

Fall 2011 Course Descriptions:

Economics:

EC 402 College Fed Challenge

PREQ: EC 111 & EC 112 & Instructor's Permission, Bus related elective

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 March 31, 2011. 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 and 002 Youth Cultures in World Cinema

This course is a focused study of a general theme: youth cultures and global cinema. The films will include films from both Western and non-Western cultures, and will range not only in geographical space but also in time—some films being more recent, some less so. We will study films featuring young people struggling with key moments in or aspects of their lives. Our primary focus will not be the long history of cinema nor technical details, nor terms of film theory, although these may feature in class discussion. Rather, we study 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, violence, youth culture 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.

Students will need to see films outside the class, and read accompanying assigned materials.

CIN 378: Hollywood Genres: Classical Forms and Contemporary Re-Inventions

This course focuses on the historical forms of Hollywood genres from the classical period of the studio system in the 1930s to the present. Readings consider the factors that define genres in particular cases, such as the production standards that shaped the Western, the thematic and stylistic features that characterize film noir, and the reception patterns that exemplify the cult film. Questions for class discussion include the following: Why do certain genres become popular at specific historical moments only to die out and reemerge in vastly different forms? How do generic transformations over time reflect changes in the social relationships of race, class, gender, and sexuality? In general, the class looks at a contemporary and a studio era example of each genre. Class discussions consider what features characterize the earlier film, and what changes (if any) are evident in the contemporary instance.

LIT 312 001 Creative Wrtg:Drama/Scrn Writg

Develops students' ability to write, analyze, and critique essential elements of dramatic writing for the stage and screen, including structure, character, dialogue, and story. Emphasizes writing for the theatre vs. the screen; may vary from semester to semester. Classroom methods include workshops to develop student work, in class exercises, analysis and exposition of the work of playwrights and/or screenwriters, and frequent writing assignments. The class is limited in size.

LIT 314 SX1 Creative Writing: Mixed Genres

The premise of this course is that the basic skills of the writer and the central effects of the work in any genre can be transferred to any other genre: for example, poetry, concrete imagery and rhythm; drama, conflict and individualized speech; fiction, narrative structure and voice; essay, striking idea and intellectual argument. Each student chooses his or her own work (family history, memoir, poetry, satire, adventure, etc., whatever you want). These five Saturdays will concentrate on a different kind of writing each time, using homework and in-class individual writing exercises, analyzing examples of good writing, and understanding issues in our guests' own creative work in progress.

Students begin the course by submitting to me a good draft of their chosen piece. Then, each day's exercises add that particular genre's strength to this draft. Thus there is ongoing conscious work on your writing. It is possible to make changes as you go along, but we as writers need to use discipline in developing our work, so you should resist a weekly change even if it seems promising; we shall consult if changes become numerous.

LIT 392 001 Selected Topics in Literary Theme: Literature of Mind

Professor Linda McJannet

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 392 002 Special Topic: Written for Girls, or Girls Reading

In this course, students will encounter and analyze texts that were written specifically for American girls to consume, plus one text not in that category, but it has become classic and often assigned in schools for middle- and high-school children, both boys and girls. Students will identify what has made these texts popular with girls of their generation, understand their contemporaneous culture, and identify what has persisted and what has changed over the years. These texts are relatively mainstream, and they do not often challenge, but, rather, demonstrate contemporaneous gender expectations for girls and, of course, boys in their shared world. Thus we will analyze, or “deconstruct,” the sociological and cultural message(s) of these texts. The course will layer the likely response of young readers with our more professional understandings. Also, we shall appreciate why some earlier texts have survived into our century.

Men should feel welcomed in this course. The only requirement is that you are willing to read a lot.

LIT 392 E01 Law & Literature

This course examines two kinds of narrative in American culture: novels and legal opinions. We will read cases in constitutional and criminal law, novels based on trials, short stories that dramatize legal themes, and essays on the philosophy of justice, examining the ongoing historical dialogue between the law and literature. Many canonical American writers had fathers who were judges, and those writers went on to write fiction animated by the ethical concerns and theatrical qualities of trial law; likewise, judges engage in storytelling and cultural analysis, illuminating the moral and intellectual concerns of their era. Texts include Faulkner's *Intruder in the Dust*, Melville's *Billy Budd*, Hawthorne's *The Scarlet Letter*, Martha Nussbaum's *Poetic Justice: The Literary Imagination and Public Life*, and case opinions from the United States Supreme Court. We will end the semester with a trip to the federal court in Boston to sit in on a trial.

MC300 E01 Selected Topics in Film, Television, and New Media Theory: The Music Industry (CI, LSM-MAS)

This course examines changes in the structure of the music industry and the evolution of popular music forms and genres. Industrial topics include the rise and fall of various playback technologies, cultural anxieties surrounding genres such as jazz and rap, and intellectual property. This course provides an introduction to the organization and structure of the music industry through an examination of the activities and strategies of labels, publishers, performance rights organizations, startups, and subscription services. Students learn about how globalization and new technologies challenge production and distribution norms. Through course readings and listening sessions, students are introduced to debates about commerce and creativity in rock, pop, indie rock, hip hop, electronica, world, and remix music.

Finance:

FI 402: Venture Capital

PREQ: FI 320

This course uses a combination of readings, cases, lectures, and guest speakers to study the venture capital industry in the United States. Emphasis is on the perspective of the venture capitalist. The course is designed to (i) Create an understanding of the role venture capitalists play in financing, advising, and influencing companies, (ii) Develop a conceptual framework for analysis that includes economic, social, and legal aspects, (iii) Gain knowledge of the institutional details related to raising capital, both for the venture capital firm and the investee companies, and (iv) Explore the interactions between venture capital activity and economic activity, the legal environment, and social norms.

FI 402 A – Investment Research Challenge

Professors Len Rosenthal and Otgo Erhemjamts

PREQ: FI 320 and Instructors permission required.

This course is designed for students interested in advancing their equity valuation skills and competing in the Boston Investment Research Challenge (IRC). The IRC team will analyze and value a publicly traded Boston area company, resulting in a written research report. The team will be mentored by Bentley faculty members as well as industry professionals. A group of professional judges will review and score the report. Top teams from the first round make an oral presentation of their research to a panel of experts from top financial institutions and respond to questions from the panel. The winner of local competitions advance to compete in a national and global contest.

Global Studies:

GLS 240 A Understanding the former USSR

1991 witnessed one of the most dramatic global events of the century: the official dissolution of the “evil” Soviet Empire. This second “Russian Revolution” changed the world in ways that no one could have predicted. In this course we will analyze the evolution of events since that detrimental year by examining as diverse developments as: the Velvet revolution in Georgia, the cult of personality in Turkmenistan, ethnic conflicts in Nagorno-Karabakh and South Ossetia, the Orange revolution in Ukraine, and the implications of a (re)emerging Russia on its neighbors.

We will be taking a look at the countries of the South Caucasus (Armenia, Azerbaijan and Georgia) the Baltic States and the Central Asian republics. At the end of the course the students will be able to better understand and analyze the politics of former Soviet republics and their relationship with their neighbors, regional powers (Iran, Russia and Turkey) as well as the United States and European countries.

GLS 240 B The Brazilian Amazon: Its people, history, and current state

This course is a general survey of the peoples, cultures, politics, and economy of the Brazilian Amazon, in broad strokes. It derives from the instructor's thirty-three years of experience in Brazil and the Amazon, including nearly eight years of living in the Amazonian jungle among isolated indigenous communities. It will discuss various Amazonian Indian tribes, drawing all the data from personal field research. It will also discuss Amazonia and its peoples in national

Brazilian politics and it will discuss local perspectives of caboclos (rural Brazilian residents of the Amazon river basin), farmers, and others.

GLS 242 Current Political Issues: Terrorism and National Security

This course examines terrorism as the type of “low intensity conflict” most likely to affect American in the first part of this new century. This course will look at the history of terrorism, the factors, the influence of religion such as Islam, the groups involved, and terrorist success and failures. The course will also look at America’s campaign against terrorism, examining economic, political, and military strategies, likely U.S. targets, alliances and coalition-building, impact on other international problems, and the prospects of success. While the main focus of the course will be on terrorism, other forms of conflict likely to be prominent in the Twenty-First Century will also be considered, along with America’s role in the world generally.

Information Design and Corporate Communication:

IDCC 390 001 Effective Business Presentations: Managing Crises Through Oral Communication

PREQ: Expository Writing I

Companies face the ongoing likelihood that, due to factors both within and outside their control, crises will emerge that 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.

IDCC 390A 002 Web 2.0 and Beyond: Innovations in Information and Communication

Technology

PREQ: Expository Writing I

In the 2000s, the Internet evolved from a web of destinations providing information, products, and services to one dominated by dynamic applications, social systems, and partially gated

domains such as Facebook. All this has changed the way information design practitioners need to apply their profession. In future decades, innovations in information and communication technologies (ICT) will have similar impact. To prepare you effectively for your career, you will need to be exposed to the latest developments in Internet design, technological innovations, and evolving business models as they emerge. This topic course presents you with the state-of-the-art thought leadership in these critical areas, covering developments in information technology, design, and business. The course includes a variety of teaching modes, including student research investigations, applied projects, and a continuously updated set of outside readings.

Law:

LA 402 Moot Court Team Competition

PREQ: LA 108, Instructor permission required

Moot Court Competition is an intensive oral advocacy course offered to advanced students. Students undertake to prepare and deliver a legal argument in eastern regional and national competitions. The legal argument is based on a case problem developed and sponsored by the American Collegiate Moot Court Association. The “closed” problem includes two legal questions to be argued by two-person teams. The problem is “closed,” meaning that students cannot go beyond a list of 20-25 specified cases and statutes in preparing for argument. The curriculum changes each year based upon the case problem. Case problems are generally drawn from the Bill of Rights and other sections of the United States Constitution.

Management:

MG340A ATM: Management of Innovation

Patricia Flynn, Trustee Professor of Economics & Management

PREQ: GB 215

In the increasingly complex and global marketplace, innovation is becoming a necessity for competitive strength and survival. Creativity and good ideas alone, however, are not enough for success; they must be transformed technologically and commercially into viable goods and services. This course focuses on management techniques for stimulating and implementing innovation at the workplace. Students will gain an understanding of innovative processes and systems, and of the skills and knowledge needed to transform innovation into enhanced competitiveness. The course discusses operational and strategic issues and the challenges of large, well-established firms, as well as of new technology-based start-ups. Students will learn how to create an innovative environment, how to manage people throughout the innovation process, and the key roles of leadership and teams in fostering change. The course analyzes factors external to the company that impact innovation and change, and explores the dynamics of innovation-driven economies in the United States and internationally.

The course includes a variety of mini-case studies of innovative companies and industries, and of creative leaders who challenged the status quo. Some business leaders and entrepreneurs will visit the class to discuss their experiences. In addition, the class will take a couple of field-trips to innovative companies.

MG 340B ATM: Life Calling and Career strategies: The Spiritual Journey

Professor Joseph Weiss

PREQ: GB 215

Discovering and balancing personal, spiritual and professional values and experiences with work and career planning strategies is the aim of the readings, exercises, and in-depth discussions of this course. The course moves beyond the traditional career management course, MG 225 and focuses on a more holistic approach for examining life and work aspirations and planning in the context of one's personal values and experiences.. Film clips, assessments, reflection, presentations, and in-depth discussion will be the pedagogical methods of the seminar.

MG 340C ATM: Global Innovation Management (Honors)

Professor Iris Berdrow

PREQ: GB 215

In today's global economy, competitive advantage goes to those firms that are able to out-innovate the competition. Companies face a stark choice. They can continually innovate, change, find new ways of doing what they do today, and new things to do tomorrow, or they can watch as their companies are attacked and trampled by more aggressive and innovative companies. In this course, we will examine the actions that global managers and their companies can take to effectively foster growth through innovation. You'll also be actively engaged in experiential exercises in class to learn what levers need to be pulled to impact on innovation and how to pull them. We will approach innovation from a cross-cultural perspective and so view innovation as a global strategy that companies can use to gain competitive advantage. But, the key to success lies in the ability to execute an innovation strategy. Thus, we will concentrate our attention on the effective execution of innovative activities.

MG 340D Dev. Skills in Selling and Building Sales Teams

Michael Papell

Prerequisite(s): GB 215

This course will equip students with the skills, theoretical frameworks, and experiences essential for them to become successful at selling their vision and their business ideas as both

entrepreneurs and intrapreneurs. Students will study and experience all aspects of selling (from prospecting to closing). The course will also teach students how to build an effective sales team as well as explore various sales compensation options. Students will learn and experience all aspects of the selling role.

MG 340E ATM: International Human Resource Management

Professor Iris Berdrow

PREQ: GB 215

Doing business in an international context confronts companies with specific choices in human resource management (HRM). The purpose of this course is to develop an understanding of how basic HRM may differ across cultures and how MNCs balance integration and localization of their HRM systems.

The 2009 World Investment Report issued by the United Nations estimates there are 82,000 transnational corporations with over 810,000 foreign affiliates who employ 77 million workers worldwide – more than double the labor force of Germany. This one metric alone demonstrates the extent of the globalization of business. Managing a culturally diverse workforce across geographic, social and political boundaries is a strategic issue for organizations. This course challenges students to understand human resource principles and practices in this global context.

Marketing:

MK 411 001 Marketing Project

PREQ: (MK 160 or GB 301 or GB 214) and (CC7 or WP)

Focuses on solving current business problems with company management attending every class.

Emphasizes the use of multidisciplinary skills to identify, define, and solve complex issues within the firm. Covers multiple topics including finance, accounting, management, marketing, technology,

and the law. Helpful to understand technology and cultural idioms. Involves significant group work

and the ability to meet tight deadlines. Deliverables may be sequential, but often unrelated and with frequent changes throughout the semester. Need immense curiosity, ability to research, search capability, and experience investigating multiple industries. Emphasizes the ability to use both written and oral skills in formal business presentations to top management. Requires the

ability to defend analyses and recommendations under pressure and strict time constraints. Mirrors working conditions and expectations of corporate partner's employees. Not recommended

for students without internship experience requiring productivity at the level of entrance level employees. Recent project partners include social media, consumer package goods, and high tech startup companies. Internships, fulltime, and part-time jobs often result.

Modern Languages:

MLFR 303 Masterpieces in French Literature

Introduces students to short passages of French literature from the 17th to the 20th centuries. Through regular group discussion and written commentaries, students learn how to read, analyze and enjoy texts by great French-speaking writers, while improving their ability to think and speak more clearly in French.

MLPO 298 Intermediate Portuguese I

This course is the first part of the intermediate level of Portuguese. It is designed for students who wish to continue developing their linguistic skills and knowledge of the cultures of the Portuguese-speaking world. Conversational competency, writing and reading skills are emphasized through a variety of activities and authentic materials, such as literary texts, multimedia, films, music and a play.

MLSP 301 Women's Writing in Latin America

This course explores literature written by women throughout the history of Latin America, with special emphasis on the end of the twentieth century. Students will identify characteristics in these texts in such a way so as to be able to categorize these texts as "women's writing." Some questions to be explored include: What is women's writing? Are there certain themes that are common to most Latin American women writers? Do they share similarities in style? What kinds of representations of gender and sexuality appear in these texts? Do these writings, and their authors, share more similarities with each other than they do differences? To answer these questions, students will be asked to apply a multidisciplinary lens of analysis that looks at Latin America's political, economic, and cultural history.

MLSP 402 "Multicultural Spain: Its autonomous regions and current affairs"

This course studies the seventeen autonomous regions in Spain through a multidisciplinary

approach. It will introduce topics ranging from art, architecture, literature, history and other cultural evidence from its early origins to modern Spain. In order to gain a better appreciation of Spain today, there will be assigned readings from the newspaper *El País*.

Natural and Applied Sciences:

NASE 398: Global Health Challenges (in a Changing World).

PREQ: One (4-credit) laboratory-based course in human biology: NASC 110 Human Biology, or: NASC 112 Evolution, Human Genetics and Behavior

Bioterrorism, immigration, natural disasters, global warming, emerging infections; all represent public health challenges with global implications. As the pace of global change increases, the challenges to public health will multiply. At the same time, technologies are also changing rapidly and providing new tools for dealing with the challenges of protecting human health. This course investigates public health from a global perspective, looking at health issues beyond our shores as well as the intrusions that global phenomena induce in our lives at home.

PS 305 Environmental Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or A&S elective requirement.

This course will explore the rapidly growing field of Environmental Psychology focused on understanding the interactions between human behavior and both the natural and built environments. The American Psychological Association defines these fields as: "Natural Environment - Environmental Psychology explores human responses to natural and technological hazards, conservation psychology, and place preference." Built Environment - Environmental Psychology examines environmental perception and cognition, environmental design, city planning, sustainable development, and place preference in regard to man-made environments.

PS 399 Analysis of Human Relations in Health Care Organizations

This course will acquaint students with theories that illuminate human relations patterns and practices in a wide variety of health care settings. Students will receive practice in the formal analysis of communication problems that manifest in pharmaceutical companies, HMOs, group practices and institutional settings. Participants will be taught to recognize elements of successful versus dysfunctional dynamics in health care organizations. An understanding of contemporary practices and trends in health care organizations will be provided. An introduction to interventions as well as methods of human relations training will be covered. This course will provide insight into using psychological theories and skills necessary for effective interpersonal relations among professionals in the healthcare industry. An emphasis will be placed on refining oral, written and visual presentation skills necessary for effective teamwork in healthcare organizations.

Sociology:**SO 299 Animals in Society**

We will use a sociological perspective to explore the relationship between animals and humans in contemporary society. Students will learn about a range of issues and topics relating to animals and how humans use and relate to them, and will learn a variety of approaches to conducting research about animals in society. The methodological approaches focused on by the class will include qualitative sociological techniques such as ethnographic field work, interviewing, discourse analysis, auto-ethnography, and visual sociology. The theoretical perspectives used will fall under the category of social psychology and will include symbolic interactionist, social constructionist, and ethnomethodological frameworks.