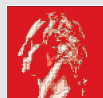


*Internships and Academic Seminars*



The Washington Center

# *Fall Course Guide 2013*

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# *Academic Courses at TWC*

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

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

The Washington Center for Internships and Academic Seminars is pleased to offer the courses described in this Course Guide for the Fall 2013 Academic Internship Program. Please feel free to contact the Academic Affairs department with any questions or concerns that you might have.

Contact Info:

[courses@twc.edu](mailto:courses@twc.edu)  
Phone: 202-238-7975  
Fax: 202-238-7700

Kelly Eaton, Ph.D., Senior Vice President & Chief Academic Officer

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

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# About the Courses

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## Classroom and Grading Policies

- Each course meets once a week for three hours unless otherwise specified.
- Courses begin at 6:30 p.m. unless otherwise listed. An alternative start time may be scheduled once the first class has met and students are aware of their internship schedule, but on the condition that the alternative start time does not conflict with any internship work schedules.
- Attendance at each class session is mandatory and is recorded each week by the professor. Faculty members are required to notify TWC if a student misses two classes. At this point, program advisors will speak with the student, and the campus liaison might be informed of the situation.
- The course format is generally seminar style with high expectations for class participation. Lectures are often mixed with active engagement, oral presentations, guest speakers or site visits. Courses at The Washington Center include active, experiential, and reflective learning.
- Course attendance and full participation are mandatory even if the student is not receiving credit at his or her home institution.
- Occasionally, internship responsibilities may conflict with class attendance. Please note: Academic 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 Resources section of the Accepted Students website. It is the student's responsibility to ensure that our enrollment services office receives the form on time. Also, be sure to alert the instructor with sufficient notice so the timing of assignments and a final grade can be planned accordingly. The Washington Center is not responsible for any delays in graduation due to late submission of an Early Grade form.

## Evaluations

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

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

## Course Materials and Fees

Cost of books, handouts and course materials are the sole responsibility of the student. The cost usually ranges between \$70 and \$90. Some courses may have additional fees for admission to performances, special events, etc. If this is the case, instructors should inform you on the first day of class. If you are not in attendance on the first day, it is your responsibility to inquire. Some faculty have prepared course packets or CDs that contain the required reading for the

course. You may be required to purchase this material. Since the cost of the reader depends on the number of students in the class, you will be told that if you are still registered in the course by a certain date, you are responsible for paying for the reader even if you drop later. Checks or money orders are the only acceptable form of payment. They should be made out to The Washington Center and sent to the attention of the Course Coordinator, with the appropriate Course Material Purchase Agreement. Faculty members are not authorized to accept money from students for course materials.

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

## Federal Holidays

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

- Columbus Day (October 14, 2013)
- Thanksgiving (November 28, 2013)

## Inclement Weather

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

# Enrollment Procedures

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## Course Enrollment

- All preferences should be chosen carefully since students may not be enrolled in their first choice. TWC does attempt to accommodate as many first choices as possible.
- Course preferences must be submitted by August 9<sup>th</sup>, 2013 at 5:00 p.m.
- Some students may have special campus requirements, such as enrollment in a specific course or enrollment in two courses. Such requests should be directed to [courses@twc.edu](mailto: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.
- Students will be notified of their course assignments online on MyTWC just prior to arrival.
- Most classes at The Washington Center are capped at a maximum enrollment of 18 students.
- Students will have the chance to change their course enrollment during the drop/add period. TWC maintains wait lists for classes that have reached their cap.
- Students wishing to take a second course that is not explicitly required by their home campus will have the chance to enroll in those additional courses at the end of the 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 through the official Courses add/drop process. This helps to maintain fairness for students on official TWC wait lists for classes that are currently at their cap.
- Students with special needs should inform The Washington Center's disability coordinator, by emailing [disabilityservices@twc.edu](mailto:disabilityservices@twc.edu) prior to arrival so that we can make the necessary preparations.
- TWC courses are numbered to reflect the level of the curriculum. Courses listed as the 3000 level are introductory or do not require any specific prior knowledge. Courses listed at the 4000 level are more in-

depth or might require more advanced academic skills. No courses require specific prerequisites.

## Registering for your Course

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

## 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](mailto: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 request Drop/Add changes. Please see the Orientation Schedule for exact time and location. No changes will be permitted after Thursday, September 12<sup>th</sup>.

If you have any questions, contact us at [courses@twc.edu](mailto:courses@twc.edu).

# Course List

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## Courses in American Politics and Public Policy

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### FT13-3173

Bioethics and Public Policy

### FT13-3233

Campaigning for a Cause:

How Advocacy Groups Change the World

### FT13-3653

The Federal Budget: Can Congress and the President Govern America?

### FT13-4583

Government and Business in the New Economic and Political Reality: How Washington Really Works

### FT13-4773

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 and Administration

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### FT13-3463

Intercultural Business: How Organizations are Working with Rapid Globalization

### FT13-3513

The International Business Environment

### FT13-3743

Essentials for Aspiring Leaders

### FT13-3803

Global Markets and International Business Strategies

### FT13-3913

Nonprofit Leadership and Management

### FT13-4843

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

### FT13-4883

From Ideas to Action: the Anatomy of Entrepreneurship

## Courses in Communications

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### FT13-3473

Media and the Movies

### FT13-4113

Communication Law and Ethics

### FT13-4773 (Cross Listed From Above)

The Presidency, Congress and the Media: A Comprehensive

Course on the Issues Shaping our Country (A Partnership with C-SPAN)

## Courses in International Affairs and Foreign Policy

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### FT13-3123

U.S. Foreign Policy in the 21st Century:

Dynamics of Change

### FT13-3193

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

### FT13-3363

International Human Rights

### FT13-3603

Combating Weapons of Mass Destruction: Historical and Current Policy

### FT13-3973

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

### FT13-4123

Rising China: U.S.-Chinese Relations in the 20<sup>th</sup> and 21<sup>st</sup> Centuries

### FT13-4443

Washington and the World

## Courses on Law and Criminal Justice

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### FT13-3393

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

### FT13-3583

Criminal Justice and Policy Wars

### FT13-3783

Introduction to Criminal Law and Criminal Procedure

### FT13-4283

International Organizations and Humanitarian Law

### FT13-4763

Forensic Psychology

## Courses on Research

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### FT13-4983

Research & Writing

## Courses on Washington, D.C.

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### FT13-3353

Scandalous Washington: Uncovering D.C. History

# Course Descriptions

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## Courses in American Politics and Public Policy

FT13-3173

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### **Bioethics and Public Policy**

**Instructor:** *Erick Valdés, Ph.D.*

Advances in biotechnology raise a broad spectrum of moral and legal problems which traditional ethics and law have not been able to deal with satisfactorily. Bioethics presents not only a new theoretical perspective to deliberate on complex moral scenarios, but it also implies a set of procedural rules to guide decision-making in a completely new ethical and legal arena.

Many bioethical issues also have a considerable impact in the Public Space. The eventual applications for biotechnology in medicine and beyond are still hotly debated. This, in turn, raises profound challenges for public policy and legislation. Issues requiring deeper analysis include allocation of resources, health insurance, human control of life, experimentation with human subjects, human rights, and birth technologies and modifying human nature. This course will explore these challenges in the light of the epistemological and methodological elements that bioethics provides.

In this course, students will learn the main elements of the origins, foundations and problems of bioethics. They will also practice deliberating in a critical and impartial way on controversial bioethical issues. In so doing, they will explore the still unresolved challenges facing society and the emergence of new policy strategies to regulate biomedical advances and their application in the public sphere.

**Instructor:** Erick Valdes is currently adjunct research scholar at the Kennedy Institute of Ethics at Georgetown University where he conducts advanced research on bioethics and biolaw. As well, he teaches at George Mason University and The American University, where his courses cover such topics as bioethics, research ethics, theories of democracy, and international human rights. Previously, he was a Scholar-in-Residence at the Center for Clinical Bioethics at Georgetown University where he conducted post-doctoral research in bioethics (2009-2012) and taught the course Health Care Ethics (2011-2011)

His publications on bioethics and political philosophy include four books published in English and six Spanish, as well as more than 45 articles published in international journals of philosophy, bioethics and biolaw in Europe, Latin-America, and Asia. He has lectured as visiting professor at universities in England, France, Spain, Russia, Mexico, Colombia, Argentina and Chile.

**Education:** Ph.D., University of Chile, Santiago (Philosophy), Ph.D., University of Paris IV (Sorbonne) (Political Philosophy).

FT13-3233

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### **Campaigning for a Cause: How Advocacy Groups Change the World**

**Instructor:** *Robert SanGeorge, M.A.*

- What role is social media playing on issues as diverse as the Arab Spring, global climate campaigns and the GLBT movement?
- How are groups inside and outside the USA that are as small as local and campus organizations working successfully to make their corner of the world a better place?
- 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 the Fall 2013 semester of *Campaigning for a Cause*, students will learn to analyze and create campaigns on the key issues of our time: economic equality, democracy and human rights, the environment, gun control, women's empowerment, public health, disadvantaged children, poverty alleviation, GLBT rights. With an interactive approach, each class takes students inside the world of local, national and international advocacy campaigning, with an emphasis on the growing influence of 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. Learning tools include a Class Intranet with more than 125 research sources on advocacy campaigning; a Class YouTube Channel with more than 75 videos on various types of campaigning; and the Facebook Metrics, Twitter Metrics and Google Analytics accounts of campaigns for which Mr. SanGeorge is currently a consultant – enabling the class to take an unusual and comprehensive look inside the social media planning and evaluation of ongoing campaigns.

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

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

## FT13-3653

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### **The Federal Budget: Can Congress and the President Govern America?**

**Instructor: John Forkenbrock, M.S.**

This course will concentrate on the Federal Budget; how it is assembled both by the Executive Branch and Congress. The evolution of the budget process will be examined, noting that until 1974 there was no formal budget making process in place as funding decisions were for the most part determined by Congress through the appropriations process. Between 1787 and 1970, the executive branch largely took a leadership role in setting spending priorities only during times of crisis, i.e. foreign conflicts, the Civil War, and economic down turns such as the Great Depression. Depending on who occupied the White House, Congress at times passed legislation to control the spending decisions unilaterally made by the president such as the Anti-deficiency Act. The 1968 election brought to the stage the beginnings of the budget-making process that is in place today. President Nixon used his office to expand the power of the Office of Management and Budget (OMB) and instituted a budget plan that has become routine for every president from Ford through Obama. Realizing their loss of power in setting spending priorities, Congress in 1974 passed the Budget Control and Anti-Impoundment Act; a systematic process by which Congress put into law the establishment of a time line by which the President submits a budget on the first Monday of February after which Congress then goes to

work to pass a Congressional Budget Resolution that puts forth a spending plan that may or may not conform to the president's budget proposal (plan).

The budget-making process that is in place today was designed as a tool to provide a mechanism for both the President and the Congress to set their agendas. President Reagan did what Nixon couldn't fully do as Reagan used the budget not only as an instrument to identify spending priorities, but also as a tool (reconciliation) to carry out his political agenda. The budget in recent years has become more of a tool for each political party to carry out their political agenda than a plan for federal spending. The class will analyze the current budget debate; the fiscal cliff, sequestration and the debt ceiling. Can Congress put away their political differences to pass legislation that will reduce the national debt?

After students have gained a knowledge of how the budget process is supposed to work as envisioned by those in Congress who crafted the 1974 Budget Act, the course will examine the question – Has the budget process lost its purpose or does it simply need fixing? Perhaps an even more radical question might be asked: “should it be tossed aside because nobody pays any attention to it anyway?”.

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

## FT13-4583

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### **Government and Business in the New Economic and Political Reality: How Washington Really Works**

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

“Change” characterizes the current economic and political climate in the US – as we face a contentious political environment, 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 undergoing a fragile economic recovery, and facing the need to invest in key infrastructure and services while also confronting 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 training and social service needs – and to define and implement practical solutions.

*How can we sort out the rhetoric from reality?* This course examines a range of evolving public policies being proposed and implemented by Congress and the Obama Administration. Against the backdrop of the “capital city,” and based on

their own experiences, course participants will explore timely, pressing questions, sorting through the rhetoric to get at the real content of the issues: how effective has the Obama Administration been in addressing our current economic challenges, and what else can be done? What innovations and “next steps” are President Obama and the politically divided Congressional leadership considering? What is the appropriate role of the private sector in rebuilding the economy, restoring communities, and creating jobs? How can the public sector best support these efforts? How can the “fiscal cliff” the country faces later in 2013 be avoided? What will be the impact of the ongoing political brinksmanship on all of this?

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

Course materials include excerpts from White House budget and policy documents; Congressional testimony, legislative proposals, Congressional Budget Office and other issue briefs; political statements and agendas from both Democratic and Republican leadership; report excerpts from the National Governors’ Association and US federal agencies; and current articles, analyses, 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. His key duties focus on area-wide planning and auto communities revitalization strategies. He is EPA’s point person on the White House “Strong Cities/Strong Communities” economic recovery initiative, and is taking a leading role in developing EPA’s role in an emerging Obama Administration/ National Economic Council manufacturing re-shoring initiative. Formerly, he was Senior Fellow for Housing and Community Development at ICF International, where he specialized in economic and community development issues. Prior to that, he was a senior policy analyst with the Northeast-Midwest Congressional Coalition, where he also staffed the Congressional Task Force on Manufacturing. He delivers training and outreach to dozens of public and private organizations around the country each year, and prepares and supervises more than a dozen research reports and articles annually on these themes, which are used by public agencies, Congressional offices, and private-sector organizations. Professor Bartsch has received The Washington Center Faculty Member of the Year Award.

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

FT13-4773

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

**Instructor: Steve Scully, M.A.**

This marks the 3rd year of our partnership between C-SPAN & The Washington Center, as well as our affiliation with two superb universities – George Mason & Purdue. Our class builds on the success C-SPAN has had with The Cable Center & the University of Denver in creating a vibrant, dynamic and interactive academic experience. It’s designed to

complement your previous courses in politics, government and communication, as well as broaden your understanding of the American campaign process.

With President Obama in his 2<sup>nd</sup> term facing a divided Congress & partisan attacks, the politics in Washington provides us with a fascinating laboratory into our process.

This course is fast-paced, highly interactive, multi-media and thought provoking. We apply the traditional academic requirements of your individual universities, while adding the unique elements that a distance learning class can offer: Interesting guests; lively discussion with students from other parts of the country; 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 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:** Steven L. Scully is an Associate Faculty member, The Washington Center for Internships and Academic Seminars. He is the former Amos B. Hostetter, Jr. Chair in the School of Communications & Department of Political Science at the University of Denver & the Cable Center. Scully earned his undergraduate degree from The American University in Washington, D.C., completed a studies abroad program at The University of Copenhagen (Denmark) and earned a Master of Science from Northwestern University's Medill School of Journalism in Evanston, Illinois. He began his teaching career at St. John Fisher College and Nazareth College in Rochester, N.H. and currently serves on the board of directors of the New Hampshire Institute of Politics. In addition, he is Senior Executive Producer & Political Editor for the C-SPAN Networks, as well as a regular on-air host for the "Washington Journal" & "Newsmakers" programs.

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

## Courses on Business and Administration

### FT13-3463

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#### **Intercultural Business: How Organizations are Working with Rapid Globalization**

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

With technology advancing at lightening speeds, how are organizations around the world preparing themselves to stay ahead of the competition? How are organizations preparing themselves to interact with other cultures? This course examines 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. Topics include how organizations prepare employees to conduct international business, how organizations acclimate to differing cultures within existing departments, and how globalization impacts 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 Upakar 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).

## FT13-3513

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### **The International Business Environment**

**Instructor:** David Grossman, Ph.D.

This course is designed to provide students an initial examination of the differences between business in a domestic context and business in an international context. Content will include exposure to culture, politics, the environment, social considerations, trade theory, government influence on trade, and global strategy. The major topics of global business will be discussed to give students a working vocabulary and basic level of knowledge and skills involved in today's global business.

Business today is global and no business or industry of any size is immune from the global environment. Even small businesses that purchase and sell only in the United States are subject to competition from products coming into the United States from abroad. The global environment in one way or another affects all employees and understanding the global environment is necessary for all people regardless of the size of the organization, type of business, or career endeavor.

Students will be provided with a basic understanding of the global business environment and as we move forward students, working in groups, will incorporate their knowledge with a course project exploring the export of a product from a home country to a host country.

**Instructor:** David A. Grossman is currently a fulltime Assistant Professor of International Business and Marketing at Goucher College in Baltimore, Maryland. David has been teaching in academia for over fifteen years and has taught at schools in the New England States, Florida and Maryland. Prior to academics, David worked in the Hospitality industry and the Industrial Chemical industry. In addition, he has consulted for a variety of profit and non-profit organizations globally and has developed several educational programs internationally. David has coordinated several service learning and internship projects for a variety of organizations around the world. David has published articles in *The Journal of World Business* and *Thunderbird International Business Review* as well as several other academic business journals. His research has focused on internationalization of business schools and other knowledge based services, and the transitions of the middle class in emerging markets.

**Education:** Ph.D., Southern New Hampshire University (International Business); M.S. Southern New Hampshire University (International Business); M.B.E., Southern New Hampshire University (Business Education); B.S., Southern New Hampshire University (Business Management).

## FT13-3743

### 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 USATODAY 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).

## FT13-3803

### Global Markets and International Business Strategies

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

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

**Instructor:** Mr. Hall is a Business and Industry Specialist at the U.S. Department of Commerce, Bureau of Industry and Security, Washington, D.C. Prior to this appointment, he was working with the State



Department on establishing export control departments with governments in Asia and the Balkans and with industries in how they can comply with the regulations. He has been with the Boeing Company as Export Administrator. Prior to his appointment he was Principal of the Center for International Business, an international trade-consulting firm and as Director of the U.S. Export Assistance Center in Baltimore, Maryland. The Center was the first of Vice President Gore's reinvention of government projects spearheaded by the late Commerce Secretary Ron Brown, the Administrator of the Small Business Administration and the Director of the U.S. Export-Import Bank.

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

## FT13-3913

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### Nonprofit Leadership and Management

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

In the United States, about one in ten workers is employed in the nonprofit sector. The number of registered nonprofit organizations has grown by 24% over the last decade, with the number of jobs increasing even during the recent recession. The rapid proliferation of nonprofits and the approaching retirement of baby boomers is expected to create abundant career opportunities in nonprofits, from large hospitals and universities to arts organizations, environmental groups and community-based human service agencies. In this course, students gain an overview of the history, size, scope, and functions of the nonprofit sector; explore key issues such as government-nonprofit relations and board governance; and learn to prepare grant proposals and other documents. 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 country, 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, D.C.

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

## FT13-4843

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

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

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

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

**Instructor:** Dr. Laney has over 15 years of experience in public and government affairs. Dr. Laney currently serves as the Director of Government Affairs for DHL Express, where he tracks international trade and cargo security issues. Prior to that appointment, Dr. Laney served as the Director of Information & Legislative Services for the National Business Travel Association, where he tracked aviation and travel issues. Dr. Laney also served as an editor at Congressional Quarterly where he and several other researchers and reporters who researched and wrote news articles strictly from online sources, were identified by CNN

as the first “Internet Journalists.” Dr. Laney has contributed to research in major media outlets, in publications including the Handbook of Airline Economics and is currently completing a book with University Press on aviation funding pre-September 11, 2001.

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

## FT13-4883

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

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

This course is designed for students to learn the value of the entrepreneurial mindset, assess your proclivity for entrepreneurship and help you transform your entrepreneurial dreams into a viable business. Entrepreneurship focuses on recognizing a business opportunity and developing the opportunity into a business. Student responsibility and initiative are encouraged as business strategies are created, planned, and presented as a final product—a business plan for an actual business venture.

In particular, you will: Choose a business by analyzing your strengths and weaknesses as well as evaluating the feasibility of your company – i.e. understanding your potential customers, competitors, and social responsibility; learn the steps to start your business from scratch from legal concerns, tax and money issues, avenues for financing, creating a marketing plan utilizing various tools and bootstrapping techniques to make your new venture successful. Once you have concluded that your venture is viable, you will be assisted and guided in the development of a business plan.

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

Ms. Hardy is currently the Director of the Center for Entrepreneurship and Innovation at the University of Baltimore, which connects emerging and established entrepreneurs to resources and opportunities to accelerate sustainable revenue and growth. In addition, Ms. Hardy is the Founder & CEO of the Hardy Solutions Group, LLC, a firm that specializes in coaching, and business expertise development. 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/MD Area Entrepreneurship Coalition.

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

Ms. Hardy received her Master of Arts in Organizational Communication Studies, and a Bachelor of Arts from Howard University in Communications with a minor in Micro-Environmental Studies and Designs. She also attended Pratt Institute in New York for Business Administration and is a Certified NxLevel Business Instructor.

Ms. Hardy received the 2009 Faculty of the Year Award from The Washington Center for Internships and Academic Seminars.

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



## Courses in Communications

FT13-3473

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### Media and the Movies

*Instructor: Carole Feldman, M.S.*

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

**Instructor:** Carole Feldman is director of News Operations and Finance for The Associated Press in Washington, D.C., and the national education editor. She also conceived and is the overall coordinator of the joint AP-APME project Aging America, which is examining the aging of the baby boomers and the impact this so-called silver tsunami is having on society. In her current assignment, she is managing the budgets for the Washington bureau and the Broadcast News Center, working with the staff to help cover news more efficiently across all formats and facilitating training.

A 36-year-veteran of the AP, she has supervised coverage of a wide range of beats, including the White House, Congress, national security, the economy and health, science and medicine, as well as presidential and congressional elections. She was the news organization's education writer from 1993-1994.

Since 2008, she has been an associate faculty member of The Washington Center for Internships and Academic Seminars, most recently teaching a media ethics course. She also has taught journalism ethics at Georgetown University. A New York native, she received a master's degree in Journalism from Boston University in 1975 and a bachelor's degree in journalism from Pennsylvania State University in 1974.

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

FT13-4113

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### Communication Law and Ethics

*Instructor: Carole Feldman, M.S.*

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

**Instructor:** Carole Feldman is director of News Operations and Finance for The Associated Press in Washington, D.C., and the national education editor. She also conceived and is the overall coordinator of the joint AP-APME project Aging America, which is examining the aging of the baby boomers and the impact this so-called silver tsunami is having on society. In her current assignment, she is managing the budgets for the Washington bureau and the Broadcast News Center, working with the staff to help cover news more efficiently across all formats and facilitating training.

A 36-year-veteran of the AP, she has supervised coverage of a wide range of beats, including the White House, Congress, national security, the economy and health, science and medicine, as well as presidential and congressional elections. She was the news organization's education writer from 1993-1994.

Since 2008, she has been an associate faculty member of The Washington Center for Internships and Academic Seminars, most recently teaching a media ethics course. She also has taught journalism ethics at Georgetown University. A New York native, she received a master's degree in Journalism from Boston University in 1975 and a bachelor's degree in journalism from Pennsylvania State University in 1974.

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

## FT13-4773

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

**Instructor: Steve Scully, M.A.**

This marks the 3rd year of our partnership between C-SPAN & The Washington Center, as well as our affiliation with two superb universities – George Mason and Purdue. Our class builds on the success C-SPAN has had with The Cable Center & the University of Denver in creating a vibrant, dynamic and interactive academic experience. It's designed to complement your previous courses in politics, government and communication, as well as broaden your understanding of the American campaign process.

With President Obama in his 2nd term facing a divided Congress & partisan attacks, the politics in Washington provides us with a fascinating laboratory into our process.

This course is fast-paced, highly interactive, multi-media and thought provoking. We apply the traditional academic requirements of your individual universities, while adding the unique elements that a distance learning class can offer: Interesting guests; lively discussion with students from other parts of the country; 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 and 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 and 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:** Steven L. Scully is an Associate Faculty member of The Washington Center for Internships and Academic Seminars. He is the former Amos B. Hostetter, Jr. Chair in the School of Communications & Department of Political Science at the University of Denver and The Cable Center. Scully earned his undergraduate degree from The American University in Washington, D.C., completed a study abroad program at The University of Copenhagen (Denmark) and earned a Master of Science from Northwestern University's Medill School of Journalism in Evanston, Illinois. He began his teaching career at St. John Fisher College and Nazareth College in Rochester, N.H. and currently serves on the board of directors of the New Hampshire Institute of Politics. In addition, he is Senior Executive Producer & Political Editor for the C-SPAN Networks, as well as a regular on-air host for the "Washington Journal" and "Newsmakers" programs.

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

# Courses in International Affairs and Foreign Policy

FT13-3123

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## 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 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 with 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:** M.S.F.S., Georgetown University (North/South Security Relations - Horn of Africa and Southern Africa); B.A., Harvard University (Government/International Relations).

FT13-3193

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## How Washington Engages the Arab Middle East: Strategies, Policies and Realities

**Instructor:** Deirdre Evans-Pritchard, Ph.D.

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

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

for Visual Anthropology. In addition to her work in the MENA region, she has worked in independent film production and programming.

**Education:** Ph.D. and M.A., UCLA; M.Phil., Cambridge

## FT13-3363

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### 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

## FT13-3603

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### Combating Weapons of Mass Destruction: Historical and Current Policy

**Instructor:** *Erin Mahan, Ph.D.*

Issues of weapons of mass destruction, whether chemical, biological or nuclear, dominate the current national security agenda. This course introduces students to the intricate, dynamic policy area of arms control, nonproliferation and disarmament. Students learn about how arms control and nonproliferation fit into current national security policy, contemporary implementation and verification issues, historical and contemporary policy priorities, NGO perspectives, multilateral arms control entities, and competing interagency perspectives. Specific topics include the treaty fabric for nuclear arms control; combating the proliferation of chemical and biological weapons; current policy strategies for dealing with Iran, Iraq and North Korea; and the role of the United Nations, NATO and regional institutions in the arms control policy debate. Students will come away from the course with a conceptual and historical understanding of the arms control agenda and policy debates. Students will also receive hands-on experience, through a simulation exercise of how to be an arms control negotiator.

**Instructor:** Dr. Mahan is the Chief Historian of the Office of the Secretary of Defense. She is a former Research Associate and Professor at the National Defense University in the Center for the Study of Weapons of Mass Destruction and former professional staff member for the Commission on the Prevention of WMD Proliferation and Terrorism. From 2004-2008, she held the position of Chief of the Division of Arms Control, Asia, and Africa in the Office of the Historian at the U.S. Department of State. She is also an academic consultant for the Miller Center of Public Affairs at the University of Virginia. Dr. Mahan is the author or editor of numerous books related to arms control, U.S. national security, and weapons of mass destruction. Dr. Mahan is also a Washington Center alumna.

**Education:** Ph.D., University of Virginia (20th Century Diplomatic History); B.A., Furman University (History/Political Science)

**U.S. 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 Operations 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. The civil war in Syria poses a difficult challenge to U.S. interests, and issues such as China's growing power, political instability in Pakistan, 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 national security policy, counterinsurgency, stability operations, irregular warfare, and military power and doctrine (all with a focus on the U.S.); European and transatlantic security policy; and Cold War history. He is teaching at George Washington University and has previously taught at Georgetown 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 2007–11 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 Center for Strategic and International Studies (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: U.S.-Chinese Relations in the 20<sup>th</sup> and 21<sup>st</sup> Centuries****Instructor: Alicia Campi, Ph.D.**

This course will explore the contemporary political and economic relationship between China and the United States with particular emphasis on how the rise of 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 a springboard for its Asian pivot. The students will explore how the Obama administration's interactions and goals for its relationship with China operate not in a historical vacuum, but within a complicated spectrum of decades of contacts and impressions that motivate both sides. The course focus will be on the expansion of China's global influence in Asia and beyond and the U.S. response to this. Students will gain an understanding of how cultural factors have impacted Sino-American relations and continue to influence the present multi-faceted relationship. The intersection of U.S.-Chinese modern history, politics, ideology, and trade will be topics of analysis. The role of globalization will be examined to better understand the 21st century economic and business agendas that guide and irritate the key bilateral players. As part of the experiential pedagogical approach, students should expect to be interactive in the class, including case study presentations and team role-playing. Guest speakers and an off-site field trip are included in the course. Course readings

and a research paper are required. No previous Chinese history or economics course is necessary, but a background and interest in international relations or international economics are useful.

**Instructor:** Alicia 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 B.A. 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 two 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 80 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—D.C. Office. She regularly writes commentary for The Jamestown Foundation, East-West Center, Brookings, and other research centers.

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

## FT13-4443

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### Washington and the World

**Instructor:** Shelton Williams, M.A.

**Note:** This course is open only to participants in the Ford Global Scholars Program.

The Obama Administration came into office promising to change U.S. 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. Students will be assigned nations to represent and to UN committees addressing global issues. Then on October 25-27, 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 U.S. Foreign Policy toward economic, security, human rights and environmental topics.

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

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



## Courses on Law and Criminal Justice

FT13-3393

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

*Instructor: Alan 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.” The Court’s 2012 Term, the eighth under Chief Justice Roberts, however, saw a series of controversial landmark cases. In this course, we will examine Roberts’ claim in juxtaposition with such cases as *Fisher v. The University of Texas at Austin*, *Shelby County v. Holder*, and *United States v. Windsor*.

To assist in this inquiry, we will use a strategy of multiple framings, looking at the claim through a series of theoretical frameworks. This will include, first, 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. Next, we will turn our attention to the views advocated by Justices currently on the Court. In particular, we will examine the tensions between the claims of “textualism” and “originalism” (as associated with Justices Antonin Scalia and Clarence Thomas) and the view of “active liberty,” as articulated by Justice Stephen Breyer. Finally, we will examine the role of the judiciary within competing views about the nature of constitutional democracy.

We will focus particular attention in this course on questions of legal reasoning and how judges ought to decide cases. 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 in contemporary politics.

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

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

FT13-3583

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### 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.

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:** 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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## FT13-3783

### 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 4,000 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 three 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)

## FT13-4283

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### **International Organizations and Humanitarian Law**

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

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

**Instructor:** Dr. Hilaire is chairman of the political science and international studies department at Morgan State University in Maryland. He has also taught at the Central European University in Budapest, Charles University in Prague, Colgate University and the African Center for Strategic Studies at the National Defense University. In 2000 he received a Fulbright Lecture and Research Award. He established the 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).

## FT13-4763

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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 Research

### FT13-4983

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#### Research & Writing

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

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

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

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

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

professional uses of the work they complete for professors in their home institutions now – and for potential employers in the future.

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

**Instructor:** In June, 2010, Charlie Bartsch was appointed as Senior Advisor for Economic Development to the Assistant Administrator 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, a large consulting firm. Previously, he served as senior policy analyst at the Congressionally-affiliated 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. Over the past 25 years, he has written several books, numerous reports and other publications on various site financing and reuse issues and strategies, including the pioneering *Coming Clean for Economic Development*; *New Life for Old Buildings*; *Coping with Contamination: Industrial Site Reuse and Urban Redevelopment*; and two annual reference resources, *Brownfields "State of the States"* and the *Guide to Federal Brownfield Programs*. Charlie often testifies before Congress on issues of economic development, most recently on HUD brownfield financing innovations and brownfield tax incentives.

**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 South America, leading to increased exchanges between the United States and Argentina, Brazil, Chile and other countries.

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

## Courses on Washington, D.C.

### FT13-3353

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#### **Scandalous Washington: Uncovering D.C. History**

**Instructor:** *Cindy Gueli, Ph.D.*

The nation's capital is almost as famous for its scandals as it is for its politics. Using some of Washington's most notorious public scandals, this course examines over 200 years of the city's rich and colorful history. We'll explore sites around the city where major events occurred, including Lafayette Square, Georgetown, and U Street and use eyewitness accounts, documentaries, novels, music, and historical analysis 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 Washington.

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

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

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

# Academic Course Policies

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## Academic Code of Conduct

- Any violation of honesty or integrity in academic work is a serious matter of misconduct. Forms of misconduct particularly relevant to the academic course are outlined in the next section.
- Students are expected to adhere to the policies and expectations listed in their specific course syllabus and set by the instructor of their course.
- Incidents of misconduct may be reflected in a student's final evaluation or grade and will be reported to the campus liaison or other college officials.
- The Washington Center reserves the right to impose penalties and sanctions as a result of any incident of academic misconduct, up to and including failure for the academic course or expulsion from the program.
- Imposition of sanctions will be handled according to the procedures outlined in The Washington Center Code of Conduct handbook.
- In all academic matters, the Director of Academic Affairs is the final arbiter regarding the responsibilities of The Washington Center in these matters. The determination of the Director of Academic Affairs will be communicated to the campus liaison.

## Academic Misconduct

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

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

- **Cheating:** The use of notes, books or electronic devices when prohibited; assisting another student while completing a quiz or exam; or providing information to another individual for this purpose, unless such collaboration is suggested by the course instructor.
- **Falsification:** The improper alteration or misrepresentation of any source, record, document or evaluation.
- **Obstruction:** Behaving in a disruptive manner or participating in activities that interfere with the educational mission of The Washington Center.
- **Absenteeism:** The chronic failure of a student to attend his academic course, regardless of the excused or unexcused nature of the absence. Missing two or more required meetings will trigger the possibility of reduced grade or other sanctions.
- **Disruptive Behavior:** Any behavior, whether active or passive, that interferes with the environment of teaching and learning or tone of professionalism as established by the instructor or other official of The Washington Center.

## Student Grievances

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