

Fusion courses

MG 240 Interpersonal Relations in Management / CIN 375 Women and Film

OR

MANAGEMENT, MOVIES, AND FREUD

What does a management course have in common with a cinema course? Though the focus and goal of each of these courses may be very different, they often have to start with similar questions. For both management and film studies, one central question is how to think about and deal with the human libido. Sigmund Freud, the founder of psychoanalysis, defined libido as “the energy . . . of those instincts which have to do with all that may be comprised under the word 'love,’” that is to say, all our positive energies. That sounds pretty good on the surface. But in another sense, libido can be defined in much more primitive terms, sometimes narrowly as the sex drive, and, more broadly as the source of all psychic energy that drives our behavior. Because these forces are largely unconscious, and therefore beyond our immediate awareness, they are also the source of many hidden conflicts. These hidden conflicts are revealed in both managerial behavior and represented in film. The purpose of this combined course is to explore these hidden conflicts to create a deeper and richer understanding of human behavior in the larger culture.

EC 112 Macroeconomics / GLS 100 U.S. Government and Politics

OR

FACTION AND FRICTION: THE POLITICS OF ECONOMIC POLICYMAKING

Politics is the study of who gets what, when and how; how policy decisions are made and why one policy outcome is favored over others. Many of the policy controversies in American politics today center on disagreements over role of the federal government, particularly on the amount of government intervention in the economy through means of fiscal and monetary policy, budget priorities, industry regulation, and social policy. What explains why one policy alternative is favored over another? Why do policymakers seem to choose less rational alternatives or at other times do nothing at all even when a problem is so clear and a solution at hand? This course answers these questions by *simultaneously* developing an understanding of the short- and long-run effects of monetary and fiscal policy decisions on macroeconomic variables such as production, employment, interest rates, prices, consumption and investment *and* an understanding of the values, attitudes, behaviors, processes, and institutions that characterize the American political system.

Economics

EC299 001 Behavioral Economics

Prereq: EC 111 & EC 112

This course introduces the complementary fields of Experimental Economics and Behavioral Economics. Behavioral Economics adds insights from Psychology to the economic model of behavior. In so doing, it looks beyond the standard neoclassical model of how people and firms make decisions, examining ways in which behavior is not consistent with strict rational self-interested decision-making. This includes “irrational” behavior such as over-valuing losses and failing to exert the effort needed to find the exact choice that maximizes personal payoffs. It also includes social preferences, where people care about the payoffs of others and not just themselves out of concerns for fairness or altruism. Frequently, we will review how standard economic theory predicts people will behave in a given situation, and compare that to how people actually behave. Art/science course.

English

CIN 370 001 & 002 Food in International Film

Combining gastronomic and visual culture, this course offers an analysis of contemporary international film, interpreting the films on a parallel track with other media, particularly literature and cultural theory. The course investigates the power of food to function as an important sustainer of human life and as a source of pleasure. It also emphasizes the power of business connected to the production and distribution of food to shape the way we live in and experience the world. The course also explores the codes of food consumption--how food works in ways that are not directly about maintaining life so much as they have to do with elaborating cultural ideas. Selected films, which students must agree to see in their entirety outside the class and on schedule, will represent many different international cultures and a variety of genres and styles. Along with associated readings, the films will address a range of current debates in fields including sociology, cultural studies and anthropology; in some cases students will do independent research papers on specific topics. The films and readings will provide the basis for the class to explore issues concerning food production, distribution and consumption, including issues of fair trade, branding, fashion (including dietary fashions and fashions of dieting), anorexia, bulimia, obesity, veganism, and environmentalism (and therefore questions of sustainability and ethical use of consumable nature). Inspired by such contemporary preoccupations, this course investigates the political dimensions of our relationship to food in addition to examining how food binds us to people and places near and far.

CIN 370 003: Women and Film in Television (*Fulfills LIT requirement or A&S elective*):

The contentious debate remains for women in front and behind the camera, in Hollywood and on the small screen, as to why there are still few opportunities for them as actors, writers, producers, directors, executives, and showrunners. Of late, American television has seen a slight shift from its male-centric focus where there is an increase of diverse representations of women, as well as more women directing and producing. But, it is still a rather small gain. According to the Directors Guild of America, only 5% of

Hollywood feature films and 14% of episodic television programs for the 2012-13 season were directed by women. This course will analyze the issues of stagnation, development, and successful crossovers for women in the entertainment world. Possible contemporary television programs to be explored will likely include screenings and discussion of *Girls*, *30 Rock*, *Game of Thrones*, *Sex and the City*, *Breaking Bad*, *Mad Men*, *The Walking Dead*, *United States of Tara*, *Veep*, *Nurse Jackie*, *Damages*, *Weeds*, and *American Horror Story*, as well screenings of work by some of the most influential female film directors of today, such as Sofia Coppola, Lena Dunham, Jane Campion, Julie Dash, Karyn Kusama, Mira Nair, and Kathryn Bigelow.

Lit 394 001 The Black Hero

How do we define the heroic in American culture? How many kinds of heroes are there? The war hero, cultural hero, super hero, anti-hero, “everyman” as hero, sports hero, are all familiar to us as cultural readers. And yet in our contemporary moment the question arises of the role of “celebrity” and its intersection with what has been historically constructed as the heroic and whether or not it is even possible to have heroes now. We have the sports star, the rap star, the prison star and all of these intersect with specifically American constructions of masculinity, femininity, race, nation and narratives of success and upward mobility. This course will consider how these discourses shape and allow some bodies to occupy the space of the heroic more easily than others. Specifically, we will begin by thinking through how conventional and specifically American constructions of the heroic, from ideas of rugged individualism, manifest destiny, to notions of what constitutes the “self” in terms of psychic and physical integrity, shape the hero as we know it. We will then move on to historical and cultural locations in which the black hero emerges. From Frederick Douglass’ slave narrative to *Blade* and *Django* the black hero has been a site of contestation, of unrequited desires for belonging, for perpetual “outsider” identity, for a body that can sustain and resist the penetrative and often destructive discourses of “subjectivity” and nation. Students will read across a variety of genres: fiction, film, graphic novels and theoretical essays and be responsible for short "close reading" papers, a midterm and a final paper.

LIT 395 001 Selected Topics: Bodies & Identities

This course focuses on how identity is constructed through cultural representations of the body. Through the study of court cases, laws, literary texts, films, advertising and sports, we develop an understanding of how different types of discourses have categorized and positioned individuals and communities in terms of race, gender, class, and sexuality.

We use the term “discourse” to refer to the forms of representation, codes, conventions and habits of language that produce specific fields of culturally and historically located meanings. Discourse refers to patterns of language that tell us something about the person speaking the language, the culture that that person is part of, the network of social institutions that the person caught up in, and even frequently the most basic assumptions that the person holds. Discourse is inextricably linked to power, in that it is a medium through which power and norms function. So when we study scientific discourses that define a “normal” human body, and when we trace how certain people, due to their perceived gender, sexual orientation, or race, have been described as “abnormal” or “deviant,” we can see how those discourses have established a social hierarchy that privileges some bodies over others. We can also see how different

fields of discourse are connected—For example, US immigration laws and legal discourse have often relied on those same scientific discourses that established what kinds of people are considered socially “desirable” in order to justify excluding certain groups. This course examines how some of these earlier forms of discourse continue to resonate today and how shifts in discourse have produced changes in our culture.

The goals of this course are as follows: to understand what discourse is and how it functions, to develop the skills needed to analyze specific forms of discourse and what they say about our cultural values, to read and watch widely in order to accumulate an awareness of different forms of discourse and their relationship to each other, to practice research skills in order to contextualize our observations historically, to synthesize our analyses into a unified argument, and to construct a paper that articulates that argument and supports it using evidence.

LIT 396 001 Special Topics in British Literature: Lovers, Clowns, and Con-Men: Comedy on Shakespeare’s Stage

Since ancient times, comic dramas have aspired to provide “pleasure and profit,” to reform society by making its foibles and vices ridiculous. Classical comedy tended to the satiric; it was usually set in the city and aimed its barbs at high and low, the pious and the profane. In Shakespeare’s time, comedies also featured young lovers. The typical plot was “boy meets girl, boy loses girl, boy gets girl”-- and her father’s gold! These plays frequently took their characters into some “green world” outside the court or city, where a new social order (and sometimes new gender roles) could be created and –perhaps—brought back to the workaday world.

This course examines comedies written by Shakespeare and his contemporaries to explore the art of comedy, its social and cultural functions, and the surprising relevance of these Elizabethan plays to our lives and our world. Plays will include some of the following: Shakespeare, *The Comedy of Errors*, *Twelfth Night*, *The Tempest*, or *Measure for Measure*; Ben Jonson, *Volpone*, *The Alchemist*; Thomas Dekker, *The Shoemakers’ Holiday*; Beaumont and Fletcher, *The Knight of the Burning Pestle*.

Lit 397 001 Popular 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 cultural texts change meaning and significance as they become increasingly “popular.” For example, Hip Hop, initially a subcultural form of expression, is now produced on every continent. It began as a supposedly subversive, distinctly “urban” and countercultural “voice,” yet these texts are also read as masculinist violence against women and products for/of mass consumption purveyed through conduits of global capital. Is what we consider “popular” completely evacuated of substantive meaning? Is it a matter of generational and disciplinary differences? If we are considering sub-cultural formations, do you have to be “in” the culture to be able to “read” the texts produced by that culture? What does it mean to read from outside? This class gives students a vocabulary to enter debates about the meanings of cultural texts. Students will read from a broad range of disciplines, theoretical

interventions from contemporary psychoanalysis, sociology, feminist, American and cultural studies. Success in this course depends on working with the theoretical and testing its application to the world outside. Assessment will be based on short response papers, class participation, a midterm and final paper.

Global Studies

GLS 405 001 Seminar in Government

PREQ: 1 GLS 200 level course or IP & (CC5 or WP)

This seminar examines the central role of the US Congress in national policymaking and its relationships with the President, the Supreme Court, lobbyists and interests groups, the news media, and the people they represent. Current policy controversies such as the Affordable Care Act (i.e., Obamacare), the national debt and the federal budget, immigration, and government surveillance and homeland security will be explored in depth. Specific attention will be paid to the influence of money and campaign contributions on how members of Congress make decisions and get elected. The seminar includes a five-day learning experience in Washington, DC during Spring Break and course of fee of \$775.

Students must have Junior or Senior standing or have the instructors permission to enter the course.

Course can be used to fulfill the capstone project for Public Policy majors.

GLS 299 001 Latin American Cinema

This course identifies key themes and styles of representation in Latin American cinema and investigates the ways in which this cinema expresses concerns and experiences of Latin Americans. We will consider the various forms, functions, and ‘voices’ of this cinema. In addition, we will investigate how this cinema fits into the larger socio-historical-political context of Latin America in our modern “globalized” world. Through our survey of Latin American cinema from earlier decades to that of today, we will notice that there have been many changes to how this cinema looks and sounds, but there have also been many continuities, especially in relation to the themes and concerns addressed by filmmakers. One of the central objectives of this course is to consider the ways in which cinema has shaped perceptions and understandings of Latin American experiences for audiences inside and outside of Latin America.

History

HI 391 001 History of Boston

This course will focus on the history of Boston, one of America’s oldest and most influential cities (as well as the birthplace of Bentley). The course will chart the transformation of Boston from a small Native American settlement into a major metropolis, and it will introduce students to the people, ideas,

inventions, and events that shaped the city.

HI 394 001 Dictatorships in Latin America

Latin American and Caribbean nations have long struggled with extreme economic inequality, endemic racial and class conflicts, and unequal relationships with major world powers. These problems have often been linked to the dictatorships that dominated much of the region for a large part of the twentieth century. This course examines political, economic, and social aspects of several non-democratic regimes in modern Latin America, with particular emphasis on the rights of women and members of historically oppressed ethnic groups, emigration and exile, violent and non-violent resistance, “state terrorism,” and the complicated relationships between these dictatorships and Western democracies, especially the United States. The course will cover famous and controversial cases such as Cuba under socialist rule, as well as lesser-known but equally complex cases such as the long dictatorship of the Duvalier family in Haiti. The course will enhance understanding not only of Latin American societies but also of pressing topics in American politics such as immigration and foreign policy towards Latin America.

HI 395 001 Modern Art and Modern Society

The avant-garde movement known as “Modern Art” overturned canons of Western art which had existed since the Renaissance. Influenced by changing values in our “global village” since the Industrial Revolution, it continues with the art of the whole world. This course will examine changing aesthetics in terms of the social, cultural, political and economic milieu in which modern art has developed. Primary emphasis will be on art in the developed world with secondary emphasis on the “modern” art of the developing nations.

There will be three required class visits to local museums on weekends to be determined in the first week of class.

HI 395 002 Rebellion and Revolution: 20th Century Challenges to Empire

This course is about the global conflicts against empires in the twentieth century. We will compare and contrast case studies of the French-Indochinese Wars, the Vietnam War, the Algerian War, the Mau-Mau Rebellion in British Kenya, and investigate the movements for Independence in Cameroun and Madagascar, Korea, Indonesia, and India. The course will study insurgencies and counter-insurgencies and the history of guerrilla warfare that shook the 20th century.

HI 398 001 Baseball as American History

In this class, we will use professional baseball as a lens to explore American history from the mid-19th century to the present. The analysis will be two-way as we look at how American culture and society have shaped baseball, as well as how baseball has shaped culture and society. The course will begin with an exploration of baseball’s mythical and actual origins before considering its evolution as a game and

profession. After that, we will consider key developments in baseball-related business and media history, while raising poignant questions about race, gender, community and the way Americans evaluate the talents of workers and the prerogatives of managers.

HI 399 001 Film, Fashion, Food in S. 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.

IPM 402 Seminar in Information and Process Management: Big Data, Big Decisions for Business and Society (and What You Can Do About It)

PREQ: Instructor permission required. Registration not available on the web

This course is intended for anyone interested in “Big Data” (the analysis of large data sets and automated decision making), whether you are thinking of Big Data as a career option or whether you want to learn how Big Data may affect society and the organizations you work for, start up, or manage. The course aims to explore both the benefits and the downsides of Big Data and to provide you with the skills you will need to anticipate the consequences of Big Data and respond to them effectively.

“Big Data” has already generated important benefits for individuals and organizations in many domains, including marketing, financial services, health care, law, the environment, and education. For example, Big Data has reduced companies’ marketing costs and increased their ability to detect credit card fraud. Big Data has helped medical researchers identify effective new disease therapies and enabled emergency personnel respond better in natural disasters. And Big Data also has employment benefits. A recent report estimated that by 2015, *just the insurance industry in the US alone* would employ 6500 analytics scientists (including 1500 new positions), 15,500 analytics experts (including 4100 new positions), and 37,400 analytics specialists (including 9600 new positions). These figures suggest that there will many new job opportunities in the US for people with skills in Big Data analytics.

At the same time, concerns have been raised about Big Data’s possible negative consequences. Some people worry about the privacy impacts of Big Data. For example, will companies discriminate against potential new hires based on what they have posted on Facebook? (Experts are also concerned about Big Data-based discrimination in access to health care, life insurance, credit for housing and education, and in the prices of consumer goods.) Other concerns center on the human costs of stolen, inaccurate, re-identified “anonymous” personal data and the inappropriate uses of location-based and photographic/audio/video data. In addition, a few observers worry about that Big Data will have negative effects on employment in areas *other than* Big Data analytics jobs. For instance, a just-released report by Oxford University economists examined 702 separate occupational groups and estimated that 47% of all US employment is at risk from automation through information technology. Others believe that the Oxford economists may have seriously *underestimated* the long-term negative effects of automated decision-making on US and worldwide employment opportunities, including those for high-end

knowledge work jobs, including doctors, lawyers, and engineers. What the future brings will depend in large part on *what we do today*. But problems like the potential negative employment consequences of Big Data analytics are difficult to solve. In problems like these, the “objectives” (employment, profitability, economic freedom, economic equality) cannot be taken as given, because there are many legitimate and conflicting points of view. Further complicating attempts to solve these challenging problems are widespread beliefs that better technology will eliminate all risks or that the only way to avoid harm is to stop technology development in its tracks. In this course, we start from the position that achieving the benefits of Big Data requires creative approaches to reducing potential negative consequences through *combinations* of social, technical, financial and control arrangements. A major focus of the course will be on how to design creative “sociotechnical” solutions.

The course is built around six key strategies for maximizing the benefits and minimizing the potential negative side effects of Big Data analytics:

- Recognizing the patterns and lessons of the past
- Analyzing the current situation from multiple viewpoints
- Disciplined imagination of alternative future scenarios
- Designing creative and effective sociotechnical solutions
- Tracking leading indicators of emerging sociotechnical conditions
- Fast response, if and when unanticipated conditions emerge

The course will examine many different applications of Big Data and employ a range of course materials (e.g., news articles, video documentations, and academic research) and formats (e.g., hands-on in-class practice with analysis tools such as future scenario planning and control structure mapping, discussions and debates, a course project, and short lectures).

M. Lynne Markus is The John W. Poduska, Sr. Professor of Information and Process Management at Bentley University. She does practice-oriented research for businesses, associations and non-profits, and governments. Her research specialties include: the effective design, implementation and use of information systems within and across organizations; the risks and unintended consequences of information technology use; and innovations in the governance and management of information technology. She was recently invited to summarize her research on the role of IT in the mortgage crisis at a 2012 Securities and Exchange Commission roundtable. And has been funded by the National Science Foundation to host a research agenda-setting workshop on “Big Data, Big Decisions: the Social, Economic and Workforce Implications of Big Data Analytics and Decision Making” at the White House Conference Center in January 2014. She was named a Fellow of the Association for Information Systems in 2004 and, in 2008, she won the AIS Leo Award for Exceptional Lifetime Achievement in Information Systems. In 2012, she won Bentley’s Mee Family Prize for excellence in scholarship. For more information: <https://faculty.bentley.edu/details.asp?uname=mlmarkus>

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*(4thEdition-2012) and the related *Venture Capital and Private Equity: A Casebook*(5thEdition-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

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.

Mathematics

MA 402 002 Actuarial practicum with advanced Excel modeling

PREQ: Instructor permission required (This course is financially supported by Liberty Mutual so only select students will be allowed to register). Pass fail option is not available for this class.

Students enrolled in this course will have the opportunity to work on an actuarial project sponsored by Liberty Mutual as well as to develop proficiency with advanced features of Microsoft Excel for mathematical modeling. The project component will require students to work in teams advised by working actuaries to develop an insurance product and consider issues such as marketing, setting rates and reserving. Additionally, students will be exposed to a variety of advanced Excel topics such as advanced worksheet functions, data importing and manipulation features, modeling and model-solving tools, clear reporting, creating workbook applications, and an introduction to VBA. Such Excel skills are commonly used in analytical careers, including actuarial careers.

Management

MG 340A 001 Management Through Acting

PREQ: GB 215

A great manager understands people — their motivations, their needs, their desires and their fears. The skills needed for successful interpersonal and organizational management are also found in acting: a deep awareness of self, combined with the ability to empathize with and listen to others, an understanding of the dynamics of human relationships, the ability to cultivate positive collaboration, and to be fully present in the moment. The study of these skills leads to a better understanding of those you will lead, as well as of yourself: your habits, how you are perceived, and how to define and cultivate your own leadership style. Using role-play, experiential and observational exercises, text analysis, essays and a final project, students will increase their comfort in front of an audience, their ability to use vocal, physical and emotional expression as tools of communication, and their capacity to understand what others want and how to adjust accordingly.

MG 340B 001 Sport Event Management

PREQ: GB 214, GB 215

This is an experiential learning course in event management, providing students with the opportunity to plan and produce an actual sports event while simultaneously learning leadership and management skills. This course will discuss various aspects of sport event management including budgeting, marketing, sponsorship, hospitality, site design, volunteer and staff management, media and public relations, registration, and operations. The class will begin with lectures and discussions on said topics, but concurrently students will be responsible for designing and producing an event which will take place on the Bentley campus at the end of the semester.

MG 340C H01 Consulting Projects in Operations Management

PREQ: GB 214, GB 215

This course provides students with practical experience in applying operations management concepts and techniques in a real world setting. Each of the “client” companies that participate in this course will provide a broad description of the specific issue/challenge that they would like the students to address.

These issues/challenges would focus primarily on the value creation activities within the organization. Examples of these consulting projects could focus on reducing customer waiting lines, minimizing inventory stock outs, and redesigning the service delivery process to improve efficiency and/or customer satisfaction.

Modern Language

MLCH 398 001 Advanced Chinese/English Interpretation

Advanced Chinese for heritage learners and native Chinese speakers. This course will help develop students’ listening comprehension skills, reading skills, note taking skills and verbal interpretation skills in both languages. Students will practice and accumulate vocabulary for verbal interpretation in a variety of situations, such as: at a social event, a business meeting, a reception, a legal court room, or a company tour.

Natural & Applied Science

NASE 398 001 Industrial Ecology

Industrial ecology examines the relationships between the production of material goods and the effect this process has on humans and the environment. The course systematically examines the practices of extraction, processing, production, distribution, and consumer use of goods by quantifying material and energy flows through every step of the cradle-to-grave process. Students will examine readings, case-studies, and models to assess and develop an understanding of the complex balance between the earth’s natural resources and satisfying human wants and needs. The course strives to emphasize that the solutions to global ecological sustainability lie not in the abandonment of technology but in the embracement and proliferation of it. Specific topics covered in the course may include a survey of environmental concerns, aspects of risk assessment, life cycle assessment, survey of relevant economic

policies and sustainability practices, and examination of coupled industrial solutions through industrial symbiosis.

Sociology

SO 299 Cultures of Business

This course examines how values and valuation arise in human societies. From the foundational beliefs and practices of specific cultures it proceeds to look in depth at how cultures of business arise and how they influence one another and the societies in which the businesses operate. An initial introduction to the science of cultural explanation is followed by an anthropological discussion of stocks, commodities, and derivatives. The course develops and expounds concepts to enable the participants to analyze and apply their knowledge of companies as outputs of societies.