Fall Course Guide 2015
Contents

Contents.................................................................................................................................................. 2

Academic Courses at TWC ...................................................................................................................... 3

About the Courses .................................................................................................................................. 4
  Classroom and Grading Policies ............................................................................................................ 4
  Evaluations ........................................................................................................................................ 4
  Course Materials and Fees .................................................................................................................... 4
  Federal Holidays .................................................................................................................................. 5
  Inclement Weather ............................................................................................................................... 5

Enrollment Procedures ........................................................................................................................... 6
  Course Enrollment ............................................................................................................................... 6
  Registering for Your Course .................................................................................................................. 6
  Add/Drop Process ............................................................................................................................... 6

Course Descriptions ............................................................................................................................... 8
  American Politics and Public Policy ................................................................................................. 8
  Business and Administration .............................................................................................................. 11
  Communications ............................................................................................................................... 15
  History, Cultural Studies and Washington, D.C. ............................................................................... 15
  International Affairs and Foreign Policy ............................................................................................. 16
  Law and Criminal Justice .................................................................................................................... 19
  Courses on Research .......................................................................................................................... 21

Academic Course Policies ...................................................................................................................... 23
  Academic Code of Conduct ................................................................................................................ 23
  Academic Misconduct ....................................................................................................................... 23
  Student Grievances ............................................................................................................................ 23
Academic Courses at TWC

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

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

The Washington Center for Internships and Academic Seminars is pleased to offer the courses described in this Course Guide for the Fall 2015 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
Phone: 202-238-7975
Fax: 202-238-7700

Kelly Eaton, Ph.D., Senior Vice President & Chief Academic Officer
Alan Grose, Ph.D., Senior Director, Academic Affairs
Heather Steed, Manager, Academic Affairs

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

Classroom and Grading Policies

• Each course meets once a week for three hours unless otherwise specified.

• Courses begin at 6:30 p.m. unless otherwise listed. An alternative start time may be scheduled once the first class has met and students are aware of their internship schedule, but on the condition that the alternative start time does not conflict with any internship work schedules.

• Attendance at each class session is mandatory and is recorded each week by the professor. Faculty members are required to notify TWC if a student misses two classes. At this point, program advisors will speak with the student, and the campus liaison might be informed of the situation.

• The course format is generally seminar style with high expectations for class participation. Lectures are often mixed with active engagement, oral presentations, guest speakers or site visits. Courses at The Washington Center include active, experiential, and reflective learning.

• Course attendance and full participation are mandatory even if the student is not receiving credit at his or her home institution.

• Occasionally, internship responsibilities may conflict with class attendance. Please note: program advisors or faculty cannot grant permission to miss a class. It is advisable to notify the instructor in advance to determine what, if any, resolution can be made.

• Some courses may require meetings outside of regular class hours. These sessions are noted in the course descriptions or syllabi, and they are considered required of all students in the course. Classes canceled by the instructor or those sessions that occur on federal holidays may be rescheduled for alternative dates.

• TWC’s dress policy requires students to come to class in professional attire, even if the class is held in the residential and academic facility. No food or drink is allowed in the classrooms.

• Students are responsible for their own computer access. Please plan accordingly.

• Students receiving a financial assistance award must complete the course to which they are assigned with a grade of “C” or better. Students with a grade of less than a “C” in any program component (internship, the program advisor grade, or class) are required to return the full amount of the award to The Washington Center.

• Students with outstanding balances have their grades withheld until their balance is paid. Reminder notices are not sent. Regardless of who is billed for the program or housing fees, it is the responsibility of the student to ensure proper payment reaches The Washington Center.

• Students who are graduating, or have other specific obligations, may need to submit an Early Grade Request. These students must complete the Early Grade Request form and have it signed by their campus liaison by the due date. A copy of this form is available on the documents and forms section of the Accepted Students website. It is the student’s responsibility to ensure that our enrollment services office receives the form on time. Also, be sure to alert the instructor with sufficient notice so the timing of assignments and a final grade can be planned accordingly. The Washington Center is not responsible for any delays in graduation due to late submission of an Early Grade 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 7, 2015)
- Columbus Day (October 12, 2015)
- Thanksgiving Day (November 26, 2015)

Inclement Weather

In the case of inclement weather, information regarding class cancelations 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

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 13, 2015 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 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 disabilities@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 at 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 Schoology and 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 4, 2015.

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

### American Politics and Public Policy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT15-3233</td>
<td>Campaigning for a Cause: How Advocacy Groups Change the World</td>
</tr>
<tr>
<td><strong>FT15-3653</strong> Cancelled</td>
<td>Can Congress Be Fixed?</td>
</tr>
<tr>
<td>FT15-4483</td>
<td>Mass Media and American Politics</td>
</tr>
</tbody>
</table>

### Business and Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT15-3743</td>
<td>Essentials for Aspiring Leaders</td>
</tr>
<tr>
<td>FT15-3803</td>
<td>Global Markets and International Business Strategies</td>
</tr>
<tr>
<td>FT15-3913</td>
<td>Nonprofit Leadership and Management</td>
</tr>
<tr>
<td>FT15-4603</td>
<td>Brand Management</td>
</tr>
<tr>
<td>FT15-4843</td>
<td>International Business: Case Studies in the Strategic Management of International Trade Affairs</td>
</tr>
<tr>
<td>FT15-4883</td>
<td>From Ideas to Action: the Anatomy of Entrepreneurship</td>
</tr>
</tbody>
</table>

### Communications

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT15-4113</td>
<td>Communication Law and Ethics</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT15-3353</td>
<td>Scandalous Washington: Uncovering D.C. History</td>
</tr>
<tr>
<td>FT15-3473</td>
<td>Media and the Movies</td>
</tr>
</tbody>
</table>

### International Affairs and Foreign Policy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT15-3123</td>
<td>U.S. Foreign Policy</td>
</tr>
<tr>
<td>FT15-3193</td>
<td>How Washington Engages the Arab Middle East: Strategies, Policies and Realities</td>
</tr>
<tr>
<td><strong>FT15-3203</strong> (Reserved for Ford Program)</td>
<td>International Development: Project Design and Implementation Strategy</td>
</tr>
<tr>
<td>FT15-4223</td>
<td>Bargaining and Negotiation in International Conflict</td>
</tr>
<tr>
<td>FT15-4283</td>
<td>International Organizations and Humanitarian Law</td>
</tr>
</tbody>
</table>

### Law and Criminal Justice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT15-3393</td>
<td>Philosophy of Law, the Supreme Court and the U.S. Constitutional Tradition</td>
</tr>
<tr>
<td>FT15-3643</td>
<td>The Death Penalty</td>
</tr>
<tr>
<td>FT15-3783</td>
<td>Introduction to Criminal Law and Criminal Procedure</td>
</tr>
<tr>
<td>FT15-4763</td>
<td>Forensic Psychology</td>
</tr>
</tbody>
</table>

### Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT15-4983</td>
<td>Research &amp; Writing</td>
</tr>
</tbody>
</table>
Course Descriptions

American Politics and Public Policy
FT15-3233

Campaigning for a Cause: How Advocacy Groups Change the World
Instructor: Robert SanGeorge, M.A.

How do dynamic organizations like Amnesty International, the Sierra Club, Human Rights Campaign and Doctors Without Borders conduct dynamic 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 ten 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 recent years he has been twice honored by American University – 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 ninth 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)

FT15-3653 Cancelled

Can Congress Be Fixed?
Instructor: John Forkenbrock, M.S.

A large percentage of Americans, especially its youth, believe that Congress as an institution is broken. The most often used word to describe the current Congress and those of the past few years is dysfunctional. Nothing gets done because no matter the issue, whether it is domestic or foreign, there tends to be gridlock, delay and ultimately pushing the tough decisions down the road to be considered either the next year or let the new Congress figure it out. There have been few exceptions; the Ryan-Murray 2014 Budget Agreement being one.

So the question that we need to ask ourselves is: can Congress be fixed to return to what is called regular order, to bring back what our forefathers envisioned when they formed a representative democracy, the notion that politics is the art of compromise. Jefferson, Madison, Adams, Washington and perhaps more than any of our forefathers Abraham Lincoln,
would argue that the enactment of legislation that produces enlightened public policy can only occur when those who are the decision makers place the interests of the nation a head of the interests of the radical right or the radical left.

It’s my view as someone who has been a direct participant in the workings of both the legislative and executive branches of government for forty years that if in fact Congress can be fixed it will require that YOU take an active role in making it happen. Can the greatest representative institution in the world be fixed to represent the greater interest? I believe it can, but it will require a change in attitude among the electorate, one that will allow voters to recognize the difference between policy decisions that are for the greater good versus those that are based on sectional or special (normally single issue) interests.

The class will embark on a journey intended to right the ship; what can you do – what can America do to again make Congress place the needs of the nation as their number one priority. To do that the class will first identify what’s wrong. Students will engage in a class discussion initially on their views of why Congress is or at least appears to be dysfunctional. After identifying some of the apparent reasons that have given cause for the dysfunctional state of Congress, the class will examine the symptoms of each and to then to examine (look for) options to drop the “dys” from “functional”.

The class will hear from current Congressional staff on their views of Congress and be provided articles written by political pundits from both sides of the political spectrum on their views of Congress; whether it’s working or not as there are those who believe Congress is doing exactly what their constituents told them to do when they sent them to Congress. Our goal is to make each student think – to form an opinion: Is Congress broken and if so can it be fixed?

Instructor: John Forkenbrock brings his forty years of inside Washington experience to the classroom each week. He served as legislative assistant to a Member of Congress; served as a member of the professional staff of the House Education and Labor Committee; was a political appointee during the Carter Administration; formed and headed his own consulting (lobbying) firm for eight years and recently retired from serving 26 years as the executive director of a non-profit/nonpartisan association representing public school districts. Before coming to Washington (1975) he taught both high school and community college in Iowa.

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

Mass Media and American Politics
Instructor: Richard Skinner, Ph.D.

While the mass media is not formally part of our government, it exerts a powerful influence upon it, by shaping public attitudes, by helping citizens learn about the world, and by allowing public officials to communicate with citizens and with each other. This is an exciting time to be learning about the political role of the mass media. The rise of the Internet, the growth of 24-hour cable news and the decline of the “Big Three” television networks has created a much more fluid and stimulating media environment than existed just a decade or two ago.

But this course is not simply about the role played by the mass media in a political system. It will also cover how political actors inside and outside of government try to shape media outputs and how they try to use the press to accomplish their own goals. We will also look at how blogging and YouTube have blurred the lines between journalism and activism, and have enabled ordinary citizens to play increased roles in the civic dialogue.

The primary purpose of this course is to analyze the role of the media in American politics and its relationship with the public, business, government, and candidates for office in a democratic society. We will do this by first examining the role and structure of the news media as a political and economic institution, and how it is being transformed by the Internet. We also will examine the conventions and controversies associated with the journalism profession, including news reporting and the news-gathering process, questions of bias and objectivity, and investigative journalism. The course concludes with an examination of the effects that media have on citizens’ attitudes and behaviors and the strategies that political actors use to manage the news and further their policy objectives.

Instructor: Charles Bartsch, M.A.

“Change” characterizes the current economic and political climate in the U.S. – as we face a contentious political environment in the run-up to the 2016 elections, an unsettled economic situation here, and continuing economic challenges from abroad. The extent to which all sectors – public, private, and non-profit – play their most suitable role will determine how well the nation competes in the new reality; how Washington chooses to “really work” will influence this outcome.

Today, “competitiveness” is a key cross-cutting and cross-sectoral concern, pursued by private companies yet strongly influenced by diverse federal programs and policies proposed by the President, adopted by Congress, and carried out by federal agencies. With the nation undergoing an economic recovery characterized by transition, and facing the need to invest in key infrastructure and services while also confronting a debt and spending crisis, the way in which “Washington really works” takes on new urgency. Yet to an unprecedented degree, rhetoric has undermined the ability of key Washington institutions to address problems – ranging from manufacturing investment disincentives to training and social service needs – and to define and implement practical solutions.

How can we sort out the rhetoric from reality? This course examines a range of evolving public policies being proposed and implemented by Congress and the Obama Administration. Against the backdrop of the “capital city,” and based on their own experiences, course participants will explore timely, pressing questions, sorting through the rhetoric to get at the real content of the issues: how effective has the Obama Administration been in addressing our current economic challenges, and what else can be done? What innovations and “next steps” are President Obama and the politically divided Congressional leadership considering? What is the appropriate role of the private sector in rebuilding the economy, restoring communities, and creating jobs? How can the public sector best support these efforts? How can the “fiscal cliff” the country faces be avoided? What will be the impact of the ongoing political brinksmanship on all of this?

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

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

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

Business and Administration

FT15-3743

Essentials for Aspiring Leaders
Instructor: Fred Keaton, Ed.D.

This is an introductory course in leadership designed to link theory, methods and skill-based learning to the practical problems faced by entry-level professionals in the unique cultural and political environment of Washington, D.C. In particular, the course examines the skills necessary for professionals to become successful leaders in the public, private and non-profit sectors of society. Among the topics of discussion are understanding and applying key principles and practices of leadership, working and leading in a diverse society, win-win negotiating, effectively managing conflict, and effective interpersonal skills. At the conclusion of the course, students will understand the key principles and practices of leadership in order to improve their own leadership skills, gain insights into their personal style and its implications for leadership, understand and apply the concepts of win-win negotiation, understand and apply the concepts of conflict management, understand the concepts of working and leading in a diverse society, and learn the concepts of effective organizational communication.

Instructor: Dr. Keaton was appointed The Washington Center’s Director of Human Resources in January 2009. Prior to coming to The Washington Center, Dr. Keaton was director of Human Resources and Staff Development for USATODAY newspaper, where he was responsible for Organizational Development and Training, Employee Relations, Diversity and Affirmative Action. He has over 20 years of experience as an internal and external organizational development consultant and management trainer in private industry and in the Federal Government. He also has over 20 years of experience as an adjunct professor of organizational development and human resources. He also taught in the graduate schools of Central Michigan University and the University of Maryland University College. In 2008, Dr. Keaton was awarded The Washington Center’s Faculty of the Year Award.

Education: Ed.D., Western Michigan University (Educational Leadership); M.A., Central Michigan University (Industrial Management); B.A., Howard University (Economics)

FT15-3803

Global Markets and International Business Strategies
Instructor: Stephen B. Hall, M.A.

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

**Instructor:** Mr. Hall is a Business and Industry Specialist at the U.S. Department of Commerce, Bureau of Industry and Security, Washington, D.C. Prior to this appointment, he was working with the State Department on establishing export control departments with governments in Asia and the Balkans and with industries in how they can comply with the regulations. He has been with the Boeing Company as Export Administrator. Prior to his appointment he was Principal of the Center for International Business, an international trade consulting firm and as Director of the U.S. Export Assistance Center in Baltimore, Maryland. The Center was the first of Vice President Gore’s reinvention of government projects spearheaded by the late Commerce Secretary Ron Brown, the Administrator of the Small Business Administration and the Director of the U.S. Export-Import Bank.

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

**FT15-3913**

**Nonprofit Leadership and Management**

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

In the United States, about one in ten workers is employed in the nonprofit sector. The number of registered nonprofit organizations has grown by nearly 25% over the last decade, with the number of jobs increasing even during the recent recession. The rapid proliferation of nonprofits and the approaching retirement of baby boomers is expected to create abundant career opportunities in nonprofits, from large hospitals and universities to arts organizations, environmental groups and community-based human service agencies. In this course, students gain an overview of the history, size, scope, and functions of the nonprofit sector; explore key issues such as government-nonprofit relations and board governance; and learn to prepare grant proposals and other documents. Guest speakers include some of the most successful organization leaders in Washington.

**Instructor:** Dr. Plotinsky brings to the course more than 25 years’ experience in the nonprofit sector. She began her career as a historian of arts organizations and development director. She was affiliated for many years with the Indiana University Center on Philanthropy, where she developed academic programs and taught courses in nonprofit management and philanthropic studies. Currently a consultant to nonprofits in Washington, D.C. and around the country, she has served as executive director of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) and director of the Foundation Center-Washington, D.C.

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

Instructor: Christine Schaaf, M.S.

Branding: The marketing practice of creating a name, symbol or design that identifies and differentiates a product from other products.

In this course, students examine how successful branding can influence a firm’s ability to withstand competitive pressures and thrive in today’s global business environment. They will study brand management from the consumer perspective, highlighting the importance of customer perceptions and the role of brand knowledge in building brand loyalty and brand equity. Students will become acquainted with concepts and tools that have been adopted across industries and have help build and sustain lucrative brand franchises both domestically and abroad.

Instructor: Christine M. Schaaf is President of CMS Marketing & Communications, LLC a strategic marketing communications firm specializing in the commercial real estate, retail, medical and non-profit industries. Ms. Schaaf spent 17 years as Senior Vice President of Marketing at First Washington Realty, Inc. where she was an integral part of the executive management team that grew the private company from 10 commercial properties in the D.C. metro area to a $3B public company with 101 shopping centers nationwide. Today, Ms. Schaaf provides marketing consulting services to clients in numerous industries, including education. In addition to consulting, Ms. Schaaf is an adjunct professor at Johns Hopkins University where she teaches marketing in the MBA and M.S. programs. She has also taught at Loyola University of Maryland and Stevenson University.

Education: M.S., Johns Hopkins University (Marketing); B.A., Villanova University (Communications)

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. And Corporate Social Responsibility is considered from an international business-government relations perspective.

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

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 mindset of thinking entrepreneurially, the new venture creation process, and helps them to understand 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: For over 20 years Johnetta Boseman Hardy has infused her passion and expertise in entrepreneurship to practice, teach, advise and counsel organizations, institutions, individuals, and faculty, staff and students in the higher education arenas on the principles and practice of entrepreneurial endeavors.

Ms. Hardy is currently the Executive Director of the Center for Entrepreneurship and Innovation (CEI) at the University of Baltimore, which connects emerging and established entrepreneurs to resources and opportunities that accelerate their sustainable revenue and growth. She is also the Founder & CEO of the Hardy Solutions Group, LLC; she was appointed by the Consortium for Entrepreneurship Education to be the State Director for the D.C. Area Entrepreneurship Coalition. Ms. Hardy has counseled over 3,000 businesses on business start-up, marketing, 8(a) certification and financing (helping businesses obtain a total of more than $25 million dollars). Businesses have exploded in the market place as a result of her assistance.

For over 15 years, Ms. Hardy has been teaching entrepreneurship as an adjunct professor at The Washington Center for Internships and Seminars. She is currently writing a book that will focus on African American women in entrepreneurship. She has conducted numerous professional seminars; appeared on numerous radio & TV shows; been interviewed by the New York Times, Washington Post, Wall Street Journal, Inc. Magazine, The Washington Business Journal, Black Enterprise, Entrepreneur Magazine, The Baltimore Sun, and the Baltimore Daily Record and more.

Ms. Hardy received her Master of Arts in Organizational Communication Studies; and a Bachelor of Arts from Howard University in Communications with a double minor in Micro-Environmental Studies and Designs and Marketing; attended Pratt Institute in New York for Business Administration; and is a Certified NxLevel Business Instructor. Ms. Hardy received the 2009 Faculty of the Year Award from The Washington Center for Internships and Academic Seminars. She is a native of Washington, D.C., 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

FT15-4113

Communication Law and Ethics

_Instructor: Carole Feldman, M.S_

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

_Instructor:_ Carole Feldman is director of News Operations and Finance for The Associated Press in Washington, D.C., and a news editor overseeing coverage of a wide array of beats, including education, medicine, food, and farm and labor. She also works with regional reporters who cover Washington news of interest to their states.

A 38-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 was the news organization’s education writer from 1993-1994.

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

She teaches journalism ethics to graduate students at Georgetown University and to undergraduates at The Washington Center for Internships and Academic Seminars.

A New Yorker, 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.

FT15-3353

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. Insiders and long-time residents will serve as resources for uncovering the truth behind the headlines that shook Washington. By analyzing the origins and contexts of scandals involving murder, slavery, espionage and riots, we’ll reveal the intriguing life and culture unique to Washington.

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

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

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

**FT15-3473**

**Media and the Movies**

**Instructor: Carole Feldman, M.S.**

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

**Instructor:** Carole Feldman is director of News Operations and Finance for The Associated Press in Washington, D.C., and a news editor overseeing coverage of a wide array of beats, including education, medicine, food, and farm and labor. She also works with regional reporters who cover Washington news of interest to their states.

A 38-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 was the news organization’s education writer from 1993-1994.

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

She teaches journalism ethics to graduate students at Georgetown University and to undergraduates at The Washington Center for Internships and Academic Seminars.

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**

**FT15-3123**

**U.S. Foreign Policy**

**Instructors: Andrew Goodman, Ph.D.**

This course examines U.S. foreign and strategic 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.

This course will provide students with a foreign policy practitioner’s perspective, as well as a grounding in academic literature. By the end of the course, students will be able to assess the challenges faced by the U.S. as it attempts to craft a foreign policy that addresses its security needs, meets its international obligations; and promotes peace, prosperity and a stable global community.
Instructor: Dr. Goodman is a former Senior Foreign Service Officer with experience in NATO, Germany and Russia. He has taught courses at both the graduate and undergraduate levels.

Education: Ph.D. Northwestern University; M.A. Johns Hopkins School of Advanced International Studies; B.A. Yale University

FT15-3193

How Washington Engages the Arab Middle East: Strategies, Policies and Realities
Instructor: Deirdre Evans-Pritchard, Ph.D.

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

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

Education: Ph.D. and M.A., University of California, Los Angeles; M.Phil., University of Cambridge

FT15-3203

International Development: Project Design and Implementation Strategy
Instructor: Deirdre Evans-Pritchard, Ph.D.

(This course is restricted to students enrolled in the Ford Motor Company Global Scholars Program)

International development has a rich history in the annals of philanthropy, human rights, diplomacy and globalization, but it is a daunting task to turn the idea of international development into a successful project. This course explores the challenges and opportunities for international development from the point of view of conception, responsiveness, funding, field operations, backstopping, evaluation and crisis management. A pragmatic approach that requires careful consideration of the theoretical, moral and geopolitical implications of international development in areas of need, this course will take students through the process and into a discussion of the long-term impacts of these projects. The class will draw on projects from the following areas: education, gender equality, environmental stewardship, tourism, and community development.

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

Instructor: Tova Norlén, Ph.D.

Negotiation is a process by which states can realize its common interests when faced with a conflict with other states. Although engaging in negotiation does not guarantee the avoidance of the use of force, it is an essential tool for states that want to settle conflicts short of war and where victory or coercion are not viable options. Conflicts in the international system can occur for a variety of reasons, including competing interests, motives or identities, or due to misperceptions and misunderstandings; it is only by communicating that parties can arrive at mutually acceptable solutions. Bargaining and negotiation—sometimes-overlooked processes—have become essential components for the management of international conflict, especially as the costs of war have risen during the nuclear age.

This course will introduce the student to the main concepts and theories of the bargaining and negotiation processes, looking particularly at how these processes contribute to the management of conflict in the international system. In doing so, it will focus on how the various aspects of the negotiation process, (including its context, actors, methods, and tactics) are directly related to the outcome. By involving the student in a broad range of exercises, including an in-class simulation, they will be familiarized with the complexities of a negotiation context, and engaged in the various means by which they, as practitioners, can gain from the conceptual knowledge in order to influence the outcome.

Instructor: Tova Norlén is a visiting fellow in Conflict Management at the Johns Hopkins School of Advanced International Studies in Washington, DC, where she works on issues relating to international security, Middle East/Israel, conflict management, bargaining and negotiation, and religious extremism/CVE. Her most current research focuses on territorial conflicts and ethno-religious attachments to contested space. She recently completed the transatlantic postdoctoral fellowship in international security and relations (TAPIR), which allowed her to spend two years as a researcher at three prominent international security think tanks on both sides of the Atlantic; the EU Institute for Security Studies in Paris (ISS), the Center for Security Studies at ETH/Zurich, Switzerland (CSS), and the RAND Corporation in Washington, DC. She has 10 years of experience teaching international relations, political science, and Middle East-related courses at various Southern California universities.

Education: Ph.D., The Johns Hopkins University, Paul H. Nitze School of Advanced International Studies (SAIS); M.A. University of Notre Dame; M.A., University of Stockholm; B.A., University of Uppsala

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**

**FT15-3393**

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

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

In his opening statement before the hearing of the Senate Judiciary Committee on his nomination to become the Chief Justice of the U.S. Supreme Court, John Roberts asserted that “judges are like umpires”. This claim is at once elegantly simple and subtly complex. Yet, to some commentators, it stands at odds with what many consider to be the current conservative shift of the Court. This course will examine the working of the Court through historical, political and philosophical lenses.

In the first half of the course, we will examine a number of positions about the nature of “law”. We will consider views that hold law variously to be a set of commands, rules, principles and the like. In this context, we will contrast the views of judicial interpretation set forth by Justices Antonin Scalia and Stephen Breyer. In the second half of the course, we will explore some of the more contested topics currently facing the Court that push the Court toward the ideological fray of partisan politics. Throughout we will read and discuss historical and contemporary landmark cases.

We will focus particular attention in this course on questions of legal reasoning and how judges ought to decide cases. We will read, analyze and debate a variety of kinds of texts, including classics from the history of philosophy and legal theory and Supreme Court decisions from particular cases. This course is ideal not only for students interested in law school, but also for anyone interested in the political and philosophical issues surrounding the Supreme Court in contemporary politics.

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

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

**FT15-3643**

**The Death Penalty**

**Instructor: Beatrix Siman Zakhari, Ph.D.**

This course will offer an extensive examination of the current status of capital punishment in the United States. It will begin with a study of the history of the death penalty through seminal Supreme Court cases traced historically through to
the present. Arguments in favor of the imposition of capital punishment as well as those in opposition will be critically examined. High profile cases will be studied as well. Methods of execution will be presented highlighting the current controversy over lethal injections. In conclusion, society’s current perception of the death penalty will be presented.

**Instructor:** Beatrix Siman Zahkari is Assistant Professor Emerita in the School of Professional and Extended Studies and formerly director of the Washington Semester Program in Justice at American University. Her research interests include capital punishment and human trafficking. Together with Dr. Rainey Brandt, she has published “Jurors in Capital Cases” in Criminal Justice, American Bar Association Section of Criminal Justice.

**Education:** Ph.D., M.A., University of Pennsylvania; B.A., Wilkes College

**FT15-3783**

**Introduction to Criminal Law and Criminal Procedure**

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

This course introduces 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:** Melvin Hardy is The Washington/Baltimore Territory Manager with the Stakeholder Partnership Education and Communication (SPEC) division of the IRS. He has responsibility for tax law outreach and partnership development. His organization also provides tax law training and education. Mr. Hardy is a leading expert on Financial Education and Asset Building within the Federal government and the private sector. Mr. Hardy is a leading expert on the tax law and tax policy.

Prior to his appointment as the Territory Manager, Mr. Hardy served as a Senior Tax Consultant and Attorney with the Wage and Investment division of the IRS. He is an award winning tax law instructor and facilitator who has trained over 4000 people on how to accurately prepare income tax returns at free tax preparation sites. He has taught international military tax law to Air Force and Army attorneys and other military personnel during a three week tour to Germany, Belgium and England.

Mr. Hardy is also an adjunct professor and he loves teaching. He has taught Criminal Law & Procedure at The Washington Center for 18 years. He also taught Business Law for the MBA program at Howard University for 3 years. Mr. Hardy is a creative and innovative teacher. He has developed a very successful approach to teaching that promotes excellence in each student.

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

**FT15-4763**

**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 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)

Courses on Research

FT15-4983

Research & Writing

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 that individuals learn how to effectively communicate to their intended audience in order to achieve the outcomes they want.

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

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

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

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

**Instructor:** In June, 2010, Charlie Bartsch was appointed as Senior Advisor for Economic Development to the Assistant Administrator of the U.S. Environmental Protection Agency. Prior to this, he was Vice President/Senior Fellow for Human Service and Community Development at ICF International, a large consulting firm. Previously, he served as senior policy analyst at the Congressionally-affiliated Northeast-Midwest Institute, specializing in economic development and revitalization issues – notably, manufacturing modernization, industrial site reuse, federal and state technical and financial assistance, tax incentives, and technology transfer. Over the past 25 years, he has written several books, numerous reports and other publications on various site financing and reuse issues and strategies, including the pioneering *Coming Clean for Economic Development; New Life for Old Buildings; Coping with Contamination: Industrial Site Reuse and Urban Redevelopment;* and two annual reference resources, *Brownfields: State of the States* and the *Guide to Federal Brownfield Programs.* Charlie often testifies before Congress on issues of economic development, most recently on HUD brownfield financing innovations and brownfield tax incentives.

**Education:** M.A., University of Illinois at Chicago (Urban 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

Academic Code of Conduct

- Any violation of honesty or integrity in academic work is a serious matter of misconduct. Forms of misconduct particularly relevant to the academic course are outlined in the next section.

- Students are expected to adhere to the policies and expectations listed in their specific course syllabus and set by the instructor of their course.

- Incidents of misconduct may be reflected in a student’s final evaluation or grade and will be reported to the campus liaison or other college officials.

- The Washington Center reserves the right to impose penalties and sanctions as a result of any incident of academic misconduct, up to and including failure for the academic course or expulsion from the program.

- Imposition of sanctions will be handled according to the procedures outlined in The Washington Center Code of Conduct handbook.

- In all academic matters, the Director of Academic Affairs is the final arbiter regarding the responsibilities of The Washington Center in these matters. The determination of the Director of Academic Affairs will be communicated to the campus liaison.

Academic Misconduct

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

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

- **Cheating**: The use of notes, books or electronic devices when prohibited; assisting another student while completing a quiz or exam; or providing information to another individual for this purpose, unless such collaboration is suggested by the course instructor.

- **Falsification**: The improper alteration or misrepresentation of any source, record, document or evaluation.

- **Obstruction**: Behaving in a disruptive manner or participating in activities that interfere with the educational mission of The Washington Center.

- **Absence**: 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.