

## ECONOMICS

### **EC 402 001 College Fed Challenge**

***Prerequisites: EC111 & EC112 & Instructor's permission required. Communication intensive***

Do you have an interest in monetary policy? Do you wonder how and why the Federal Reserve implements the policies it does? The recent and rapid deterioration in economic conditions has placed a renewed and sometimes critical perspective on the role of the Federal Reserve. By taking this course, you too can be a “participant” in the monetary policy process!

EC402 will expose selected students to a rigorous exploration of advanced macroeconomic and monetary economics concepts with a special emphasis on the conduct of monetary policy by the Federal Reserve. During the semester, students will read chosen articles, write policy briefings and make policy oriented presentations. All aspects of the course will emphasize teamwork. The culminating experience of the course will be participation in the 2011 College Fed Challenge (CFC) in November. The CFC is a prestigious monetary policy debate competition sponsored by the Federal Reserve System. Teams from area colleges make monetary policy presentations to a panel of judges made up of economists from the Boston Fed. The winner of the competition at the Boston Fed goes on to compete at the national championships at the Federal Reserve headquarters in Washington, DC.

Approximately five to seven students will be accepted to enroll in EC402 and participate in the College Fed Challenge through a competitive application process. Deadline for consideration is April 3, 2013. The course is three credits, and can be used as an *EC elective, business related elective or unrestricted elective* towards degree requirements.

## ENGLISH

### **CIN 376 001 & 002 Youth Culture & Global Cinema**

This course is a focused study of the general theme: Youth cultures as represented in international cinema. Youth here indicates the broad range of ages from childhood to young adulthood, although clearly the category youth is socially constructed not homogeneous. It is to be understood in specific historicized contexts, which this class will attempt to elaborate whenever necessary—specifying both temporal and geographical/ locational dimensions of youth identity. We approach films as documents of youth culture, as explorations of the ways in which youth occupy urban and non-urban spaces, how they experience the local and the global, and how their identities and lives are REPRESENTED in media, old and “new.” In many ways the films have been chosen because they again and again return to the same themes and the same issues: youth self-fashioning and identities, family, tradition and social change, violence. We explore some dimensions of youth culture in cinema, including technology, media, fashion, design, space, limit-testing behavior, music, cars, pets, jewelry, tattoos, and drugs, gang membership, gender and space, class and poverty, coupling, sex, love and marriage, education or attitudes to conventional schooling, rebels and the establishment, employment and the future life prospects or chances for young people. It is up to us to see what differences we can see beyond the universals and beyond the accidental similarities among the films. And it is not always just a matter of what story or narrative is being told but *how* it is being told or narrated. It is the style that often distinguishes one national cinema from another, and we will discuss the characteristics of the different national cinemas through readings especially. Students must be willing to see films every week independently using streaming video links provided on Blackboard or finding alternative methods of viewing them such as

YouTube, Netflix, DVD or some other suitable and legal means. The course has an International designation.

### **LIT 392 001 Literature of the Mind**

This course will explore literary texts (fiction and nonfiction) that explore and represent the workings of the human mind. It takes as a major point of departure the assumption that language—which is the basis of all literature and arguably of all culture as well—is profoundly “hard-wired” in the brain, and that narration (telling stories) is a prime way in which the mind attempts to make sense of the world and of itself. After establishing different kinds of narrative technique, we will read diverse texts, from the Creation story in Genesis to classic American realist works, such as *The Occurrence at Owl Creek Bridge*. Modernist novels, such as Joyce’s *Ulysses* and Faulkner’s *The Sound and the Fury*, which attempt to capture reality as it is experienced and processed by the mind, and the contemporary novel *The Virgin Suicides* will also be featured. Films or film clips may also be included.

### **LIT 395 001 Transgender Literature**

“Trans” literally means “across or beyond.” This course surveys literature to ask whether it is possible to journey across or beyond gender categories. For example, are terms like “masculine” and “feminine,” “heterosexual” and “homosexual,” and “male” and “female” always mutually exclusive? Or can they be negotiated? Who defines someone’s gender, the individual or society? These stories, novels, poetry and films use drama, humor, and real lives to show us what transgender people and those around them experience, including drag queens, transvestites, transsexuals, and people who live as one gender even though they are genetically another.

### **LIT 397 001 Topics in Cultural Studies: Pop Culture**

What is “culture”? What is “popular culture” and why and how do we think and write about it? To begin to answer these questions, this course considers popular culture as an arena of social and political struggle. This course looks at how culture changes meaning and significance as a text becomes increasingly “popular.” For example, Hip Hop, initially a subcultural form of expression, is now produced on every continent. It is supposedly subversive, a distinctly “urban” and countercultural “voice,” yet it is also read as a site of masculinist violence against women and a product for/of mass consumption purveyed through conduits of global capital. This class aims to give students a vocabulary to enter debates about the meanings of cultural texts.

Our primary texts, *Cultural Theory and Popular Culture: An Introduction and Representation: Cultural Representations and Signifying Practices* are our jumping off point and to its introductory materials we will add readings from a broad range of disciplines and specifically theoretical interventions from contemporary psychoanalysis, sociology, feminist American and cultural studies. In particular, we will

examine work which argues that the space of the popular is meaningful, that it can be a site of pleasure and resistance and consider the role of popular culture with respect to identity formation, social location, pleasure and power in their quotidian expressions. The success of this course will depend on taking what we “learn” in the classroom and applying it to the outside world in which we live.

### **MC320 001– ADVANCED PRODUCTION: DIRECTING**

Everyone has an image of a film director. Many of us picture a man or woman in a beret with a bullhorn, sitting in a “director’s chair”, barking “action!” and “cut!” But – beyond being in charge - what does a director actually do in the real world of filmmaking? What are his or her responsibilities? In this course we will attempt to define the role of the director both through study and through hands on experience. The topics will include visualization, script breakdowns, pre-production, working with actors, shot planning and film grammar, on-set procedures and the director’s role in post-production. The first half of the semester will give students a foundation in directing through readings, lectures, film analysis and exercises. In the second half, the class will be broken up into small film crews. Working from short scripts, each student will take a turn in the director’s chair. What will emerge is a set of short films in which each member of the class has directed a scene. Whenever possible, the class will engage with the greater Boston film community, including the opportunity for Bentley students to direct professional actors and speak with members of the local media industry.

## **FINANCE**

### **FI 402A 001 Financial Modeling**

**PRE or CO-REQ: FI 380 or FI 320 & (CC5 or WP).**

Financial Modeling is an advanced junior/senior elective focusing on applying sophisticated Excel techniques to the most common modeling problems in finance. First, the basic Excel skill set is expanded to include advanced features of Excel including TVM functions, statistical functions, array manipulation, text and date usage, regression, conditionals, Boolean operators, data tables and random number generation. In addition to mastering advanced Excel functionality this course will include lectures and assignments using macro recording, subroutine and function construction and programming in the Visual Basic language via the Visual Basic for Applications (VBA) development environment. These functions, constructions and techniques will be applied to the most common financial modeling problems of the day including present value, cost of capital, financial statement forecasting, valuation, portfolio theory and option pricing. Lectures will not only discuss the Excel application and relevant financial theory, they will also cover data analytics and visualization as well as programming style, enhanced readability, reuse and large-scale deployable model development.

### **FI402B EB1- Venture Capital Financing**

**PRE or CO-REQ: FI 380 or FI 320 & (CC5 or WP).**

**OBJECTIVES:** For students interested in learning how the venture capital and private equity (VCPE) world functions, how to raise capital, how to make good investment decisions, how to structure the terms of an investment when financing entrepreneurial companies, especially start-up and early-stage ventures, and potentially getting a job in the private equity industry.

The VC course will be taught one evening per week, based on material and/or case studies from the recently updated textbook [Venture Capital, Private Equity, and the Financing of Entrepreneurship](#) (4<sup>th</sup> Edition-2012) and the related [Venture Capital and Private Equity: A Casebook](#) (5<sup>th</sup> Edition-2012).

Each aspect of Venture Capital and private equity will be covered through a combination of lecture, case study and/or guest lecture divided into 4 areas: Intro. and working in the VCPE world, fundraising and objectives of LP's, Investing decisions, Exiting and new developments. Several guest lecturers from the local entrepreneur and VC community will personify the lessons from the text. Various articles and excerpts from related publications, will also supplement the course books.

Readings and cases will be assigned in advance and analyzed in class to reinforce the course text, with some graded assignments and exams. Student participation will be encouraged. A final term project focusing on a VCPE topic, or a case study, or proposed new venture chosen by each team of students to apply their knowledge is required. Short oral presentations of project results by each student team will be made at the end of the term.

The course will be taught by adjunct Professor Alain Hanover, a seasoned entrepreneur and venture capitalist himself, who has been on both sides of the table, both raising over \$100 million in venture capital for multiple startups and responsible for leading the investment and negotiating terms for financing of over 25 companies as a Venture Capitalist and Angel Investor over the past 30 years. He has lectured on entrepreneurship and venture capital financing numerous times, judged many business plan competitions, and mentored over 50 start-up companies at MIT, Harvard U., Harvard Business School, Babson, Bentley Univ., Boston College, Boston Univ., Olin College, Tufts, U. Mass. and WPI over the past 20 years. For additional information contact [ahanover@bentley.edu](mailto:ahanover@bentley.edu)

#### **FI 402C EB1 Mergers and Acquisitions**

**PRE or CO-REQ: FI 380 or FI 320 & (CC5 or WP).**

Mergers and Acquisitions is an advanced finance course which is designed to examine all the aspects of corporate mergers, acquisitions and other changes in control of a company. The course will discuss such matters as the strategy and rationale for such transactions, corporate governance, valuation, structuring, due diligence, private equity and leveraged buyouts and the seller's perspective in a transaction. Other topics will include a discussion of alternatives to mergers and acquisitions such as joint ventures and licensing, as well as a discussion of post merger integration.

### **GLOBAL STUDIES**

#### **GLS 335 001 – CONTEMPORARY ISSUES IN GLOBAL POLITICS: Development Politics and Policy in the World Economy**

This course takes a comparative look at the policies and political factors that shape economic development and growth performance of countries. The world political and economic system is divided sharply between rich and poor countries. A central concern in international political economy, and a big focus of economic theory today, is to seek answers to explain why some countries are rich and others poor. An estimated 85% of the world's population lives in so-called "developing countries," while nearly 3 billion of our fellow human beings live on \$2 dollars or less a day. Why is it that some countries have managed to grow steadily over the centuries while other have not developed, and have even failed and collapsed? This discussion-based course will explore the relationship

between development policy, political institutions, and economic development. The course will explore the many political forces and policies that shape economic development and growth performance. Each week we will discuss a different theme or issue, including: comparative approaches to development policy and strategy; the role of global financial and trade institutions; interactions between the state and market; global economic policy making; the economic causes and consequences of armed conflict; the emergence of the “BRIC” countries and “emerging markets.”

## **HISTORY**

### **HI 391 001 Immigration & Immigrants in American History**

This course provides an overview of the history of immigration to the United States. Because America is a nation of immigrants, immigration and immigrants have constantly challenged and transformed the nation. We will be examining the shifting causes and patterns of immigration, similarities and differences among the experiences of immigrant groups in the United States, the growth of nativism, the development of legal restrictions, and the effects of immigration on the economic, social, cultural, and political life of the nation over time. Finally, because immigrants are also individuals, we will be reading several biographical accounts.

### **HI 395-001 History of Espionage**

Kim Philby, perhaps the most infamous spy of the 20<sup>th</sup> century, defined espionage as the collection of “secret information from foreign countries by illegal means.” In this course we shall study spying outside Philby’s nation-state model, but it goes a long way toward defining espionage; it is something done in secret, it involves important information, and that goes a long way toward defining espionage; it is something done in secret, it involves important information, and that information often is collected by illegal and unethical means. This course surveys the world of espionage from ancient times to the present day. We shall study the spies, spymasters and organizations that have attempted to gain secret information and obstruct the efforts of their opponents. In the final analysis, we shall be looking to understand the role espionage has played in shaping international relations, military operations and, more recently, the corporate world.

### **HI 395 002 Revolutions and the Modern World**

Why do revolutions happen and how do they change the world? This course focuses on three great revolutions: the French Revolution, the Russian Revolution, and the Chinese Revolution. We will examine the conditions that led to these revolutions, key revolutionary players and their opponents, as well as revolutionary values, beliefs, and strategies. We will look at popular movements and mass social conflict, but will not neglect such colorful individuals as Robespierre, Napoleon, Lenin, Stalin, and Mao Zedong. There will be opportunities to grasp the experience of these revolutions through studying historical documents, maps, audio and film recordings. Ultimately, the course should help develop a better understanding of our modern world.

### **HI 395-003 History of Plague**

Plague has occurred in at least three major pandemics in human history. The “Plague of Justinian” spread around the Mediterranean in the 6<sup>th</sup> century AD; the “Black Death” began in Europe in the 14<sup>th</sup> century and recurred intermittently for the next 300 years, and the third pandemic started in China in the mid-19<sup>th</sup> century and spread world-wide. The bacterium that causes plague, *Yersinia pestis*, still causes several thousand cases every year, and in

spite of intense scrutiny, the mechanisms by which major epidemics start and spread are still poorly understood. This course will examine plague's history and impact on economic development, culture, religion and politics. It will also review the scientific evidence for the identity and transmission mechanisms for the plague bacillus in light of its continued threat to human health.

### **HI 398 001 History of Sports**

Sports occupy a central place in American life. But that was not always the case. Through the careful reading of old and new books, articles, and visual texts, this course will trace sports-related changes in the U.S. from the mid-nineteenth-century onward, addressing a series of socially and culturally revealing questions about how the U.S. developed its obsession with sports, and what it all means.

### **HI 399-001 History of Film, Fashion and Food in South Asia**

Film, Fashion and Food in South Asia will introduce students to major representative works from different historic periods, including examples of architecture, painting, sculpture, clothing, cuisine and film. An emphasis will be placed on understanding the cultural, political and religious significance of these works against changing ideas of gender, sexuality and family, economic development and global trade and evolving concepts of beauty and taste.

## **Information Design and Corporate Communication**

### **IDCC 390A The Business of Social Media (Alyssa Hammond)**

Social or "New" Media has become THE place for communication, as it is rapidly expanding its force with approximately 500 million people on Facebook and about 75 million on Twitter, with LinkedIn rapidly catching up. This course will explore the evolution and nuances of social media, its impact on the way of doing business in the 21st century. You will learn how to best use these social media communication for developing personal and professional branding, taking advantage of these key platforms for corporate communication and public relations strategies by exploring the medium from the perspective of four cornerstones: cultural, sociological, law and ethics, and privacy. This highly interactive course will involve in-class demonstration and use of various social media platforms, such as Facebook, Twitter & LinkedIn.

### **IDCC390B Designing sports information (Marc Resnick)**

The sports market has begun using technology as a strategic competitive advantage in a variety of ways. Offerings include simple features such as news stories and game recaps as well as more complex features such as fantasy sports gaming, social media, and on-demand video. Creating a strategy and designing an effective user experience is a constant challenge. This course provides a strong foundation in sports technology for students interested in business strategy, user experience, and social media.

### **IDCC 390C Environmental Graphic Design (Mike Goldberg)**

This course is an introduction to the Environmental Graphic Design (EGD) discipline through lectures, guests speakers, field visits and assigned projects. EGD is a specialized discipline within the field of graphic design that focuses on three-dimensional design. Examples of Environmental Graphic Design include wayfinding systems,

architectural graphics, signage, interpretive graphics, exhibit design, identity graphics, pictogram design, retail and store design, mapping and themed environments.

### **IDCC 390D Effective Business Presentations (Mary Marcel)**

Our focus is on managing crises using oral communication. Companies face the ongoing likelihood that, due to factors both within and outside their control, crises will emerge which require timely and effective oral responses to multiple stakeholders: the public at large, including government and regulators; employees; victims; and corporate leaders inside the company. This class gives students the opportunity to develop their oral communication skills to effectively manage those crises in public, on-camera, executive-level and interpersonal settings. Students will learn how to prepare and deliver statements at press conferences; respond to questions from reporters; prepare video statements intended for YouTube; prepare for and effectively interact with victims and survivors in one-on-one settings; and craft and deliver persuasive presentations to corporate boards regarding crisis planning and prevention. In addition to public and interpersonal communication development, students will also develop skills in creating dynamic and effective PowerPoint presentations.

## **LAW**

### **LA 402 Moot Court Team Competition**

PREQ: LA108 Moot Court and Instructor's Permission required.

Moot Court Team Competition is an intensive oral advocacy course offered to advanced students. Students, working in teams of two, undertake to prepare and deliver an oral legal argument in regional and national tournaments sponsored by the American Collegiate Moot Court Association (ACMA). The legal argument is based on a case problem involving two constitutional issues. Students work from a list of 20-25 appellate case decisions and statutes in preparing for the tournament. Teams that qualify in the regional competition advance to national competition. Class meetings include both appellate case reviews and practice rounds of oral advocacy.

## **MANAGEMENT**

### **MG 340 H01 (H) Emotional Intelligence at Work**

PREQ: GB 102 or GB 215. **Honors Program Students Only.**

The idea of emotional intelligence has been growing in interest during the last decade as an essential set of capacities and skills that complement and enhance the classic business focus on cognitive ability. Developing one's emotional intelligence is very much in keeping with working and managing in organizations attempting to meet the challenges of our modern era: globalization, the pervasive impact of technology on communication and human functioning, and the need to adapt to the increasing demands of constant change and uncertainty. It is here that "EQ" is at the center of working, managing and leading effectively. This course provides in-depth study and application of the principles of emotional intelligence to working in organizations. Students will formally assess their own emotional intelligence and through reading, open discussion, and experiential learning, build their

emotional self-awareness and crucial competencies such as managing emotions, increasing empathy, self-expression, and creativity.

## **Mathematics**

### **402 Seminar in Mathematical Sciences: Models for Life Contingencies I**

**Prereq: MA310 and MA 357**

This is an intensive problem-solving course aimed at helping highly motivated students prepare for Exam MLC, the life contingent modeling exam offered by the Society of Actuaries (SOA). Emphasis will be placed on developing familiarity with the theory behind these actuarial models as well as efficient and effective techniques for solving problems. Specific topics include the mathematics of survival distributions, life tables, life insurance, life annuities, benefit premiums and premium reserves.

## **MODERN LANGUAGE**

### **MLSP 301 001 Spanish for Cinema**

Spanish Through Cinema is an upper level course designed to improve written and oral language skills through the analysis of films from Latin America, Spain, and the Caribbean. The course serves two primary objectives: to increase students' cultural knowledge of the Spanish-speaking world's three major regions (Latin America, Spain, and the Caribbean), and to improve students' ability to communicate orally in Spanish. Students will be evaluated on their oral analysis of films and on the group production of a short film.