Binghamton University Scholars Program

Professor William Ziegler, Executive Director
http://binghamton.edu/scholars/

Spring 2014 Course Offerings

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PLANNING FOR Binghamton University Scholars Courses

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

Spring 2014:
Those who entered the Scholars Program in Fall 13 must enroll in and successfully complete a section of SCHL280 during the Spring 2014 semester unless you receive written permission to do otherwise from Professor Ziegler.

Fall 2014:
Those who entered the Scholars Program in Fall 13 must enroll in and successfully complete a section of SCHL280 during the Fall 2014 semester unless you receive written permission to do otherwise from Professor Ziegler.

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

Spring 2014
Those who entered the Binghamton University Scholars Program in Fall 12 must enroll in and successfully complete a section of SCHL227 during the Spring 2014 semester unless you receive written permission to do otherwise from Professor Ziegler.

Fall 2014 or Spring 2015
Those who entered the Binghamton University Scholars Program in Fall 12 must register for SCHL327 and complete the Scholars III requirement (http://binghamton.edu/scholars/ click on Scholars III Application) prior to the close of the Spring 2015 semester unless you receive written permission to do otherwise from Professor Ziegler.

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

Spring 2014
Those who entered the Binghamton University Scholars Program in Fall 2011 must register for SCHL327 and complete the Scholars III requirement (http://binghamton.edu/scholars/ click on Scholars III Application) prior to the close of the Spring 2014 semester unless you receive written permission to do otherwise from Professor Ziegler.

Fall 2014 or Spring 2015
Those who entered the Binghamton University Scholars Program in Fall 2012 must register for SCHL427 and complete the Scholars IV requirement (http://binghamton.edu/scholars/ click on Scholars IV Application) prior to the close of the Spring 2015 semester unless you receive written permission to do otherwise from Professor Ziegler.

For those who entered the Binghamton University Scholars Program in Fall 2010

Those who entered the Binghamton University Scholars Program in Fall 2011 must register for and complete all Scholars requirements including SCHL127, SCHL227, SCHL280s, SCHL327 and SCHL427 (http://binghamton.edu/scholars/) prior to the close of the Spring 2014 semester unless you receive written permission to do otherwise from Professor Ziegler.
Future SCHL280 Course Offerings:
Predicting which 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 will be offered during these sessions.

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, only count the courses you have completed, not any courses you are currently taking (and then add 24) and then refer to the table below. The two values in the third column in the following table represent the range of credit hours completed (or credit hours completed +24 for Scholars). Please note that the 24 credit hours are added to calculate priority registration ONLY, and do not apply to degree or university requirements.

Spring 2014 pre-registration for all continuing undergraduate students will open Thursday, October 31st and run through the last day of classes, Friday December 13th. Continuing graduate student registration will open, Wednesday, October 30th.

Beginning Monday, October 21st, students can find their individual registration time ticket on BU Brain.

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Spring 2014 Binghamton University Scholars Courses

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SCHL 327  Scholars 3: Worlds of Experience  
SCHL 397  Scholars Independent Study  
SCHL 427  Scholars 4: Capstone  
SCHL 391  Scholars Teaching Practicum  

SCHL227 Leadership, Project Management, and Service

Instructor: Peter Nardone, Assistant Director Binghamton University Scholars Program  
Assistant Director – New Student Programs

Gen-ed: none  
Credit Hours: 2

Course Description: This course will enable Scholars to develop their leadership, project management, and teamwork skills while planning, leading and participating in a service-learning project. Scholars will have the option of several projects to choose from based on course/section scheduling. A formal presentation and participation in the annual Scholars Poster Event are required. Details of the requirements are available in the Scholars Handbook (online) and may require an off-campus time commitment. A minimum of 30 hours outside of the classroom is required. Prerequisite: Binghamton University Scholar.

Instructor Biography:  
Greetings everyone! My name is Pete Nardone, and I am the Assistant Director for New Student Programs, President's Scholars and the Binghamton University Scholars Program. I am a graduate of Binghamton University receiving my B.A. in Psychology (05) and MSW (07). Prior to my current role, I worked as a Resident Director and Community Director for Residential Life from 2007-11. I currently am the instructor for Scholars 127 and 227. I also am an instructor for other courses on campus including HDEV 105 and HARP 101. I simply love working with students. Whether it's at New Student Orientation, events on campus or simply my day to day work, I truly appreciate all the diverse and innovative ideas our campus community brings! Outside of work, my hobbies include running, hiking, photography, cycling, outdoor pursuits and playing sports. If you ever see me on campus make sure to stop and say hi!
**SCHL327: SCHOLARS III Worlds of Experience**

All Scholars expecting to complete the Scholars III requirements during the Spring 2014 semester must register for SCHL327 and complete a Scholars III Application before registering (available online [http://binghamton.edu/scholars/](http://binghamton.edu/scholars/) click on Scholars III Application)

SCHL327 is a zero credit course. Scholars MUST register for SCHL327 in the semester in which he/she will complete the requirements for Scholars III. 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. An application for Scholars III is required, is available on the Scholars Program website, and must be submitted to the Scholars Office prior to starting the activity. The application must be resubmitted in the same semester in which the Scholar registers for SCHL327 upon completion of the Scholars III activity.

**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 by 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).

**SCHL427 SCHOLARS IV Capstone**

All Scholars expecting to complete the Scholars IV requirements during the Spring 2014 semester must register for SCHL427 and complete a Scholars IV Application before registering (available online [http://binghamton.edu/scholars/](http://binghamton.edu/scholars/) click on Scholars IV Application).

SCHL427 is a zero credit course (SCHL427). 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. An application for Scholars IV is required and must be submitted to the Scholars Office prior to starting (where applicable) the activity. The application must be resubmitted 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 six ways: department honors, double major, double degree, capstone research or project (requires a 50 hour commitment), capstone course (400 level or above) within your major department that is not a major requirement, or a capstone course (400 level or above) within your major department that is a requirement of the major and an additional 30 hours of work with the instructor of the course. For students in SOM, DSON, and Watson (Engineering programs only), the Scholars IV requirements are primarily met by specific degree requirements. Participation in the annual Scholars Poster Event to display your Scholars IV activity is strongly encouraged, but optional unless participation in the Scholars III Poster Event was not fulfilled. Scholars IV requirements are fully described in the Scholars Handbook (online).
SCHL391 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

SCHL397 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.
Spring 2014 Scholars SCHL280 Courses

**SCHL280B Project Management**

**Instructor:** Chad Nixon, Senior Vice President, McFarland Johnson, Inc
Assisted by Professor William Ziegler, Executive Director – Binghamton University Scholars Program
**General Education:** none
**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:** Binghamton University Scholar.

**Additional Information:** 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 Biography:**
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.
**SCHL280D  Ghosts in American Culture**

**Instructor:** Professor Libby Tucker  
**Gen Ed:** C -- Composition  
**Credit Hours:** 4

**Course Description:**  
We will analyze the significance of ghosts in American folklore and literature, with attention to Native American, European American, African American, and Asian American traditions. Excerpts of films will supplement class discussions. Students will do field and library research in preparing group presentations to be given at the end of the semester. Format: discussion. Three short papers and one longer one. Oral group presentation. Texts: Weinstock, Spectral America; Kingston, Woman Warrior; Silko, Ceremony; Groff, Monsters of Templeton; Tucker, Haunted Halls. Prerequisite: Binghamton University Scholar.

**Instructor Biography:**  
Dr. Elizabeth Tucker, Professor of English at Binghamton University, is the editor of *Children’s Folklore Review* and president of the International Society for Contemporary Legend Research. She received her doctorate in folklore from Indiana University, where she developed specializations in children’s and adolescents’ folklore, folklore of the supernatural, and legends. She has written five books: *Campus Legends: A Handbook* (2005), *Haunted Halls: Ghostlore of American College Campuses* (2007), *Children’s Folklore: A Handbook* (2008), *Haunted Southern Tier* (2011) and *New York State Folklife Reader: Diverse Voices* (forthcoming in October of 2013). She feels very lucky to have gotten to know many New Yorkers who have told wonderful stories.
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.
**SCHL280G INTERNATIONAL BUSINESS: A Case Study in Higher Education**

**Instructor:** Anna Addonisio, Senior Associate Dean of Harpur College  
**General Education:** O – Oral Communication  
**Credit Hours:** 4

**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 INFORMATION**  
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 Biography:**  
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 of 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 in the School of Management, Dean Addonisio has taught at both the undergraduate and graduate level in areas of Financial and Managerial Accounting.
SCHL280J  Evolutionary Psychology

Instructor:  Professor Joseph Morrissey, Dept. of Psychology
General Education:  N – Social Science
Credit Hours:  4

Course Description:

Evolutionary Psychology

Evolutionary psychology (EP) explains psychological traits—such as memory, perception, or language—as adaptations, that is, as the functional products of natural selection or sexual selection. Adaptationist thinking about physiological mechanisms, such as the heart, lungs, and immune system, is common in evolutionary biology. Evolutionary psychology applies the same thinking to psychology. Modern evolutionary psychologists argue that much of human behavior is generated by psychological adaptations that evolved to solve recurrent problems in human ancestral environments. Other adaptations, according to EP, might include the abilities to infer others' emotions, to discern kin from non-kin, to identify and prefer healthier mates, to cooperate with others, and so on. Evolutionary psychologists see those behaviors and emotions that are nearly universal, such as fear of spiders and snakes, as more likely to reflect evolved adaptations. Evolved psychological adaptations (such as the ability to learn a language) interact with cultural inputs to produce specific behaviors (e.g., the specific language learned). This view is contrary to the idea that human mental faculties are general-purpose learning mechanisms. Prerequisite: Must be enrolled in the Binghamton University Scholars Program. General Education: N - Social Science.

Instructor Biography:

Professor Morrissey teaches the core courses (Introductory Psychology, Statistics, Research Methods) in the Dept. of Psychology and also the Industrial/Organizational Psychology undergraduate seminar. Occasionally he teaches experimental courses ranging from Perception to Learning to Physiological Psychology. He is also in charge of coordinating the Dept. of Psychology undergraduate internship program with the University's Career Development Center. Professor Morrissey is the faculty advisor to Psi Chi, the national honor society for psychology majors. He is also faculty advisor to the Student Psychological Association (SPA), a student-run organization devoted to increasing career opportunities for all psychology majors as well as community service.
SCHL280 | Higher Education and Intercollegiate Athletics:

Instructor: Binghamton University Vice-President Brian Rose, Esq
General Education: none
Credit hours: 4

Course Description:
This interdisciplinary course will explore the relationship between higher education and intercollegiate athletics programs from several dimensions. Students will work collaboratively to undertake a case study, analysis, and written recommendation regarding introduction of a new intercollegiate sport to a university. Students will research and explore the history of intercollegiate athletics at colleges and universities, the business of college athletics and higher education, legal issues including Title IX and gender equity. Students will also review and evaluate the efficacy of various efforts at reform, consider the mission of the university and the place of intercollegiate athletics within that mission, and include consideration of local institutional culture (sentiment among faculty, students, alumni) in the evaluation of a sport's suitability on a given campus in developing a case statement and analysis.

Through the work of the course, students will have the opportunity to engage in collaborative learning and to demonstrate group responsibility and decision-making. Students will become familiar with the historical development of American higher education institutions and their relationships to their athletics programs. Students will further develop the understanding, context and analytical skills necessary to evaluate the ethical, educational, business and legal considerations pertaining to the prospect of introducing a new intercollegiate sport to a university. Prerequisite: Binghamton University Scholar.

ADDITIONAL INFORMATION: This interdisciplinary course will use the premise question, “Should Binghamton University Have a Football Team?” to explore the relationship between higher education and intercollegiate athletics programs from several dimensions. Students will work collaboratively to undertake a case study and to prepare an analysis of the question and ultimately a formal written recommendation to be considered by Binghamton University.

Instructor Biography:
Brian T. Rose, Esq. is Vice President for Student Affairs at Binghamton University. Prior to coming to Binghamton, he worked for sixteen years at Rutgers University in various roles within student affairs and institutional compliance. VP Rose began his professional career as a practicing attorney in the real estate department of the Philadelphia firm of Stradley, Ronon, Stevens & Young. He is a graduate of the University of Pennsylvania and of the Georgetown University Law Center. He has been engaged in major master planning projects at both Binghamton University and at Rutgers. Dr. Rose also spent seven years on the Zoning / Planning Boards of his former hometown of Metuchen, NJ. He is a member of the Society of College and University Planners (SCUP), among other professional memberships.