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## Babson students at Wellesley:

### **AFR 226 Environmental Justice, “Race,” and Sustainable Development**

An investigation of the extent to which the causes and consequences of environmental degradation are influenced by social inequality and the devaluation of indigenous peoples. The course will examine how the poor, indigenous peoples and people of color are subjected to environmental hazards. Topics include the link between negative environmental trends and social inequality; the social ecology of slums, ghettos and shanty towns; the disproportionate exposure of some groups to pollutants, toxic chemicals, and carcinogens; dumping of hazardous waste in Africa and other Third World countries; and industrial threats to the ecology of small island states in the Caribbean. The course will evaluate Agenda 21, the international program of action from the Earth Summit designed to halt environmental degradation and promote sustainable development.

Prerequisite: None

### **ARAB 101-102 Elementary Arabic**

An introduction to the Arabic language. The course takes a comprehensive approach to language learning and emphasizes the four skills of listening, speaking, reading, and writing. Students are introduced to the principles of grammar, taught how to read and write in the Arabic alphabet, and trained in the basics of everyday conversation. Through the use of a variety of written, video and audio materials, as well as other resources made available through the Web, the course emphasizes authentic materials and stresses the active participation of students in the learning process. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

### **ARTH 228 Modern Architecture**

A survey of the major movements in architecture in Europe and the Americas from neoclassicism to the present.

Prerequisite: None. ARTH 100 and 101 recommended.

### **CHEM 211 Organic Chemistry w/Laboratory**

Topics covered include: stereochemistry, synthesis and reactions of alkanes, alkenes, alkynes, alkyl halides, alcohols and ethers, nomenclature of organic functional groups, IR, and GC/MS.

Prerequisite: 105, or 120 or permission of the department.

**CHIN 101-102 Beginning Chinese**

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. *Four 70-minute classes plus one 30-minute small-group session. Each semester earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None. Open only to students with no Chinese language background.

**CHIN 103-104 Advanced Beginning Chinese**

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. *Three 70-minute classes. Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who can speak some Chinese (Mandarin or other Chinese dialect), or who have some knowledge about reading and writing Chinese characters. Department placement test is required.

**CHIN 202 Intermediate Chinese**

Further training in listening comprehension, oral expression, reading and writing. Four 70-minute classes plus one 30-minute small group session.

Prerequisite: CHIN 101-CHIN 102 or placement by the department.

**ES 214 Social Causes and Consequences of Environmental Problems**

This course focuses on the social science explanations for why environmental problems are created, the impacts they have, the difficulties of addressing them, and the regulatory and other actions that succeed in mitigating them. Topics include: externalities and the politics of unpriced costs and benefits, collective action problems and interest-group theory, time horizons in decision-making, the politics of science, risk and uncertainty, comparative political structures, and cooperation theory. Also addressed are different strategies for changing environmental behavior, including command and control measures, taxes, fees, and other market instruments, and voluntary approaches. These will all be examined across multiple countries and levels of governance.

Prerequisite: 102, or one course in political science, or permission of the instructor

**JPN 201-202 Intermediate Japanese**

Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. *Five periods. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or by permission of the instructor.

**PSYC 210 – 01 Social Psychology**

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction.

Prerequisite(s): PSYC 101, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.

## Babson students at Olin:

### **ENGR 1200 Design Nature**

We take nature, an important source of inspiration and understanding, as a theme and develop bioinspired ideas into functional prototypes. Our focus is on the general principles and methods that shape the practice of engineering design. Students complete individual and team projects in a studio environment where we seek to develop a shared practice and understanding of engineering design. Students also gain experience in visualization, experimentation, estimation, fabrication, and presentation as they relate to designing.

### **ENGR 2210 Principles of Engineering**

Through a significant project experience, students will learn to integrate analysis, qualitative design, quantitative optimization, experiments, and simulations to improve their ability to engineer real systems. In each section of the course, students will work in small multidisciplinary teams to design and to build a mechatronic system of their own choosing. Each project must include both a nontrivial mechanical system design and a nontrivial electronic system design involving both hardware and software components. Projects will be subject to realistic materials, process, and budgetary constraints

### **ENGR 2250 User-Oriented Collaborative Design**

Students develop detailed concepts and models of authentic new products and services. Our focus is on user-oriented, collaborative approaches to design and seeking holistic solutions integrating user and functional perspectives. We emphasize the importance of process and the development of strategies. Students observe and engage people to develop a deep understanding of their values and the patterns of their lives. They work collaboratively in a studio environment to create a shared understanding of the people they design for (and with) and the product ideas they develop. Topics covered include design thinking, ethnographic methods, concept development and interaction design.

### **ENGR2510 Software Design**

This course is an introduction to software design. It focuses on a model of computation as a set of simultaneous ongoing entities embedded in and interacting with a dynamic environment, for example: computation as it occurs in spreadsheets, video games, web applications, and robots. A major component of the class is a weekly three-hour, in class laboratory. Much of this laboratory is spent in collaborative work on program development, with an emphasis on student-student interaction and student-student teaching, facilitated and enriched by the course staff. In addition, design and implementation work is supplemented with observational laboratory assignments, inviting students to consider not only how to build a program, but how to anticipate its behavior and how to modify that behavior. Both students with no prior background and students with background comparable to the CS AP should both find this course interesting and worthwhile.

### **ENGR3220 Human Factors & Interface Design**

A hands-on exploration of the design and development of user interfaces, taking into account the realities of human perception and behavior, the needs of users, and the pragmatics of computational infrastructure and application. Focuses on understanding and applying the lessons of human interaction to the design of usable computer applications; will also look at lessons to be learned from less usable systems. This course will mix studio (open project working time) and seminar (readings and discussion) formats.

### **AHSE2141/ENGR2141\* Engineering for Humanity**

This course introduces students to engineering problem solving, beginning with understanding client needs and ending with implemented, adaptable, adoptable, and sustainable solutions. This course will draw equally on empathetic and ethnographic methods and on a technical understanding of the problem and solution domains.

Over the semester, we will learn about and with our clients; we will identify specific challenges that our clients face; and together with our clients we will develop concrete solutions to address these challenges. Students will leave Engineering for Humanity with a grounded understanding of the engineering problem solving process, experience in participant-observer fieldwork, and hopefully a feeling of satisfaction at having made a concrete difference in the lives of members of our community.

Our client population for the current version of this course is senior citizens who live in their own homes and who are recruited before the class begins. The projects will be specific service projects that students identify and design while working with senior citizens in surrounding communities. For example, students might design a device to help someone who has difficulty reaching up to change a light bulb, something to help hold a newspaper steady with shaky hands, or something to enable someone to get clothes out of a clothing dryer that is difficult to stoop down to reach. Some sessions of the course will be devoted to co-design with the client population or to team meetings. Other sessions involving guest speakers and fieldtrips, others with course discussion of topics relevant to aging. Students must simultaneously enroll in AHSE2141 and ENGR2141 for a total of 4 credit hours.

## Olin students at Wellesley:

### **ARTS 105 Drawing I**

An introduction to the fundamentals of drawing with attention to the articulation of line, shape, form, gesture, perspective, and value. Studio work introduces a range of traditional drawing tools and observational methods while exploring a variety of approaches to image making and visual expression. In-class drawing exercises and weekly homework assignments address a range of subjects with brief attention given to the human figure.

Prerequisite: None. Permission of the instructor required for sophomore, juniors, and seniors. Submit application via the Art Department web site before registration.

### **ARTS 109 Two Dimensional Design**

This foundational studio course addresses the issue of composition in two-dimensional media. It focuses on the fundamental elements of visual design (e.g., line, shape, value, space, color) and their function in the process of composing a page or image. Studio projects emphasize visual problem-solving skills as a means of achieving more effective communication. Class discussions and weekly assignments explore a range of media, including digital processes. Recommended for those interested in pursuing any type of two-dimensional work, including painting, photography or Web design.

Prerequisite: None. Permission of the instructor required for sophomore, juniors, and seniors. Submit application via the Art Department web site before registration.

### **ARTS 113 Three-Dimensional Design**

This introductory course explores the basic formal and spatial considerations when working with three-dimensional structure and form. Studio projects incorporate a range of materials and methods of visualization. Outside assignments and class discussions are aimed towards helping students enhance their creativity and spatial awareness while acquiring sensitivity for placement, process, and materials. Strongly recommended for those interested in sculpture, architecture, installation art, and/or product design.

Prerequisite: None. Permission of the instructor required for sophomore, juniors, and seniors. Submit application via the Art Department web site before registration.

### **ARTS 207 Sculpture I**

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone, and metals, with an introduction to basic foundry processes. Emphasis on working from direct observation of the model. *Studio fee of \$50.*

Prerequisite: ARTS 105 or 113 or permission of the instructor required.

### **BISC 111**

A study of life, ranging from the physiology of organisms to the structure of ecosystems. The main themes of the course are evolution and biodiversity, form and function in plants and animals, and ecological interactions among organisms. The course provides the fundamental tools for exploration of organismal biology with the aim of enhancing conceptual understanding. Laboratories focus on experimental approaches to these topics and are shared with BISC 113. Either BISC 110/BISC 112 or BISC 111/BISC 111T/BISC 113 may be taken first.

**CHIN 101-102 Beginning Chinese**

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. *Four 70-minute classes plus one 30-minute small-group session. Each semester earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None. Open only to students with no Chinese language background.

**CS 251 Theory Programming Languages**

This course offers an introduction to the dimensions of modern programming languages. Covers major programming paradigms: function-oriented, imperative, object-oriented, and logic-oriented. Dimensions include syntax, naming, state, data, control, concurrency, nondeterminism, and types. These dimensions are explored via mini-language interpreters written in OCaml, Scheme, and Haskell that students experiment with and extend.

Prerequisite: CS 230 or permission of the instructor.

**CS 304 Databases with Web Interfaces**

A study of the three-layer architecture commonly used for Web-based applications such as e-commerce sites. We will learn to model and design databases using entity-relationship diagrams and the Standard Query Language (SQL) for managing databases. We will learn PHP, CGI/Python, and Java Servlets, which are three important technologies for Web-based architectures. We will also discuss performance, reliability, and security issues. Finally, we will create dynamic websites driven by database entries.

Prerequisite: 230

**CS 307 Computer Graphics**

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics hardware, fundamentals of three-dimensional graphics including modeling, projection, coordinate transformation, synthetic camera specification, color, lighting, shading, hidden surface removal, animation, and texture-mapping. We also cover the mathematical representation and programming specification of lines, planes, curves, and surfaces.

**CS 342 Computer Security**

An introduction to computer security. Topics include ethics, privacy, authentication, access control, information flow, operating system security (with a focus on Linux), cryptography, security protocols, intrusion prevention and detection, firewalls, viruses, network security, Web security, and programming language security. Assignments include hands-on exercises with security exploits and tools in a Linux environment. Participants will independently research, present, and lead discussions on security-related topics. Students are required to attend an additional 70-minute discussion section each week.

**ECON 101 Principles of Microeconomics**

This first course in economics introduces students to the market system. Microeconomics considers the decisions of households and firms about what to consume and what to produce, and the efficiency and equity of market outcomes. Supply and demand analysis is developed and applied. Policy issues include price floors and ceilings, competition and monopoly, income distribution, and the role of government in a market economy.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

**ECON 102 Principles of Macroeconomics**

This course follows 101 and analyzes the aggregate dimensions of a market-based economy. Topics include the measurement of national income, economic growth, unemployment, inflation, business cycles, the balance of payments, and exchange rates. The impact of government monetary and fiscal policies is considered.

Prerequisite: 101. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

**ECON 220 Development Economics**

Survey and analysis of problems and circumstances of less-developed nations. Examination of theories of economic growth for poor nations. Review of policy options and prospects for low- and middle-income economies. Specific topics include: population growth, poverty and income distribution, foreign aid, and human resource strategies.

Prerequisite: ECON 101, ECON 102, ECON 103 recommended.

**EDUC 215 Understanding and Improving Schools**

Can schools remedy inequalities, or do they reflect and (re)produce them? Drawing from work in educational anthropology, sociology, history, and critical theory, we ask what schools are meant to produce and how this production functions in the everyday life of schooling. We first examine the proposition that schools can be oppressive spaces, and then consider how communities have organized their own struggles to demand and define humanizing and liberatory education. We ask—always—what the purpose of education should be.

**ENG 203 Short Narrative**

A workshop in the writing of the short story; frequent class discussions of student writing, with some reference to established examples of the genre. *Enrollment limited to 15 students. Mandatory credit/no credit. Students who have taken this course once may register for it one additional time.*

**FREN 206 Intermediate Spoken French**

Practice in conversation, using a variety of materials including newspaper articles, radio and television broadcasts, advertisements, and films. This course is designed to develop oral proficiency and listening comprehension, with necessary attention to the other skills—reading, and writing.

Prerequisite: 202, 203, or 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.

**FREN 211 Studies in Language**

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of literary analysis, composition, and the organization of ideas. Open to first-year students who have taken one of the prerequisite courses.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

**JPN 101-102 Beginning Japanese**

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. *Five periods. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

**JPN 201-202 Intermediate Japanese**

Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. *Five periods. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or by permission of the instructor.

**MUSC 220 Jazz Theory**

This course is based on an immersion approach into the language of jazz, creating a close connection between theory and practice. Ear training is a key component (singing bass lines and jazz solos, harmonic dictation), and we will practice improvisation techniques in class. We will study the basics: scales and modes, chords, forms, rhythmic structures, and jazz styles. We will explore the fundamentals of jazz harmony, including tune analysis, the II-V progression, secondary dominants, re-harmonization, and jazz piano voicings. Students will also use concepts learned in class to compose a blues and a solo based on a jazz standard. Class meets for one double period weekly with an additional keyboard ear-training lab.

**PHIL 216 Logic**

An introduction to formal logic. Students will learn a variety of formal methods—methods sensitive only to the form of arguments, as opposed to their content—to determine whether the conclusions of arguments follow from their premises. Discussion of the philosophical problems that arise in logic, and of the application of formal logic to problems in philosophy and other disciplines. Some consideration of issues in the philosophy of language.

Prerequisite: None

**PHIL 233 Environmental Ethics**

Do nonhuman animals, plants, species, ecosystems, or wilderness have moral value beyond their relation to human interests? Do we have moral duties to refrain from harming the natural world or to preserve it for future generations? How should we weigh environmental concerns against other concerns (such as the elimination of poverty or economic growth) in cases where they come into conflict? How should the benefits of the environment, and the burdens of conserving it, be shared across individuals or countries? Does recognition of the importance of the environment call for a brand new kind of moral philosophy or merely a more sophisticated application of an old one? This course will examine a variety of philosophical answers to these questions and apply those answers to a set of pressing current issues, including global climate change; population policy and reproductive freedom; the local food movement; and the use of nonhuman animals for food, research, and entertainment.

**PSYC 101 Introduction to Psychology**

An introduction to some of the major subfields of psychology, such as developmental, personality, abnormal, clinical, physiological, cognitive, cultural, and social psychology. Students will explore various theoretical perspectives and research methods used by psychologists to study the origins and variations in human behavior.

Prerequisite: None

**PSYC 340 Organizational Psychology**

An examination of key topics, such as social environment of the work place, motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory, and research.

**PSYC 210 Social Psychology**

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction.

Prerequisite: 101, AP score of 5 or permission of instructor.

**SPAN 201-202 Intermediate Spanish**

Intensive review of all language skills and introduction to the art, literature, and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Two admission units in Spanish or 101-102

**SPAN 241 Oral and Written Communication**

Practice in oral and written expression at the advanced level. Through frequent presentations, film viewing, and essays, students will develop the ability to use idiomatic Spanish comfortably in various situations. Students will thoroughly review grammar and self-test through a series of linguistic exercises. The course also features the reading and interpreting of literature in Spanish.

Prerequisite: 201-202, 242, or placement by the department.

**THST 204 Introduction to Acting**

This course is intended for any and all levels of experience. Students are introduced to the fundamentals of contemporary stage performance, as devised by such stage theoreticians as Constantine Stanislavsky, Lee Strasbourg and Sanford Meisner. Instruction focuses on the proper methods for breaking scenes down into component units or “beats,” staging them for clarity of purpose, and performing them truthfully in the immediate present before a live audience. Students perform in every class with a rotating roster of partners, emphasizing group learning and mutual support in the pursuit of an individual acting aesthetic. Performance material is drawn from the work of contemporary playwrights researched by the students or recommended by the instructor.

Prerequisite: None

**THST 205 Advanced Scene Study**

This course is intended to give the experienced theatre student exposure in the performance styles of other periods. Focusing on Classical, Elizabethan, Restoration, and Victorian dramatic literature, students retrace the development of the Western European theatrical tradition in practical terms. Particular emphasis is placed upon developing the performance skills necessary for remaining faithful to the acting style of the period while ensuring relevance and accessibility to a contemporary audience.

**THST 222 Survey of Theatre Design**

If you want to be a theatrical designer, this class is for you. In 12 weeks you will learn the basics of costume, lighting, and scenic design. This is a theatrical boot camp, team taught by New England professionals. Students will develop skills used by theatre set/light and costume designers. We will work collaboratively to understand the process of creating a theatrical production as it goes from page to stage.

## Olin students at Babson:

### **ACC1000 Introduction to Financial Accounting Foundation Management**

ACC1000 will provide you with an introduction to the Construction, Analysis and Forecasting of Financial Statements. These financial statements consist of the income statement, the balance sheet and the statement of cash flows as well as the associated explanatory statement footnotes. Using actual entrepreneurial companies as well as publically traded companies you will learn how to prepare, analyze, interpret and forecast financial statements. By the conclusion of the course, you will be able to forecast and analyze financial statements for investment decisions as well as to model and analyze the financial effects of different strategic directions as an owner of the company. These skills will benefit you in whatever career path you choose. Course offered each fall and spring.

### **ARB1200 Introduction to Arabic**

An introduction to the essentials of standard Arabic, the language used in public communications throughout the Arab world. This course introduces students to Arabic sounds, how to read and write in the Arabic alphabet, and the basics of everyday conversation. Through the use of a variety of written, video, and audio materials, this course emphasizes authentic materials and stresses the active participation of students in the learning process. Students are also exposed to cultural topics, discussions, and co-curricular opportunities with the goal of exposure to the diverse cultural contexts in which the language is used. (4 credits) Students are strongly encouraged to consider taking Beyond Revolution: Radical Thought in the Middle East (LVA2476) as a complement to this course.

### **ART1172 Introduction to Sculpture**

This is an introductory level studio art course designed to engage you with basic sculptural concepts and processes through the creation of your own sculpture. Working with basic material such as plasticene, plaster, wood, and wire, we will learn carving, modeling, and other methods of construction as we explore assignments that parallel historical approaches and processes. As a means of developing a full range of approaches towards making sculpture, we will examine paleo-lithic sculpture; Egyptian, Greek, and Renaissance bas-relief sculpture; abstract, kinetic and minimal sculpture; and installation and conceptual art. Students will be asked to keep a sketchbook for the development and critique of visual ideas. Through visualization, drawing, design, construction, and critique of sculpture, students will expand their skills of observation, critical analysis, and creative problem solving.

### **ART1175 Beginning Painting Watercolor and Acrylic**

This is an introductory level course designed to bring students through basic aspects of drawing in a wide range of media. No previous experience is required. Issues such as line, tone, mark making, gesture form, light sources, figure/ground relationships, and perspective to overall compositions will be addressed separately and in the many ways that they relate to one another in a drawing. Students will draw observationally from life and from their own drawings, learning how to use each of these concepts as tools in order to draw and see more analytically. We will work with a wide range of materials from basic graphite pencils and charcoal, to ink washes, conte crayon on gesso treated paper, silverpoint, collage, and printmaking. Slides of various artists' work will be discussed in relation to concepts and processes explored in class. Student work will be discussed in group critiques with full class participation. Students should be committed to expanding their skills and can expect project deadlines. There will be some expense for materials.

### **ECN2300 Principles of Macroeconomics**

Macroeconomics is concerned with developments in the national economy such as the level of output, prices and employment, and with the behavior of the national economy and the business cycle. Students will study national account aggregates such as GDP, GNP, exports, imports and balance of trade, and will learn about the US banking system, money creation and the use of monetary and fiscal policy to combat inflation and unemployment and manage stable growth.

**ECN3655 Managerial Economics**

ECN3655 provides the analytical tools for managerial decision making and policy formulation for businesses and governments. Quantitative skills are emphasized and strengthened throughout the course of study. Many of the skills learned in this course are applicable to marketing research, financial analysis, and management strategy.

Prerequisite: ECN2000 and SME2031

**EPS1210 The Ultimate Entrepreneurial Challenge**

This highly competitive course, patterned after the Donald Trump TV show, "The Apprentice," involves intense TEAM competition and problem solving. Students will elect CEO's, negotiate to acquire team members and compete for ten weeks to determine the ultimate winner. We will test your skills in strategy, marketing, negotiation, management, finance and the actual utilization of "out of the box thinking." The assignments will be based on actual business and case studies. In many cases, the entrepreneurs, or their representatives who are involved in that particular case, will come to class to judge the students on their presentation of solutions. Answers to solutions will be discussed in class. Details The class will be open to both graduate and undergraduate students who possess "out of the box thinking" abilities and are creative and want to be successful entrepreneurs. The students are treated as customers and their input will be solicited as to subjects covered. Last year, these subjects were selected.

Understanding what it really takes to be a successful entrepreneur Starting and growing a business Creating an entrepreneurial team Obtaining capital Negotiations Ethics Eureka Ranch creativity Financial analysis and tax planning Guerrilla marketing Succession Harvesting Social entrepreneurship Selecting the right management style for yourself Methods to develop inspiration and the tools to achieve success and confidence How to take calculated risks Other timely subjects What You Will NOT Do Have the Professor lecture to you for long periods of time. Have chapters to read and then go over the chapters in class. Have students hog air time. Learn formulas that you have to memorize. Have boring classes. I believe in business, as in life, nothing is ever handed to you. So, in this class, you will work harder than you have before. But, if you believe you have the passion to learn to be a successful entrepreneur, this is the class for you. Final Note This class will come as close as you can get while in college to be challenged to come up with the most successful solutions to the real problems you will encounter in the real world. The Professor will share the knowledge he has obtained in over 30 years of business expertise to assist you in learning the essentials you will need to be successful. Students will also have one-on-one time with the Professor.

Prerequisites: FME1001 or (MIS1000 and MOB1000)

**EPS3501 Entrepreneurship and Opportunity**

EPS3501, EPS3502 and EPS3503 are equivalent courses. Students can take only ONE of these courses. This course concentrates on identifying and evaluating opportunities for new business. The primary purpose is to investigate concepts tools and practices associated with identifying or creating new venture opportunities. Students will explore ways to shape and evaluate the viability of these opportunities by understanding key industry factors, market and competitive factors and customer needs. Students will gain a better understanding of personal entrepreneurial capacity, team building and management, and are augmented with readings, guest speakers, videos, and software simulations. Student teams will do at least two opportunity feasibility assessments. Prerequisites OEM and MCE

**JPN1200 Elementary Japanese Language and Culture I**

An introduction to a practical, and functional knowledge of Japanese as it is used in contemporary society. Students will learn the fundamental use of the Japanese language by exercising all four language skills: listening, speaking, reading and writing. Two basic writing systems, hiragana and katakana, are taught to promote literacy in Japanese environments. An introduction to Japanese culture, which is inseparable from learning the language, is provided through demonstrations, videos and films. Prerequisite: None This course is typically offered in the following semester: Fall

**LAW1300 Business Law**

This course is an introduction to the legal system. Survey of agency employment, torts, crimes, and contracts; formation, management, and financing of corporations and partnerships; sales; consumer protections; and securities law. Prerequisite: NONE

**MOB3580 Negotiations**

This course explores the many ways that individuals think about and practice conflict resolution. Students will have a chance to learn more about their own negotiating preferences and the consequences of the choices they make. The course requires both intensive involvement in negotiation and mediation simulations/exercises and thoughtful application of theory through class discussion and written analysis. Class materials will reflect a variety of contexts from the workplace, including interpersonal, global, and cross-cultural interactions. Prerequisite: IME 3 or OEM

**MOB3582 Global Management Communication**

Effective communications are at the core of all international business relationships. So this course combines theory with practice in order for students to discover best practices in cross-cultural communication and then to apply them to the challenges of the global business leader. To become successful in this role, students will study the relationship between issues of culture, gender, and ethnicity and successful business communications. MOB3582 will be taught using lecture/discussion sessions, short case analyses, simulations, self-assessments, and the development of coaching skills that build collaboration across cultures and identities. Students will also have the opportunity to enhance their oral and written communication competencies established within multi-cultural contexts. Prerequisite: OEM or SME2001 and SME2002

**NST1020 Sustainable Energy Solutions**

As the world's current energy demand continues to rise, it is critical to understand the causes, impacts, and possible solutions to our current global energy crisis. This course will focus on the technologies associated with renewable forms of energy and their potential for future success.

**PHO1100 Photography**

Introduction to the Art of Photography: While learning basic photography practice, students in this studio arts course will be introduced to the history and range of photographic practice, the ethics of representation, and the aesthetics of visual art forms. \*\*\*Special equipment required - check with division\*\*\* You may not take this course if you have taken PHO1190

**PRF1110 Fundamentals of Acting and Improvisation**

In this course students will gain an understanding of the methods and tools required for performance. Through various exercises, theater games, improvisation, and assignments students will create characters, learn theater terminology and various methods of acting, and attempt to find not only meaning but also the theatrical power of dramatic literature. Most importantly, students will develop the confidence to approach the craft of acting with discipline and success.

**The Gender Film Initiative**

This course will institutionalize the work of the Gender Film Initiative, a project born out of CWEL with the goal of producing short films focused on gender issues in the classroom to be used in Babson FME classes. In this course, students will engage with gender theory as well as learn techniques for creating characters, developing conflict, and crafting plot for a short film script. Students will, by course's end, develop a script for a ten-minute film and will be responsible for the rehearsal, production, and post-production work of the film. A secondary, long-term goal of the course is to market the film for use in other Babson courses and, perhaps, to other academic institutions. Prerequisites: 3 intermediate liberal arts (HSS LVA CVA)

**LVA2016 Violence: Theories of Cruelty, Evil, and the Inhuman**

This course will investigate the idea of violence across an extensive spectrum of authors, texts, films, and literary-philosophical perspectives from the East and the West. We seek not merely to engage in a conventional critique but to exceed the boundaries of our embedded understanding by also contemplating this concept's fascinating potential as a form of literary imagination and intellectual expression. Topics will therefore include cruelty, vulnerability, power, betrayal, destruction, vengeance, anger, terror, defacement, pain, disaster, and inhumanity. From the poetics of torture to the damaged writings of war, from theoretical works on catastrophe to cinematic and artistic pieces on the nature of evil, the intent is to explore the many narratives that have emerged across the global horizon in the face of an often violent experience of the modern world. Prerequisites: RHT I & II and (AH & HS) or AHS

## Wellesley students at Olin:

### **ENGR 1200**

We take nature, an important source of inspiration and understanding, as a theme and develop bioinspired ideas into functional prototypes. Our focus is on the general principles and methods that shape the practice of engineering design. Students complete individual and team projects in a studio environment where we seek to develop a shared practice and understanding of engineering design. Students also gain experience in visualization, experimentation, estimation, fabrication, and presentation as they relate to designing.

### **ENGR 2210 Principles of Engineering**

Through a significant project experience, students will learn to integrate analysis, qualitative design, quantitative optimization, experiments, and simulations to improve their ability to engineer real systems. In each section of the course, students will work in small multidisciplinary teams to design and to build a mechatronic system of their own choosing. Each project must include both a nontrivial mechanical system design and a nontrivial electronic system design involving both hardware and software components. Projects will be subject to realistic materials, process, and budgetary constraints.

Prerequisite: ENGR1125

### **ENGR 2250 User-Oriented Collaborative Design**

Students develop detailed concepts and models of authentic new products and services. Our focus is on user-oriented, collaborative approaches to design and seeking holistic solutions integrating user and functional perspectives. We emphasize the importance of process and the development of strategies. Students observe and engage people to develop a deep understanding of their values and the patterns of their lives. They work collaboratively in a studio environment to create a shared understanding of the people they design for (and with) and the product ideas they develop. Topics covered include design thinking, ethnographic methods, concept development and interaction design.

### **ENGR2510 - Software Design**

This course is an introduction to software design. It focuses on a model of computation as a set of simultaneous ongoing entities embedded in and interacting with a dynamic environment, for example: computation as it occurs in spreadsheets, video games, web applications, and robots. A major component of the class is a weekly three-hour, in class laboratory. Much of this laboratory is spent in collaborative work on program development, with an emphasis on student-student interaction and student-student teaching, facilitated and enriched by the course staff. In addition, design and implementation work is supplemented with observational laboratory assignments, inviting students to consider not only how to build a program, but how to anticipate its behavior and how to modify that behavior. Both students with no prior background and students with background comparable to the CS AP should both find this course interesting and worthwhile.

### **ENGR 3210 Sustainable Design**

This course provides a comprehensive overview of sustainable product design. Emphasis is placed on learning and using green design principles, methods, tools and materials. Examples include life cycle assessment, eco-efficiency and eco-effectiveness. A system perspective highlighting material and energy flows over the complete product life cycle is used to structure course material. Students complete substantial reading, investigate existing products and develop their own product ideas.

Prerequisite: ENGR2250

**MTH 3140/ENGR 3140 Error Control Codes**

Error-control codes are used to detect and correct errors that occur when data are transmitted across a noisy channel. This course provides an introduction to error-control codes, including linear, cyclic, binary, and non-binary codes. Mathematics such as modular arithmetic and introductory ring and field theory will be introduced and used extensively. Students must simultaneously enroll in MTH 3140 and ENGR 3140 for a total of 4 credit hours.

Prerequisite: MTH2210

**ENGR3220 Human Factors & Interface Design**

A hands-on exploration of the design and development of user interfaces, taking into account the realities of human perception and behavior, the needs of users, and the pragmatics of computational infrastructure and application. Focuses on understanding and applying the lessons of human interaction to the design of usable computer applications; will also look at lessons to be learned from less usable systems. This course will mix studio (open project working time) and seminar (readings and discussion) formats.

Prerequisite: ENGR2250; or permission of instructor

**ENGR3290 Affordable Design and Entrepreneurship**

Students gain experience innovating to address social challenges through a design and entrepreneurship approach that emphasizes context, collaboration, and sustainability. The focus is on alleviating poverty by deploying innovations in communities that generate income and meet daily human needs in areas like energy, water, health, agriculture, transportation, and communication. For example, students might create and test the technology for a micro energy utility, such as a concentrated-solar battery charging station, and the business model that makes it viable.

The course is run as a firm where students work in teams with community partners nationally and internationally to co-create and launch new products and ventures. Topics covered include the conditions and causes of poverty, approaches to poverty alleviation, cultural awareness and community engagement, affordable design principles and practices, and social venture models and strategies including financing and scaling. Groups of students travel to partner sites in countries like India, Morocco, Ghana and the U.S. to build relationships, gain contextual awareness, and implement projects.

This course is part of the ADE Program that also includes placement assistance to help students find internship and job opportunities in social enterprise. ADE is offered jointly with Babson College where students enroll in EPS 4515.

Prerequisite: ENGR2250

**MTH2133 - Computational Bayesian Statistics**

Bayesian statistics provide a powerful toolkit for modeling random processes and making predictions. The ideas behind these tools are simple, but expressing them mathematically can make them hard to learn and apply. This class takes a computational approach, which allows students with programming experience to use that knowledge as leverage. Students will work through a series of exercises in the book, *Think Bayes*, and help develop new material.

## Wellesley students at Babson:

### **ACC1000 Introduction to Financial Accounting Foundation Management**

ACC1000 will provide you with an introduction to the Construction, Analysis and Forecasting of Financial Statements. These financial statements consist of the income statement, the balance sheet and the statement of cash flows as well as the associated explanatory statement footnotes. Using actual entrepreneurial companies as well as publically traded companies you will learn how to prepare, analyze, interpret and forecast financial statements. By the conclusion of the course, you will be able to forecast and analyze financial statements for investment decisions as well as to model and analyze the financial effects of different strategic directions as an owner of the company. These skills will benefit you in whatever career path you choose. Course offered each fall and spring.

### **HIS3610 Moral Leadership in Countries and Companies**

In politics and business, leadership is a fundamental key to success. This course uses cases from business, history, and politics - from Abraham Lincoln to Barack Obama, from Mahatma Gandhi to Martin Luther King, and business leaders from around the globe to explore the relation between ethics and leadership. Does history offer a way of critiquing our contemporary ideas about leadership, identifying good ideas while spotting mistaken notions of leadership and protecting ourselves against them? Can leaders on the national and global scale, whether in government or business, learn anything about leadership from "ordinary" people who serve as leaders in "ordinary" life, and vice versa? Above all, what is the role of values in leadership? Does honesty pay? Or was Machiavelli right that successful leaders must be deceivers? Or does the truth lie somewhere between and if so, how can Babson students, as future leaders, aim to achieve effective leadership while preserving their personal integrity?

Prerequisites: 3 Intermediate Liberal Arts (HSS, LVA, CVA)

### **PHO1100 Photography**

Introduction to the Art of Photography: While learning basic photography practice, students in this studio arts course will be introduced to the history and range of photographic practice, the ethics of representation, and the aesthetics of visual art forms. \*\*\*Special equipment required - check with division\*\*\* You may not take this course if you have taken PHO1190 Prerequisites: NONE