The Washington Center
for Internships and Academic Seminars

Course Descriptions
Internship Program
Summer 2004

Due by Wednesday, May 5, 2004 - See last page
Introduction

The Washington Center for Internships and Academic Seminars is pleased to offer the following courses for the Summer Internship Program. All interns except College Plus One and Law Plus One students are required to enroll in a Washington Center internship course, regardless of the amount of credit they will receive on campus. (College Plus One and Law Plus One students may audit a course if desired and if space is available.) Students not receiving academic credit have a new option, enrolling in a non-credit course. (See page 8.)

Carefully review the course descriptions and inform The Washington Center of your preferences by Wednesday, May 5, 2004 (See COURSE PREFERENCE FORM on the last page.) If you miss the deadline, send it in anyway and we will do our best to accommodate you.

These courses are an integral part of your overall learning experience. The evening sessions will give you a chance to step back from your daily work and reflect upon the broader aspects of your experience in Washington. You will also get the opportunity to express your views and to clarify your understanding of important issues, especially those of current interest.

The Washington Center is very proud of its associate faculty. You will note that most instructors are practitioners in their field of study. They offer a perspective that may supplement the courses you may be offered on your own campus or offer you 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. You will therefore find the faculty to be a resource you can draw upon to enhance your internship experience in the nation’s capital.

Please make your selections and return the course preference form (last page) by Wednesday, May 5, 2004

If past the deadline, send in the form anyway and we will attempt to accommodate your preferences if available

Fax : 202-336-7609
Email : courses@twc.edu
Courses are filled on a first-come, first-served basis. Students are asked to rank courses in order of preference. Only courses that achieve a minimum enrollment will be offered. Please select your choices carefully since it is possible that you may be enrolled in a course other than your first choice.

Students have one week after the start of the program to change a course and enroll in a different course on a space-available basis. (A form will be provided for this purpose in the Internship Handbook that will be given to you during orientation.)

Each course meets once a week for up to three hours.

Some courses may require meetings outside of regular class hours. These are noted in the course descriptions.

Course format is generally seminar style, with high expectations for student participation. (Lectures often are mixed with class participation, oral presentations, and guest speakers. Please note that course requirements and readings in this brochure are tentative at the time of printing. You will receive a course syllabus at your first class session.)

Most classes usually have a maximum of 17 students (with the possible exception of special program courses).

Classes canceled by the instructor or that fall on legal holidays may be made up on alternative dates.

Cost of books, handouts, etc. is the responsibility of the student. The cost usually ranges between $40-$80. Some courses may have additional fees for admission to performances, special events, etc.

Most courses begin at 6:00 p.m. or 6:30 p.m. and meet in downtown D.C. or Virginia or Maryland, close to Washington Center housing. You will be given a course schedule and location information upon arrival in Washington.

Attendance is taken at each class session and program supervisors are notified if a student misses more than two classes.

Faculty prepare a written midterm evaluation of each student's progress, which is sent to the student's campus liaison.

Students are asked to provide a midterm and final evaluation of the course and instructor.

Some courses are associated with special program initiatives such as the Nonprofit Leaders Program, NAFTA, and the Energy/Environment Internship Program. If you are in one of these programs, please select the appropriate course. Course attendance and full participation in these courses are mandatory even if you are not receiving credit for the course.

If you are receiving a guaranteed financial assistance award, you must complete the course to which you are assigned with a grade of "C" or better to receive the award. Note: Students with a grade of less than a "C" in either the internship or the course forfeit any guaranteed financial assistance.
- We recognize that some students have special campus requirements, such as enrollment in a specific course or courses. Since these campus requirements may change, we rely upon you to indicate any special requirements, requests, or enrollment in more than one course. Please note that if there is low enrollment in a course, it may not be offered, so please plan accordingly.

- **Students who are graduating may need to request an early grade.** You must complete the Early Grade Request form and have it signed by your campus liaison by the due date. A copy of this form is available in the Forms Folder in your Internship Handbook that you receive upon check-in. It is YOUR responsibility to ensure that our enrollment services office receives the form in time. Also, be sure to alert your instructor with sufficient notice so the timing of assignments and a final grade can be planned accordingly.

- 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 are responsible for their own computer access. Please plan accordingly.

- **You will be notified of your course assignment when you arrive in Washington.** You will not receive a confirmation of your course enrollment prior to your arrival. If you have questions about course content or need some advice, you may call the Program Coordinator for Academic Affairs at 1-800-486-8921 (ext. 7575) or email us at courses@twc.edu.

- **Please send in your course preference form as soon as possible!** If it is not received we will assign you to a course. You may go through a drop/add procedure after arrival and check-in.

- **Some things to take into consideration when choosing a course:**
  - You may wish to seek advice from your faculty advisor/campus liaison before making a choice. Do not forget to check if you have any specific campus requirements for these courses.
  - Consider taking a course that complements your internship field or perhaps one that will expose you to a new area of interest.
  - Consider not only the title and topic of the course, but also the background of the instructor as his/her unique qualifications may be an excellent resource for you during your internship.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ST04-402</td>
<td>The Art &amp; Architecture of Washington D.C.: From Antiquity to Present</td>
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<td>ST04-403</td>
<td>Hues of the Federal City</td>
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<td>ST04-424</td>
<td>Biomedical Ethics: Choices and Conflict</td>
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<td>ST04-431E</td>
<td>Public Policy Dilemmas: The Environment</td>
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<td>ST04-432</td>
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<td>ST04-434</td>
<td>Political Campaign Management Workshop (non-credit course)</td>
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<td>ST04-436</td>
<td>The Mass Media and National Politics: How the Washington Press Corps Works</td>
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<td>The President, Congress, and Federal Agencies: Their Role in Meeting the Economic Challenges of the 21st Century</td>
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<td>ST04-451</td>
<td>Our Living Constitution</td>
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<td>ST04-452</td>
<td>Introduction to Criminal Law and Criminal Procedure</td>
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<td>ST04-453</td>
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<td>ST04-454</td>
<td>American Foreign Policy Beyond Sept. 11th: The Role of the Emerging Majority</td>
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<td>ST04-455H</td>
<td>The International Community and U.S. Foreign Policy</td>
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<td>ST04-456</td>
<td>American Military History</td>
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<td>ST04-457</td>
<td>The Vietnam War and Its Legacy</td>
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<td>ST04-458</td>
<td>U.S. National Security: The Challenge in Iraq, Afghanistan and Beyond</td>
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<td>ST04-459</td>
<td>How Washington Really Works: U.S. Foreign Policy Making</td>
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<td>ST04-460</td>
<td>Peace Studies: A Solution to Violence</td>
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<td>Human Rights: A New Approach</td>
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<td>ST04-465</td>
<td>Africa: Promotion of Democracy and Stability in U.S. Foreign Policy</td>
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<td>ST04-466</td>
<td>Global Markets and International Business Strategies</td>
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<td>ST04-468</td>
<td>Managing the American Intelligence Community</td>
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<td>ST04-470</td>
<td>Technology and National Security in a Free Society</td>
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<td>ST04-474</td>
<td>Problem Solving in the 21st Century: The Public Sector</td>
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<td>ST04-475</td>
<td>From Ideas to Action: The Anatomy of Entrepreneurship</td>
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<td>ST04-476N</td>
<td>Nonprofits and Public Policy</td>
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<td>ST04-477</td>
<td>Fundraising and Development Strategies for Nonprofit* Organizations</td>
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<td>Corporate Finance Management</td>
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<td>ST04-488</td>
<td>Banking and Finance</td>
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* Open to Nonprofit Leaders Internship students and all other students, with priority given to Nonprofit Leaders Internship students.

1 Required of all students in the Environment Internship Program. Course is not open to other students.

2 Required of all students in the Nonprofit Leaders Internship Program. Course is not open to other students.

3 Required for all students in the NAFTA and Governors Internship Programs.

4 Designed for students in the Americas and Governors Internship Programs.

5 Designed for students from ITESM.

Please Note: Only those courses with required enrollment are guaranteed to run. Total number of courses offered depends upon enrollment. College Plus One students may audit a course if space is available.
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<th>Courses by Subject</th>
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Non-Profit

**ST04-476N**  
Nonprofits and Public Policy ²
Fundraising and Development Strategies for Nonprofit Organizations

**ST04-477N**

Peace Studies

**ST04-460**

Peace Studies: A Solution to Violence

Philosophy

**ST04-424**

Biomedical Ethics: Choices and Conflict

Environment

**ST04-417**

War of the Words: Strategies of Hollywood and the White House During Wartime (JOUR)

**ST04-418**

Press, Politics and Policy: Communicating in the Capital City (JOUR)

**ST04-432**

The Congressional Arena: Practical Problems and Impact Strategies

**ST04-434**

Political Campaign Management Workshop (non-credit course) (JOUR)

**ST04-437**

The President, Congress, and Federal Agencies: Their Role in Meeting the Economic Challenges of the 21st Century (ECON)

**ST04-454**

American Foreign Policy Beyond Sept. 11th: The Role of the Emerging Majority (INTL)

**ST04-455**

American Military History

**ST04-456**

The International Community and U.S. Foreign Policy (INTL)

**ST04-457**

The Vietnam War and It's Legacy

**ST04-458**

U.S. National Security: The Challenge in Afghanistan, Iraq and Beyond

**ST04-459**

How Washington Really Works: U.S. Foreign Policy Making (INTL)

**ST04-468**

Managing the American Intelligence Community

**ST04-470**

Technology and National Security in a Free Society (LAW)

**ST04-474**

Problem Solving in the 21st Century: The Public Sector (ECON)

Research

**ST04-478**

Research Seminar

**ST04-479**

GRE Test Preparation (non-credit course)

- Open to students in the Nonprofit Leaders Internship Program and all other students.
- ¹ Required of all students in the Environment Internship Program. Course is not open to other students.
- ² Required of all students in the Nonprofit Leaders Internship Program. Course is not open to other students.
- ³ Required for all students in the NAFTA and Governors Internship Programs.
- ⁴ Designed for students in the Americas and Governors Internship Programs.
- ⁵ Designed for students from ITESM.

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**The Art and Architecture of Washington D.C.: From Antiquity to Present**

*Instructor: Sharon Minor King, Ph.D.*

This Course examines the development of art and architecture within the nation’s capital and its major public institutions. Students will develop skills in interpreting information available to them from diverse sources and make comparative analyses that validate their own conclusions.

Information includes the words of the architects (as artists/makers) within the context of the history of their primary cultures. Additionally, critical interpretations based on societal influences will be included as focal points within discussions. Finally, a review of diverse beliefs and ideals will contribute to understanding how architectural structures and symbols reinforce values within society.

Based on individual and group visits to primary sources, instruction will focus on the value of experiencing, first-hand, the direct involvement with objects (e.g. paintings, buildings, performances, etc.). When possible and on occasions, tours will be arranged with docents at various sites. The readings consist of publications from the various sites, reviews by scholars and publications by the Instructor. Comparative analyses of these readings with the students on-site experiences will be a major source for evaluation (a final paper).

Dr. King is founder of A MINOR ENTERPRISE, a consulting and manufacturing firm that provides quality support services relevant to art, culture and diversity issues. She is a recognized visual and performance artist, cultural anthropologist, educator and Protestant minister. She has published and presented papers on the arts, women’s studies, cross-cultural relations and family health. She is a fourth generation Washingtonian who has conducted several tours of the federal city for groups of all ages.

Dr. King has taught at several colleges and universities, including Kenyon College, Central State University, and the University of Toledo Museum of Art. She has published in several journals and texts, including FAMILIES: EAST AND WEST, published by the University of Indianapolis Press and Tunghai University, ROC.

Education: Ph.D., The Ohio State University (Art, Anthropology, and Education); M.Ed., Wright State University (Art Education/Textiles); B.A., The George Washington University (Painting)

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**Hues of the Federal City: An Anthropological View Of Culture Within Communities Of Washington DC**

*Instructor: Sharon Minor King, Ph.D.*

This course introduces Washington D.C. as a “cultural capital” based upon its diverse and stable communities. In addition to the temporary, trendy, and transient four-year dwellers of government, the nation’s capital maintains some of the most diverse and historical communities within the United States. Students get the opportunity to visit, observe, participate and report on these communities that continue to function beyond the regular workday. The communities include Adams-Morgan, Anacostia, Shaw, Chinatown, and Georgetown.

The focus of this course is on learning from primary sources already established within communities. By using anthropological techniques and methods for gathering information, students select research, interview and present their interpretations of D.C.: it’s challenges and successes. Through interviews with residents and by participating in neighborhood activities, students have access to perspectives so often overlooked by textbooks and other publications. Additional supportive data is also gathered from the many research resources such as the Smithsonian Institution, Howard University, the Library of Congress, and the DC Public Library.

A text and tour guide book are required. Additional readings consist of publications from various on-site visits, articles by local national and international scholars and reporters including the instructor’s publications. Videos and other media will be available during classes for independent study.
Dr. King is founder of A MINOR ENTERPRISE, a consulting and manufacturing firm that provides quality support services relevant to art, culture and diversity issues. She is a recognized visual and performance artist, cultural anthropologist, educator and Protestant minister. She has published and presented papers on the arts, women's studies, cross-cultural relations and family health. She is a fourth generation Washingtonian who has conducted several tours of the federal city for groups of all ages.

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Education: Ph.D., The Ohio State University (Art, Anthropology, and Education); M.Ed., Wright State University (Art Education/Textiles); B.A., The George Washington University (Painting).

War of the Words:
Strategies of Hollywood and the White House During Wartime

Instructor: Laurie Scheer, M.A.

This course explores the world of Hollywood programming with a special emphasis on the changes in effect since the events of 9/11. In particular, this course examines the development of media programming currently seen in theatres and on the broadcast airwaves with a special emphasis on comparing and contrasting programming during past wartime periods. With past historical programming knowledge at hand, the course will then focus on the future of media in a 21st century world with concerns regarding the current war on terrorism at home and abroad.

This is an introductory course that helps the participant to understand media programming. It is a behind-the-scenes look at the strategies of Hollywood programming. The student's awareness of how programming is brought to the public will be heightened. Through research the student understands the historical and current value of entertainment during wartime. The student's analysis of this value will help project strategies for future programming. Communicating valuable entertainment concepts will become part of the student's vocabulary and professional skills unique to the entertainment industry will be gained.

In addition to lecture and class discussions, the course features guest speakers who are knowledgeable about White House programming actions. In depth analysis of topical programming with a study of war periods and their unique programming styles will be revealed. Group and individual presentations will provide new creations regarding the students' ideal post-911 programming ideas and ongoing discussions concerning the students' own questions and concerns about programming will occur. Likely text for the course is Christopher Vogler, The Writer's Journey, 2nd Edition, Wiese Press.

Prof. Scheer is an author and guest lecturer at American University as well as an Emmy-nominated entertainment professional. She is currently working on a follow up edition to her textbook "Creative Careers In Hollywood", which was published at the end of 2002. She has served as a writer for Showtime Networks in Los Angeles and vice president for programming at AMC Networks/Cablevision where she helped launch the network's Romance Classics cable channel. At AMC, she developed and produced numerous original series, original specials and other programming. Other activities in the entertainment field include working with entertainer Ben Vereen in his fundraising efforts for the arts and various contributions to HBO, VIACOM, and ABC Entertainment where she served as a production assistant in the early episodes of Moonlighting. She is the author of two novels, Eight Years, Eight Days, and Fishes.

Education: M.L.A., DePaul University (Broadcasting and Pop Culture); B.A. Marquette University (Broadcasting)
Press, Politics and Policy:
Communicating in the Capital City
Instructor: Marjorie Kline, M.P.A.

In Washington, inside information doesn't usually remain "inside" for long. The convergence of politicians and their staff, policy advocates and lobbyists, and a devoted press corps of journalists and pundits make sure of that.

This course examines Washington’s techniques for talking, how it has evolved in the technology era, and the effects of a celebrity culture on the political arena. It will also look at recent turning points – from scandal to war - that have shaped our present communication climate.

Using case studies, current events, class discussion and guest lecturers, students will learn about the most important forums for message delivery, including press conferences, the Sunday talk shows, interviews and speeches. Students will also learn about message development, including the power of talking points, the latest buzzwords and other rhetorical signals – such as why insiders leak information to the media, and the growing role of publicists and self-promotion.

Prof. Kline is a business communication professional who has been working with corporate, nonprofit and association clients since 1992. Her expertise is creating strategic messages, message development, speechwriting and presentation training. Her clients have included Philips Electronics North America, the American Red Cross, Institute for Alternative Futures, USAir, and others. Prior to her consultancy work, she was special assistant to the president for corporate affairs at the National Fire Protection Association, congressional liaison for the International Trade Commission, a special assistant for the U.S. Senate Committee on Government Affairs and a legislative assistant for U.S. Senator Steve Symms.

Education: M.P.A., Harvard University; B.A., Indiana University (Journalism)

Information and Engagement:
Perspectives on Public Journalism
Instructor: David W. Johnson, M.S.

This course examines the evolving relationship between journalism's traditional function of informing and educating the public, and its more recent role of engaging with the public to advance the community good.

Public (or civic) journalism is based on the principle that journalism has an obligation to public life that goes beyond reporting the news. According to the University of Maryland-based Pew Center for Civic Journalism, "The way we do our journalism affects the way public life goes. Journalism can help empower a community or it can help disable it."

Some journalists are skeptical that information and engagement can co-exist. Others believe they can, though there is tension between them. Arthur O. Sulzberger, Jr., publisher of The New York Times, told the instructor, "I'm in favor of both, but not to the point that we as journalists start to tread into the world of policy-making. I have no trouble with us bringing together differing parties so that they can engage. It's when we tip the scales outside of the editorial page that I get nervous."

Metropolitan Washington, D.C., provides an ideal setting for studying the pros and cons of public journalism. The course will explore the relationship between the media and the District of Columbia. To what extent are the media engaged with the policy goals of the District, of which media companies are among the most important corporate citizens? Does civic engagement influence the media's coverage of the District? If so, why are the media engaged and what are the benefits? Is there a cost?
Using the resources of the Pew Center, students will be able to study civic journalism experiments from around the United States. Guest speakers will include practicing journalists, public officials, and academic experts.

The required reading is The Elements of Journalism by Bill Kovach and Tom Rosenstiel, which examines the underlying values of journalism. Optional reading is Getting the Whole Story: Reporting and Writing the News by Cheryl Gibbs and Tom Warhover, civic journalists who focus on journalistic practices.

The course goals are: to help students understand the traditional values of journalism; to familiarize students with the philosophy and practices of public journalism; to relate the values and practices of public journalism to actual communities; to familiarize students with media in the Washington, D.C., area; and to develop writing and presentation skills.

Students will write two short papers and complete a group project on a case study of public journalism. There will be a mid-term and final exam.

Professor Johnson is a former daily journalist and director of communications for schools and colleges. As a journalist, he won Associated Press awards for news writing and page layout. As a communications director, he edited award-winning publications and was listed in Who's Who in Public Relations. His articles have appeared in the Boston Globe, Philadelphia Inquirer, Houston Chronicle, and San Diego Union-Tribune, and been distributed nationally by the Knight Ridder/Tribune News Service. He continues to write for regional and national publication. For the past five years, he has taught journalism and mass communications at the college level.

Education: M.S., Boston University College of Communication; A. B. Harvard College (English literature).

**Bioethical Ethics :**
**Choices and Conflict**

*Instructor: Kader Aoudjit, PH.D.*

Who is entitled to make the most important health care decisions? The doctor or the patient? Is it ever ethical to breach patient confidentiality? What is the purpose of telling patients the truth? Should commercial surrogacy contracts be prohibited by the state? Does human cloning encourage the commodification of life? This course explores these and other issues in biomedicine and introduce students to the basic concepts, distinctions, and principles of biomedical ethics. The course is introductory and presupposes no background in philosophy or biomedicine.

The goals of the course include: to increase students awareness of moral issues in biomedicine; to provide students with analytic tools and philosophical frameworks for understanding, analyzing, and evaluating moral issues in biomedicine and assess the different arguments that have been advanced for and against paternalism, euthanasia, genetic engineering, etc.; to foster careful, disciplined thinking in trying to resolve moral issues in biomedicine; to help students to develop their own, considered judgments about issues in ethics in biomedicine.

This course combines text analysis, case studies, and class presentations. It also includes viewing and discussing some videotapes to illustrate the issues.

There will be weekly reading assignments, a mid-term, a final, and a class presentation of a case or an article in the textbook; each counts for one third of the grade for the course. The required text is John Arras and Bonnie Steinbock, Ethical Issues in Modern Medicine, 6th edition. State University of New York Press, 1999.

Dr. Aoudjit has degrees in philosophy from Georgetown University, with a specialization in contemporary continental philosophy and ethical theory. He has been an instructor at Marymount University, Northern Virginia Community College, the University of the District of Columbia, and Howard University.

Education: Ph.D., M.A., Georgetown University (Philosophy)
Public Policy Dilemmas: The Environment  
Instructor: Michael Simpson, D. ENV.

Note: This course is required for students in the Environment Internship Program. Course is not open to other students.

This course is designed to enable students to think about and participate in creative, constructive, holistic, and realistic assessments of a broad range of environmental challenges. Among the topics of discussion are: the interactions of local-to-global governmental policies, laws and regulations, public and private interests, economics, and ethics regarding energy, pollution prevention and remediation, and occupational/public/environmental safety and health, planning and development, controls and incentives, information, regulation, legislation, testing, R and D, education, and rights.

The course requirements consist of weekly assignments, briefing documents, oral presentations, and an environmental study proposal.

Dr. Simpson is a specialist in Environmental Technologies at the Congressional Research Service. He has had considerable experience working with Members of Congress, the public and private sectors, research organizations, academe, and community programs as a science advisor. His activities have involved the integration of science with other disciplines to produce and communicate comprehensive analyses of the biosciences and environmental technologies. In 1997, Dr. Simpson was named "Faculty of the Year," by The Washington Center.

Education: D.Env., University of California-Los Angeles (Doctor of Environmental Science and Engineering); M.S., Univ. of California- Berkeley (Energy and Resources); M.S., University of San Francisco (Biological Sciences); A.B., University of California-Berkeley (Biological Sciences)

The Congressional Arena: Practical Problems and Impact Strategies  
Instructor: John Forkenbrock, M.S.

This course examines the activities involved in the shaping and passage of legislation and the ways in which individuals and organizations inside and outside the government can affect the process. The course includes a brief description of legislative procedures, in-depth reviews of the congressional hearing process, subcommittee, chamber, and conference committee deliberations, and the report writing process -- who writes what, why, and its effectiveness. The course will also focus on how the federal budget process has become the major vehicle by which Congress and the president impact public policy. The course will trace the evolution of the budget and appropriations process beginning with the Nixon Presidency to Congress's attempt to reclaim control over fiscal policy through the passage of the Budget Control Act of 1974 to the current executive/legislative conflict over deficit reduction. Specific emphasis will be on the points of impact and the strategies involved in influencing each phase.

Topics to be considered include budget reconciliation, committee differences, the authority of seniority, the role of the committee chair, majority-minority relations, and the roles of staff and lobbyists. The House of Representatives will serve as the basic, but not the sole, focal point for the course perspective.

Course requirements include reading and research on topics for discussion and a term paper. A prior knowledge of the basic legislative process will be of assistance, but not required for the course.

Prof. Forkenbrock is the Executive Director of the National Association of Federally Impacted Schools. He has been involved in the executive and legislative branches of government in various capacities. In 1994, Prof. Forkenbrock was given the Washington Center's Agency Supervisor of the Year Award.

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

Instructor: Robert Walter, M.A.

Note: This course is essentially a workshop and is not designed for academic credit. Students will receive a grade of Pass/No Pass.

This course covers the various aspects of a modern political campaign, primarily focusing on congressional campaigns. This overview gives each participant a chance to know and understand the various positions in a political campaign and how they impact the campaign. A goal of the course is to prepare participants to work/volunteer on a future campaign. Each student will follow and analyze the issues and results of one campaign this fall.

Among the course topics are: campaign planning; budgeting/finance/fundraising; research; message/press communication; scheduling; constituency/party support; voter contact/registration; volunteer recruitment; Get Out the Vote techniques; technology/marketing.

Mr. Walter is currently the Program Manager for Mass Communications here at The Washington Center. He has degrees in political science from Ohio University, focusing on legislative and electoral politics. He has worked on ten political campaigns in many different roles. Mr. Walter has worked on races at the mayoral, state house and senate, and U.S. congressional levels. In particular, he served as campaign manager for two congressional races. He has also worked as a staff member for the Democratic National Committee’s campaign training seminars.

Education: M.A., B.A., Ohio University (Political Science)

The Mass Media and National Politics:
How The Washington Press Corps Works

Instructor: David Lightman, M.A.

Note: The size of this course is limited to 12 students. Priority will be given to those students in the Mass Communications Internship Program.

Washington is the reporting capital of the world. Next to politics and government, no industry drives Washington as journalism does. It is as much a part of Washington as autos are to Detroit or movies are to Los Angeles. Every day, thousands of people go to work here with a succinct, alluring mission: find news and write or broadcast on it by the end of the hour, day or week. No other American city has such a cadre of people whose sole purpose is to learn what others are doing that day, to summarize those activities, and to explain them in a cogent way.

This course goes inside the world of the professional journalist in Washington, D.C. to help students understand how the unique environment of the nation’s capital affects the creation and dissemination of the news. Topics will include: How do all these reporters work? What do they do each day? How do they know where to go, who to talk to, how to write something so that people care, and write it by deadline time?

The course consists of some of the following activities: site visits to lectures by practicing Washington journalists, who cover and write about newsmaking events; a study of the people who make the news; practicing journalism writing, and discussion of current events.

Students are assigned to follow three major news stories through the semester. One would involve the federal budget, another would deal with a major political issue, and a third would examine a Supreme Court case. Students write papers about these topics and discuss them in class. As a result, students should become familiar with various sources of information and how to interpret them (e.g., Supreme Court briefs, congressional committee reports, federal budgets, etc.).
Prof. Lightman is the Bureau Chief of the Hartford Courant and is a noted journalist among members of the Washington Press Corps. He has worked in Washington for eighteen years and has had ten years of local reporting experience, including the Baltimore Sun. He has been president of the Annapolis Correspondents Association and was involved in a landmark Supreme Court case, Lightman vs. Maryland, where prosecutors sought to challenge Maryland's 75 year-old shield law. He has served as visiting assistant instructor in communications at American University in Washington, D.C. and has appeared on various public affairs programs, including many covered by C-SPAN. In 2002, The Washington Center named Prof. Lightman Faculty of the Year.

Education: M.A., B.A., University of Maryland (History)

The President, Congress and Federal Agencies:
Their Role in Meeting The Economic Challenges of the 21st Century

Instructor: Charles Bartsch, M.A.

The U.S. faces continuing economic challenges from abroad, and the ability of our manufacturing and service industries to compete successfully will help determine how well the nation meets the economic challenges of the 21st century. In practice, "competitiveness" is a cross-cutting 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.

This course explores this challenge in three ways. First, it examines the powers, areas of influence, and traditional roles of key government areas that could influence how well we meet the competitiveness challenge.

These include 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: the educational system; workforce skills and training (including welfare-to-work concerns); the financial climate for U.S. companies (including tax issues and availability of investment resources); strategies for technology transfer; the regulatory climate (looking at issues such as the impact of utility deregulation and the influence of environmental regulation); and international trade policy. Third, it studies the role of the federal government in meeting the concerns and opportunities of each element -- what has traditionally been done, as well as emerging initiatives.

There is no one best textbook for all of this; the students will use excerpts from agency regulations and reports, legislative proposals, GAO reports, and current articles and critiques.

The course accomplishes these goals by discussing the basic elements, and then posing and answering--through problem-solving simulations--a series of public policy questions such as: What type of federal financial assistance is best suited to the needs of private companies? What is the appropriate goal and approach of environmental regulations? How will the proposed consolidation of federal education and training programs affect state and local ability to deliver services? What are the most important parts of the reinventing government initiative and what have they really accomplished? Is the public or private sector best suited to deliver needed technology assistance and training to smaller companies?

The problem-solving simulations will be the core of the course. Six of the program sessions will be devoted to deliberations of contemporary issues and concerns. As a class, we will look at an important policy issue, analyze the question it raises, and formulate a viable strategy to address it. We will do this under several scenarios--as a congressional committee; as a White House advisory group; as a federal agency task force; or as a chamber of commerce or labor union. Guest speakers from the federal, executive, congressional, and private arenas will be invited to provide additional perspectives on these issues.

Course requirements include: writing an introductory essay on the student's own view of the role of the public sector in addressing competitiveness; a take-home exam; a briefing paper or case study on one of the key factors of the course. In addition, class participation in the simulations will be evaluated.

Prof. Bartsch is a senior policy analyst with the Northeast-Midwest Institute/Congressional Coalition, where he specializes in economic development issues. He prepares and supervises more than a dozen research
reports and articles annually on competitive themes, which are used by public and federal agencies, Congressional offices, and private-sector organizations. He has also staffed the Congressional Task Force on Manufacturing.

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

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**Our Living Constitution**

**Instructor:** Janice E. Garlitz, J.D.

**Note:** Students not receiving academic credit for their internship course may only audit this class.

This course examines constitutional law and the U.S. court system that interprets and applies our written Constitution. The first class is an organizational one in which the class members select the topics that they wish to study and plan their semester/term. The second class sets the framework for understanding constitutional law issues by discussing the structure of our Constitution, the organization and jurisdiction of the U.S. courts, judicial review, judicial restraint, and separation of powers among the three branches of the federal government. The third and remaining classes -- which are group discussions incorporating oral presentations--consider this framework and our Constitution by focusing on contemporary, controversial legal issues raised by cases decided by or waiting to be decided by the U.S. Supreme Court or otherwise of current interest, including abortion, death penalty, physician-assisted suicide, and cyberporn.

Course requirements: Students read a combination of Supreme Court decisions and legal articles. Course materials are provided for a fee. Grades are based on class participation, an oral presentation, a five-page paper, and a visit to the U.S. Supreme Court. This course has strict policies regarding attendance and deadlines for required work.

Prof. Garlitz is the founder of her own law firm, where her practice covers a diverse range of legal issues from drug testing and employment law to commercial lending. She clerked for the Honorable J. Dickson Phillips, Jr., U.S. Court of Appeals for the Fourth Circuit. Prof. Garlitz is also an instructor for the U.S. Small Business Administration and a frequent speaker on employment and personnel issues. She is the 1998 recipient of The Washington Center's Faculty of the Year Award.

Education: J.D., University of Virginia; A.B., Cornell University (Social Relations)

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**Introduction to Criminal Law and Criminal Procedure**

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

Violence has become an increasing factor in all facets of society and in all regions of the United States. Media coverage and television movies about criminal activity have heightened the awareness of the process and procedure of criminal law throughout the U.S., but few people fully comprehend the entire scope of the issue.

Each class covers three areas: the standard elements of certain crimes and a discussion of the evidence needed to establish a crime; criminal procedure; and police powers. The class will cover offenses against the person (homicide, assault and battery, abduction, rape, false imprisonment, kidnapping, robbery), offenses against habitation (burglary, arson, and occupancy), and offenses against property (larceny, robbery, embezzlement, false pretense, theft, counterfeiting, extortion). Please note: this course is taught as an introduction to criminal law.

Course requirements: class participation, several quizzes, a midterm exam, a final paper, and participation in a class project, such as a moot court simulation.
Prof. Hardy is an attorney for the Internal Revenue Service. He clerked in the law firm of Stem, Rosenau, Rosenthal, and Linde. He has conducted legal research in a variety of areas for law firms in Washington, D.C. and Charlotte, North Carolina. He is also an instructor at the University of the District of Columbia. In 2003, the Washington Center named Prof. Hardy "Faculty of the Year."

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

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**Islam and The Global Culturalism**

*Instructor: Arshad S. Karim, PH.D.*

The course will discuss the role of Islam in the socio-political development of global society with special reference to the understanding of Islam as a religion and also as a cultural group in the contemporary world. The focus will be on the Islamic community as a general Western concept of being militant representing terrorist group activities in the politics of the world arena. Many questions will be brought into discussions such as: "What went wrong between Islam and the West?"; "Is there an Islamic problem?"; "Why a clash of civilizations?"; "What is Jihad in Islam?" and "Future of the globalization of the culture." The course will also deal with the possible means for global peace and international humanitarism, and conflict management.

Dr. Karim has retired from The University of Karachi in Pakistan after serving for 30 years. He has taught at State University of New York at Stony Brook and Dowling College on Long Island, NY. He previously served as professor and chairman of political science and director of the public administration program at the University of Karachi. He is author of many articles and ten books on Pakistan, India, and China, including his latest, Nineteenth Century Muslim Nationalist Movement in Bihar, India.

Education: Ph.D., University of the Punjab, Pakistan (Political Science); M.A. Southern Illinois University Carbondale (Political Science); M.S., Southern Illinois University Carbondale (Higher Education); M.A., B.A., Patna University, India (History);

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**American Foreign Policy Post-911:**

*The Role of Race, Religion and Geo-Politics*

*Instructor: Alexander Mboukou, PH.D.*

This course examines the dilemmas that U.S. foreign policy makers face in the wake of the September 11, 2001 attacks, the Iraq war, the nuclear challenge from North Korea and other potential crisis, including the possibility of other military action in the Middle East. In particular, it critically examines how the members of the "New Emerging Majority" in the United States, made up of the African-American, Arab/ Moslem, Asian and Hispanic communities, assess U.S. foreign policy since 9/11. In this effort, it analytically studies the views, attitudes and perceptions of these communities with respect to the formulation and implementation of US foreign policy in recent years. In this context, it addresses how US foreign policy is generally formulated and implemented.

This course is intended for students who have had an introductory course in political science, with a particular emphasis on either American foreign policy, international relations or international affairs.

Dr. Mboukou is currently regional program director with Public Affairs International, Inc., a consulting firm that specializes in international development. He has over twenty-five years of teaching experience at both the graduate and undergraduate level. He first taught in the African Research program at Howard University. Later he joined the faculty of the University of the District of Columbia in the department of social sciences where he had been teaching both full and part-time until 2001. His fields of teaching expertise include social science, political science, anthropology, and international relations. He has worked as senior facilitator with the Atlanta Management Institute and taught courses on conflict resolution and strategic thinking and management.
Dr. Mboukou is also currently a senior facilitator with the Washington Management Institute, teaching similar courses.

Education: Ph.D., Howard University (Political Science); M.Ed., Howard University; M.S. UCLA (Linguistics); B.S., Georgetown University (Linguistics)

**American Military History**

*Instructor: Kent Sieg, PH.D.*

Given the role of the United States as the predominant force in global affairs by the dawn of the twenty-first century, an understanding of the evolution of its power and position remains crucial in today's multi-polar and interdependent world. Warfare has held a central place within the American historical tradition and has had a seminal impact upon the national character of the United States.

This course traces the historical development of various themes in U.S. military history as derived from conflicts past and present. The environment of Washington will allow for a thorough and charged examination of the American "way of war" through the conduct of military campaigns, the reasons for involvement in major conflicts, strategy and tactics, weapons and technology, and inherent social and political issues. This is an honors level course.

Books: For the Common Defense: A Military History of the United States of America (Millett and Maslowski), Major Problems in American Military History (Chambers and Piehler) and other optional readings as distributed or designated in class.

Dr. Sieg has been an historian with the federal government since 1995. His areas of expertise include national security, foreign affairs, and homeland security. He has previously taught at the University of Colorado, Aims Community College, Montgomery College, and the George Washington University.

Education: Ph.D. University of Colorado (U.S. Diplomatic History); M.A., University of Colorado (History); B.A., University of Colorado (History); B.S., Charter Oak State College (Interdisciplinary Natural Sciences).

**The International Community and U.S. Foreign Policy**

*Instructor: Tes Demmellash, PH.D.*

This course deals with the inter-relations of power principles and social movements that are shaping the post-Cold War global order, dismantling regimes, transforming or recreating nation-states and entire regions. Two case studies that illustrate broad issues that are dealt with in the course are human rights and (the war on) terrorism.

Among the topics to be covered are: what is the connection or relation between world order as produced by, and experienced in, U.S. projection of power, and world order as represented or mediated in the principle, ideas and practices of the international community? How do new global networks and strategies of power and social movements affect traditional norms of national security, state sovereignty and the rule of law, particularly in underdeveloped countries and regions where central governments are weak or barely functioning?

Professor Demmellash is associate editor of The Ethiopian Register and has previously taught at Boston University. An instructor at Diplomatic Languages Services, he has written several articles on problems and possibilities of political change in the Horn of Africa.

Education: Ph.D., M.A., Boston University (Government, International Relations); B.A., Brandeis University (Government).
The Vietnam War and Its Legacy

Instructor: Kent Sieg, PH.D

To this day, the collective memory of the conflict in Vietnam remains a painfully shared experience. The war, which became America’s longest, was fought ostensibly to protect the free world. However, it not only wrought havoc in Southeast Asia but also shredded the very fabric of American society, its body politic, and its economy. This course will trace the evolution of American involvement in the war and the way in which it was prosecuted. It will also examine how the war came to a tragic conclusion and focus on its legacy.

Books: Young, The Vietnam Wars, Santoli, To Bear Any Burden, and other readings distributed in class.

Dr. Sieg has been a historian with the federal government since 1995. He received his doctorate in American diplomatic history from the University of Colorado and previously taught at Aims Community College, Montgomery College, the George Washington University, and the University of Colorado. His areas of specialization include Cold War history and contingency operations. Formerly with the Department of State, he is currently an Army historian.

Education: Ph.D. University of Colorado (U.S. Diplomatic History); M.A., University of Colorado (History); B.A., University of Colorado (History); B.S., Charter Oak State College (Interdisciplinary Natural Sciences).

U.S. National Security: The Challenge in Iraq, Afghanistan and Beyond

Instructor: Robert E. Henderson, M.S.F.S.

This course examines U.S. national security challenges in the wake of the September 11, 2001 terrorist attacks on the American homeland. Traditional definitions of national security are being revised by the Bush Administration. A new National Security Doctrine has been promulgated in response to the challenges of the post-Cold War and post-9/11 environment. Anticipatory confrontation of adversaries and threats are now policy. Multilateral cooperation and coordination are a useful, but not required component of policy.

What should the United States as the remaining superpower do to ensure security for its homeland, reinforce the momentum towards 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?

The war in Iraq will provide a centerpiece for the course. Case studies of specific countries and functional issues will compliment the reading drawn from contemporary sources and provide a diversity of viewpoints to stimulate discussion. A formal proposal defining the subject area of interest and a fully developed research paper will be required from each student.

Professor Henderson is a twenty-year veteran of building the institutions of change in the transitional developing world. He has field experience 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, Serbia), the Republic of South Africa, Uganda and Zimbabwe. He is certified by the United Nations as a Chief Technical Advisor for Electoral Processes and has written widely on the organization of civil society in transitional political cultures. Robert Henderson is now Dean of Fellows at the Center for the Study of the Presidency in Washington, D.C.

Education: M.S., Georgetown University; B.A., Harvard University
**How Washington Really Works:**

U.S. Foreign Policy Making  
Instructor: Rachel Stohl, M.A.

The course provides students with 1) a basic understanding of the development, implementation, and evaluation of foreign policy in Washington, 2) familiarity with the most critical foreign policy issues facing the United States today, and 3) an understanding of the actors involved in all aspects of U.S. foreign policy.

Students develop an understanding of the relationships among Congress, the Administration, and civil society with regards to how the foreign policy establishment works in Washington. This course introduces students to the various actors, institutions, and issues that make foreign policy in Washington.

The course focuses upon several timely issues including: the war on terror, Iraq, the arms trade, nuclear weapons, and specific policies in Latin America, Africa, and Asia. Although this is an introductory class, students are encouraged to have some understanding of the U.S. political system and foreign affairs in general.

**Course Requirements:** Over the course of the semester, students write on ongoing foreign policy issues and their reactions to them. Grades are based on class participation, two one-page policy briefs based on contemporary foreign policy issues, and a profile of U.S. foreign policy towards a particular country and issue. There is also a final exam. In addition to assigned course readings, students are asked to read the international sections of The New York Times and The Washington Post.

Rachel Stohl is a Senior Analyst at the Center for Defense Information, a Washington, D.C. based non-governmental organization that researches and analyzes military and security policy. Since joining CDI in 1998, she has lectured at among others, American University, George Washington University, Georgetown University, the Monterey Institute for International Studies, the University of Massachusetts, Smith College, Hampshire College, and the U.S. Naval Academy. Prior to joining CDI, Professor Stohl was a Herbert Scoville Peace Fellow at the British American Security Information Council (BASIC) in Washington, DC. During her graduate studies, Professor Stohl worked at the United Nations Center for Disarmament Affairs in New York and at the Program for Arms Control, Disarmament, and Conversion in Monterey, CA. Professor Stohl has written extensively on the international arms trade, small arms and light weapons, landmines, child soldiers, and failed states. Her writings have appeared in academic journals, trade newspapers, as well as government and non-governmental organization publications. Professor Stohl provides briefings on these issues frequently to congressional staffers non-governmental and religious organizations, and student groups. She has also addressed the United Nations Security Council and other UN bodies.

Education: M.A. Monterey Institute of International Studies International Policy Studies); B.A. University of Wisconsin-Madison (Political Science and German)

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**Peace Studies:**

A Solution to Violence  
Instructor: Colman McCarthy

Note: This is a high-demand course. Please register early.

A violent crime is committed every 17 seconds. The leading cause of injury among American women is being beaten at home by a man. More than 35,000 people are killed in wars every month. Forty thousand die of hunger-related diseases every day. The U.S. military budget is $700 million a day; three times the Peace Corps budget for a year. Those are the problems. What are the solutions? This course offers the study of the writings of past and current peacemakers, including Gandhi, Martin Luther King, Dorothy Day, Tolstoy, Jeannette Rankin, Gene Sharp, and others.

Studying peace through nonviolence is to give one's mind and soul a chance to develop a philosophy that resists the force of fists, guns, bombs, and armies, and embraces the force of restorative justice, truth, love, and organized compromise.
The course includes specific techniques of nonviolent conflict resolution, guest speakers who are pacifists, and films. Course texts include Alternatives to Violence, and All of One Peace. The requirements include class participation, with dissent welcomed, two papers, plus an open mind.

Prof. McCarthy, a Washington Post columnist for 28 years, is a Washington journalist and author of five books on social justice. He directs the Center for Teaching Peace and teaches courses on nonviolence at Georgetown University Law Center, the University of Maryland, and two Washington public high schools. American University twice voted him Professor of the Year. He is a regular speaker at U.S. colleges and universities across the nation. In 1999, the Washington Center named him “Faculty/Lecturer of the Year.”

**Human Rights :**
**A New Approach**
**Instructor : Dr. Syed A. Wasif**

The course is aimed at providing students with knowledge of human rights issues within the contemporary global socio-political background. The definitions, implications, and enforcement of human rights in diverse cultures and countries will enable students to better understand the problems arising from human rights violations and their socio-legal solutions.

Among the topics presented include the protection of human rights through the UN system, the European system, the inter-American system, and the African system as well as the absence of a human rights system in Asia. Among the controversial issues considered are: women and international human rights law, such as marriage in Saudi Arabia, virginity tests in Turkey, dowry in India, polygamy in the U.S. and elsewhere; domestic/national courts and international courts and the application of human rights laws in country courts, such as the prosecution of ex-Chilean Gen. Pinochet; military intervention over human rights abuses such as ethnic cleansing, genocide, terrorist training camps, and removal of a democratically elected government; NGO's and human rights and their watchdog status; religion and human rights; and intra-state ethnic conflict and U.S. interests in such places as Afghanistan, Iraq, and African states.)

Dr. Syed A. Wasif has engaged in several years of international teaching and research experience with diverse educational institutions/universities of Pakistan, Russia, Central Asia and the U.S. He has considerable research and journalistic experience, along with multi-lingual skills (native English and Urdu, Russian, Farsi with Dari and Tajik dialect, Hindi and some Arabic). He has taught at the American University in Central Asia, the International Ataturk Alatoo University in Kyrgyzstan, S.M. Law College, Karachi, Pakistan, and at LLM levels and Institute of Business Administration, University of Karachi. Prof. Wasif's dissertation topic was international legal relations between the USSR/Russia and Pakistan. His most recent professional positions include consulting for Moosvi and Co, of Virginia, the Office of the Solicitor, U.S. Department of Labor, and the University of Maryland.

Education: Ph.D., Russian Academy of Sciences, Institute of State and Law, Moscow (International Relations), M.A., B.A., University of Karachi, Pakistan.

**Africa :**
**Promotion of Democracy and Stability in U.S. Foreign Policy**
**Instructor : Tes Demmellash, PH.D.**

This course is about democratic ideas and their enactment in U.S. foreign policy toward Africa. It examines U.S. promotion of democracy and stability in Africa as it is conceived and practiced today, as well as new directions for the future. In pursuing this theme, the course follows a path between problems and possibilities; between values and strategy; between general ideas and particular cases; and between rhetoric and action.
Among the topics covered are democratic change and national and regional security in post-Cold War Africa; ideal and strategic interests in U.S. foreign intervention; and the instruments and impact of American promotion of democracy and stability in Africa. The course is designed to be interactive, with students interpreting, analyzing, and evaluating information about foreign policy from diverse sources—government, the media, academia, and other sectors—and in forming and expressing their own views and opinions on relevant issues. Prior knowledge of US foreign policy or African affairs is helpful, but not essential.

Dr. Demmellash is associate editor of The Ethiopian Register and has previously taught at Boston University. He is the author of numerous articles on problems of democracy and stability in Africa. Education: Ph.D., M.A., Boston University (Government, International Relations); B.A., Brandeis University (Government).

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 in spite of the economic downturn and events of Sept. 11th. How can American firms successfully compete abroad? What procedures must firms use in order to find the right export markets? How are the organizations dealing with the currency crisis in Asia?

This course examines a variety of situations faced by business including (1) multinational firms dealing with social and development responsibilities; (2) small businesses wanting to enter the overseas marketplace, but are hindered by a lack of financing or government regulations; and (3) foreign firms selling products and investing in the U.S. Participants in the course will access resources of the numerous international trade organizations in the Washington area, including embassies, federal trade agencies, nongovernmental organizations, trade fairs, international organizations such as the Organization of American States, and major financing bodies like the World Bank and the International Monetary Fund. Participants will use these resources for the completion of an actual market entry study that will be presented and defended by the student, similar to that which would be expected in an actual company.

The objectives of the course include an understanding of the role the government plays in international trade and its effect on U.S. business and the global economy. In addition, case studies and applied work will expose students to how a company expands overseas. Readings will include various articles and publications distributed by the instructor. Course requirements include class participation, a midterm and a final, a case study and an individual project.

Prof. Hall is a principal with the Washington Center for International Business. He joined the Center in 1996 and established their Washington, D.C. office to assist small businesses as they expanded in the overseas marketplace. Prior to his appointment, he was director of the U.S. Dept. of Commerce's Export Assistance Center in Baltimore, Maryland. This was the first of Vice President Gore's reinvention of government projects spearheaded by the late Commerce Secretary Ron Brown and others. Prof. Hall has assisted hundreds of manufacturers and service firms in their successful competition overseas. He also teaches courses in international business in the D.C. area for the University of Virginia and has traveled extensively in Asia and Europe.

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

Instructors : Jon D. Holstine, PH.D.

Information about other countries' intentions and capabilities is essential to successful foreign and defense policy making. Intelligence gathering, evaluation, and dissemination is a multi-billion dollar industry, employing virtually every technique from the ancient art of eavesdropping to the most modern of technical devices. It has a mythology and culture that to the outsider suggests a dim world of deliberate distortion, deception, and double-dealing. Episodes such as the case of Aldrich Ames raise questions about the effectiveness of our intelligence agencies. By its very nature, the intelligence community seems incompatible with the transparency and public availability we associate with democratic governing. This course will examine ways in which we might deal with this dilemma.

The course examines the growth of the American intelligence apparatus, surveying examples of American espionage from the early days until the recent past. It covers the increased intensity after World War II and explores the functions and relations of its various organizations within the intelligence community. Topics to be covered include: a historical overview of espionage in American diplomacy; the origins of the Central Intelligence Agency; intelligence and counter intelligence; the effect of politics on intelligence; the creation of Congressional oversight committees; lessons of Vietnam; the challenge of intelligence after the Cold War; intelligence in the Gulf War; and related subjects including the increased importance of economic intelligence.

Guest lecturers will be invited to participate in the course. Course requirements include a research project and an evaluative paper in addition to class participation and other written assignments. If possible, a field trip is arranged to the National Cryptologic Museum at Fort Meade, Maryland.

Dr. Holstine is a former investigator with the U.S. Senate Select Committee on POW/MIA Affairs and heads his own consulting firm specializing in Central Europe. He has previously taught at Fairleigh Dickinson University, Thiel College, Russell Sage College, Indiana University, and Ball State University. His honors include the Commander's Award for Civilian Service from the National War College and Distinguished Service Award, National Vietnam Veterans Coalition.

Education: Ph.D., Indiana University (American Diplomatic/Asian History); M.A., The American University (International Relations / Organizations); B.S., Purdue University (International Relations); Diploma, National War College (American Security Policy).

Technology and National Security in Free Society

Instructors : B. Delano Jordan, J.D.

This course examines U.S. efforts to use technology to protect its national security interests. This topic is studied within the context of the potential conflict between these efforts and traditional notions of privacy in a free society.

The objective of the course is to be able to identify technological advancements relating to 1) weapons of mass destruction chemical and biological weapons and radiological and nuclear weapons), 2) information and infrastructure (internet security, telecommunications and security systems), and 3) maritime (oceans and waterways). The student will learn to identify the manner in which these technologies are to be used by the United States, and articulate the constitutional concerns associated with these uses.

In each of these areas, students are given case studies in which the government has used technology to fight terrorism. Most case studies are at least in part based on actual cases. The students prepare and present arguments for and against the usage based on their understanding of civil liberties. The classes are divided into three portions, with the first portion being devoted to a lecture on the technology in question, a presentation of the potential uses of the technology and a discussion of civil liberty concerns.
During the second portion, students break into three groups and analyze a relevant case study. In the third portion, one group presents arguments on behalf of the government in favor of the use of technology. Another group presents arguments on behalf of a civil liberties group in opposition to the use of the technology and the third group determines which of the first two groups has presented the most compelling argument. In some classes the format of the arguments are that of a congressional hearing and in other classes a court of law. Requirements include papers, a final exam, and class participation. Expected cost of the course pack is less than $50.

Instructor:

Prof. B. Delano Jordan is senior patent attorney in the legal and governmental affairs division of Intel Americas, Inc. or Washington, D.C. Previously, he has worked as an attorney for two law firms specializing in patent application in the electrical arts. Conducted litigation activities relating to intellectual property issues including: internet metatag, trademark, copyright, unfair competition and antitrust causes. He also worked in the Patent Counsel Office of the NASA Langley Research Center in Hampton, Virginia.

Education: J.D., William and Mary School of Law; B.S. Virginia Tech (Electrical Engineering)

Problem Solving in the 21st Century:
The Public Sector

Instructor: Paula D. Gordon, Ph.D.

The challenges facing those in roles of responsibility in government have become increasingly complex. Individuals who assume roles of responsibility need to be able to integrate the skills of a policy analyst and implementer, the capabilities of a creative problem solver, and the wisdom and insight of a seasoned decisionmaker. Such individuals also need to be able to recognize, value, and work with individuals who possess widely differing backgrounds, experience, and expertise. They need to be able to apply such capabilities in the addressing the widest array of problems and challenges. Such problems and challenges can include everything from developing organizational capabilities, to improving the health of an organization’s culture, and reshaping the way in which an office or an agency functions. They can include dealing with a coal mine disaster, ensuring the safety of the crew of a space vehicle, orchestrating government-wide and national homeland security efforts, and addressing and responding to a full range of terrorist threats, including cybersecurity threats. They can even include helping rebuild a nation.

This course is designed to introduce students to basic qualitative aspects of addressing complex problem and challenges, particularly in the public sector. Students learn about different ways that problems can be defined, analyzed, and addressed. The course helps students build critical thinking, decisionmaking, and problem solving skills. It is also designed to help acquaint students with approaches that can be taken within the public sector to improve efforts to address problems, threats, and challenges facing the world today.

The course requirements consist of weekly assignments, including written assignments, small group discussions, a series of short papers, and an oral presentation of the paper. Readings will consist of articles from various original and secondary sources.

Dr. Gordon is a writer, analyst, consultant, and strategist who has worked in a wide range of departments and agencies in the federal government. In addition, she currently serves as a member of the practitioner faculty of Johns Hopkins University. Since 9/11, she has been addressing issues bearing on homeland security. Materials posted on her homeland security website at http://users.rcn.com/pgordon/homeland are used in this course.

Education: Ph.D. American University, Washington, D.C. (Public Administration); M.A. University of California-Berkeley (Public Administration); B.A., University of California-Berkeley (Rhetoric).
From Ideas to Action:  
The Anatomy of Entrepreneurship  
Instructor: Johnetta Boseman Hardy, M.A.

Note: This course was inspired by the hundreds of Washington Center interns who have graduated from college and started their own successful businesses, often related to their internship experience in Washington. A prime example is a Washington Center board member, Mr. Fred Potter (SUNY-Oswego), who interned with the Dept. of Energy. He utilized his experience to create a very successful energy related consulting firm, Information Resources, Inc. He has been a very generous contributor of scholarships to The Washington Center.

This course is designed for students to learn the value of the entrepreneurial mindset; assess their proclivity for entrepreneurship; review potential entrepreneurial opportunities; learn how to conduct market research; review basic accounting and record keeping principles; evaluate different business start-up alternatives, and be able to write a winning business plan.

In particular, students learn about the initial steps and decisions that are crucial to starting and operating a successful business. These include topics such as record keeping/taxes and related legal issues, conduct of market analyses, venture feasibility, and evaluations that are essential for sound business start-up and management decisions. Once students have concluded that their venture is viable, they are assisted and guided in the development of a business plan.

Class requirements include class participation, reports, a midterm, final exam, and the presentation of a business plan (both orally and written). Textbook to be announced.

Prof. Hardy is the founder and president of the Hardy Management Group, a consulting and business management firm that provides strategic planning, management, coordination and fundraising for special events to corporations, small businesses, organizations, associations, and academic institutions. She has worked for the U.S. Small Business Administration, the Howard University Small Business Development Center and School of Business, Big Brothers of the National Capital Area, and a number of public relations firms. Ms. Hardy has completed, developed, and conducted various professional seminars and workshops on marketing, public relations, business start-up and development, and home-based businesses.

Education: M.A., B.A. Howard University (Human Communications)

NonProfits and Public Policy  
Instructor: Aaron J. Heffron, M.P.P.

Note: This course is required for all students in the Nonprofit Leaders Internship Program. Course is not open to other students.

Students in this course will be exposed to various aspects of the nonprofit sector that affect society today, while learning certain skills that will help the student function in a career in the non-profit sector or on the board of a nonprofit organization. Topics include the history of civil society and the nonprofit sector in the United States; the effects of public policy initiatives on the sector; and issues of fundraising and management within nonprofit organizations. Students will also look at the relationship between the nonprofit sector and the democratic process in the United States and abroad.

This class will be run as a seminar relying on some lectures by the instructor and also weekly reports on the relevant topics by the students. Students will be asked to give weekly oral reports and short, written reports on readings.

Students will also be asked to prepare a case study on a specific organization or subsector, and a fundraising proposal for a real or fictional organization. Students will also be required to submit four examples of current events that involve the nonprofit sector or an organization accompanied by a one-page description of the relevance and implications for the organization involved.
Grades will be based on the following: participation and attendance, oral and written reading reports, current events portfolio, fundraising proposals, and a case study.

Prof. Heffron works for AMERICAN PUBLIC TELEVISION STATIONS as Senior Planning Research Analyst. He has co-authored and edited several publications including Giving and Volunteering in the United States, 1996; Volunteering and Giving Among Teenagers, 1996; the Nonprofit Almanac 1996-1997; and The Changing Social Contract: Measuring the Interaction Between the Nonprofit Sector and Society (forthcoming) and contributed to the INDEPENDENT SECTOR study The Impact of Federal Budget Proposals: Findings from the 100 Nonprofit Organizations Study.

He is the administrative officer for the Nonprofit Academic Center Council (NACC); a member of the Association for Research on Nonprofit Organizations and Voluntary Associations (ARONVA); the IS representative to the International Society for Third Sector Research (ISTR); and sits on advisory boards for the National Council of Nonprofit Associations and the Alliance for Redesigning Government of the National Academy of Public Administration. He has appeared recently on Morning Break on MSNBC and Take It Personally on CNNfn and has also worked as a free lance speechwriter.

Education: M.P.P., Georgetown University; B.A., Jepson School of Leadership Studies, University of Richmond.

**Fundraising and Development Strategies for Nonprofit Organizations**

*Instructor: Michael Simms, PH.D.*

**Note:** This course is open to students in the Nonprofit Leaders Internship Program, as well as other students. Priority will be given to Nonprofit Leaders Internship Program students.

This course is designed to provide nonprofit leaders, fundraisers, consultants and students with not only time-tested principles, but also successful examples, strategies, and a survey of the literature that students can use to shape their own development program for their emerging or established nonprofit organizations.

This all-in-one resource course will cover all the traditional elements of fundraising-including annual giving, major gifts and planned giving, corporate and foundation relations, prospect research and management, and fundraising literature and promotions--- as well as current issues such as gift administration, technology, and the use of consultants and paid solicitors in the solicitation process. Using case studies, current events, class discussion and team project practicum will be used in developing several components of a successful fundraising plan. Class participation and oral presentations will involve assignments made by instructors to students of current literature on fundraising issues facing nonprofit organizations.

Dr. Michael Simms has over fifteen years of management experience in the administration of non-profit community outreach, educational ventures and human service delivery organizations in establishing their external funding program in securing grants, cooperative agreements, corporate and foundation funds. He has secured over $10 million through his consulting services for organizations within the Maryland, Virginia and the District of Columbia.

Dr. Simms is currently the Founder and CEO of WorldVision Outreach Institute, Inc. an organization with a mission to equip and train leadership in serving the urban cities, in developing nonprofit organizations, primarily 501 (c) (3) tax exempt entities meeting such community needs as: (Homeless Shelters, Food Banks, HIV/AIDS Prevention and Education, Early Child Development, Alcohol and Drug Counseling, GED and Illiteracy programs, Welfare to Work, and Ex-Offenders Support Services). He is also coordinator for budget and fiscal analysis at the University of Maryland. His prior positions include assistant director of budgeting and financial analysis at Morgan State University and he is currently an adjunct professor at Southeastern University in D.C.

Education: Ph.D., Howard University (Political Science) M.P.A., University of Baltimore; B.A., University of Maryland, College Park (Economics).
Research Seminar

Instructor: Charles Bartsch, M.A. and Dan Ewert, M.A.

Note: This course has been primarily designed for students who are assigned to complete a major research paper to receive credit for their participation in the internship program. While open to all students, students from Colby College, Indiana University, Rutgers University, and Washington University-St. Louis are especially encouraged to consider enrolling in this course.

This course is for students who are required to complete research papers while in Washington (i.e. the paper required for your college could fulfill the requirement of a paper for this class), or for students interested in beginning to understand how to design and complete large research projects.

The instructors work with the students on both an individual and group basis, assisting them with refining paper topics, organizing ideas, understanding research methodology, information resources, and construction of their papers, and guiding them through appropriate revisions. The instructors provide constructive feedback on both writing and content. They also provide information and discuss resource materials in the Washington area, and on effective writing strategies.

Course requirements: the completion of one research paper (the one required by your college or university); class participation and presentations of the paper.

Prof. Bartsch is a senior policy analyst at the Northeast-Midwest Institute Congressional Coalition, where he specializes in economic development issues. He prepares and supervises more than a dozen research reports annually.

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

Prof. Ewert is the director of career development at the Association of Practical International Training and former Director of Internships at The Washington Center. His background emphasizes geopolitics, especially international relations and trade with East and Southeast Asia.

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

GRE Test Preparation

Instructor: Ken Kleinfeld, J.D.

This course is a non-credit class that is being offered as a courtesy to students who might not otherwise be receiving credit for their internship course. Although the course is non-credit, all participants are expected to fulfill the course requirements. Evaluations but no grade recommendation will be provided to campus liaisons.

The aim of the course is to provide students with an understanding of the Graduate Record Exam (GRE), which is one of the main tests for admission to graduate school. The course focuses particularly on math, verbal, and essay-construction skills that relate precisely to the GRE itself, using real GRE questions throughout the course. Coursework will mostly come from Practicing to Take the General Test, 10th edition, which contains seven actual GRE tests. Class instruction will mostly come from materials provided in class.

The GRE contains a quantitative and a verbal section, and two analytical writing sections. Success on the quantitative section calls for a ready familiarity with mathematical procedures that test-takers may not have had opportunities to use since high school. Success on the verbal sections is most likely achieved through a strong vocabulary, calm judgment when answering analogy and sentence completion questions, and confidence during the reading comprehension portions. The analytical writing sections are new to the GRE: test-takers write one essay that states and supports an opinion on an issue, and another essay that critiques the logical soundness of an argument.
Those students who can maintain a steady routine of reviewing and practicing math and verbal skills (to include vocabulary memorization) will derive the most from the course, for good habits are derived that way, and these are very handy on a timed test. Homework assignments will be staggered so as to make it more likely that students can maintain such a routine. Students will take a practice test, to be self-scored, during Class One. The remaining classes will be devoted to instruction and review.

Mr. Kleinfeld is an experienced test preparation instructor, with eight years of previous employment with the Princeton Review. He is a Master Tutor and Master Trainer, training others to teach the LSAT. He regularly prepares students for the LSAT, the GRE, and the GMAT. He is an attorney and a member of the Bar in both Maryland and Florida.

Education: J.D., University of Florida, B.A., Harvard College

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**NAFTA: Trade Enhancement**

**Instructor:** Peter J. Stephens, M.A., M.A.T.

**Note:** This course is required for all students in the NAFTA and Governors Internship Program. This course is also open to other interested students.

The goal of this course is to inform students about international trade theory and its applications in the global economy. After completion of this course students should be able to comfortably analyze trade disagreements and provide rational arguments for or against various trade cases. Students are not expected to know a great deal about international trade or trade disputes; however, strong knowledge of microeconomics will be very helpful.

The course consists of two major parts. In the first five weeks of the semester material covers international trade theories in neoclassical framework. We will study theories that support and refute free trade and explain the effects free trade has on the welfare of society. In the second part of the semester, we will examine concrete examples of trade disputes and analyze regional integration and trade agreements that are shaping world economy.

Prof. Stephens is currently the Managing Director for Internships and Advanced Leadership Training at The Washington Center. He is also a public policy professional who was most recently Director of Governmental Affairs for the Council of the Americas. Before that he was a public affairs officer at the Canadian Embassy in Washington, D.C. His areas of expertise are trade, international organizations, and North American political culture.

Education: Ph.D. Candidate, University of Maine (Canadian Studies); M.A., University of Manitoba (International Relations); M.A.T., Trenton State/Escuela Americana (Social Studies); B.A., Rutgers University (Political Science).

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**Global Governance and Development**

**Instructor:** Paul Nehru Tennessee, M.A.

**Note:** This course is designed for students in the Americas and Governors Internship Programs. This course is also open to other interested students.

There is a growing concern about the deepening of and spread of poverty around the globe. Most global intergovernmental institutions have set the elimination of poverty as one of their stated goals and aspire to half poverty by 2015. In recent times, blame for the state of poverty on earth has been attributed to the Neo-Liberalism/Washington Consensus model that currently drives globalization. On the other hand, there are those who support this model and credit contemporary globalization with reducing poverty. They argue that it is the only path forward to overcome poverty.
The debate is ongoing. In order to better understand the arguments for and against globalization, one has to discuss the link between development, globalization and governance. At the end of the Cold War, four major institutions have been reoriented under the guidance of the G7 nation-states to devise and implement global economic and social policies with a new approach. These global governance institutions are the United Nations, World Bank Group (WBG), International Monetary Fund (IMF) and the World Trade Organization (WTO). They have come under severe scrutiny by civil society, who accuses them of usurping the sovereignty of nation-states. On the other hand, there is the view that they represent multilateralism at its best and are indispensable for global governance, which is a necessity in light of globalization.

This course will introduce students to the various currents of the debate that surrounds development, globalization and governance. It will focus on the role of intergovernmental institutions, transnational corporations, the response of civil society to globalization and the future of global governance. There will be 15 one-hour sessions, of which 13 will be lectures and discussions. Guest speakers from Think Tanks, NGOs, Trade Unions, Government, Business and Global Institutions will be invited from time to time to discuss specific subject matters.

Professor Tennessee is Director of the Washington Liaison Office World Confederation of Labor (WCL). The WCL is the oldest international trade union organization. It was founded in 1920. It has a membership of over 30 million workers in the formal and informal economy in the Americas, Europe, Africa and Asia. He is also currently Representative at the United Nations for WCL. Professor Tennessee was the Academic Director for a capacity-building seminar on the "The North America Political System and Trade Union Activity" at the Washington Center (Seminario de capacitacion del sistema politico Norte Americano y su actividad sindical). The Seminar participants were Secretary Generals of the Teachers Union (SNTA) of various states of Mexico. It is the largest trade union in Latin America.

Education: M.A., Johns Hopkins University (Government); M.A. Universidad Central de Venezuela (History); B.A. York University, Canada; Diploma of Social Studies, Oxford University.

International Finance

Instructor : Karina Azzinnari, M.S.

Note: This course is designed for students from ITESM.

This course focuses on issues related to international financial markets, the structure of international trade and foreign direct investment, the structure and instruments of foreign exchange and Eurocurrency markets, the roles of financial institutions and markets, identification and management of currency risk and interest risk. Topics will include an introduction to fundamental notions and measures employed in international finance, specially exchange rates, currency risk, interest risk, and balance of payments; a review of the international monetary system, the institutions that compose it, and its history and outlook; roles of International Monetary Fund, World Bank, Bank for International Settlements; an analysis of the effects exercised on the balance of trade by relative prices, income, macroeconomic policy, exchange rate standards, and international capital flows and trade; and an overview and assessment of the functioning of exchange markets, and of currency risk-management instruments and techniques.

Previous coursework in Macroeconomics and Statistics and familiarity with financial management topics would be helpful.

Professor Azzinnari currently works at the Inter-American Development Bank. Previously, she worked as a consultant in the finance department of the World Bank Group. Prof. Azzinnari has also worked for the National Corporation for Development and Booz Allen and Hamilton in Montevideo, Uruguay. She is fluent in Spanish and French.

Education: M.S., The George Washington University (Finance); B.A., Universidad de la Republica Oriental del Uruguay (Economics).
Corporate Finance Management

Instructor: Raul Castillo, M.S.

Note: This course is designed for students from ITESM.

This course focuses on understanding the causal connections between business decision making in a global economy and the resulting valuation of the firm’s financial assets. Towards this goal, foundation theories and practices of investment and financing are examined and applied, employing financial modeling and forecasting techniques. Topics will include an introduction to organizational financial management, time value of money, asset valuation, cost of capital, capital budgeting, an introduction to portfolio theory, financial statement analysis, working capital management, mergers and acquisitions, and an introduction to derivatives and hybrid financing mechanisms.

Previous coursework in Economics and Statistics and familiarity with financial accounting and basic understanding of business mathematics would be helpful.

Students must bring to class a financial calculator (Hewlett Packard 10B, 12C, or 17B are recommended).

Professor Castillo is currently a consultant in the capital markets division at The Inter-American Development Bank. Prior to that, he worked as a Senior Investment Advisor at Scotia Inverlat Securities, the third largest investment bank in Mexico.

Education: M.S., The George Washington University (Finance); B.S., ITESM-Monterrey, Mexico (International Business).
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Comments/Special Requests or Instructions
(e.g., indicate if you are required to take more than one course or a specific course):

Please return this form by
Wednesday, May 5, 2004

Mail:
Course Coordinator (Ryan Beth Wenstrup)
The Washington Center
2301 M St. NW, Fifth Floor
Washington, DC 20037

Fax: (202) 336-7609
Email: courses@twc.edu

Note that any student receiving guaranteed financial assistance must satisfactorily complete all program requirements, including the internship course with a grade of "C" or higher to receive the award.