Binghamton University Scholars Program

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

Summer and Fall 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:**

**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:**

**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/](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:**

**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/](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.

To receive President’s Honors or All-University Honors upon graduation, those who entered the Binghamton University Scholars Program in **Fall 2012** must register for and complete all Scholars requirements including SCHL127, SCHL227, SCHL280s, SCHL327 and SCHL427 ([http://binghamton.edu/scholars/](http://binghamton.edu/scholars/)) 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 can be no exceptions to the GPA requirement).

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 are typically offered during these sessions. However, there is an exception for Summer 2014 as described in the following section.

Summer 2014 Scholars SCHL280 Course

(Study Abroad in Turkey):

The Scholars Program is happy to announce a new study abroad opportunity with our very own Scholars 280 instructor, Professor David Campbell. *Philanthropy and Civil Society in the U.S. and Turkey: Learn by Giving.* This 7-week, 8-credit program will be led by Professor David Campbell at KOC University in Istanbul, Turkey. This course is open to students of all majors, including Scholars and non-Scholars, and will count as a SCHL280 course. For further information, visit [http://www.binghamton.edu/oip/study-abroad/program-options/binghamton-programs/kocsummer/index.html](http://www.binghamton.edu/oip/study-abroad/program-options/binghamton-programs/kocsummer/index.html) or contact Professor Campbell at dcamp@binghamton.edu
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 right-most 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.

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### SCHL127 Thinking Like Leonardo DaVinci

**Credit Hours:** 2  
**Gen-ed:** none  

Offered only to incoming Binghamton University Scholars, this course will help Scholars get off to a great start at Binghamton University while simultaneously learning how to think like one of the best minds ever to grace the planet. Students will proceed on a journey that couples navigating college with unlocking the mysteries of DaVinci and his work in science, engineering, art, medicine, and more. Students will learn how DaVinci’s style of interdisciplinary thinking will translate into great thinking and success at Binghamton University and beyond. Open only to students enrolled in the Binghamton University Scholars Program. Two credit hours.

### SCHL227 Leadership, Project Management, and Service

**Instructor:** Peter Nardone, Assistant Director – New Student Programs  
**Gen-ed:** 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/ascel_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.

**SCHL327 Scholars III: Worlds of Experience**
All Scholars expecting to complete the Scholars III requirements during the Fall 2014 semester must register for SCHL327 and complete a Scholars III Application before registering (available online 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 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).
**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.

**SCHL395 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.

**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.

**SCHL427 Scholars IV: Capstone**

All Scholars expecting to complete the Scholars IV requirements during the Fall 2014 semester must register for SCHL427 and [complete a Scholars IV Application before registering](http://binghamton.edu/scholars/) (available online). Scholar 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).
Fall 2014 Scholars SCHL280 Courses

**SCHL280A Evolutionary Psychology**

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

**Course Description:**  
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.

**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.
SCHL280C  *American Wastes*

**Instructor:** Assistant Professor Joshua Reno, Dept. of Anthropology  
**General Education:** J – Joined Composition and Oral Communication;  
N – Social Science  
P - Pluralism  
**Credit Hours:** 4

**Course Description:**
The United States was the wealthiest and most powerful society of the twentieth century and remains so at the start of the twenty-first; it has also been the most prolific producer of waste in world history. In this class, we will discuss and explore the many wastes of American society and their relationship to our history and contemporary way of life, from household garbage and municipal sewage to “mothballed” or sunken military craft, the Pacific Garbage Patch, urban ruins, orbital Space Debris and more. We will consider both the environmental and social impacts of these various wastes—including their disproportionate effect on ethnic minorities and indigenous peoples—as well as their cultural significance as a means of reflecting on the past and reimagining the future. Open only to students enrolled in the Binghamton University Scholars Program.

**Instructor Biography:**
Joshua Reno is an Assistant Professor in the Anthropology Department at BU. He received his PhD in socio-cultural 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.
SCHL280D Technology and Impact of Solar Energy

Instructor: Dr. Wayne E. Jones, Jr., Dept. of Chemistry

General Education: J – Joined Composition and Oral Communication

Credit Hours: 4

Course Description:
Advances in solar energy generation have begun to replace conventional fossil fuel energy sources. During the next five years, the costs of solar systems and other alternatives are expected to reach "grid parity" where they will compete economically with traditional sources of power. In this course, the technologies and the policies that led to these advances will be discussed. Students will consider the economic and environmental changes that will occur. Students will also have opportunities to test and work with recent advanced technologies developed on the Binghamton campus.

Instructor Biography:
Wayne Jones is professor and chair in the Department of Chemistry at the State University of New York at Binghamton (Binghamton University) where he has served in numerous leadership roles on the faculty for 20 years including as director of the Center for Learning and Teaching (1996-2008) and interim dean of Harpur College of Arts and Sciences (2012-2013). He received his BS from St. Michael’s College and his PhD in inorganic chemistry from the University of North Carolina at Chapel Hill. He completed post-doctoral work at the University of Texas at Austin before joining the faculty at Binghamton in 1993. His research and scholarship has been recognized internationally in the area of molecular wires and devices, including recognition as a Fellow of the American Chemical Society in 2010. He has published over 125 research articles, review chapters and patents in the areas of photoinduced electron and energy transfer in macromolecular systems including molecular wires, electrically and thermally conducting nanomaterials, photovoltaics in organic/inorganic hybrid materials, photocatalytic degradation of toxic agents and fluorescent conjugated polymer sensors. His research efforts have been supported by grants from the NIH, NSF, ACS-PRF and the DOD, as well as several industrial partners. His current collaborations include the Center for Autonomous Solar Power (CASP) and the Center for Advanced Microelectronics Manufacturing (CAMM).

Recipient of several teaching awards including the State University of New York Chancellor’s Award for Excellence in Teaching in 2001, his teaching interests involve long-term curriculum development in chemistry, including more expanded use of technology. He is on the editorial board of the Journal of Educational Technology Systems and serves on the Faculty Access to Computing Technologies committee for the State University of New York (SUNY). He has worked with interdisciplinary teams of scientists and non-scientists on curricular reforms with grant support from the National Science Foundation, Department of Education and the Howard Hughes Medical Institute. In 2008, he established the Go Green Institute, a program designed to inspire middle-school students to pursue careers in science and engineering. He has worked as an external evaluator on several nationally funded learning initiatives related to nanotechnology and student-centered learning, and served as a reviewer on higher-education accreditation teams at the department and institutional levels.
**SCHL280E Plantation Landscapes**

**Instructor:** Professor Dale Tomich, Dept. of History  
**General Education:** J – Joined Composition and Oral Communication  
G – Global Interdependencies  
**Credit Hours:** 4

**Course Description:**
This course interprets slave plantation regimes throughout the Americas by analyzing visual sources. The slave plantation was a distinctive feature of the historical formation of the Americas. It conjoined distinctive environments with forced labor to produce export staples, most prominently sugar, coffee, cotton, indigo, rice and tobacco for the world market. The particular commodity produced (sugar, coffee, cotton) shaped the material and social organization of the plantation in particular ways. Landscape and built environment provide a unique perspective for understanding the intersections of natural environment, material process, social relations, and symbolic meanings that shaped distinct but related slave plantation regimes. Using paintings, maps, lithographs, photos, and other visual sources as historical documents, the course will interpret the plantation and slavery in the Americas with special emphasis on Brazil, Cuba, and the US South.

**Instructor Biography:**
Dr. Dale Tomich is Professor of Sociology and History. He has written extensively on world-economy, Atlantic slavery, and plantation agriculture in the Americas. He has been visiting professor at various universities, including the graduate program in social anthropology at Brazil's National Museum, in the history departments at Princeton University, the University of Paris, and the University of São Paulo, and in development studies at the University of California Berkeley.
SCHL280G *Ghosts in American Culture*

**Instructor:** Professor Libby Tucker  
**General Education:** 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.
SCHL280H Court Culture in Early Modern Europe

Instructor: Dean’s Assistant Professor Andrew Walkling, Dept. of Art History
General Education: H - Humanities
Credit Hours: 4

Course Description:
This course will examine European “court society” in the sixteenth and seventeenth centuries, with a particular emphasis on forms and structures of royal power and on the objects of courtly cultural production and their ideological strategies. Issues to be covered will include ideas of “courtliness”; aspects of court culture, especially art, theatre, music, and poetry; the court as physical/architectural space; historiographical debates about the relative importance of the court as a center of political activity; and the role of the court in constructing an image of monarchy in the “age of absolutism”. Open only to students enrolled in the Binghamton University Scholars Program.

Instructor Biography:
Andrew Walkling is Dean's Assistant Professor of Early Modern Studies. He received his Ph.D. in British History from Cornell University in 1997, and joined the Binghamton faculty in 2001 with a joint appointment to the Departments of Art History, English, and Theatre. His research and teaching interests focus on early modern England, with an emphasis on the English court and courtly cultural production in the late seventeenth century, and are situated within and among several disciplines, including history, visual culture, literary studies, performance studies, and musicology. In particular, he is an expert on seventeenth-century English musical theatre and on the composer Henry Purcell. His work explores early modern cultural materials from an interdisciplinary perspective, seeking to rethink the configurations and interrelationships of conventionally separate genres—visual, dramatic, literary, musical—and to understand them as part of a wider "textuality" deployed in the construction and dissemination of seventeenth-century absolutism. He is currently working on a monograph entitled Masque and Opera in Restoration England, and is co-editor of a revised edition of Matthew Locke's Cupid and Death (1653/1659), to be published in the "Musica Britannica" series. He is also active as a Baroque ‘cellist, and directs the Binghamton Baroque Ensemble.