

## Spring 2016 Experimental and Topics course descriptions:

### Computer Information systems

#### **CS 402 Advanced Computing Topics Seminar**

**PREQ: CS 213 or CS 180**

This course will provide an exploration of web design using JavaScript, JQuery, HTML5, and CSS3. Each student will develop a website integrating the features of these tools. In addition, we will discuss responsive design, the Web Accessibility Initiative (WAI) and the Web Content Accessibility Guidelines (WCAG).

### ENGLISH

#### **CIN 370 001: Horror/Science-Fiction in Contemporary Film and Television**

Isaac Asimov, master of hard science fiction, once said, “science fiction can be defined as that branch of literature which deals with the reaction of human beings to changes in science and technology.” Stephen King, master of horror fiction, stated, “we make up horrors to help us cope with the real ones.” The study of the horror and science-fiction genres in film and television offers unique insight into the consequences of the *what if?* scenario. These two genres, sometimes referred interchangeably and occasionally viewed as overlapping in shared codes, conventions, and iconography, provide a means to debate cautionary social and political controversies surrounding unforeseen futures, usually dystopias, or the creation or existence of unimaginable beings — both of which are positioned as a detriment to humanity. In particular, the two genres’ most central conveyance concerns the perception of the *other* and the protagonist’s struggle to remain or become *human* and/or moral. Although this course will provide an historical survey of some of the more influential and popular films and television programs of the two genres, the focus will be on contemporary work that reinvents prior axiomatic tropes by contextualizing them with specific social commentaries on the science and horrors of the present. We will explore issues of gender, race, sexuality, and class through such vehicles as: *disaster* — alien invasion, environmental catastrophes, humans supplanted by technology, the apocalypse, and pandemics; *identity* — cyborgs, clones, experimentation by biotech and government, precognition, and artificial intelligence; and, the *fantastical* — monsters, the paranormal, time travel, and the devil incarnate. Contemporary television programs to be viewed and discussed will likely include *Fringe*, *iZombie*, *Battlestar Galactica (2004)*, *Black Mirror*, *The Leftovers*, *The Walking Dead*, *Helix*, *Dexter*, *Lost*, *Game of Thrones*, *American Horror Story (Murder House/Asylum)*, *Being Human (U.K.)*, *Supernatural*, *Scream Queens*, and *Penny Dreadful*. Recent films may include *Moon*, *District 9*, *The Host (2006)*, *Edge of Tomorrow*, *It Follows*, *Under the Skin*, *Snowpiercer*, *The Babadook*, *The Guest*, and *Cabin in the Woods*. A few genre-bending horror and sci-fi comedies, such as *Shaun of the Dead*, *What We Do in the Shadows*, *Galaxy Quest*, and *Zombieland*, may complete the mix. Ultimately, coming to terms with what is meant by “*being human*” will be explored.

#### **CIN 370 002 and 003 Youth Cultures**

This course is a focused study of a general theme: youth cultures and global cities. We approach films not solely in terms of the history of cinema nor only in terms of technical details, or film theory, although students will learn and employ basic vocabulary of film studies and categories of cinema studies. Rather, we study films primarily 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.” The films will function as case studies enabling discussion of major issues: youth self-fashioning and identities, family, tradition and social change, violence. We explore 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.

#### **LIT 391 001 Postmodern Fiction & Film**

Postmodern fiction—spanning from the late 1960s to the turn of the century—experiments with the form and conventional narrative of modern literature and film, it spotlights morally questionable antiheroes, and it explores controversial social theories. Students will analyze the purposeful pastiche and playful trends of postmodern literature and film, including historical re-imaginings, metanarratives, creative textual adaptation, autobiographical author integration, among other characteristics of this contentious literary movement. We'll also discuss groundbreaking postmodern theoretical texts, as well as the visual storytelling and multimedia techniques of postmodern films.

### **LIT 394 001 Voices of Freedom: African American Art and Liberation**

This is a multi-media course which focuses on representations of the African American freedom struggle in the 20th century. The course will pay special attention to the Great Migration (African American relocation from the south to the urban North and West) and the philosophical struggle that resulted from the failure of those major urban centers to deliver on the promise of freedom. Course material will correspondingly take a two-pronged historical approach: (1) an examination of the traditional Civil Rights Movement on southern soil; (2) an in-depth look at the violence and social decay that gave rise to contemporary social and cultural expressions from rap music to the Black Lives Matter protests. Required texts will include essays by James Baldwin; plays by August Wilson; films by Spike Lee and Ava DuVernay; and music by Marvin Gaye, Stevie Wonder, Jay-Z, and others. Students will be required to make one trip into Boston for museum research. Diversity Intensive.

### **MC 322 001 Documentary Production**

Making Documentaries immerses you in the world of nonfiction media production and introduces technical and story telling concepts applicable to audio and visual storytelling.

This course will teach the basic skills of documentary production, including hand-held camera techniques, interviewing methods, writing narration and historical research. In addition the course presents a history of the documentary genre and we will view a range of documentary genres with different stylistic and narrative approaches. Students will make their own 7-10 minute video documentary for exhibition at the end of the semester.

## **FINANCE**

### **FI 399 Equity Research**

**PREQ: FI 320 or FI 306**

This course teaches students to value companies and equity securities, utilizing the top-down, fundamental valuation approach. The emphasis of the course is on the practical application and integration of finance and accounting concepts to valuing equity securities. The course requires extensive use of financial media, resources available in the Trading Room, and databases available through Bentley Library website. This course is designed for students with no previous work experience in equity valuation.

## **GLOBAL STUDIES**

### **GLS 240 001 The Politics of Risk**

This course provides an introduction to the governance of public risks, large-scale hazards and disasters impacting—or threatening to impact—a broad cross-section of society. We survey the policies and practices intended to prepare for, respond to, recover from, and mitigate the damage done by emerging diseases, natural disasters, terrorism, environmental hazards, and technological incidents. We will address these topics from a comparative and international perspective, and this course will help you understand how nations, international institutions, non-governmental, and even private organizations work to identify and, subsequently, manage risks and hazards.

### **GLS 242 001 Current Political Issues: The American President: Energetic Executive**

This course has three aims: to survey the institutional development and current operation of the presidency; to examine the politics of presidential leadership, including the processes of selection of governance; and to consider the interaction between the two. Topics to be addressed include the constitutional framework; Federalist-anti-Federalist, the American ambivalence toward executive power; political development of the office and its relation to party systems; the process of nominating and

electing the president; and the relationship of the office to the other branches. We will also explore two additional concepts, executive direct action and the impact of scandal on presidential power and leadership.

### **GLS 405 001 Model US Congress: Politics of Homeland Security Policy**

This seminar examines the central role of the US Congress in national policymaking and its relationships with the President, lobbyists and interests groups, the news media and the people they represent. Current issues and controversies in homeland security policy will be explored in depth in the form of a series of roundtable policy briefings and mock committee hearings with students assuming the role of members of Congress sitting on the House and Senate Committees on Homeland Security.

## **HISTORY**

### **HI 392 001 War and Empire**

This course examines the evolving forms and scope of the British Empire from its commercial origins, to its 19th century ascendancy, and its 20th century decline. Students will gain a basic understanding of the narrative history of what happened, the parts of the Empire, and the types of colonies that made up the Empire at different times. Generally speaking three types of colonies existed – settler, plantation and trading entrepôts. After we have a basic grasp of the parts of the empire we shall focus our historical analysis on the intersection between war and empire with the aim of exploring how conflict shaped geostrategic thinking and the business of empire, and vice versa with how new thinking about the empire and commerce had the potential for creating new conflict.

### **HI 395 001 History of Genocide**

Mass killing has become one of the most troubling and permanent features of our modern world. The Jewish Holocaust, which resulted in 6 million deaths during World War II, has come to stand in for “G”enocide. Why has genocide become such a frequent occurrence in a world preoccupied with humanitarian causes even after the horrific experience of the Holocaust? What makes genocide distinct from other mass killings and ethnic cleansings, and what were the historical conditions and contexts that paved the paths to genocide? What are the memories of the perpetrators and the survivors? We will study the definitions of genocide as offered by historians as well as policy makers. We will examine four plus cases of genocide around the world, and discuss why these are considered the main examples of Genocide. We will also discuss the impediments to Genocide prevention today.

### **HI 395 H01 History of Medicine**

In this course, we examine themes of current interest in the history of medicine through historical lenses. Topics to be covered include: 1. The management of epidemics. In this section we consider historic outbreaks such as the Spanish 'Flu in 1918, SARS in 2003, and the current ebola epidemic, and look at the roles of the state, the medical profession, the media, and public opinion. 2. Disease and imperialism. This sector will consider the roles of malaria and sleeping sickness in limiting imperialism in West Africa in the 19th century; the transmission of cholera by the British Army and by Muslim pilgrims, and of course the consequences of the spread of European smallpox and syphilis in the Age of Exploration. 3. The 'epidemiological transition' from acute infectious diseases to chronic lifestyle diseases. Here, the increasing prevalence of long-term, chronic disease since World War II will be explored along with its consequences for the financing of health care, and lastly, 4. Health management. Good health is both an economic resource and a contributor to personal well-being. In this section, we examine the historic drivers of health-seeking behavior by individuals, their employers, and the state.

## **MANAGEMENT**

### **MG 340 001 Motivating Through Total Rewards**

**PREQ: GB 215**

This course provides an overview of how Total Rewards programs, individually collectively, motivate employees and support high performing cultures. Using the Worldatwork Total Rewards model, we will examine pay programs, benefits and work life programs as key contributors towards employee motivation

### **MG 340A 001 Happiness & Career Success**

#### **PREQ: GB 215**

This course introduces the science of well-being, which investigates the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions.

The dominant lens through which we will explore the science of well-being is positive psychology. The over-arching goal of positive psychology is the rigorous and scientific study of the benefits and cultivation of positive emotions. That is not to imply that positive psychology theory and practice aims to deny or suppress negative emotions. Rather, it strives for a balanced human experience that allows both productive coping of difficult situations as well as development of desirable emotional states. Research in the areas of positive psychology and neuroscience confirm that positive emotions such as joy, optimism, gratitude and compassion can be cultivated and have enormous benefits not only on an individuals' sense of well-being, but also on their productivity, creativity and overall performance at work. It is undoubtedly for those reasons that the business community has begun to seriously reflect on and implement findings from the positive psychology field and researchers such as Arthur Brooks and Martin Seligman are advocating that gross national happiness matters and should be measured. In fact the small nation of Bhutan does just that by officially measuring their gross happiness level, rather than their gross domestic product, and organizations such as the United Nations' Sustainable Development Solutions Network systematically measure global happiness.

In this course, students will investigate subjective well-being from various perspectives (e.g., personal, workplace, economic) and with a variety of scientific lenses with the predominant being positive psychology. Students will practice classic interventions that have been found to increase one's level of subjective well-being as well as share their experience of these interventions in the course's discussion board. Students will also be expected to augment their experiential learning with a number of research-based essays and one presentation that will explore positive psychology topics of their interest. Furthermore, students will learn and practice the basics of positive psychology coaching (with a focus on goal setting and goal achievement using one's strengths) which can be applied in many managerial as well as personal settings.

### **MG 340B E01 Women's Leadership**

#### **PREQ: GB 215**

Research suggests that women in the business world benefit from gender-specific educational experiences since more often than not, they are working in a male-dominated or male-constructed environment. Based on this notion, this leadership course addresses gender-based challenges faced by women in business. With embedded mentoring experiences, the course is designed to provide the understanding and skills needed for successful careers in business in a global environment as a woman. Students will explore the nature of leadership in business by examining the challenges of leadership at various corporate levels in different industries and in different cultures. Students are expected to take major steps in advancing three critical aspects of career development: 1) Knowledge and Skills for leadership; 2) Networking and Relationships for learning and influence; and 3) Image and Reputation for impression management that leads to opportunities. They will become more aware of potential career advancement barriers and how to manage them. They will learn how to critically assess popular advice.

## **MARKETING**

### **MK 399 Creativity in Marketing**

#### **PREQ: GB 214**

Creativity and innovation are often evoked in company mission statements, but more often than not, companies fail at fostering them within their ranks. In this class, students learn why and how creativity fails within marketing organizations, and how to avoid these pitfalls. The focus of the course is explicitly on group and organizational creativity, particularly cross-functional creativity and its importance for functions such as new product development, retail, and marketing communications. Students in this course are encouraged to think of themselves as future change agents within organizations. They will learn the tools to build processes and spaces for creativity with tangible results. The course is also intended to take students out of their comfort zones and challenge their preconceptions of creativity

## **MODERN LANGUAGE**

### **ML 402 001 Advanced Chinese/English Interpretation**

This course is to help develop students' listening comprehension skills, reading interpretation 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: in a social event, a business meeting, a reception, a legal court room, or a company tour. Students will also learn to recognize words quickly and deliver words in the source language accurately and clearly.

### **Natural and Applied Sciences Courses**

#### **NASC 199 001 Chemistry of Life (4 credit lab science)**

From artificial limbs to wearable health technologies, our ability to improve the health of humans stems from a thorough understanding of biological molecules and how they interact to form functional systems. Beginning at the atomic level, this course introduces students to the basic structure and function of biologically important molecules. Students will examine how the bonding and structure of a molecule dictates its interaction with its surrounding environment, with a particular focus on human systems. Students will evaluate the ideas of systems thinking and material balances by examining material fluxes and metabolic reactions within the human body. Finally, students will relate these fundamental chemical concepts to innovative products and processes in the fields of biomaterials and biotechnology using examples of early-stage and established products. As a supplement to the formal class meetings, the course involves hands on laboratory-based scientific research. During the first part of the lab section, students will be trained in state of the art techniques for conducting modern day research. In the second portion of the lab, students will design their own experiments, collect data, and present their findings in a formal scientific presentation.

#### **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.

#### **NASE 399 001 Nanotechnology & Society**

The term "nanotechnology", while well known, is not well understood. Nanoscale materials, which are typically tens of thousands of times smaller than the width of a single human hair, possess very unique electronic, chemical, and mechanical properties that make them ideal candidates for revolutionary technologies. This course introduces students to the principles, applications, and societal implications of nanotechnology. Students will characterize the types of nanotechnologies and the strategies for fabricating and characterizing nanoscale materials. In addition, students will generate and characterize simple nanomaterials in a research laboratory. Students will also evaluate the current applications of nanotechnologies in electronics, healthcare, consumer products, and the environment. Finally, students will evaluate the risks, ethical concerns, business implications, and regulatory issues of nanotechnology.

#### **PS 301 H01 Behavioral Health: Natural Disaster Zones.**

This undergraduate course will explore the behavioral health issues, proactive preparedness measures, intervention strategies and the associated implications for governing agencies, business, actuarial and insurance industry. The course will introduce the unique behavioral trauma characteristics for children, adolescents, adults and the elderly. Concepts from social psychology will be applied to understanding community psychological identity disruption.

#### **PS 399 001 Nonverbal Behavior & Judging Others**

How do we communicate nonverbally and how do we use nonverbal information to form impressions and make judgments of others? This course is designed to introduce students to the basics of nonverbal behavior and how they influence our interpersonal interactions. The course will introduce students to research on various nonverbal cues, including gesture, touch, gaze, appearance, and facial and vocal cues. In addition, making judgments of others based on their nonverbal behaviors is a ubiquitous part of our interpersonal interactions. The second half of the course will explore how we perceive others, with a particular emphasis on first impressions and the role of gender and culture in these perceptions. We will also dispel common myths about nonverbal behavior in deception detection. Throughout the course, examples and activities will focus on the application of nonverbal behavior in healthcare and business settings.

## **SOCIOLOGY**

### **SO 298 001 Criminal and Social Justice**

The issue of crime, punishment, and justice are fundamental topics of our daily lives. Discussions of crime pervade our news, entertainment, public policy, and civil discourse. We live in an era of criminalization and mass incarceration, where the US prison population dwarfs that of any other country. Likewise, discussions of justice are linked to our perception of crime and its causes. As our views on crime shifts, so do our beliefs about what to do about it. This course will examine the topics of crime, punishment and justice from a critical perspective. We will question our assumptions about what causes crime, what constitute criminal behavior, and our contemporary approaches to dealing with it. This will include cross-country comparisons and discussions of radical approaches. As a result, students will have a greater understanding and awareness of the complexities of criminal and social justice, and their relationship to both.

### **SO 299 001 Human Trafficking & Global Slavery**

This class will investigate human trafficking and slavery from a number of perspectives including historic, economic, gender, race, religious and political. Students will explore the human factors of exploitation, objectification, alienation, and violence associated with human trafficking. Students will be asked to create and implement awareness and action plans to inform the campus of the scope and daily impact of human trafficking and slavery.

### **SO 402 001 Social Entrepreneurship**

Sociology is the study of society, of structural and institutional catalysts of behavior, of power and inequalities, and of the socialization of norms and values. Applied sociology is all of this, while also being the practical application of sociological tools to tackling micro and macro social problems, on community and societal levels. One of the most interesting and important intersections between social problems and social change lies in an analysis of current day business practices and corporatization, the effects these are having on people and planet, and how the current generation of business students and leaders can develop new and better models that serve the profit motive while addressing the world's most pressing social problems. During our semester, we will dive head-on into 1) a general outline of the state of the world, in terms of people and planet; 2) critical discussions of current business models and current business responses to the world's problems (CSR, business ethics, giving back, etc.); and 3) a survey of the emerging field of social entrepreneurship, including case studies and best practices. As sociologists in action, we will also begin to put the best practice lessons to use as we develop our own social entrepreneurial and social enterprise business plans.