semester or summer for the internship courses:

AAD$ 280a-280b Internship Research and Readings [1-6] Internship Training [1-9]
AMER 280a-280b Internship Research and Readings [1-6] Internship Training [1-6]
ANTH 287a-287b Internship Research and Readings [1-6] Internship Training [1-9]
FILM 280a-280b Internship Training [1-9] Internship Research and Readings [1-6]
FREN 287a-287b Internship Research and Readings [3] Internship Training [1]
GER 293a-293b-293c Internship Training [1-9] Internship Research [3-6] Internship Readings [3-6]
HART 293a-293b Internship Training [1-9] Internship Research [1-3]
JS 288a-288b Internship Training [1-3] Internship Research [3]
LAS 280a-280b Internship Research and Readings [3-6] Internship Training [1-9]
MHS 293a-293b Internship Training [1-9] Internship Research [1-6]
PSCI 280a-280b-280c Internship Training [1-9] Internship Research [1-3] Internship Readings [1-3]
RUSS 280a-280b Internship Training [1-9] Internship Research and Readings [3-6]
SOC 280a-280b Internship Research and Readings [3-6] Internship Training [1-9]

(Internship courses are offered during FALL, SPRING and SUMMER sessions.)

More complete information on internship courses may be found in departmental course descriptions in the Undergraduate Catalog. (Courses that have been approved recently by the faculty will not appear in the current edition of the Catalog.)

Cost of an internship. Internships taken during the fall or spring semester will fall under the normal tuition charge unless the student exceeds 18 hours during the semester. The hourly tuition charge will apply to any hours taken over 18 which are approved by the appropriate academic dean. Students will be charged for internships completed in the summer based on the hourly tuition rate for summer school. A Summer Internship Subsidy is available under certain conditions. Please contact the office of Associate Dean Yollette Jones at 615-343-3141 for details.