

*Internships and Academic Seminars*



The Washington Center

*Fall Course Guide 2017*

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# *Academic Courses at TWC*

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

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

The Washington Center for Internships and Academic Seminars is pleased to offer the courses described in this Course Guide for the Fall 2017 Academic Internship Program. Please feel free to contact the Academic Affairs department with any questions or concerns that you might have.

Contact Info:

[courses@twc.edu](mailto:courses@twc.edu)

Phone: 202-238-7975

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

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

# About the Courses

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## Classroom and Grading Policies

- Each course meets once a week for three hours unless otherwise specified.
- Courses begin at 6:30 p.m. unless otherwise listed. An alternative start time may be scheduled once the first class has met and students are aware of their internship schedule, but on the condition that the alternative start time does not conflict with any internship work schedules.
- Attendance at each class session is mandatory and is recorded each week by the professor. Faculty members are required to notify TWC if a student misses two classes. At this point, LEAD instructors will speak with the student, and the campus liaison might be informed of the situation.
- The course format is generally seminar style with high expectations for class participation. Lectures are often mixed with active engagement, oral presentations, guest speakers or site visits. Courses at The Washington Center include active, experiential, and reflective learning.
- Course attendance and full participation are mandatory even if the student is not receiving credit at his or her home institution.
- Occasionally, internship responsibilities may conflict with class attendance. Please note: LEAD instructors or faculty cannot grant permission to miss a class. It is advisable to notify the instructor in advance to determine what, if any, resolution can be made.
- Some courses may require meetings outside of regular class hours. These sessions are noted in the course descriptions or syllabi, and they are considered required of all students in the course. Classes canceled by the instructor or those sessions that occur on federal holidays may be rescheduled for alternative dates.
- TWC's dress policy requires students to come to class in professional attire, even if the class is held in the residential and academic facility. No food or drink is allowed in the classrooms.
- Students are responsible for their own computer access. Please plan accordingly.
- Students receiving a financial assistance award must complete the course to which they are assigned with a grade of "C" or better. Students with a grade of less than a "C" in any program component (internship, the LEAD

colloquium, or class) are required to return the full amount of the award to The Washington Center.

- Students with outstanding balances have their grades withheld until their balance is paid. Reminder notices are not sent. Regardless of who is billed for the program or housing fees, it is the responsibility of the student to ensure proper payment reaches The Washington Center.
- Students who are graduating, or have other specific obligations, may need to submit an Early Grade Request. These students must complete the Early Grade Request form and have it signed by their campus liaison by the due date. A copy of this form is available on the documents and forms section of the Accepted Students website. It is the student's responsibility to ensure that our enrollment services office receives the form on time. Also, be sure to alert the instructor with sufficient notice so the timing of assignments and a final grade can be planned accordingly. The Washington Center is not responsible for any delays in graduation due to late submission of an Early Grade Request.

## Evaluations

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

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

## Course Materials and Fees

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

## Federal Holidays

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

- Labor Day (September 4, 2017)
- Columbus Day (October 9, 2017)
- Thanksgiving Day (November 23, 2017)

## Inclement Weather

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

# Enrollment Procedures

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## Course Enrollment

- All preferences should be chosen carefully since students may not be enrolled in their first choice. TWC does attempt to accommodate as many first choices as possible.
- Course preferences must be submitted by August 9, 2017 at 5:00 p.m.
- Some students may have special campus requirements, such as enrollment in a specific course or enrollment in two courses. Such requests should be directed to [courses@twc.edu](mailto:courses@twc.edu) prior to the enrollment deadline. We make every effort to fulfill these requests, but we cannot guarantee that we will be successful in all cases.
- The Washington Center does not permit auditing courses. All course enrollments are on a graded basis.
- Students will be notified of their course assignments just prior to arrival.
- Most classes at The Washington Center are capped at a maximum enrollment of 18 students.
- Students will have the chance to change their course enrollment during the add/drop period. TWC maintains wait lists for classes that have reached their cap.
- Students wishing to take a second course that is not explicitly required by their home campus will have the chance to enroll in those additional courses at the end of the add/drop period, after primary course enrollments have been completed. Students are advised, however, that they must complete all aspects of the second course to receive a grade. Auditing a course is not an option.
- Faculty members are not permitted to add or drop students. This can only be done through the official Courses add/drop process. This helps to maintain fairness for students on official TWC wait lists for classes that are currently at their cap.
- Students with special needs should inform The Washington Center's disability coordinator, by emailing [disabilityservices@twc.edu](mailto:disabilityservices@twc.edu) prior to arrival so that we can make the necessary preparations.
- TWC courses are numbered to reflect the level of the curriculum. Courses listed as the 3000 level are introductory or do not require any specific prior

knowledge. Courses listed at the 4000 level are more in-depth or might require more advanced academic skills. No courses require specific prerequisites.

## Registering for Your Course

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

## Add/Drop Process

We are not always able to accommodate a student's first choice, as some courses may be full or cancelled. If you wish to change your course enrollment there are two ways to do so: 1) via the online add/drop form or 2) at the Courses Open House during Orientation.

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

We will also hold an Open House during Orientation, during which you may request add/drop changes. Please see the Orientation Schedule for exact time and location.

No changes will be permitted after September 8, 2017.

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

# Course List

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## American Politics and Public Policy

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**FT17-3233**

Campaigning for a Cause: How Advocacy Groups Change the World

**FT17-4583**

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

**FT17-4783**

Political Psychology

## Business and Administration

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**FT17-3913**

Nonprofit Leadership and Management

**FT17-4843**

International Business: Case Studies in Strategic Trade Management

**FT17-4883**

From Ideas to Action: the Anatomy of Entrepreneurship

## Communications

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~~**FT17-3693**~~ **CANCELLED**

~~Strategic Communications~~

**FT17-4113**

Communications Law and Ethics

## History, Cultural Studies and Washington, D.C.

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**FT17-3353**

Scandalous Washington: Uncovering D.C. History

**FT17-3473**

Media and the Movies

## International Affairs and Foreign Policy

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**FT17-3123**

U.S. Foreign Policy

**FT17-3183**

Middle East Politics

**FT17-3983**

Conflict, Security and Peace in International Relations

~~**FT17-4123**~~ **CANCELLED**

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

**FT17-4283**

International Organizations and Humanitarian Law

## Law and Criminal Justice

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~~**FT17-3583**~~ **CANCELLED**

~~Criminal Justice and Policy Wars~~

**FT17-3733**

Terrorism and Counterterrorism

**FT17-3783**

Introduction to Criminal Law and Criminal Procedure

**FT17-4763**

Forensic Psychology

## Research

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**FT17-4983**

Research & Writing

# Course Descriptions

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## American Politics and Public Policy

FT17-3233

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

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

How do dynamic organizations like *Black Lives Matter*, *Amnesty International*, *350.org* and *Human Rights Campaign* conduct campaigns that mobilize people – locally and globally – both traditionally and increasingly via social media? How do groups as small as local and campus organizations use social media to make their corner of the world a better place?

During a fast-moving semester of *Campaigning for a Cause*, students will use the class’s own YouTube Channel, Pinterest Board and Intranet to learn to analyze and create campaigns on the key issues of our time: human rights, the environment, women’s empowerment, public health, children’s issues, LGBT rights. Each class takes students inside the world of local, national and international advocacy campaigning, with a focus on digital and social media. Using case studies, students learn the fundamental challenges facing professional campaigners as they research, plan, fund, implement and evaluate: demographics/audience targeting, issue framing/messaging, use of imagery and overcoming public “crisis fatigue.”

**Instructor:** A social media specialist for 12 years and an advocacy campaign expert for three decades, Robert SanGeorge has been honored for educational excellence as a Teaching Fellow at George Washington University. In the recent years he has been honored three times by American University – with a 2016 Special Award for Outstanding Service to AU’s School of Public Affairs; as 2013 Innovator of the Year; and in 2012 with a Special Award for Outstanding Service to AU’s School of International Service. Now in his 10th year of teaching at The Washington Center, he has been a senior executive in campaigning, lobbying and fundraising for the United Nations, as well as major non-governmental organizations focusing on key challenges of our time: public health, child labor, the environment, poverty alleviation. He also has been honored by the National Academy of Sciences, serving on its expert panel that produced a pioneering study on risk communications. His advocacy work has involved extensive use of persuasive messaging, social media, online publishing, news and entertainment media, and special events. He was a Kiplinger Foundation Fellow at Ohio State University, where he received an M.A.; and earned a B.A. in Political Science and B.Sc. in Communications from Syracuse University. He also is a Certified Practitioner of MBTI Step I and Step II Instruments.

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

FT17-4583

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

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

“Change” characterizes the current economic and business reality in the US as 2017 moves towards a close – we face a volatile political environment exacerbated by a contentious executive branch, an unsettled and increasingly stratified economic, political, and social situation domestically, and continuing challenges from abroad. The extent to which all sectors – public, private, and non-profit – play their most appropriate role will determine how well the nation competes in this new reality; how Washington chooses to “really work” will influence this outcome.

Today, “competitiveness” is a key cross-cutting and cross-sectorial 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. As the nation undergoes economic recovery in the face of fiscal and technological challenges, and experiences growth characterized by change – all as it faces political turmoil – the way in which “Washington *really* works” takes on new urgency, which leaders from all sectors must acknowledge. Yet to an unprecedented degree, partisan rhetoric has undermined the ability of key Washington institutions to address key problems – ranging from manufacturing investment disincentives, to education, training and social service challenges, to critical small business needs. All of this has affected Washington’s capacity to define and implement practical solutions.

*How can we sort out the rhetoric from reality?* This course examines a range of evolving public policies proposed and implemented by the Republican Congress and the new presidential Administration, as well as those being advocated by the “loyal opposition” Democratic party and a range of stakeholder organizations. Against the backdrop of the “capital city,” and based on their own experiences, course participants will explore timely, pressing questions, sorting through the rhetoric to get at the real content of the issues: how effective is the new Administration in addressing our current economic challenges, and what else can and should be done by the new political leadership being put in place by President Trump? What innovations and “next steps” are the new President and the politically fragmented Congressional leadership considering, and what should they consider? What is the appropriate role of the private sector in strengthening and advancing the economy, restoring communities, and creating jobs? How can the public sector best support these efforts? How can the “fiscal cliff” the country faces in 2017 be avoided? What will be the impact of the ongoing political brinkmanship on all of this?

This course unfolds not as a traditional economics or political science class, but as a sophisticated current events seminar that explores the challenges of Washington and its role in the new economic and business reality; it does so in three ways. **First**, it examines the powers, areas of influence, and traditional roles of key government areas: executive branch policy and program offices, Congress, and federal regulatory and implementing agencies. **Second**, it examines the basic elements of the nation’s “competitiveness” framework that influence the climate of change: the educational system (especially K-12 in the context of the new Every Student Succeeds Act); workforce skills and training (as influenced by trends in technology, automation, and outsourcing); and the financial climate for U.S. companies (such as tax issues and how public programs influence private investment). **Third**, students will focus on the role of the federal government in meeting the concerns and opportunities of each element – sorting thru the rhetoric to analyze what has traditionally been done, as well as emerging initiatives. In their culminating course assignments – carried out as individual and group professional issue briefings, typically delivered before invited Washington professionals (such as lobbyists and former Congressional staff) as well as the class – students explain and justify what they would do better, and how.

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

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

**Instructor:** Professor Bartsch is currently a Senior Fellow at the Northeast-Midwest Institute, focusing on communities in economic transition, and former Senior Adviser for Economic Development to the EPA Assistant Administrator. In these positions, he focuses mostly on federal inter-agency and intergovernmental partnerships to spark community recovery and growth. His key duties have centered on area-wide planning and manufacturing communities’ revitalization strategies. He was EPA’s point person on the White House “Strong Cities/Strong Communities” economic recovery initiative, and – as EPA’s representative – took a leading role in developing and implementing the award winning White House/National Economic Council’s manufacturing investment and growth initiative. Formerly, he was Senior Fellow for Housing and Community Development at ICF International, where he specialized in economic and community development issues. Prior to that, he was a senior policy analyst with the Northeast-

Midwest Congressional Coalition, where he also staffed the Congressional Task Force on Manufacturing. He delivers training and outreach to dozens of public and private organizations around the country each year, and prepares and supervises more than a dozen research reports and articles annually on these themes, which are used by public agencies, Congressional offices, and private-sector organizations. He serves on the boards of several organizations working in the economic development field. Professor Bartsch has received The Washington Center Faculty Member of the Year Award.

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

FT17-4783

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## Political Psychology

**Instructor:** Chris Baylor, Ph.D.

This course explores what psychology can tell us about what happens in politics and why, looking at how individuals process political information, beliefs, and attitudes. Furthermore, we will examine how information, beliefs, and attitudes translate into political behavior and their consequence for public policy. Do people act on the basis of their individual interests or their social group interests? Can theories of personality and group identity tell us why people affiliate with one party or another? Answering these questions will help us to understand how people interact with the news media, affiliate with political parties, and decide who to vote for.

In the process of answering these questions, we will also learn how political psychologists conduct their research and think about ways it could be improved. This will include the opportunities and limits of using survey research and experiments.

**Instructor:** Chris Baylor is an American Political Science Association Congressional Fellow. In the past, he has taught at Wellesley College, Washington College, and the University of California, Los Angeles, where he received his PhD in political science. He is the author of *First to the Party: The Group Origins of Political Transformation*, expected to be released in July.

**Education:** M.A. and Ph.D.; University of California, Los Angeles (Political Science); M.A., Brown University (History); B.A., Muhlenberg College (History and Philosophy)

## Business and Administration

FT17-3913

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### Nonprofit Leadership and Management

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

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

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

social justice and equality; the role of diversity in the governance of nonprofit organizations; and the importance of public trust and organizational responsibility (ethics/accountability).

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

Prior to joining AIR, Dr. Cody was the Director of Research and Public Policy at The Public School Forum of North Carolina, where he lead research projects on several education topics, such as local school finances, charter school policies, and expanded learning opportunities. Also, Dr. Cody was a fellow with the Education Policy Fellowship Program sponsored by the Institute for Education Leadership and co-coordinated the North Carolina Education Policy Fellowship Program. His work on charter school governance and finances, along with his other research on education policies and nonprofit studies, has been presented at national conferences, such as the Association for Research on Nonprofit Organizations and Voluntary Action and the American Society of Public Administration. Dr. Cody also has authored several public service and outreach publications on a variety of education policy issues, such as The North Carolina Local School Finance Study, Education 24/7: Expanded Learning Opportunities for North Carolina Students to be Career and College Ready, and North Carolina's Road Map to Need. Dr. Cody earned his Ph.D. in Public Administration from North Carolina State University where his research focused on charter school governance with a dissertation entitled Understanding Factors That Influence Charter School Board Roles and Responsibilities.

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

FT17-4843

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

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

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

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

**Instructor:** Dr. Laney has over 15 years of experience in public and government affairs. Dr. Laney currently serves as the Director of Government Affairs for DHL Express, where he tracks international trade and cargo security issues. Prior to that appointment, Dr. Laney served as the Director of Information & Legislative Services for the National Business Travel Association, where he tracked aviation and travel issues. Dr. Laney also served as an editor at Congressional Quarterly where he and several other researchers and reporters who researched and wrote news articles strictly from online sources, were identified by CNN as the first "Internet Journalists." Dr. Laney has contributed to research in major media outlets, in publications including the Handbook of Airline Economics and is currently completing a book with University Press on aviation funding pre-September 11, 2001.

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

## From Ideas to Action: the Anatomy of Entrepreneurship

*Instructor: Johnetta Hardy, M.A.*

Entrepreneurship is one of the most significant economic and social phenomena of our time. Over 400 million individuals around the world are founders or co-founders of new businesses today. “A recent survey by Capital One and Consumer Action reveals that 40% of Americans dream of starting their own business, but nearly 55% admit that they don’t know what is involved in getting a small business off the ground.”

This hands-on course introduces students to the entrepreneurial mindset, the new venture creation process, and an understanding of the challenges an entrepreneur faces when creating and growing a business. Given the extraordinarily high failure rates of new ventures in most industries, this course does not seek to promote entrepreneurship, but rather to prepare students to find their own best place in the entrepreneurial economy. To achieve this, we will introduce the various elements essential to developing and leading a successful entrepreneurial enterprise and learn the attributes a successful entrepreneur must have, beginning with how to develop a business plan. Students will find ways to secure financing; learn the importance of networking, mentors, and marketing techniques; improve upon our “RISEtwc” student entrepreneurship resource website, and develop a Pitch Competition.

**Instructor:** A recognized thought leader in entrepreneurship, Johnetta brings her energy to the Network for Teaching Entrepreneurship for the Baltimore/D.C. Metro Region as the Regional Director. After more than 20 years of championing the power of entrepreneurship in transforming communities, she continues to devote her career to connecting emerging and established entrepreneurs with networks and resources to propel growth in their ventures.

Johnetta most recently served as Executive Director of the Center for Entrepreneurship and Innovation at the University of Baltimore and founded the Hardy Solutions Group, LLC, empowering small businesses to maximize their success. To date, she has counseled over 3,000 businesses and helped them obtain more than \$25M dollars in loans.

Previous leadership roles include: State Director for the D.C. Area Entrepreneurship Coalition appointed by the National Consortium for Entrepreneurship Education; Associate Director for the National Association of Black Accountants; and Business Director at the Howard University Small Business Development Center. She has also served as Executive Director of the Howard University Institute for Entrepreneurship, Leadership and Innovation, a distinctive program encouraging entrepreneurship at all 105 historically black colleges and the regional African-American community.

A dynamic presenter, Johnetta has led seminars for numerous organizations; she is also a certified NxLevel Business Instructor and award-winning educator who has taught entrepreneurship courses at Howard University, the University of Baltimore and experiential education leader for The Washington Center for Internships and Academic Seminars (TWC) for over 15 years. At TWC, she was honored as Faculty of the Year. Other awards include The Daily Record Maryland’s Top 100 Women, the Legacy in Entrepreneurship Education Award from the African American Empowerment Group, as well as Advocate of the Year from The Greater Baltimore SCORE (Service Corps of Retired Executives).

She received her Master of Arts in Human Communications Behavior, Bachelor of Arts in Communications from Howard University and attended Pratt Institute in New York for Business Administration. A native of Washington, D.C., she is married to Melvin T. E. Hardy, Esq. and they are the proud parents of two daughters – Elizabeth Vivian and Victoria Joyce Hardy.

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

# Communications

FT17-3693

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## ~~Strategic Communications~~—CANCELLED

*Instructor: Janice E. Smith, Ph.D.*

This course will offer the basics of strategic communications: purpose, tactics and evaluation. In order to understand strategic communications, students will examine a brief history of public relations, its theories and principles, contemporary practices in the field and its role in society. Specifically, the course will explore the role of strategic communications in the government and nonprofit sectors and how they intersect to form public policy. Students will analyze selected case studies and best practices and present new insights about these case studies. Topics focus on public relations, persuasive writing and issues and ethics in the field. Activities will include developing traditional and “new media” materials for internal and external audiences such as news releases, public service announcements, newsletters, brochures and social media postings. Exercises will equip students to think critically in developing and presenting effective messages to the publics they seek to engage.

**Instructor:** With more than 25 years of experience as a public relations practitioner Dr. Smith has worked in the nonprofit, government and media sectors. She has been an adjunct professor at several colleges in the Washington metropolitan area, currently at Morgan State University in Baltimore where she teaches public relations, advertising, media planning, and public speaking. She is the former Chief Operating Officer for the Greater Washington Urban League (GWUL), a 77-year-old nonprofit social services and civil rights organization and a member of the United Way of the National Capital Area. During her tenure at the GWUL, she spearheaded a marketing campaign that helped to raise over \$4 million for a new headquarters building for the organization in the bustling Columbia Heights neighborhood of the city. While at the GWUL, she also instituted an internship program that has engaged students from around the nation.

Dr. Smith was the senior communications manager for the District Government’s Department of Human Rights, an enforcement agency that handled major civil rights investigations in the city. Some of the noted cases included those on women’s rights and dress codes for the District’s public safety employees, which received national media attention. She has also worked as a consultant in creative services for a major public relations firm in Washington, DC. As a daily newspaper reporter and editor in Charlotte, NC, she covered education, the courts and local government. She has been the recipient of various awards including the Smart COO Award from Smart CEO Magazine DC in 2011.

**Education:** Ph.D., Howard University (Mass Communication and Media Studies); M.A., Ohio State University (Journalism); B.S., North Carolina A&T State University (Professional English)

FT17-4113

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## Communication Law and Ethics

*Instructor: Carole Feldman, M.S*

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

**Instructor:** Carole Feldman is a news editor at The Associated Press’ Washington bureau overseeing coverage of education, health, medicine and labor.

A 40-year-veteran of the AP, Feldman also has supervised coverage of the White House, Congress, national security, the economy and health, science and medicine, as well as presidential and congressional elections. She started her AP career in New Jersey.

Feldman is a member of the Society of Professional Journalists ethics committee and worked on revisions to the organization's widely used code of ethics.

She teaches journalism ethics and the culminating Capstone class to graduate students at Georgetown University's School of Continuing Studies and ethics and communications law to undergraduates at The Washington Center for Internships and Academic Seminars.

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

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

## History, Cultural Studies and Washington, D.C.

FT17-3353

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

*Instructor: Cindy Gueli, Ph.D.*

The nation's capital is almost as famous for its scandals as it is for its politics. Using some of Washington's most notorious public scandals, this course examines over 200 years of the city's rich and colorful history. We'll explore sites around the city where major events occurred, including Lafayette Square, Georgetown, and U Street. First person accounts and contemporary analysis will serve as resources for uncovering the truth behind the headlines that shook Washington. By emphasizing the origins and contexts of scandals involving murder, slavery, espionage and riots, we'll reveal the intriguing life and culture unique to Washington.

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

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

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

FT17-3473

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### Media and the Movies

*Instructor: Carole Feldman, M.S.*

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

This course will use the cinema to explore the role of journalists and their rights and responsibilities. We will examine the use of confidential sources, libel, conflicts of interests and other ethical issues, and the way movies help shape the public's image of the media.

The course will culminate with students writing and presenting an original movie plot involving a journalist facing an ethical dilemma.

**Instructor:** Carole Feldman is a news editor at 'The Associated Press' Washington bureau overseeing coverage of education, health, medicine and labor.

A 40-year-veteran of the AP, Feldman also has supervised coverage of the White House, Congress, national security, the economy and health, science and medicine, as well as presidential and congressional elections. She started her AP career in New Jersey.

Feldman is a member of the Society of Professional Journalists ethics committee and worked on revisions to the organization's widely used code of ethics.

She teaches journalism ethics and the culminating Capstone class to graduate students at Georgetown University's School of Continuing Studies and ethics and communications law to undergraduates at The Washington Center for Internships and Academic Seminars.

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

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

## International Affairs and Foreign Policy

### FT17-3123

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#### U.S. Foreign Policy

*Instructor: Staff*

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

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

### FT17-3183

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#### Middle East Politics

*Instructor: Jeremy Weiss, Ph.D.*

This course is designed to cover the relevant recent history and contemporary state of international relations in the Middle East. As an international relations (IR) course, it will be grounded in IR theories and concepts. Therefore, a brief synopsis of these will be provided at the beginning of the course to assist students who are majoring in other disciplines or who are only beginning their education in IR. Beyond this, the course will cover relevant aspects of Middle Eastern affairs, including topics such as the Arab Spring, Iran's foreign relations, the Israeli-Palestinian and wider Arab-Israeli conflicts, and ongoing internal conflicts in Syria and Yemen. Because each of these subjects has important historical roots, we will also address topics such as the origins of the modern Middle East after World War One, Zionism, the

impact of the Cold War on the region, and the Iranian Revolution. The implications of economic and social factors, such as the importance of oil to the regional economy, the contested role of women in society, and the divide between branches of Islam will also figure prominently in this course.

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

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

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## FT17-3983

### **Conflict, Security and Peace in International Relations**

**Instructor:** Michael Bender, Ph.D.

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

**Instructor:** Dr. Bender is a 2016 graduate of the doctoral program the Department of Politics and International Relations at Florida International University (FIU) where he completed his dissertation entitled *History, Identity Politics and Securitization: Religion's Role in the Establishment of Indian-Israeli Diplomatic Relations and Future Prospects for Cooperation*. Dr. Bender's areas of focus include IR of South Asia, Middle East studies, religion and politics, security studies and foreign policy. He has been an undergraduate instructor at FIU and Broward College where he has taught introductory courses in IR, religious studies and political science, as well as specialty courses dealing with conflict, security studies, and contemporary issues. Most recently, Dr. Bender was a Visiting Postdoctoral Associate at FIU where he has continued as an online instructor of IR and has concentrated on his research focusing on identity politics in South Asia and Israel's relations in South Asia.

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

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## FT17-4123

### **~~U.S.-Chinese Relations in the 21<sup>st</sup> Century~~ CANCELLED**

**Instructor:** Alicia Campi, Ph.D.

This course will explore the contemporary political and economic relationship between China and the United States with particular emphasis on how the rise of these two powers has changed the dynamics of their bilateral relations in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Today this relationship has entered a period of flux with the incoming Trump administration, but still remains the most important bilateral economic relationship for both countries. During the Obama years the two nations increasingly exhibited antagonistic and suspicious attitudes. The students will explore how this phenomenon was connected to the end of the Cold War and the expansion of the Chinese economy, and examine the options for the new U.S. administration, as it formulates its own policy goals for its relationship with China. Emphasis will be placed on the fact that U.S.-Sino relations do not operate in a historical vacuum, but within a complicated spectrum of decades of

contacts and impressions that motivate both sides. The course focus will be on the expansion of China and the United States' global influence in Asia and beyond and especially explore the interdependence and frictions during the last 30 years. Students will gain an understanding of how cultural factors have impacted Sino-American relations and continue to influence the present multi-faceted relationship. The intersection of U.S.-Chinese modern history, politics, ideology, and trade will be topics of analysis. The roles of globalization and regionalism will be examined to better understand the 21st century economic and business agendas that guide and irritate the key bilateral players. As part of the experiential pedagogical approach, students should expect to be interactive in the class, including oral presentations and team role-playing. Guest speakers and an off-site field trip are included in the course. Course readings and a research paper are required. No previous Chinese history or economics course is necessary, but a background or interest in international relations/economics is useful.

**Instructor:** Dr. Campi is a China/Mongolian specialist and a former U.S. State Department Foreign Service Officer who served in Asian posts (Singapore, Taiwan, Japan and Mongolia) and the U.S. Mission to the United Nations in New York. She attended the U.S. Government's Chinese Language School in Taipei in 1983-84 and is a fluent Chinese speaker. She received her A.B. in East Asian History from Smith College in 1971 and obtained an M.A. in East Asian Studies with a concentration in Mongolian Studies from Harvard University in 1973. She spent 2 years in Taiwan at Fu Jen University. Dr. Campi received a Ph.D. in Mongolian Studies with a minor in Chinese in 1987 from Indiana University. In July 2004 she was awarded the "Friendship" Medal by Mongolian President N. Bagabandi and in 2011 received the "Polar Star" (Mongolia's highest medal) from President Ts. Elbegdorj. In September 2007 she was awarded an honorary doctorate from the National University of Mongolia. Dr. Campi has published over 110 articles and book chapters on contemporary Chinese, Mongolian, and Central Asian issues, and has been a guest on Chinese programs for Radio Free Asia. She advises Chinese and western financial institutions on investment issues, particularly in the mining sector. Her book on *The Impact of China and Russia on U.S.-Mongolian Political Relations in the 20<sup>th</sup> Century* was published in 2009 and her new book on *Mongolian Foreign Policy in the Democratic Era* will be published in 2017. She has made 59 trips to China. Dr. Campi was a research fellow at the East West Center—D.C. Office in the summer of 2012. Since 2013, she has been an Adjunct Professor at the Reischauer Center, SAIS/Johns Hopkins University where she teaches a course on Northeast Asia. She is Coordinator for Northeast Asia for the State Department's Foreign Service Institute, and regularly writes commentary for The Jamestown Foundation, East West Center, and other research centers on China's periphery relations. She has been teaching at The Washington Center since 1996.

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

## FT17-4283

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

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

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

detainees and abuse at Guantanamo Bay, Baghram and Abu Ghraib. In summation, the course examines the role the United Nations, the International Committee of the Red Cross and other international organizations play in the formation and implementation of international humanitarian law.

**Instructor:** Dr. Hilaire is chairman of the political science and international studies department at Morgan State University in Maryland. He has also taught at the Central European University in Budapest, Charles University in Prague, Colgate University and the African Center for Strategic Studies at the National Defense University. In 2000 he received a Fulbright Lecture and Research Award. He established the Morgan State Political Leadership Institute to train future leaders for public office and leadership roles in international organizations. He is an expert in international and humanitarian law and has written and lectured extensively both in the U.S. and abroad. Among his many publications are the *United Nations Law and The Security Council* (2005) and *International Law and the United States Military Intervention in the Western Hemisphere* (Nijhoff Law Specials, No. 28). In 2007, Dr. Hilaire received The Washington Center's Faculty of the Year Award.

**Education:** Ph.D., M. Phil., M.A., Columbia University (International Relations); B.A., Morgan State University (Political Science)

## Law and Criminal Justice

FT17-3583

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### ~~Criminal Justice and Policy Wars~~ CANCELLED

**Instructor:** Suzanne Goodney Lea, Ph.D.

This course will examine American criminal justice policy by closely examining two key policy “wars”: the War on Drugs and the War on Terror. In what significant ways does the modern-day effort to suppress drug manufacture, distribution, and use resemble 1920’s-era Prohibition efforts, in terms of its intentions, policy focus, and impact? How has the War on Drugs affected the nation’s political, economic, and social trajectories? In what ways has the War on Terror impacted our nation’s sense of security and how we regard “our fellow Americans”? When we construct social policy as a “war” on some undesirable and often unspecified behavior, we create deep social divisions by making monstrous enemies of our fellow citizens—be they Americans, immigrants, and members of our broader global community.

Both of these wars have driven massive capital investment in the detection, monitoring, and detention of alleged offenders but have arguably been failed, reactive approaches by many—but hardly all—measures. In the name of keeping our children and ourselves safe, we have etched deep chasms into our social landscape. These fissures threaten to destabilize our nation along racial, economic, and religious fault lines. We have more prisoners in custody than does China—and they have many more people (although they engage the death penalty much more frequently than we do). What alternative paths might we have taken to address our concerns about drug use and/or terrorism? What is it about the American character that seems inclined to define policy in terms of wars and prohibitions, and in what ways might the policy “war” approach be effective (for whom and under what conditions)? Where might future policy wars be directed, and what conditions spark policy-makers to start beating the war drums?

By participating in a small-group discussions over the course of the term, students will learn to effectively engage a range of views in small, deliberative discussions that examine conceptual policy possibilities: in this case the articulation of policy approaches that could redirect aspects of the current War on Drugs and Terror into more humane and successful directions. We will explore how policy makers could better anticipate positive and negative consequences of policy decisions. Students will learn to consider various criteria that can be used to evaluate the potential consequences and resulting effectiveness of criminal justice policy approaches. Students will also gain practice writing succinct and persuasive policy statements, composing effective book/film/exhibit reviews, judging the reliability of academic sources, and engaging conflict analysis tools.

**Instructor:** Suzanne Goodney Lea, Ph.D. is a Fellow with the Interactivity Foundation, which facilitates deliberative discussions among citizens and in university classrooms. She has provided commentary for

*ABC World News*, BBC, NPR, and *The Guardian Unlimited*. She was previously an Assistant Professor at Gallaudet University's Sociology Department, in Washington, D.C., and Chair of Criminal Justice at Trinity Washington University, also in D.C. During the early 1990s, she taught ESL classes at Pagoda Academy in Seoul, Republic of Korea. Dr. Lea did her graduate studies in sociology (minor: criminal justice) at Indiana University (Bloomington) and her undergraduate work in sociology (honors) and history at the University of Michigan (Ann Arbor). Her current research explores identity formation in the absence of "demanding others," the effectiveness of deliberative discourse in university classroom and among citizens, and community-based approaches to jointly addressing both violent crime and police misuse of force. She recently co-authored the book *Let's Talk Politics: Restoring Civility Through Exploratory Discussion*, co-facilitated the 2012 China Citizenship and Social Innovation Seed Camp at Harvard's Kennedy School of Government, and participated in a three-month study at Chulalongkorn University in Bangkok, Thailand as a Rotary Peace Fellow (January – March, 2016).

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

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## FT17-3733

### **Terrorism and Counterterrorism**

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

Terrorism and Counterterrorism is an introduction to the subject of terrorism, both international and domestic, covering the definitions, origins, and evolution of this violent phenomenon. This course includes a discussion of the origins of modern terrorism, the different types of terrorism, and the influence of religion, ethnicity, and politics. This course surveys a wide range of existing and defunct terrorist groups, examines certain high-profile themes (e.g., WMD terrorism, suicide terrorism, state-sponsored terrorism), and assesses the nature of the threat terrorists pose to global security today with an emphasis on those groups that threaten U.S. citizens and interests.

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

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

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## FT17-3783

### **Introduction to Criminal Law and Criminal Procedure**

**Instructor:** *Melvin Hardy, J.D.; Babak Mohassel, J.D., Ph.D.*

A crime is an act or omission prohibited by law for the protection of the public, the violation of which is prosecuted by the state and punishable by fine, incarceration, and other restrictions of liberty. The term criminal procedure refers to the methods by which the criminal justice system functions. The term encompasses the arresting of suspects, the searching of premises and persons, the interrogation of suspects, the use of police lineups, the introduction of evidence at trial, the trial procedures, and finally conviction or acquittal. In this course, we will explore criminal law from a variety of

perspectives. We will study the reasons for punishing convicted criminals, as well as the elements of crimes and the defenses that the accused might raise. We will examine tensions between various state statutes, the common law, and the Model Penal Code. Although you will be responsible for learning criminal law doctrine, it is equally important for you to learn to make the best legal argument on each side of a case and to analyze the policy reasons for embracing or criticizing current laws.

Criminal law does not constitute a uniform body of rules across jurisdictions. In this class, we will often talk about majority and minority trends in the nation, rather than trying to learn the doctrine of all 50 states plus the District of Columbia. Criminal procedure must be distinguished from the substantive criminal law, which is the body of law defining crimes. Many aspects of criminal procedure are regulated by the U.S. Constitution, particularly the first ten amendments of the Bill of Rights. The course will be twofold in presentation. First, students will learn the standard elements of criminal law. There will be a significant time in the course discussing what evidence and legal analysis is needed to establish a particular crime. The students will study and discuss specific crimes, ingredients of a crime, proof of facts, and inchoate and group criminality.

The second section of the course will cover criminal procedure. The professor will teach a broad overview of the criminal justice process. Afterwards, the professor will focus on and teach the nature and scope of the fourteenth amendment and due process. The final portion of the criminal procedure section will deal with police powers (e.g. arrest, search and seizure). Students will study case law that covers each of the substantive areas of criminal procedure law.

The basic aim is to introduce students to the general criminal law and criminal procedure doctrines through which they will determine whether an act proscribed by law has occurred and whether the accused is blame worthy. This course also aims to equip students for advanced study in criminal justice or law school. We will study a range of specific doctrinal material, primarily about what is called the general part of criminal law (i.e., doctrines such as attempt, accomplice liability, and provocation) that are applicable to a variety of particular crimes. The secondary purpose of this course is to familiarize students with issues in statutory construction and the application of criminal procedure. Students will be expected to know the criminal law and criminal procedure doctrines, be fluent in the vocabulary in which they are expressed, and understand certain fundamentals of construing criminal statutes.

**Instructor (Section 01):** Mr. Hardy is The Director of National Public Liaison in the IRS Commissioner's Complex. As a leading Executive he has responsibility for tax law policy, outreach and partnership development. His organization also provides tax law policy, engagement and education for external stakeholders. Mr. Hardy is a leading expert on tax administration, financial education and asset building within the Federal government and the private sector. Mr. Hardy is a leading expert on the tax law policies and guidelines.

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

**Instructor (Section 02):** In addition to his teaching, Dr. Mohassel has practiced law as a U.S. Asylum Officer with the Department of Homeland Security. He has presented extensively and published on issues related to refugees and asylum seekers. In 2014, he was the recipient of the Bloomsburg University Teaching and Learning Enhancement Outstanding Teaching Award.

**Education:** LL.M. Georgetown University Law Center; Ph.D. & M.A. State University of New York, Buffalo; J.D., State University of New York, Buffalo, School of Law; B.A., Temple University

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## FT17-4763

### Forensic Psychology

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

Forensic Psychology is the study of psychology in the context of the criminal justice system. In particular, this course focuses on fundamental topics in forensic psychology, including police and investigative psychology, psychology and the courts, victimology, as well as criminal and corrective psychology. This course examines the relationship between expert

forensic psychological investigation and criminal proceedings. This course will focus on fundamental topics including, but not limited to: abnormal and criminal psychology, police and investigative psychology, and psychology and the courts. This course assumes no prior knowledge of forensic psychology and no extensive knowledge of general principles in psychology.

**Instructor:** Dr. Dieguez earned a B.A. in Psychology and a B.S. in Neuroscience & Behavioral Biology from Emory University in Atlanta, Georgia. He then completed an internship in human sleep research in the Department of Psychiatry at Brown University School of Medicine in Providence, Rhode Island. He went on to earn an M.S. in Biology and a Ph.D. in Neurobiology from The University of Texas at San Antonio, where he also worked as a Cellular Biology Instructor. He then worked as a Postdoctoral Fellow and Instructor of Psychology at Boston University. Subsequently, he worked as a Science Writer in the Office of the Director of the National Institutes of Health (NIH) in Bethesda, Maryland, where he developed Congressional testimony and wrote Congressional reports about NIH-sponsored research programs, as well as published online stories about NIH-funded research. He went on to work as a Program Analyst at the NIH, where he ran a research training program for undergraduates and worked as a grant writing advisor for NIH postdoctoral fellows. He then worked as a Senior Research Program Manager at the Lupus Foundation of America, Inc. (LFA), where he ran a national research grant program, including two fellowship programs, wrote position statements about policy relevant to lupus research, and served as an organizational spokesperson regarding advances in lupus research. He sat on multiple government and non-profit committees dedicated to advancing education, research, and funding for biomedical research. Currently, he is a Health Scientist Administrator for the Society for Women's Health Research. He is an accomplished scientific grant writer and journal reviewer with numerous peer-reviewed publications. For several years, he worked as an educational consultant for Pearson, Inc. (formerly Harcourt, Inc.), a major corporation that provides standardized testing for admission to graduate school.

**Education:** Ph.D., The University of Texas at San Antonio (Neurobiology); M.S., The University of Texas at San Antonio (Biology); B.A., Emory University (Psychology); B.S., Emory University (Neuroscience & Behavioral Biology)

## Research

FT17-4983

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### **Research & Writing: Contemporary Methods and Skills**

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

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

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

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

This course is offered to provide students with the opportunity to complete a final project that documents both the results of their work and what they learned in the process. It focuses on the complete process of ‘project development’: topic conceptualization and narrowing; appropriate and creative research skills (including interviewing techniques);

identification and use of resources (especially primary resources); strong and effective writing skills for a variety of formats; exposure to new media tools and information on how these tools can contribute to a final product; project design and implementation; and presentation skills.

Students are exposed to professional uses of writing and professional electronic communication technologies, and encouraged to develop a better sense of the importance of their presentation skills in a variety of settings and careers. Students are also encouraged to take advantage of primary sources available in Washington – such as federal agencies, trade and lobbying groups, Congressional committees, and embassies. To make these efforts most productive, students will learn about interview techniques and strategies that they can use to identify and reach out directly to senior officials and their staffs, to gain from these experts “first person” insights into their topics in order to better frame and analyze them.

All of this helps students to better understand the broader, professional uses of the work they complete for professors in their home institutions now – and for potential employers in the future.

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

**Instructor:** Charlie Bartsch is currently a Senior Fellow at the Northeast-Midwest Institute, focusing on communities in economic transition, and former Senior Adviser for Economic Development to the Assistant Administrator at the Environmental Protection Agency. He served as EPA’s point person in working with the White House to develop briefings and reports for the Obama Administration’s Strong Cities/Strong Communities and IMCP manufacturing initiatives. In these positions, he focuses mostly on federal inter-agency and intergovernmental partnerships to spark community recovery and growth. Prior to this, he was Vice President/Senior Fellow for Community Development at ICF International, a large consulting firm. Previously, he served as senior policy analyst at the Congressionally-affiliated Northeast-Midwest Institute, specializing in economic development and revitalization issues – notably, manufacturing modernization, industrial site reuse, federal and state technical and financial assistance, tax incentives, and technology transfer. Over the past 25 years, he has written several books, numerous reports and other publications on various site financing and reuse issues and strategies, including the pioneering *Coming Clean for Economic Development; New Life for Old Buildings; Coping with Contamination: Industrial Site Reuse and Urban Redevelopment*; and two annual reference resources, *Brownfields "State of the States"* and the *Guide to Federal Brownfield Programs*. Charlie has testified before Congress on issues of economic development, most recently on HUD brownfield financing innovations and brownfield tax incentives.

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

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

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

# Academic Course Policies

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## Academic Code of Conduct

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

## Academic Misconduct

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

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

completing a quiz or exam; or providing information to another individual for this purpose, unless such collaboration is suggested by the course instructor.

- **Falsification:** The improper alteration or misrepresentation of any source, record, document or evaluation.
- **Obstruction:** Behaving in a disruptive manner or participating in activities that interfere with the educational mission of The Washington Center.
- **Absenteeism:** The chronic failure of a student to attend his academic course, regardless of the excused or unexcused nature of the absence. Missing two or more required meetings will trigger the possibility of reduced grade or other sanctions.
- **Disruptive Behavior:** Any behavior, whether active or passive, that interferes with the environment of teaching and learning or tone of professionalism as established by the instructor or other official of The Washington Center.

## Student Grievances

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