Binghamton University Scholars Program

Professor William Ziegler
Executive Director

http://binghamton.edu/scholars

Spring 2015 Course Offerings

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Planning For Binghamton University Scholars Courses

For those who entered the Binghamton University Scholars Program in Fall 2014:

Spring 2015: Those who entered the Scholars Program in Fall 14 must enroll in and successfully complete a section of SCHL280 during the Spring 2015 semester unless you receive written permission to do otherwise from Professor Ziegler.

Fall 2015: Those who entered the Scholars Program in Fall 14 are required to enroll in and successfully complete a section of SCHL280 during the Fall 2015 semester unless you receive written permission to do otherwise from Professor Ziegler.

For those who entered the Binghamton University Scholars Program in Fall 2013:

Spring 2015: Those who entered the Scholars Program in Fall 13 must enroll in and successfully complete a section of SCHL227 during the Spring 2015 semester unless you receive written permission to do otherwise from Professor Ziegler.

Fall 2015: Those who entered the Scholars Program in Fall 13 must register for SCHL327 and complete the Scholars III requirement prior to the close of the Spring 2016 semester unless you receive written permission to do otherwise from Professor Ziegler. Use B-Engaged to submit a Scholars III pre-activity application and a post-activity application for approvals.

For those who entered the Binghamton University Scholars Program in Fall 2012:

Those who entered the Scholars Program in Fall 12 must register for SCHL327 and complete the Scholars III requirement prior to the close of the Spring 2016 semester unless you receive written permission to do otherwise from Professor Ziegler. Use B-Engaged to submit a Scholars III pre-activity application and a post-activity application for approvals.

For those who entered the Binghamton University Scholars Program in Fall 2011:

Those who entered the Binghamton University Scholars Program in Fall 2011 must register for SCHL427, and complete the Scholars IV requirement prior to the close of the Spring 2015 semester unless you receive written permission to do otherwise from Professor Ziegler. Use B-Engaged to submit a Scholars IV pre-activity application and a post-activity application for approvals.

Additionally, the Application for Completion of Scholars Program Requirements on B-Engaged must be completed.
To receive President’s Honors or All-University Honors upon graduation, those who entered the Binghamton University Scholars Program in Fall 2011 (or Fall 2012 if graduating early) must register for and complete all Scholars requirements including SCHL127, SCHL227, 2-SCHL280s, SCHL327 and SCHL427 prior to the close of the Spring semester unless you receive written permission to do otherwise from Professor Ziegler. Additionally, an overall GPA of 3.25 is required. There are no exceptions to the GPA requirement and if not met, an honors designation will not be granted at graduation even if all other requirements were completed.
Priority Registration for Binghamton University Scholars

Binghamton University Scholars priority registration time is calculated by having 24 credit hours added to the total number of credit hours you have completed. To determine your priority registration time, count the credit hours of the courses you have completed, not any courses you are currently taking, add 24, and then refer to the table below. The two values in the rightmost column in the following table represent the range of credit hours completed (plus 24). Please note that 24 credit hours are added to calculate priority registration ONLY. These credits will NOT appear on BU brain when viewing your registration time slot and do not apply to degree or university requirements.

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Spring 2015
Binghamton University Scholars Courses

SCHL 227: Leadership, Project Management, and Service

**NOTE:** All second semester sophomore Scholars are required to take this course. Please note that there is only one option for the lecture and eight options for the discussion. Be sure to plan your schedule carefully so that you can register for the mandatory lecture portion of the course. Refer to the SCHL227 ADDENDUM at the end of this document for complete details on project choices and scheduling requirements.

**Project Instructor:** Peter Nardone, Assistant Director of New Student Programs

**Gen Ed designations:** None

**Credit Hours:** 2

**Course Description:** Teams of Scholars will make a difference in the community by combining the concepts of leadership, service, and project management into one experiential learning endeavor to design, plan, and implement a service project. A commitment averaging four hours of time outside of class each week is required over the length of the semester and projects are typically conducted off campus. Open only to students enrolled in the Binghamton University Scholars Program. Two credit hours.

**ASL Designation:** SCHL227 has been designated a Academic Service Learning (ASL) course, which is a nationally recognized pedagogy characterized by somewhat rigid formal and theoretical components, which foster campus-community reciprocity, reflection, and student development. Details are available at: [http://www.binghamton.edu/cce/course-designation/ascl_designation.html](http://www.binghamton.edu/cce/course-designation/ascl_designation.html)

**Instructor Biography:** Pete Nardone, is the Assistant Director for New Student Programs. He is a graduate of Binghamton University receiving a B.A. in Psychology (05) and MSW (07). Prior to his current role, he worked as a Resident Director and Community Director for Residential Life from 2007-11. In addition to teaching SCHL227, he also teaches HDEV 105 and HARP 101. He loves working with students. Whether it’s at New Student Orientation, events on campus or his day to day work, he truly appreciates all the diverse and innovative ideas our campus community brings. His hobbies include running, hiking, photography, cycling, outdoor pursuits and playing sports.
SCHL 327: Scholars III: Worlds of Experience

All Scholars expecting to complete the Scholars III requirements during the Spring 2015 semester must register for SCHL327 and complete a Scholars III Pre-Approval Application on B-Engaged before registering. Upon completion of the Scholars III activity, a Post-Approval Application must be submitted through B-Engaged. Please note that SCHL327 is a zero-credit course that will not be graded, but must be completed as part of the Scholars Program requirements.

If the Scholars III requirement is being completed as study abroad, or during the summer or semester break, then Scholars must register for SCHL327 in the semester immediately following completion of the requirements.

Course Description: Scholars III requires students to participate actively in Scholars Program activities and to seek and complete an experiential learning activity, which provides the opportunity to put into practice the knowledge gained from courses taken. Scholars III is intended to expand your perspective on your education and help you define and direct your progress from the classroom to the world of work. A commitment of at least 30 hours is required for the activity, the activity must be approved the Scholars Director in advance, and the activity must be supervised. Scholars III requirements can be achieved through a variety of experiential education activities including internships, study abroad, research, lab experience, clinical experience, independent study and other activities as described in the Scholars Handbook. For students in SOM, DSON, and Watson (Engineering programs only), the Scholars III requirements are primarily met by specific degree requirements. Additional, all students, including those listed in the programs above are required to submit a resume that has been reviewed by the Career Development Center and to participate actively in the annual Scholars Poster Event. Details of the requirements can be found in the Scholars Handbook (online).

SCHL 391: Scholars Teaching Practicum

Credit Hours: 2

Independent study through teaching-related experiences in a particular Scholars Program course. Various assignments are closely directed by the instructor in that course, including development of syllabi and other course materials; creation and reading of examinations; lecturing and/or discussion leadership. May include responsibilities coordinating students working on service related activities under direction of an instructor. Prerequisites: SCHL127, SCHL227, SCHL280 and permission of Professor Ziegler, Executive Director
**SCHL 395: Scholars Internship**

**Credit Hours:** 1 to 4

On-the-job, practical, hands-on experience at a preapproved organization providing an opportunity for Scholar interns to work in industrial, commercial, academic, or not-for-profit institutions and to apply their knowledge to practical professional problem solving. Variable credit of 1-4 hours with 40 hours of experiential activity required per credit hour. Prerequisites: SCHL 127, SCHL 280, restricted to Binghamton University Scholars, and Permission of Scholars Executive Director.

**SCHL 397: Scholars Independent Study**

**Credit Hours:** 1 to 4

Independent study supervised by an instructor approved by the Scholars Executive Director. Permission of Professor Ziegler, Executive Director required.

**SCHL 427: Scholars IV: Capstone**

All Scholars expecting to complete the Scholars IV requirements during the Spring 2015 semester must register for SCHL427 and complete a Scholars IV Pre-Approval Application on B-Engaged before registering. Upon completion of the Scholars IV activity, a Post-Approval Application must be submitted through B-Engaged.

SCHL427 is a zero credit course that will not be graded, but must be completed as part of the Scholars Program requirements.

Scholars MUST register for SCHL427 in the semester in which he/she will complete the requirements for Scholars IV. If the Scholars IV requirement is being completed during the summer or semester break, then Scholars must register for SCHL427 in the semester immediately following completion of the requirements. The Scholars IV Post-Approval form
must be submitted in the same semester in which the Scholar registers for SCHL427 upon completion of the Scholars IV activity.

Scholars IV requires students to participate actively in Scholars Program activities, and to seek and complete a capstone learning activity related to your major. Scholars IV is intended to bring together all of the learning you have accomplished and leverage that learning into a final capstone activity. The selected capstone activity must be approved by the Scholars Director in advance.

The Scholars IV requirement can be completed in one of seven ways:

- **Double Major:** Complete a major in two different departments in the same school or college (e.g. a degree in computer science and a degree in electrical engineering, both from the Watson School).
- **Double Degree:** Obtain a degree in two different schools/colleges (e.g., a degree from Harpur College and a degree from the School of Management).
- **Department Honors:** Earn honors in the department of your major (Check to see if your major has an honors program).
- **Decker School of Nursing senior year clinical or Watson Senior Project (engineering programs only, not CS)**
- **Capstone Course option 1:** Complete a 400-level (or above) elective course within your major department that does not count towards the requirements of your major.
- **Capstone Course option 2:** Complete a 400-level (or above) elective course within your major that does count toward the requirements of your major and identify, with the help of your instructor, additional requirements which you must meet in addition to the course requirements. This will require a minimum 50 hour commitment over and above the requirements of the course.
- **Capstone Research Project or Independent Study:** Requires a minimum 50-hour commitment towards this activity

For students in SOM, DSON, and Watson (Engineering programs only, not CS), the Scholars IV requirements are met by specific degree requirements.
Future SCHL280 Course Offerings

Predicting which SCHL280 courses will be offered each semester or year is not possible due to the variables associated with faculty availability. However, approximately six SCHL280 courses will be offered every semester.

Winter and Summer sessions: No Scholars courses are typically offered during these sessions.

Spring 2015 SCHL280 Courses

- SCHL280A, Pease, A Historical Perspective – H,J
- SCHL 280B, Project Management – O
- SCHL 280C: Buddha Mind, Buddha Brain – H,O
- SCHL 280G, International Business – O,G
- SCHL 280H, Philanthropy and Civil Society – J (O and C)
- SCHL 280M, Military Industrial Complex – N,O

SCHL 280A: Peace, A Historical Perspective

Course Instructor: George Catalano, Professor of Bioengineering
Gen Ed designations:
H – Humanities
J – Joint Oral and Composition
Credit Hours: 4

Course Description: Peace. What is peace? Can we ever attain it? How do we teach about it? Is war inevitable? Justified? Such questions have been discussed by many and in many different forums. Our semester’s journey will explore the concept of peace both from an academic and a very personal perspective. In the first half of the course, we will read what many of the greatest minds and activists have had to say about peace. In the second half, we will consider the very personal perspective of those who are asked to fight and die...the soldiers. I am a soldier, having served during the Vietnam War era. War is very personal to me. In addition, more than simply reading and talking about peace, we as a community will try to take a small step towards peace through service to a non-profit agency, the Rescue Mission, here in Binghamton dedicated to ameliorating the plight of homeless many of whom are veterans.

Instructor Bio: Dr. George Catalano received his Ph.D in Aerospace Engineering from the University of Virginia. He is currently Professor of Bioengineering and former Faculty Master of the Apartment Communities at Binghamton University. He is the former Director of the
Binghamton University Scholars Program. Dr. Catalano is the author or coauthor of several books including Engineering and Society: Working Towards Social Justice, Engineering Ethics: Peace, Justice, and the Earth (2006) and Engineering, Poverty, and the Earth (2007). He has been a professor at the US Military Academy, the Air Force Institute of Technology and others. He served as a Captain in the US Air Force and as a NASA Fellow. Dr. Catalano has over thirty archival journal articles in engineering science, engineering education and ethics, more than 80 reviewed conference proceedings, and over one hundred national and international conference presentations. He has served as Principal Investigator on over $900,000 in funding, primarily from U.S. government agencies.

SCHL 280B: Project Management

**Course Instructor:** Chad Nixon, Senior Vice President, McFarland Johnson, Inc, Assisted by Professor William Ziegler, Executive Director – Binghamton University Scholars Program  
**Gen Ed designations:** O  
**Credit Hours:** 4

**Course Description:** Project management of engineering systems development. Problem investigation and assessment, solution development, determining requirements, design reviews, maintenance considerations, financial and cost/benefit analysis, risk analysis, project implementation, commercial potential. Version control, libraries, and archives, teamwork, communication management, time management, formal documentation, professional communication skills – formal writing and professional presentations. Assignments include a semester long detailed case study. Prerequisite: Must be enrolled in the Binghamton University Scholars Program.

**Additional Info:** This course does not require a background in engineering. Scholars in this student-centered course will develop two written design proposals that will be submitted to the Federal Aviation Administration Design Competition for Universities for judging and evaluation at the national level. Only take this course if you enjoy technology, writing and teamwork (with accountability).

**Instructor Bio:** Chad Nixon is Senior Vice President at McFarland Johnson (MJ), a consultancy providing financial and aviation planning, environmental, engineering, and construction inspection services for both private and public projects large and small. He brings tremendous energy to the company and is consistently sought out for his innovative problem solving skills. He leads the strategic growth of MJ’s market sectors and provides oversight relative to new services, growth opportunities and industry trends. He has a highly diverse background that includes contract negotiations, airport operations management, and aviation planning. He has performed FAA and DOD airspace liaison duties in numerous countries including Malaysia, Thailand and Oman. His areas of aviation expertise include: airport management, aviation forecasting, economic analysis, airport negotiations, business planning, and project
management. Mr. Nixon currently serves as Special Projects Manager on statewide and airport specific aviation planning projects.

Nixon received his MBA with a specialization in Aviation from Embry-Riddle Aeronautical University. He serves on numerous national, state and regional aviation committees and boards of directors including his role as Past-President of the New York Aviation Management Association and Board Member of the Northeast Chapter of the American Association of Airport Executives. Chad has a strong bond with his community through volunteerism and civic activities. He assists local aspiring entrepreneurs through his interaction with the Pre-Seed Workshop and is credited with inventing the Airport Dynamic Analysis Tool, which automates the aviation planning process. He has also served as a Cub Scout leader, a student advisor at Binghamton University for several years to students engaged in the FAA’s National Design Competition, and participates in several local charities and committees within his community.

SCHL 280C: Buddha Mind, Buddha Brain

Course Instructor: Peter Donovick, Professor of Psychology
Course Credits: 4
Gen Ed designations:
H -- Humanities
O -- Oral Communication

Course Description: Siddhartha Gautama, also known as Gautama Buddha, or simply The Buddha; whose teachings Buddhism was founded, was born in northeastern India the 5th century BCE. He sought the meaning of life and upon becoming “enlightened” he became a teacher. Buddhism is a living tradition, passed from teacher to student. The Dali Lama, a teacher of the Dharma in Tibetan Buddhism, has sought to integrate the neuroscience with traditional Buddhism. Meditation and mindfulness have become popular and of interest to clinical and neuroscientists. Students in this course will investigate basic Buddhism and integrate its teachings with the Neurosciences. A reading, which identifies the basic Buddhist teaching, will be assigned prior to the start of the course. Open only to students in the Binghamton University Scholars Program.

Instructor Bio: Professor Donavick is the Director of the Institute for Neuropsychological Research & Professor of Psychology at Binghamton University. Most recently he has taught graduate & undergraduate Human Neuropsychology, Neuropsychological substrates of Criminal Behavior, and Buddha Mind/Buddha Brain - an exploration of the neuroscientific correlates of mindfulness as taught by classical Buddhism. In the lab, undergraduates (including students from the Binghamton University Scholars program) investigate topics ranging from the effect of pets on health, to problem solving in dementia, and the connection between meditation and scholarly performance. In the past, his research teams have investigated topics such as cognitive abilities of incarcerated men. Each semester he hosts at least one lab lunch where
everyone brings a dish to pass. Academically, he enjoys working with undergraduates, particularly as they start their college careers.

**SCHL 280G: International Business**

**Course Instructor:** Anna Addonisio, Senior Associate Dean – Harpur College  
**Course Credits:** 4  
**Gen Ed designations:**  
O -- Oral Communication

**Course Description:** This course is designed to analyze and discuss cultural differences among nations and within nations along with the challenges these differences create for international business. Students will analyze the benefits and costs of different national strategies by using the case study method, and will be able to critique political and economic systems encountered by international entities.

Students will collaborate, analyze, and prepare a case study of an international university challenged by changing financial structures and struggling with a climate of declining government support, increasing enrollment and institutional priorities. Facts and information will be cataloged in a chronological manner, which will vividly describe the reality of the university’s current situation and cultural climate. Small teams will subsequently analyze and discuss current issues relating to globalization of markets and the direct/indirect effects for businesses, workers, communities, and national policy. The teams will serve as consultants to an international university, developing strategic solutions in an ever-changing economic and cultural climate. Prerequisite: Binghamton University Scholar.

**Additional Info:** Scholar students will prepare a case study of Mykolas Romeris University (MRU). MRU is an international university in Northern Europe recently challenged by its changing financial structure and like most US public universities is struggling with a climate of declining government support and challenged by increasing enrollment and its prioritization of entrepreneurship across the disciplines. Students will serve as consultants to MRU, developing strategic solutions; basically a “road map” to MRU achieving its goals in the ever-changing economic and cultural climate in Lithuania.

**Instructor Bio:** As the Senior Associate Dean for Administration, Dean Addonisio manages the fiscal and administrative functions of a college of 26 departments, 14 programs, over 300 tenure/tenure track faculty, and 200 non-tenure faculty. She directly supervises five professional staff, three support staff, and indirectly supervises over 110 college-wide support staff. Harpur College’s student body consists of 8,156 undergraduate majors, and 1096 graduate majors including PhD students.

Responsibilities include collaboration with the department chairs in developing curricular planning for the next academic year, college wide support staff training, managing all
aspects of faculty support including reviewing faculty promotion and tenure cases, faculty leaves, and faculty/adjunct appointments. As the fiscal custodian, Dean Addonisio, along with her staff, manage the finances for the entire college and allocate resources based on departmental curricular plans and faculty recruitment, and in conjunction with the Dean’s and Department Chairs, develop our faculty-hiring plan and programmatic resource needs. She is currently working with three committees in campus building planning, the Science buildings renovations, and the new Smart Energy Building. She is trained in incident management and is the campus’ academic representative on the campus Incident Management Team (IMT).

As an adjunct faculty member in the School of Management, Dean Addonisio has taught at both the undergraduate and graduate level in areas of Financial and Managerial Accounting.

**SCHL280H: Philanthropy, Nonprofit Organizations and Civil Society**

**Instructor:** Professor David Campbell, Department Chair and Associate Professor – Public Administration - College of Community and Public Affairs at Binghamton University

**General Education:** J - Joined Composition and Oral Communication
**Credit Hours:** 4

**Course Description:**
Philanthropy, Nonprofit Organizations and Civil Society:
In this course, you’ll have $10,000—real money—to change the world. The challenge for the students in the class will be how to spend it. Philanthropists face this challenge every day. Consider these questions: How do you want to make a difference? How do philanthropic dollars help make the world a better place? How do you know your money is being used effectively, to make the difference you want to make? This course offers students the chance to reflect and act on these questions by making grants totaling $10,000 to nonprofit organizations in the greater Binghamton community. From Andrew Carnegie’s commitment to build libraries in the early 20th century to Bill and Melinda Gates’ current efforts to eradicate disease in Africa, philanthropists have played an important role in the development of civil society. Yet many students are unfamiliar with philanthropy and the nonprofit organizations they fund. This course introduces students to philanthropy and the nonprofit sector by giving them a hands-on opportunity to become grant makers. Students enrolled in the class will select an issue area for funding (such as the environment, youth services or immigration), and evaluate and recommend organizations to receive grants. Class members will decide collectively which organizations they will support. Course content will facilitate student grant making decisions. Course topics include: Historic and current leaders in philanthropy and the nonprofit sector, the size and scope of the nonprofit sector, defining community needs and philanthropy’s role in addressing them, and how leaders in philanthropy and nonprofit
organizations collaborate to accomplish shared goals. Prerequisite: Binghamton University Scholar.

**Instructor Biography:**
David Campbell is Associate Professor and Chair of the Public Administration Department in the College of Community Affairs at Binghamton University. He teaches courses in nonprofit management and leadership, philanthropy and applied community-based research, among others. His research interests include nonprofit accountability, mergers and alliances among nonprofit organizations and the nonprofit sector’s response to the September 11th terrorist attacks. His articles have appeared or been accepted in publications such as *Nonprofit Management and Leadership, The American Review of Public Administration, Administration in Social Work, Families in Society, The Journal of Public Affairs Education, Responsive Philanthropy, State of Philanthropy, 2006 and The Working Paper Series at Baruch College’s Center on Nonprofit Management*. He has also made contributions to several edited volumes on nonprofit management.

In addition to his academic experience, he has held senior management positions in major nonprofit organizations in Cleveland and New York City. From 1999-2005, he served as Vice President for Programs at the Community Service Society of New York (www.cssny.org), a prominent New York City social welfare organization concerned with the challenges facing low-income New York City residents. He coordinated the organization’s response to the 9/11 attack, oversaw advocacy efforts in Albany and Washington on welfare reform and other issues and organized the agency’s strategy development process. Prior to that, he was Vice President of the Center for Families and Children, a Cleveland, OH multi-service, social service agency. He served for six years as an adjunct faculty member at Columbia University’s School of International and Public Affairs. He has also taught at the New School in New York City and with the Learning Institute for Nonprofit Organizations/ University of Wisconsin Cooperative Extension.

David Campbell has provided consultation to organizations on a wide variety of topics, including merger assessment, strategic planning, retreat facilitation, board training and other issues. He holds a Ph.D. from Case Western Reserve University, a master’s degree from Yale University and is a Phi Beta Kappa graduate of Bates College.
SCHL 280I: The Military Industrial Complex

Course Instructor: Joshua Reno, Assistant Professor of Anthropology
Course Credits: 4

Gen Ed designations:
N -- Social Science
O -- Oral Communication

Course description:
In 1960, President Eisenhower used his final address to warn the American public of the “grave implications” of what he called the Military Industrial Complex. As a result of World War II and the Cold War, the United States had been “compelled to create a permanent armaments industry of vast proportions” and he feared the social and political consequences of this development. In this class we will discuss what gave rise to these pronouncements and what has happened in the half century since they were made. We will consider the political economy of the largest military force in the world and how it is interwoven with everyday American life in ways both subtle and spectacular. In particular, we will consider: whether unilateral U.S. military intervention is ever morally justified, whether the preponderance of U.S. bases and soldiers stationed overseas constitutes an empire, how American military might is depicted in media representations, including cinema and television, what new conversations have emerged surrounding military expenditure in the wake of recent economic crises, and in what ways citizens in the U.S. and from around the world have benefitted from, resisted and/or rethought American military industrialism.

Additional notes:
Social Science (N) The Military Industrial Complex will rely primarily on sociological and anthropological sources on the relationship between the military and American life. This will introduce students to the key theoretical ideas in these fields including, but not limited to: the relationship between social structure and everyday practice, the importance of using political economy as a way to understand the modern state, the cultural and historical analysis of imperial formations, and the relationship between representation and power. The enduring significance of the concept of "Military Industrial Complex," is a testament to the power that representations about social reality have to rethink and change the world in which we live. Oral (O) Each student will do three presentations in total (worth 20% of their final grade) First, the class will require different students to lead discussion each week, beginning with a five-minute oral presentation on the weekly topic. Each student will do two presentations (worth 5% each). Presentations will be assessed based upon style, clarity and organization. I will give students tips on how to improve their oral communication skills based on the first presentation and use this to gauge their level of improvement for the second presentation. Students will receive additional feedback from their fellow students, who will receive participation credit for their
evaluations. Finally, in the final two weeks, each student will present the topic for their final paper to their classmates (worth 10%).

**Instructor Bio:** Joshua Reno is an Assistant Professor in the Anthropology Department at BU. He received his PhD in sociocultural anthropology from the University of Michigan in 2008, based on his in-depth research on Northern American landfills and the controversial waste trade between the US and Canada. He has published articles on these topics, as well as on renewable energy, environmental governance and language and communication. With Catherine Alexander, he co-edited Economies of Recycling (2012), which examines, on a global scale, the profits and perils associated with transforming waste into a resource. He has taught courses on climate change, human rights, digital culture, and the social study of science and technology.
SCHL227 Addendum

You should have received this information already from Peter Nardone, but it is included here for your convenience. Below is a description of eight service project sites and opportunities specifically for SCHL227. This information is for you to get a better understanding of each partner and project. Some aspects of each project might change slightly, but for now, you should be able to get a "flavor" of what to expect.

SCHL227 will be divided into two parts; a lecture and a discussion.

The lecture component will be on Mondays from 4:40-5:40pm. Registration and attendance at this session is mandatory.

There will be eight discussion sections, with each representing one of eight projects. Registration and attendance at one of the discussion sessions is mandatory. The projects assigned to each discussion follow. Please note that each discussion will consist of spending time with your team planning and working on your project. Therefore, if you cannot register/attend a specific discussion day/time then you will not be able to participate in the project.

Tuesday:
10:05-11:30am The Discovery Center (13 seats)
2:50-4:15pm CHOW (13 seats)

Wednesday:
12-1pm Magic Paintbrush Project (13 seats)
2:20-3:20pm Communikey (13 seats)

Thursday:
10:05-11:30pm Johnson City Senior Center (12 seats)
2:50-4:15pm Broome County Urban League (12 seats)

Friday:
9:40-10:40am SUNY ATTAIN Labs at Binghamton (12 seats)
12-1pm Ross Park Zoo (12 seats)

All sections will only run for 1 hour in length, even if the schedule shows longer than one hour.
DESCRIPTION OF 227 PROJECTS:

The Discovery Center
The Discovery Center of the Southern Tier
60 Morgan Road
Binghamton, NY 13903
http://www.thediscoverycenter.org/
Bus Transportation: BC Transit 3, Park Ave

Mission Statement:
The purpose of The Discovery Center of the Southern Tier is to develop the intellectual, physical and emotional well-being of the children of the Southern Tier through participatory exhibits and programs.

Site Background:
The Discovery Center is a children’s museum chartered by the New York State Department of Education. The museum features 25,000 square feet of interactive indoor learning displays for children and their families and a 2 acre interactive Story Garden that fosters outdoor exploration and literacy. The target age for the museum is children aged 2-12. The museum’s annual admission is 56,000 visitors. Of those visitors 13,000 are school children who participate in the museum’s educational programs that align with the New York State learning standards. The museum houses a New York certified preschool (Discovery Kids Preschool) and a New York State Certified K-5 after school program (Discovery Kids Club).

Project Summary:
The Discovery Center of the Southern Tier seeks to include the addition of play equipment in the museum’s interactive Story Garden that can be used for the purpose of therapeutic exercise that promotes balance and muscle building. Students will be working under the direction of the museum’s Program/Exhibit Director with support from Handicapped Children’s Association physical and occupational therapists working with the museum’s inclusive preschool program. Students will help install equipment for the museum’s Story Garden for the purpose of promoting intentional motor activities, such as balance training through spinning on a tire swing and walking on balance beam and strength building with pull-up bars.

Section Number and Time: Tuesday-10:05 AM (13 Seats)
Mission Statement:
Connecting compassion with needs; inspiring growth with dignity.

Site Background:
Serving their neighbors in need since 1941, the Broome County Council of Churches is an organization that collaborates with many facets of the community to serve people with needs. Through their growing and diverse programs, the Council provides services to the hungry; elderly and lonely; disabled; sick; imprisoned; homeless and poor; and youth of Broome County. The Community Hunger Outreach Warehouse (CHOW), through its network of 30 food pantries located in Broome County Congregations and over 30 soup kitchens and community meal programs, distributes over 130,000 pounds of food each month.

Project Summary:
In this project, students will work together to develop a curriculum to teach families in the Binghamton area how to grow crops through gardening. Once the curriculum has been formed, the students will help to teach the local community how to garden effectively. Additionally, students will have the opportunity to help with the marketing and distribution of garden plots to disadvantaged families in the area. Through this experience, students will learn more about sustainable living and will be exposed to a teaching environment.

Section Number and Time: Tuesday- 2:50-4:15pm (13 seats)
Mission Statement:
The Magic Paintbrush Project provides family and community engagement programs that serve individuals of all ages with special needs.

Site Background:
The Magic Paintbrush Project is a family and caregiver engagement program that serves individuals of all ages with developmental disabilities. The program does use a variety of creative materials in sessions, but they do not focus on creating art or providing any therapies. Instead they focus on engaging the needs with goals and help individuals and families SEE that they are able.

Project Summary:
The Magic Paintbrush Project staff is looking forward to working together on creating meaningful ways to build “community” between campus and those they serve. Please note, while the descriptions are specific to areas of current needs, we encourage you to let us know if one of these areas inspires you to do “something different”. Sessions: Many students like to work directly with individuals and families, to do students need to attend a volunteer training session and go through the enrolling process for our session volunteers. Volunteer training is offered once per month, or arranged when there is a group of interested folks. Session times vary and occur 7 days a week anywhere from 9am – 6pm (each lasts approximately 2 hours), and the volunteer opportunity provides a flexibility that many of you seem to need.
Administrative: If you are interested in learning more about how a not for profit works and how our business is structured. We are happy to work with interested students, sharing our experience as a social entrepreneurship. Students can help with marketing, social media, and be involved with the “Our Space” project. Typical activities would be Monday through Friday 9am – 2pm, with your times being flexible within our regular business hours. Special Projects: We are very proud to be a part of have a very special project happening through collaboration with The City of Binghamton Parks & Recreation Department and the Binghamton University PWC Scholars called “OurSpace”. Our Space is a revitalization of Recreation Park in Binghamton to create a fully accessible park for individuals of all ages and abilities. With a focus on the ball field and the play areas, the project is ambitious. One of the goals for “OurSpace” is to bridge the Binghamton University Community with the Community at large. Having students build relationships with the community while working collaboratively on the park’s features is key to the overall success of the OurSpace Project. Students would be working as member of the “Community Committee”. Volunteering would be mostly weekends.
and evenings, and may also include independent research opportunities. For those who are looking to learn more about “Project Management” this is an excellent opportunity in addition to leaving a lasting legacy of your experience here in Binghamton. Additional opportunities might be available as well.

Section Number and Time: Wednesday- 12-1pm (13 seats)
Communikey
Communikey
607-239-7045
http://thecommunikey.com/

Mission Statement:
Communikey's goal is to bring the community closer together, whether it be local businesses, students or Binghamton residents. Aside from the obvious benefits of saving money through their discounts, the CommuniKey network exists as a medium to show you the nooks and crannies of your community.

Site Background:
In 2011, CommuniKey started off as a discount program for college students, but over the past few years, it has evolved into something much more. CommuniKey is now a membership for college students, faculty & staff. Perks of being a CommuniKey member not only include unlimited discounts at over 50 local businesses, but also access to monthly events and free giveaways every week.

Project Summary:
In this project, students will help Communikey to put on a large-scale event within the Binghamton community. Similar to the Downtown Student Kickoff that occurs in the Fall, this event will bring together businesses, students and locals from the surrounding area. Students will help facilitate the event on the day itself, in addition to the logistical planning and marketing of the event. This is a great opportunity for students to connect with local businesses and to fortify their interpersonal and planning skills.

Section Number and Time: Wednesday- 2:20-3:20pm (13 seats)
**Johnson City Senior Center**
Johnson City Senior Center
30 Brocton Street
Johnson City, NY 13790
Bus Transportation: BC Transit Bus 17, Johnson City

**Vision:**
The Johnson City Senior Citizens Center is a private, not-for-profit community-oriented organization that strives to be a trendsetter in providing programs and services that empower adults to improve their level of health, wellness and independence.

**Statement of Purpose:**
The Johnson City Senior Center's role is to identify and address the needs of current older adults while evolving to meet the needs of adult generations in the future.

**Site Background:**
Every day at the Johnson City Senior Center, they celebrate the lives of their members, believing that aging is not about time and body but place and relationships. They proudly serve over 3,000 members as a member and community supported senior center. They offer programming throughout the year that includes Always Available Programs, Special Events, and Trips for both the community and the seniors.

**Project Summary:**
In this project, students will have the opportunity to help with the marketing of the Johnson City Senior center. Working with publisher, they will have the opportunity to help with the Center’s monthly newsletters and also will be responsible for creating a new marketing campaign for the organization. Students will also be paired with a “Buddy” that they will be able to interact with on a one-on-one basis and learn their story. Having a buddy will enable the students to draw upon stories and reflections that they can use in their marketing efforts. They will also have the opportunity to participate in some of these events with their Senior Buddy.

**Section Number and Time:** Thursday-10:05 AM (12 Seats)
Broome County Urban League
Broome County Urban League
43-45 Carroll Street Binghamton,
New York 13901
607-723-7303
http://www.bcul.org/index.shtml
Bus Transportation: BC Transit 12

Mission Statement:
To facilitate economic self-reliance and an improved quality of life for Broome County Urban League clients and community through education, empowerment and self-respect.

Site Background:
The Broome County Urban League (BCUL) is located in Binghamton, New York and was founded in 1968. The BCUL became an affiliate of the National Urban League in 1970. The Broome County Urban League, associated with the United Way, has been one of the major non-profit organizations that provides social services in the county for over the past 40 years. They provide for those who are in need of housing, employment, food as well as education.

Project Summary:
The premise of this project with Binghamton University is to assist the BCUL with a marketing campaign to help rebrand the agency. Given the limited amount of funding and the need to rebrand being associated with success in all of our programs the BCUL would heavily benefit from this marketing project. Marketing in all areas of focus is essential and the BCUL has many opportunities for growth. The students involved in this project will play a crucial role in ensuring that BCUL related events and programs are heard about and that the BCUL’s mission and vision is known to the community in which we serve.

Section Number and Time: Thursday- 2:50-4:15pm (12 seats)
Mission Statement:
Provide access to state-of-the-art technology for individuals with limited experience and knowledge of technology in order to function responsibly in an increasingly demanding technological world. Provide opportunities for training in academic and employability skills, utilizing educationally sound, responsive software. Provide opportunities for participants to gain knowledge of the world through the use of the Internet. Transform attitudes of individuals about the use of technology and its affect on their daily living. Communicate and share information with individuals from around the world. Use technology to support a child’s learning in and out of the classroom. Provide information technology training and industry certification, leading to career upgrades.

Site Background:
The State University of New York ATTAIN (Advanced Technology Training and Information Networking) is a statewide project offering an assortment of academic, occupational and employability courses through state of the art technology labs. These courses are geared to introduce as well as supplement student participants with educational & vocational skills through advanced technology training for a high-demanding technological world. They provide the following to the community: Tuition-free programming, computer classes, certifications, academic, technical, employability and life skills training, open lab with internet access, individual tutoring, help with resumes, cover letters, and job applications.

Project Summary:
SUNY ATTAIN Labs at Binghamton is offering the opportunity to help rebrand the Binghamton ATTAIN Labs. Students will develop and implement marketing tools and techniques. In order to understand the mission of Binghamton ATTAIN, students will tutor constituents in basic computer skills. This will include one-on-one instruction as well as assessment of skills and offering recommendations for further instruction paths for each constituent. Students will also have the opportunity to review the existing curriculum and suggest enhancements, and develop a new curriculum if needed.

Section Number and Time: Friday- 9:40 AM (12 Seats)
**Mission Statement:**
The Binghamton Zoo at Ross Park is a living museum dedicated to conservation, education, recreation and the exhibiting of animals in a quality manner.

**Site Background:**
Under the Southern Tier Zoological Society, Ross Park has undergone tremendous changes. What was once asphalt, concrete and steel bars is now winding wooded paths with naturalistic exhibits housing over 100 different species. A strong emphasis on conservation education has created an outreach program that serves over 20,000 people in New York and Pennsylvania. The Zoo holds many large scale events for the Southern Tier community.

**Project Summary:**
An old facility like the Binghamton Zoo at Ross Park takes a lot of work to maintain and they couldn’t do it without the help of dedicated volunteers and support from the community. That is why this project will help with the beautification and maintenance of the Ross Park Zoo. The penguin exhibit within the zoo just got a makeover from collaboration between Binghamton University and Quarter Yellow (a mural company within Binghamton). The mural done in penguin has increased the aesthetics of the exhibit, but now a lot more work needs to be done on the exhibit itself to make it more suitable for penguins (it was originally a beaver exhibit). This includes massive amounts of sediment being put into the exhibit and creating alcoves and short tunnels for the penguins to nest in. Also, the Ranger Station Presentation Area is a location in the zoo which had some merit when first built, but has since been unused because of its location and general uneven ground. Ideally the zoo would love to turn it into a small presentation area with short amphitheater type seating and better footing for people to enjoy the area. The area is also impossible for wheelchairs and we would like everyone to be able to enjoy it. Another area needing improvement is the wolf exhibit is empty and it needs a lot of work before putting more wolves into it. This means more sediment, some possible exhibit furniture being built/brought in, fencing being fixed, etc. This is a big exhibit and therefore a big job. Generally, this project will entail major zoo clean-up and also exploration of the exhibits.

**Section Number and Time:** Friday- 12:00 PM