Summer Course Guide 2019
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About Courses

Registering for Your Course

Once the course enrollment process opens, you will be able to register for your course by completing the following steps:

1) Log into the Student Portal on the TWC website using the same username and password you created when you started your application for the program.

2) While the registration period is open, you will see an option to submit your course preferences. Click the link that says “Start Now.”

3) In the drop-down menus, select the courses you wish to indicate for your first through fifth choices.

4) Click either “Save” or “Submit.” By clicking “Save,” you will be able to return to the form and change the entered data until you are ready to officially submit your course preferences. Once you click “Submit,” you will no longer be able to change your preferences.

Students are required to submit their enrollment requests by Tuesday, May 14th.

You will be notified of your course enrollment once all enrollments have been assigned.

Add/Drop Process

If you wish to change your course enrollment, you may request a change via our online add/drop request form.

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

No changes will be permitted after Friday, June 7th at 5pm.

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.

- Independence Day (Thursday, July 4, 2019)

Inclement Weather

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

Questions?

If you have any questions, please reach out to your Internship Advisor.
# Course List

**American Politics and Public Policy**

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**Communications**

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**Research**

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Course Descriptions

American Politics and Public Policy

ST19-3123

U.S. Foreign Policy

Instructor: David Mastro, Ph.D.

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

By the end of the course, students will be able to assess the challenges facing the United States as it attempts to craft a foreign policy that addresses its security needs, meets its international obligations, and promotes peace, prosperity and stability in the global community.

Instructor: Dr. David Mastro is a senior intelligence officer at the Office of the Director of National Intelligence (ODNI). He currently leads a team of counterproliferation officers and previously served as one of the National Counterterrorism Center’s (NCTC) subject matter experts on terrorism in east and southern Africa. Dr. Mastro has also spent a year in residence at the Brookings Institution as a Federal Executive Fellow during his ODNI career. Prior to joining ODNI, Dr. Mastro worked as an intelligence analyst at the Federal Bureau of Investigation in New York City where he provided analytical support to international terrorism investigations and operations.

Education: Ph.D., West Virginia University (Political Science); M.A., East Stroudsburg University of Pennsylvania (Political Science); B.S., University of Scranton (Economics)

ST19-4543

Issues in Science Policy

Instructor: Virginia Selz, Ph.D.

Gene Editing, Climate Change, and Artificial Intelligence topics are only a few examples of issues that will likely affect our lives in the near future (if not now) – potentially impacting where we live, what we eat, who we spend our time with, and what careers we pursue. Beyond the scientists and industries pursuing these topics, how is government and society more broadly engaged in science-related issues? This course in an introduction to the basic questions of science policy. What is science policy? Who makes it? How is it made? And, why should we care? This course seeks to build students’ understanding of science policy and to prepare them to engage in the development of science policy.

This course will first provide a brief overview of the U.S. government system and its historical involvement in science policy. Then, we will analyze recent case studies that explore issues related to regulation (e.g. public health and environment, resource management), economic innovation (e.g. technology, global competitiveness), and national security (i.e. space, international collaboration). Over the course, students will take on different view-points of major science policy players to gain insight into the many different roles that contribute to science policy development (e.g. lobbyists and advocates, politicians, government agencies, community organizers, think tanks, etc.). Through this process and by the end of the course, students will be able to identify opportunities for policy engagement, analyze information from multiple, credible sources, and articulate positions on a wide range of issues.

Instructor: Dr. Virginia Selz is currently the Senior Program Associate for the Research Competitiveness Program at the American Association for the Advancement of Science (AAAS). She manages RCP projects that build science capacity nationally and internationally. In this role, she leads the development and
implementation of peer review, strategic assessment, and training programs to advance the goals of academic institutions, government agencies, and nonprofit organizations. Prior to joining AAAS, Virginia provided programmatic support to the Division of Ocean Sciences at the National Science Foundation, the Stanford Earth Summer Undergraduate Research program at Stanford University, and the former Marine Area Research Institution Network for Education program at Center of Ocean Solutions. She brings experience in developing funding initiatives, managing peer review, facilitating multi-disciplinary, multi-institutional collaboration and leading undergraduate education and research program development and has been recognized for her excellence in teaching and mentorship by the Stanford School of Earth, Energy, and Environmental Sciences.

**Education:** Ph.D., Stanford University (Earth System Science); M.S., Western Washington University (Biology); B.S., Old Dominion University (Ocean, Earth, Atmospheric Sciences).

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**ST19-4783**

**Political Psychology**

**Instructor: Brian D. McKenzie**

The field of political psychology seeks to understand individuals’ political attitudes and behavior from a psychological perspective. Scholars in this subfield also study how psychological processes are shaped by political contexts, institutions, and strategic actors. We draw upon cognitive, personality, and social psychological theories to explain citizens’ voting behavior, partisanship, political attitudes, and their decisions to participate in demonstrations and violent actions. We review the key works on these subjects and examine how individuals process information and formulate judgments about the political world. Finally, using recent election outcomes and several high-profile political demonstrations, we evaluate the usefulness of psychological theories in the real-world as tools for understanding today’s political events.


**Education:** Ph.D., University of Michigan (Political Science); B.A., Indiana University (Economics)

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**ST19-3913**

**Nonprofit Leadership and Management**

**Instructor: Christopher A. Cody, Ph.D.**

The nonprofit sector is a growing part of the social, political, and economic landscape of the United States. This course seeks to provide a broad overview of this sector by examining: the origin, composition, and role of nonprofit organizations in American society; the relationship between the nonprofit, business, and governmental sectors; the characteristics of the major nonprofit sub-sectors; legal and regulatory issues affecting the nonprofit sector; key leadership functions of nonprofit organizations (e.g. prepare grant proposals); and the issues of ethics, accountability, and diversity in nonprofits.

Upon completion of this course students will have an understanding of: the size, scope, and dimensions of the nonprofit sector in the United States; the key nonprofit sub-sectors; nonprofit contributions to the political process, the creation of social capital, and the process of governance in society; the variety of theories regarding the nonprofit sector including political, economic, and social factors; how nonprofits are organized and the ways in which they seek
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to accomplish their goals; the importance of mission to the management of nonprofit organizations; the concepts of social justice and equality; the role of diversity in the governance of nonprofit organizations; and the importance of public trust and organizational responsibility (ethics/accountability).

**Instructor:** Christopher A. Cody is a senior researcher in the Education Program at AIR, where he works on the Education Statistics Services Institute Network project as director of the postsecondary administrative data division task. As director of the postsecondary administrative data division project, Dr. Cody also serves as a survey director for the Integrated Postsecondary Education Data System (IPEDS) at The National Center for Education Statistics (NCES). Dr. Cody oversees the Academic Libraries, Fall Enrollment, and 12-Month Enrollment surveys for IPEDS. Previously, he has also overseen the Student Financial Aid, Admissions, and Institutional Characteristics surveys for IPEDS. Dr. Cody’s other areas of expertise are in survey design and analysis, charter school and nonprofit governance research, and school finances analysis and research.

Prior to joining AIR, Dr. Cody was the Director of Research and Public Policy at The Public School Forum of North Carolina, where he lead research projects on several education topics, such as local school finances, charter school policies, and expanded learning opportunities. His work on charter school governance and finances, along with his other research on education policies and nonprofit studies, has been presented at national conferences, such as the Association for Research on Nonprofit Organizations and Voluntary Action and the American Society of Public Administration. Dr. Cody also has authored several public service and outreach publications on a variety of education policy issues, such as The North Carolina Local School Finance Study, Education 24/7: Expanded Learning Opportunities for North Carolina Students to be Career and College Ready, and North Carolina’s Road Map to Need.

**Education:** Ph.D., North Carolina State University (Public Administration); M.P.A., Western Carolina University; B.A., Wake Forest University (Religion)

ST19-4173

**Social Entrepreneurship**

*Instructor: Yulia Krylova, Ph.D.*

This course will introduce students to theory and practice of social entrepreneurship. It is designed to encourage students to find innovative solutions and entrepreneurial responses to social issues at the local, national, and international levels. Through assigned readings, class discussions, and small group projects, the course will provide an overview of major steps in the entrepreneurial process: identifying an opportunity or social need, developing strategies to address social problems, choosing a business model, scaling up, managing growth, and measuring social impact. Using case studies of domestic and international social ventures, students will learn about interactions between social entrepreneurship, social innovation, and social change. The course will conclude by considering key challenges and the future of social entrepreneurship.

**Instructor:** Dr. Krylova is a research scholar at the Schar School of Policy and Government at George Mason University. She also works as a consultant on entrepreneurship at the World Bank Group. She began her research into entrepreneurship and international development as a Fulbright exchange scholar at Duke University and Georgetown University Law Center in 2009-2010. Her research interests lie at the intersection of the fields of entrepreneurship, governance, gender inequality, and international development. Her works were published in such journals as Global Policy, the Journal of Small Business and Entrepreneurship, the Economic Analysis of Law Review, the Journal of Eurasian Studies, and Region.

**Education:** Ph.D., George Mason University (Political Science); Ph.D., M.A., B.A., Saint Petersburg State University (Economics).
ST19-4673

Introduction to Project Management
Instructor: Miguel I. Becerril, M.A., P.M.P.

Project Management (PM) is increasingly important in today’s commercially interconnected world. This 9 week course covers the fundamental concepts and applied techniques for cost effective management of projects. The content deals with fundamentals of planning, scheduling, organizing, and controlling projects. The course is interactive and will use case studies to highlight the interactions between management and projects. Candidate industries for review include construction, information systems, non-profit organizations, the government and the military.

Project management principles and methodology will be discussed with special focus on planning, controlling, managing and leading projects to successful completion. The course will address two major categories: the management aspect of a project (management and leadership, cultural differences, organizational structures, and conflict and negotiation) and technical components (the relation between the performing organization and the project; determining strategy and project selection; developing the project plan; estimating costs, schedules, and the critical path; methods for determining project status; and risks, quality and procurement) that make up the project.

Instructor: Miguel I. Becerril is a certified Project Management Professional. Currently, he is a Program Manager at the Office of Naval Research in Arlington, VA, representing an engineering/consulting firm, Accelerated Development and Support Corporation (ADSCorp), supporting Science and Technology programs. In addition he is currently an Adjunct Professor of Economics at University of Maryland, University College. He has over thirty years of combined experience working in the Department of Defense, Department of Justice, Government, nonprofit and private sector. He has directed programs in Asia, Africa, Europe, Latin America and the Caribbean. He is married to Sharon DeAbreu and they have a son, Rawle Frederick.

Education: M.A., California State University, Long Beach, Economics; B.S., U.S. Naval Academy, Annapolis, MD, Economics.

ST19-4843

International Business: Case Studies in Strategic Trade Management
Instructor: Eugene Laney, Ph.D.

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

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

Instructor: Dr. Laney has over 20 years of experience in public and government affairs. Dr. Laney currently serves as the Head of International Government Affairs for DHL Express, where he tracks international trade, tax, transportation and cargo security issues and manages DHL’s Export Promotion programs for small businesses. 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.

Education: Ph.D., Howard University (American Government); M.P.A., B.A., Florida A&M University; Executive Certificate in Management and Leadership from MIT’s Sloan School of Management.
Communications

ST19-3473

Journalism Ethics in the Movies
Instructor: Carole Feldman, M.S.

Heroes or villains? Popular movies provide varying images of journalists. On one side is Oscar winner “Spotlight,” where journalists exposed sexual abuse in the Catholic Church. On the other are films like “Ace in the Hole,” where a reporter manipulates his story to get ahead.

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 interest and other ethical issues, and the way movies help shape the public’s image of the media.

Instructor: Carole Feldman is a news editor at The Associated Press’ Washington bureau overseeing coverage of education, health, medicine and labor. A 40-year-veteran of the AP, Feldman also has supervised coverage of the White House, Congress, national security, the economy and health, science and medicine, as well as presidential and congressional elections. She started her AP career in New Jersey.

Feldman is a member of the Society of Professional Journalists ethics committee and worked on revisions to the organization’s widely used code of ethics. She teaches journalism ethics to graduate students at Georgetown University and to undergraduates at The Washington Center for Internships and Academic Seminars.

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

ST19-4343

Crisis Communications
Instructor: Carimanda A. Baynard, M.S., M.A.

With the unpredictability of social media and the 24/7 news cycle, it is vital that the discipline of crisis communications be thoughtfully studied as the next generation of leaders must fully understand the complexities of effectively handling crisis response efforts and minimizing reputational damage. Responding to a crisis or threat has become more critical now than ever before as social media has the power to instantaneously alter a reputation in a matter of seconds. The stakes are high, and a strong crisis communicator needs to be prepared, nimble, and proactive in their response efforts.

This course focuses on building practical understanding and techniques for crisis communicators (and/or those with interests in media relations, emergency management, politics, “pop culture”, or just an overall curiosity of the fundamentals of communications). This class will explore real world case studies and intertwine strategy and evaluation practices to quantify and measure reputational impact. We will further explore how communication has changed over time and how these elements can be infused to create actionable procedures to handle the unpredictability of a crisis.

This class will equip students with the knowledge and practical skills necessary to prepare for and respond to incidents, issues, and crises that can threaten the value of an organizations’, brands’, and/or public figures’ reputation. The course is designed to help students enhance their critical thinking, writing, and analytical skills and abilities as they learn the importance of effectively handling crises using evidence based research to make informed and fact based decisions.

Instructor: A recognized Social Scientist and Communications Strategist with the U.S. Federal Government for almost eight years, Professor Carimanda Baynard is currently employed with the Department of State. In this capacity, Professor Baynard spearheads the Bureau of Public Affairs evaluation program to ensure communication and evaluation efforts directly align with the Department’s strategic vision and overall mission to advance foreign policy initiatives.
Professor Baynard has proven expertise in media analysis, data analytics, strategy, national security, emergency management, public affairs, and sociology. She has received several top honors including the Department of State’s prestigious Superior Honor and Meritorious Honor awards for excellence in innovation and outstanding achievement in her field to advance the Department’s communications, strategy, and evaluation efforts. As a classically trained ballerina with a love of communication, she thrives in collaborative environments that lead to social awareness and activism.

**Education:** M.P.S., Georgetown University (Public Relations & Corporate Communications); M.S., National Intelligence University (Strategic Intelligence); M.A., American University (Public Sociology); B.A., Washington College (Sociology)

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**Media Management**

**Instructor: Mark McDonald**

In the digital age, media organizations have both diversified and converged. As newspapers and magazines have seen their print circulation decline, they have turned to the web to seek new readers and digital platforms. Many TV companies now distribute their programs digitally, and radio stations have turned to podcasting to reach new audiences and to provide existing listeners with on-demand programming. Many businesses and non-profits have also become multi-media operations in order to succeed in the new media world, either by recruiting multi-skilled staff or by turning to consultants and media firms.

This course will teach students about the challenges faced by the people who manage these operations – from staffing and resources, to legal, ethical and production issues. Students will also understand the personal characteristics, time-management, analytical and “people-skills” needed to make the right decisions to lead a small media operation.

We will build a digital media product “virtually” from the ground upwards: testing the market for the idea using research and data, choosing the concept and mission, and budgeting for the cost of staffing needs, equipment and space. We will learn how to recruit and motivate staff, run the production schedule, and meet daily challenges with real-life examples of the issues all managers face in launching and running start-up media projects.

**Instructor:** Mark McDonald is a communications leader and coach with more than 25 years’ experience in digital and traditional media as a journalist, manager, and mentor. He is a pioneer in merging traditional and digital media newsrooms and communications departments and devising campaigns for multi and cross-media branding. Throughout his career Mark has played a leading role in talent development, training and mentoring hundreds of employees, interns and students, and creating and expanding collaborative media work.

Born in Liverpool, UK, Mark spent 14 years with the BBC in London and around the world as an international news producer and manager for radio, TV, and web platforms. Mark led the expansion of the news operation within the BBC’s New York Bureau, creating groundbreaking daily news programs for both digital distribution and the BBC’s World TV News Channel. He then relaunched the News Department at WNYC (New York Public Radio) before moving to serve as Director of Programs at WAMU-FM in Washington DC, where his NPR station rose from 14th to 1st place in the DC radio market. Mark has received the Edward R. Murrow National Award for Investigations and the DuPont Columbia Award for Excellence in Broadcast Journalism.

Mark earned a Bachelors’ Degree in Commerce (Economics & Law) with Honors from the University of Liverpool. He completed a Postgraduate Diploma in Journalism, accredited by the British National Council for the Training of Journalists (NCTJ) from University College, Cardiff, Wales, UK. Since 2001, he has served as an Adjunct Professor of Communication at American University and Georgetown University. He has also lectured as Columbia University, George Washington University, and Howard University.

**Education:** Postgraduate Diploma in Journalism (NCTJ Accredited), University College, Cardiff, Wales, UK; B.Comm., University of Liverpool.
International Affairs

ST19-3183

Middle East Politics

*Instructor: Jeremy Weiss, Ph.D.*

This course is designed to cover the relevant recent history and contemporary state of international relations in the Middle East. As an international relations (IR) course, it will be grounded in IR theories and concepts. Therefore, a brief synopsis of these will be provided at the beginning of the course to assist students who are majoring in other disciplines or who are only beginning their education in IR. Beyond this, the course will cover relevant aspects of Middle Eastern affairs, including topics such as the Arab Spring, Iran’s foreign relations, the Israeli-Palestinian and wider Arab-Israeli conflicts, and ongoing internal conflicts in Syria and Yemen. Because each of these subjects has important historical roots, we will also address topics such as the origins of the modern Middle East after World War One, Zionism, the impact of the Cold War on the region, and the Iranian Revolution. The implications of economic and social factors, such as the importance of oil to the regional economy, the contested role of women in society, and the divide between branches of Islam will also figure prominently in this course.

*Instructor:* Jeremy Weiss holds a Ph.D. in political science with an emphasis in international relations. His primary field of specialization is mid-20th century international relations theorists and their contributions to the development of IR thought, and he has taught courses in international relations, comparative politics, American politics, and research methods. Dr. Weiss is a Fulbright Scholar and has taught at Boston University, Wellesley College, Suffolk University, and George Washington University.

*Education:* Ph.D., M.A. Boston University (Political Science); Hon. B.A., University of Toronto (History)

ST19-3633

Weapons of Mass Destruction

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

The Weapons of Mass Destruction (WMD) course provides a complete overview of the threat from the development and use of chemical, biological, radiological, and nuclear (CBRN) weapons by both nation-states and terrorist groups. The course opens with a non-technical description of each weapon type and a brief history of CBRN proliferation and use during World War I, World War II, and the Cold War. Lessons learned from these conflicts are then applied to contemporary proliferation cases of greatest concern to U.S. policymakers including former proliferators in Iraq, Libya, and South Africa as well as current proliferators in North Korea, Iran, and Pakistan. The course will explore the successes and failures of the international nonproliferation regime as well as assess the effectiveness of counterproliferation efforts to halt the spread of WMD. Special attention is paid to terrorist interest in WMD including detailed case studies of Aum Shinrikyo, al-Qaeda, and ISIS. Students will apply their knowledge gained throughout the course in an effort to address current proliferation challenges affecting the United States, its allies, and its interests. A major presentation on a “problem country” of the international nonproliferation regime is expected of each student.

*Instructor:* Dr. Mahan is the Chief Historian of the Office of the Secretary of Defense and Director of the Pentagon Library. She is a former Research Associate at the National Defense University in the Center for the Study of Weapons of Mass Destruction and former professional staff member for the 2008 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)
ST19-3983

Conflict, Security and Peace in International Relations  
Instructor: Michael Bender, Ph.D.

This course provides an in-depth analysis of why interstate war, civil conflict, genocide and terrorism continue despite our growing capacity to address other sources of human suffering. Using an approach of historical progression, the course will explore how international regimes, globalization, advances in technology, and evolving human rights norms have continuously reshaped the causes and methods of warfare. Further, approaches to reducing inter- and intra-state violence will be analyzed in order to explore what have historically been the most effective attempts and strategies used in ending conflict and attaining a long-term peace.

Instructor: Dr. Bender received his Ph.D. in 2016 from Florida International University (FIU), where he completed his dissertation entitled History, Identity Politics and Securitization: Religion’s Role in the Establishment of Indian-Israeli Diplomatic Relations and Future Prospects for Cooperation. Dr. Bender’s areas of focus include IR of South Asia, Middle East studies, religion and politics, security studies and foreign policy. He has been an undergraduate instructor at FIU and Broward College where he has taught introductory courses in IR, religious studies and political science, as well as specialty courses dealing with conflict, security studies, and contemporary issues. Dr. Bender was a Visiting Postdoctoral Associate at FIU where he has continued as an online instructor of IR and has concentrated on his research focusing on identity politics in South Asia and Israel’s relations in South Asia. Most recently, Dr. Bender was an Intelligence Analyst at the Center for Security Policy and continues to work in the private sector as a Senior International Security Analyst for Georgetown Research, LLC.

Education: Ph.D., Florida International University (International Relations with Graduate Certificates in Asian Studies and Middle East & Central Asian Studies); M.A., Florida International University (International Studies, Religious Studies); B.A. Penn State University (Anthropology, Religious Studies, and Jewish Studies with a minor in History)

ST19-4123

U.S.–Chinese Relations  
Instructor: Alicia Campi, Ph.D.

This course will explore the contemporary political and economic relationship between China and the United States with special emphasis on how the rise of these world two powers has changed the dynamics of their bilateral relations in the 20th and 21st centuries. Although today this relationship has entered a sensitive period of flux with the Trump administration’s harder negotiating line approach, it still remains the most important bilateral economic relationship for both countries and the world. Emphasis will be placed on the fact that Sino-U.S. relations do not operate in a historical vacuum, but within a complicated spectrum of decades of contacts and impressions that motivated both sides. The course focus will be on the expansion of China and the United States’ global influence in Asia and beyond, particularly the interdependence and frictions during the last 40 years. Students will explore how this phenomenon was connected to the end of the Cold War and the domestic development of the Chinese economy, as well as examine the options for the U.S. administration, as it formulated its own policy goals to build ties with China. Students will gain an understanding of how cultural factors have impacted Sino-American relations and continue to influence the present multi-faceted relationship. The intersection of U.S.-Chinese modern history, politics, ideology, and trade will be topics of analysis. The roles of globalization, regionalism, and soft power will be examined to better understand the 21st century economic, political and military 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 oral 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 or interest in international relations/economics is useful.
**Instructor:** Dr. Campi is a China/Mongolian specialist and a former U.S. State Department Foreign Service Officer who served in Asian posts (Singapore, Taiwan, Japan and Mongolia) and the U.S. Mission to the United Nations in New York. She attended the U.S. Government’s Chinese Language School in Taipei in 1983-84 and is a fluent Chinese speaker. She received her A.B. in East Asian History from Smith College in 1971 and obtained an M.A. in East Asian Studies with a concentration in Mongolian Studies from Harvard University in 1973. She spent 2 years in Taiwan at Fu Jen University. Dr. Campi received a Ph.D. in Mongolian Studies with a minor in Chinese in 1987 from Indiana University. In July 2004 she was awarded the “Friendship” Medal by Mongolian President N. Bagabandi and in 2011 received the “Polar Star” (Mongolia’s highest medal) from President Ts. Elbegdorj. In September 2007 she was awarded an honorary doctorate from the National University of Mongolia. Dr. Campi has published over 110 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, and her new book on *Mongolian Foreign Policy* was published in April 2019. She has made 68 trips to China. Dr. Campi was a research fellow at the East West Center—D.C. Office in the summer of 2012. Since 2013, she has been an Adjunct Professor at the Reischauer Center, SAIS/Johns Hopkins University, where she teaches on Asia. She is a lecturer on for Northeast Asia for the State Department’s Foreign Service Institute, and regularly writes commentary on China’s periphery relations for The Jamestown Foundation, East West Center, and other research centers. She has been teaching at The Washington Center since 1996.

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

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**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. He is a two-time Fulbright Scholar: Nigeria and Czech Republic. 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 *International Law and the United States Military Intervention in the Western Hemisphere* (Nijhoff Law Specials, No. 28), *United Nations Law and The Security Council* (2005), *The United Nations Security Council and Transnational Armed Conflicts* (2015), and
Discourse on International Law & International Relations: Critical Global Issues of our Time (forthcoming). 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)

Law and Criminal Justice

ST19-3263

**The First Amendment**

*Instructor: Anna Stolley Persky, J.D.*

This course will provide students with an in-depth understanding of the freedoms guaranteed by the First Amendment, with a particular emphasis on freedom of speech in the Digital Age. Students will study First Amendment theories and literature, as well as how the scope of each right has evolved over the years. Students will examine the tension between privacy rights and free speech, including recent issues involving Facebook, Snapchat and other social media platforms. Students will also explore how the First Amendment plays into recent controversies over Neo-Nazi rallies, student walkouts over gun laws, hate speech on campus and NFL protests during the National Anthem. In this course, students will be encouraged to discuss and debate whether they support traditional concepts of the First Amendment and, if not, what changes make more sense in the current era.

*Instructor:* Anna Stolley Persky is a lawyer with more than twenty years of experience as a journalist covering high-profile legal and political news. Using her legal expertise to translate complex topics into plain language, she has written extensively about the First Amendment’s protections and limitations. She began her journalism career as a beat reporter for the Los Angeles Times and the Los Angeles Daily Journal. In 2000 she moved from Los Angeles to Washington, D.C., where she began reporting on the White House, the Supreme Court and the Justice Department. As a legal reporter for Bloomberg News and then a producer for Fox News Channel, she reported on major trials, presidential and congressional campaigns, political scandals, ground-breaking court rulings and federal criminal investigations. As a magazine writer, she has explored the intersection of free speech rights, national security concerns and privacy interests. She has also reported on courtroom battles over the First Amendment rights of protestors and minors.

*Education:* J.D., University of California, Davis; B.A., Sarah Lawrence College (Concentration in Literature)

ST19-3643

**The Death Penalty**

*Instructor: Aleksandra Rybicki, J.D.*

This course will be a comprehensive consideration of capital punishment in the United States, beginning with analysis of the history of the death penalty from the colonial era to the present. The class will examine controversies surrounding capital punishment, including race, special populations, and methods of execution. Landmark United States Supreme Court cases will be scrutinized to better understand established theories of punishment and the contemporary legal foundation for capital punishment. The class will explore pertinent death penalty issues, such as lethal injection drug shortages and political, social, and other institutional pressures. Classes will highlight specific case studies, including Oklahoma City bomber Timothy McVeigh, Boston Marathon bomber Dzhokar Tsarnaev, Charleston Church shooter Dylann Roof, and exonerated death row inmates.

*Instructor:* Aleksandra Rybicki is an attorney at a Washington, DC, law firm and practices complex civil litigation. She graduated from the George Washington University School of Law and the GW/Oxford Joint Program in International Human Rights Law. Aleksandra received her Bachelor's degree, *summa cum laude*, in Political Science from Adelphi University. She was a Rule 16 Prosecutor for the State’s Attorney’s Office
for Prince George's County, Maryland, and served as a judicial law clerk for the Honorable Sean D. Wallace for the Circuit Court for Prince George's County, Maryland. Aleksandra is a graduate of the Washington Center's Fall 2011 program.

**Education:** J.D., The George Washington University School of Law; B.A. *summa cum laude*, Adelphi University (Political Science)

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**ST19-3673**

**U.S. Intelligence Community**

**Instructor: Chris Quillen, M.A.**

The U.S. Intelligence Community course introduces students to the form, function, purpose, and capabilities of the U.S. Intelligence Community (IC) including the supporting role intelligence analysis plays in achieving U.S. national security objectives. The course will focus on national-level, strategic analysis and the role played by analysts in informing policymakers about world events and upcoming challenges including an exploration of prioritization of intelligence challenges and the delicate balancing act of the policymaker/intelligence analyst nexus. Each part of the intelligence cycle will be examined as will each member of the Intelligence Community for their unique contribution to the overall effort. Emphasis will be placed on developing the thinking, writing, and briefing skills necessary to successfully perform as an intelligence analyst. Each student will take on the role of an intelligence analyst focusing on a specific high priority issue for the entire semester as both an individual analyst and as part of a team of analysts. The exploration of the challenges of intelligence analysis will include the psychological limitations and biases affecting the way intelligence analysts perceive and interpret foreign developments—and how these have led to intelligence failures.

**Instructor:** Chris Quillen has served in the U.S. Intelligence Community for more than 20 years with an emphasis on counter-terrorism (CT) and weapons of mass destruction (WMD) issues. He has worked for the Office of the Director of National Intelligence (ODNI), the National Counter-Terrorism Center (NCTC), the Central Intelligence Agency’s Counter-Terrorist Center (CIA/CTC), the Department of Energy (DOE), the National Air and Space Intelligence Center (NASIC), and the U.S. Army. He previously taught at Miami University, Angelo State University, the Advanced Technical Intelligence Center (ATIC), Sinclair Community College, American Military University, and Henley-Putnam University. He has published widely on WMD and CT issues in the *Middle East Journal*, *Studies in Conflict and Terrorism*, *Comparative Strategy*, *Terrorism and Political Violence*, *Parameters: The U.S. Army War College Quarterly*, *Terrorism Monitor*, *the Journal of Strategic Security*, and *the Middle East Review of International Affairs*.

**Education:** M.A., Georgetown University (National Security Studies); B.A., Miami University (International Relations)

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**ST19-4523**

**Criminal Procedure**

**Instructors: Kenechukwu Okocha, J.D.**

This course deals with the constitutional dimensions of criminal law and procedure. Students will leave the course with an appreciation of how the U.S. Constitution focuses on the rights of the accused and the impact upon our law enforcement system. The major focus will be on the Fourth, Fifth, and Sixth Amendment of the U.S. Constitution.

**Instructor:** Kenechukwu Okocha joined the United States Attorney’s Office for the District of Columbia in January of 2010 where he has represented the United States in hundreds of criminal matters. Prior to joining the U.S. Attorney’s Office, he was an Assistant District Attorney with the Dane County District Attorney’s Office in Madison, Wisconsin for over two years. In his two prosecutorial roles Mr. Okocha has handled a wide variety of offenses to include driving under the influence, domestic violence, felony assault, child molestation, burglary, robbery, rape, homicide, and production of child pornography. From to 2007-
2008, Mr. Okocha was a legal fellow at the Greenlining Institute, in Berkeley, California where he represented low income and minority groups at various regulatory agencies. He is certified to practice law in Wisconsin and California.

Education: J.D., University of Wisconsin Law School; B.S., University of Wisconsin (Industrial Engineering and Political Science)

ST19-4763

Forensic Psychology
Instructors: 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 investigative psychology, psychology and the courts, as well as abnormal and criminal psychology. This course examines the relationship between expert forensic psychological investigation and criminal proceedings. This course assumes no prior knowledge of forensic psychology and no extensive knowledge of general principles in psychology.

Instructor: Dr. Dieguez earned a B.A. in Psychology and a B.S. in Neuroscience & Behavioral Biology from Emory University in Atlanta, Georgia. He then completed an internship in human sleep research in the Department of Psychiatry at Brown University School of Medicine in Providence, Rhode Island. He went on to earn an M.S. in Biology and a Ph.D. in Neurobiology from The University of Texas at San Antonio, where he also worked as a Cellular Biology Instructor. He then worked as a Postdoctoral Fellow and Instructor of Psychology at Boston University. Subsequently, he worked as a Science Writer in the Office of the Director of the National Institutes of Health 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. Currently, he works as a Science Office at the US Department of Defense, Congressionally Directed Medical Research Programs. He is an accomplished scientific grant writer and journal reviewer with numerous peer-reviewed publications. For several years, he worked as a consultant for non-profit organizations, corporations, universities, and individuals seeking assistance regarding academic research publications and writing of scientific materials.

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)

Research

Research & Writing: Contemporary Methods and Skills
Instructor: 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 in all types of professional settings that individuals learn how to effectively communicate to their intended audience in order to achieve the outcomes they want.

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 (including interviewing techniques); identification and use of resources (especially primary resources); strong and effective writing skills for a variety of formats; 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 also encouraged to take advantage of primary sources available in Washington – such as federal agencies, trade and lobbying groups, Congressional committees, and embassies. To make these efforts most productive, students will learn about interview techniques and strategies that they can use to identify and reach out directly to senior officials and their staffs, to gain from these experts “first person” insights into their topics in order to better frame and analyze them.

This course is ideal for students who need to complete an independent study, develop an honors thesis, 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.

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 FAQ

What time is my evening course?

Evening courses are all held one night a week, Monday through Thursday, from 6:30 p.m. to 9:30 p.m., unless otherwise specified in your syllabus.

Where are evening courses held?

Evening courses are held in our classrooms on the P-1 level of the Residential and Academic Facility (RAF), unless otherwise specified on the Course Schedule and/or in your syllabus. Some classes may take field trips or attend off-site events throughout the semester, the dates of which will also be in the syllabus.

Where can I find the course schedule?

The Course Schedule will be available on Schoology, which you will be able to access closer to the start of the program. You will also be able to find your class day and location on your evening course syllabus.

Is the evening course the same as the LEAD class?

No, the Friday LEAD colloquium is different from the evening course. Both are required components of the Academic Internship Program.

Is attendance mandatory?

Yes, students who miss more than two regularly scheduled class meetings of the evening course will be withdrawn from the course with a grade of AW (Administrative Withdrawal for Absenteeism), which will also be forwarded to the home college or university.

What if I am absent from class?

Faculty are required to track attendance and to report a second or subsequent absence to TWC, regardless of the reason.

If you know you will be absent from your class, please be in touch with your instructor to inquire about makeup work.

What if my internship has an event that conflicts with my class time?

Our internship hosts understand the academic requirements of the TWC program. They understand that internship obligations should not conflict with your fulfilling the academic requirements of the program.

What if I require an academic accommodation?

Students who require or think they might require an academic accommodation should reach out to our Disability Services Fellow at disabilityservices@twc.edu. We are happy to work with you to ensure your success in the program.

What if I need to take a make-up exam or to take an exam at a different time?

The Washington Center does provide exam proctoring for students with an approved academic accommodation or for students who miss an exam for a medical or similarly documented reason.

Exam proctoring is only available during regular business hours, and students should let their internship know that they are required to attend to fulfill the academic requirements of the program. Your evening course instructor will need to request the exam proctoring. Such requests should normally be made with five business days advance notice.

Does my program fee cover course expenses?

While the program fee does include the evening course, students will need to cover the costs of their own books, notebooks, and other expenses including any travel and admissions fees for special events. Total book cost typically ranges from $70 to $90. TWC does not have a bookstore, but your instructor will be able to tell you how you can purchase required materials.

Will I need anything for class?

Other than required readings and the ability to take notes, you will likely need a computer to complete some class assignments. While TWC does have a computer lab, it is highly recommended that you bring your own device with internet capability and a word processor.
What are the technology policies?
Your course instructor may or may not allow the use of technology in class. Exceptions can be permitted by our office of Disability Services. If your instructor does permit the use of technology, you are expected to use it only for the purpose of engaging in the course.

Are there any other classroom policies?
Students are expected to conduct themselves in a professional manner during all of their curricular and co-curricular engagements at The Washington Center. Your evening course instructor may have particular expectations about participation or professionalism in class, which will be included in the syllabus. TWC Evening Courses are also capped at 18 students per class. With this small class size, preparation for and active engagement in class are essential to achieving the full learning benefit from the class.

Can I take two courses?
Unless there is compelling reason (e.g., on-time graduation), students will not be permitted to take two courses. This is likely one of the busiest terms you will have in college, and we want to help ensure you’re able to devote time to all your responsibilities—as well as have time to explore Washington DC.

Can I switch courses?
Yes. Please consult the Add/Drop section located earlier in this document under “Enrollment Processes.” The Add/Drop form will be located on Schoology on the Courses page.

I received a financial award from TWC: Is there anything special I should know?
Students who received a financial award from TWC must earn a grade of “C” or better. Students with a “C-” or less in any program component (internship, LEAD colloquium, or evening course) are required to return the full amount of the award.

Will I have the opportunity to give feedback on the evening course?
Yes. There are two anonymous surveys during the semester, one near the midterm and one at the end of the course. Students return the surveys directly to the concierge at the RAF, and any written feedback is shared with faculty only after grades have been calculated. Your insights are greatly appreciated!

What if I have another question you haven’t answered?
First, try seeing if the answer is located in your syllabus, which you can find on Schoology. If it’s not, your course instructor will likely be able to help. If neither of those options solves your problem, you can always reach out to us at courses@twc.edu.

Is there a Dress Code for Evening Courses?
TWC encourages all participants to aim for professionalism in all of their curricular and co-curricular engagements. Accordingly, we ask that students dress in business casual or business professional attire for your evening courses.