

**Engr/Phil 482 (Section 901 – 902)**  
**Engineering Ethics (2-2) 3 Credit Hours**

**Course Policies**

<b>Instructors:</b>	Dr. Hassan Bashir and Dr. Vijay Panchang
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<b>Teaching Assistant:</b>	Dalia Elsayed - Email: <a href="mailto:dalia.elsayed@qatar.tamu.edu">dalia.elsayed@qatar.tamu.edu</a>
<b>Writing Help</b>	<b>Academic Success Center</b> <a href="http://www.qatar.tamu.edu/academics/academic-success/">http://www.qatar.tamu.edu/academics/academic-success/</a>
<b>Lectures:</b>	Wednesday (Sections 901 & 902) 4:05 PM – 5:55 PM / Room 238
<b>Course Prerequisites</b>	Junior classification. Cross-listed with PHIL 482.
<b>Discussion Sessions:</b>	Monday (Section 902) 4:05 PM – 5:55 PM / Room 115 Tuesday (Section 901) 9:00 - 10:50 AM / Room 211
<b>Office Hours:</b>	Dr. Bashir: Monday 2:15– 04:00 PM / Tuesday 11:15AM – 1:15 PM or by appointment Dr. Panchang: By appointment Writing help by appointment via <a href="#">ASC</a>

**Introduction:**

Welcome to class! In our common everyday usage the word “ethics” (or “ethical”) refers to moral norms of behavior of a person or a group. By moral we mean what is right or wrong. In an academic or a scholarly context “Ethics” also refers to a field of academic inquiry that focuses on systematic study of the theories of moral good and their application to various theoretical and practical problems. Following from this “Engineering Ethics,” refers to a specialized field of inquiry that focuses on behavioral practices in engineering. Due to the complexity and diversity of both Engineering and Ethics as academic disciplines there are many potential ways to approach issues that lie at the intersection of both. In this course we will approach ethical issues in the engineering profession with an eye on developing students’ ability to understand, critically evaluate and highlight the many linkages between engineering and its moral/ social implications. As described in the Undergraduate Catalog, this course aims to “Develop techniques of moral analysis and their application to ethical problems encountered by engineers, such as professional employee rights and whistle blowing; environmental issues; ethical aspects of safety, risk and liability and conflicts of interest; emphasis on developing the capacity for independent ethical analysis of real and hypothetical cases.” A secondary but parallel focus of the course will be on analyzing the Engineering profession in an international context.

## **Course Materials:**

### **Required Textbook:**

1. Harris, Charles E. et al. 2013. *Engineering Ethics: Concepts and Cases -5<sup>th</sup> Edition*. Thomson
2. Dianna Hacker and Nancy Sommers. 2012. *A Pocket Style Manual - 6th Edition*. Bedford/St. Martin's

### **Supplementary Materials for Writing Assignments (subject to change)**

1. Downey, Gary Lee, Juan C. Lucena, and Carl Mitcham. "Engineering Ethics and Identity: Emerging Initiatives in Comparative Perspective. *Science and Engineering Ethics*. 13:4 (December 2007) 463-487.
2. Harris, Charles E. "The Good Engineer: Giving Virtue its Due in Engineering Ethics" *Science and Engineering Ethics* 14:2 (June 2008) 153-164.
3. Lynch, William and Kline Ronald. "Engineering Practice and Engineering Ethics." *Science, Technology and Human Values*. 25.2 (Spring 2000): 195-225.
4. Davis, Michael. "Engineering Ethics, Individuals, and Organizations" *Engineering Ethics* 12:2 (2006) 223-231
5. Davis, Michael. "Thinking like an Engineer: The Place of a Code of Ethics in the Practice of a Profession". *Philosophy and Public Affairs* 20.2 (1991): 150-167

*Note: Supplementary readings listed above are common for all groups and topics in the collaborative writing project. Student groups are expected to identify additional peer reviewed articles specific to their topics.*

### **Films for Film Assignments (Available on Media matrix)**

1. Henry's Daughters: A Film by National Institute of Engineering Ethics, Texas Tech University
2. Ethicana : Anti-Corruption Education and training Global ACET Project
3. Trash Trade
4. Gilbane Gold: A Hypothetical Case Study
5. A Civil Action
6. Solar Blind
7. Following the trail of Toxic E-Waste <http://www.cbsnews.com/news/following-the-trail-of-toxic-e-waste/>
8. Ghana – Digital Dumping Ground [http://www.pbs.org/frontlineworld/stories/ghana804/video/video\\_index.html](http://www.pbs.org/frontlineworld/stories/ghana804/video/video_index.html)
9. E-Waste Hell [http://www.youtube.com/watch?v=dd\\_ZttK3PuM](http://www.youtube.com/watch?v=dd_ZttK3PuM)

*Note: Several films related to the course will be placed on Media Matrix. Instructors reserve the right to change the films and associated assignments depending on the availability of new titles and general class interest.*

### **Ethics Resources on the Web:**

1. [Engineering Ethics Program](http://ethics.tamu.edu/) Texas A & M University ([ethics.tamu.edu/](http://ethics.tamu.edu/))

2. [Online Ethics Center](http://www.onlineethics.org/) National Academy of Engineering ([www.onlineethics.org/](http://www.onlineethics.org/))
3. [Ethics in Computing](http://ethics.csc.ncsu.edu/) North Carolina State University ([ethics.csc.ncsu.edu/](http://ethics.csc.ncsu.edu/) )
4. [National Institute for Engineering Ethics](http://www.niee.org/murdoughCenter/) Texas Tech University ( [www.niee.org/murdoughCenter/](http://www.niee.org/murdoughCenter/) )
5. [Ethics Updates](http://ethics.sandiego.edu/) University of San Diego ( [ethics.sandiego.edu/](http://ethics.sandiego.edu/) )
6. [Engineering Ethics Skits](http://www.youtube.com/user/enggethics) by students at Kansas State University, on YouTube [www.youtube.com/user/enggethics](http://www.youtube.com/user/enggethics)
7. [Engineering Ethics Short Lectures](http://www.youtube.com/view_play_list?p=746AE3CCB29B64B8) by Michael Loui, UIUC on You Tube. ([www.youtube.com/view\\_play\\_list?p=746AE3CCB29B64B8](http://www.youtube.com/view_play_list?p=746AE3CCB29B64B8) )
8. [Centre for Engineering, Ethics and Society](http://www.nae.edu/26187.aspx) (CEES) by National Academy of Engineering (<http://www.nae.edu/26187.aspx>)
9. [Research Guides for Engineering Ethics](http://www.researchguides.org/) by Illinois Institute of Technology
10. [The Initiative in Professional Ethics](http://www.tipe-qatar.org/blog) by Texas A&M University at Qatar (Blog: <http://www.tipe-qatar.org/blog>)

### **Resources For Writing Philosophy /Ethics Papers:**

Guides to [reading](#) and [writing](#) philosophy papers by Jim Pryor, New York University.

1. (Reading) <http://www.jimpryor.net/teaching/guidelines/reading.html>
2. (Writing) <http://www.jimpryor.net/teaching/guidelines/writing.html>

### **Publications Related to Engineering Ethics:**

1. [IEEE Technology and Society Magazine](#)
2. [Science and Engineering Ethics](#)

### **Writing Intensive Course:**

Studies show that engineers spend over half of their time in communication. In fact, written communication is probably more important in engineering than in any other profession, except social sciences or humanities. For this reason, practice in communication is an important part of an engineer's professional education. In the light of this, the course has been designated as writing-intensive. The recognition, evaluation, and resolution of ethical issues, and writing about these issues, hones critical thinking skills and improves your communication skills. ***“According to the Faculty Senate Resolution 20.108 in a W course the students must pass the writing components to pass the course.”***

Consequently, your grade will be strongly influenced by the **quality\*** of **your** writing (Approximately 40% of the overall grade).

**Writing Assistance:** Several course assignments will require that you visit and work with the ASC Staff. ASC will provide one-on-one writing assistance of the drafts of your writing assignments, which includes strategies for revising and editing so that you can become a better writer. Make appointments through the ASC online scheduling system. You must submit all writing assignments to Turnitin.com through eCampus by the due date. Failure to submit an assignment to Turnitin will result in a 0 (zero) on that assignment. You can also book an appointment with ASC Staff to help you interpret/understand your Turnitin report before submitting your final work for a grade.

*\*Quality writing is clear and substantive and there is absolutely no doubt that it is a difficult and arduous process. Good writing, above all, demands the discipline and willingness to revise your work. All major writing assignments in this course have been designed in light of this basic principle of quality writing.*

## Course Learning Goals/Objectives

By the end of this course students will:

- Know some common methods for analyzing and resolving ethical problems.
- Develop the capacity to think analytically, critically, and creatively about ethical and professional issues in engineering and technology.
- Know some of the classic cases in engineering ethics and some of the typical ethical and professional issues that arise in engineering.
- Know the NSPE code and the code of their own professional society and the professional societies and organizations in engineering.
- Improve skills in effective communication, both oral and written, especially with regard to ethical and professional issues in engineering.
- Develop ability to function on multi-disciplinary teams

### Relationship to Program Outcomes:

Learning Objective	Assessment Method	ABET Outcome
Know some common methods for analyzing and resolving ethical problems.	Class Discussions	6
Develop the capacity to think analytically, critically, and creatively about ethical and professional issues in engineering and technology.	Collaborative Writing Assignment	9
Know some of the classic cases in engineering ethics and some of the typical ethical and professional issues that arise in engineering.	Film Assignments	6
Know the NSPE code and the code of their own professional society and the professional societies and organizations in engineering.	Exam and Quizzes	6
Improve skills in effective communication, both oral and written, especially with regard to ethical and professional issues in engineering.	Collaborative Writing Assignment	7
Develop ability to function on multi-disciplinary teams	Collaborative Writing Assignment + Group Presentations	4

*ABET outcomes represents the following*

*4 - an ability to function on multidisciplinary teams*

*6 - an understanding of professional and ethical responsibility*

*7 - an ability to communicate effectively*

*9 - a recognition of the need for, and an ability to engage in life-long learning*

## Course Assessment:

Mid Term Exam	=	25%
Collaborative Writing Project	=	40%
Film Assignment (2 x 5)	=	10%
Quizzes & Attendance	=	10%
Group Presentations	=	15%

\* Quizzes are linked to course attendance policy. See below.

**1. Mid-Term Exam – 25%:** There will be one Multiple Choice Exam. The exam will have 25-50 questions. Partial focus of the exam will be on evaluating student's understanding of the NSPE code of Ethics (CoE) and on CoEs of their respective specialties. The exam will also have questions based on hypothetical situations which require students to use the CoEs and other course content as a guide to choose correct answers. Questions will also include important case studies in engineering Ethics.

**2. Collaborative Writing Project –40%:** During the first couple of weeks of the semester the instructors will form small groups of students of 5 to 6 students. Each group will be assigned a collaborative writing project with distinct stages. Each stage will be marked separately and will have a submission deadline. Each group will be assigned a group leader and every member of the group will contribute roughly 350 – 400 words to the project. In addition the group will have to maintain a writing activity journal to record their progress throughout the semester. Detailed handouts and forms will be made available by the end of January 2017. The final writing project must be:

- In the form of a research article
- Begin with a strong introduction, have a clear thesis statement and a corresponding outline to guide the reader.
- Be between 2300 – 2500 words.
- Follow format guidelines given in the syllabus and instructions in assignment prompts.
- Reflect substantive understanding of the reading/s
- Show substantive probing of the ethical issues at stake for the topic being researched.

**3. Group Presentations – 15%:** Each student group from the collaborative writing project will make a minimum 20 minute presentation on their writing project. A separate handout with the presentation schedule and guidelines will be distributed or made available on the course eCampus page well before the due dates. Group presentations will be open to public, peer-reviewed and graded by the instructors. Other than the quality, content and organization of the presentation you will also be judged on your ability to function on multi-disciplinary teams.

**4. Film Assignments 10%–** We will see a number of short films on Engineering Ethics during discussion sessions. These films are related to engineering/ professional ethics. Students will be required to respond to specific questions related to these films as 1-page single-spaced response papers. There will be a total of two film response papers. Separate handouts/ forms will be distributed in class or made available on the course e-learning page.

**5. Quizzes– 10%:** There will be frequent quizzes during the semester. The quizzes are designed specifically to reward students who do not miss class, have read the materials and are active participants in class discussions. Quizzes/ attendance constitute 10% of the total course grade. Students will get 50% points for attending the quiz and 50% for answering correctly. However, the cost of deliberately missing a quiz without a university authorized excuse is deduction of 5% from your overall score in the course. Also please see the attendance policy to understand the cost of missing quizzes during the course.

*[For example, if you miss 3 Quizzes there is simply no way that you can get an A in this course. Similarly if you miss 5 quizzes you cannot get a B, miss 7 Quizzes you cannot get a C, miss 8 or more Quizzes chances are you will not be able to pass the course.]*

**Note: Style Requirements for all Written Assignments:** Your papers should be double-spaced in 12-point type, with one-inch margins. Check your page settings to ensure that the margins are set correctly. Include an opening cover page, with your name, submission date, and a descriptive title that provides for the reader a window into your work. For both response papers you will first develop and submit a *complete draft*. You must plan and compose the draft carefully over several days

as advised by the writing instructor. The draft that you submit should not be the first version out of the printer and must have already undergone significant revision.

### **Grading**

Grades will be awarded on the following standard scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 59 and below

*Note: Once awarded grades will not be changed unless there is a computational error on part of the instructor. Grades will not be revealed via e-mail or telephone.*

## **Course Policies**

### **Attendance Policy:**

Attendance will be monitored through daily quizzes. Your overall grade in the lecture portion of the course will be reduced by the following amount for unexcused absences:

- 1 absence / 1 Quiz missed: No penalty.
- 2 absences / 2 Quizzes missed: 5 % points will be deducted (Total course score = 95%)
- 3 absences / 3 Quizzes missed: 10% points from the course will be deducted (Total course score = 90%)
- 4 or more absences/ 4 or more Quizzes missed: (Your total course score by 5% points for each absence.)

*Note: If you are late to class or leave early and do not sign the attendance sheet you will be considered absent.*

University excused absences will always be recognized for lecture and discussion sections (Other excuses will be considered on an individual basis). *Your instructors will make these determinations.* Make-up exams for the mid-term will be given for excused absences, and there will be no penalty for excused absences. However *do remember we will investigate medical certificates submitted as proof of excuse. If you submit a forged or false medical certificate it will be treated as a serious violation of the Aggie Honor Code.*

*Note: In addition to providing the hard copy it is your responsibility to email the proof of university excused absence in the form of a letter or medical certificate to [hassan.bashir@qatar.tamu.edu](mailto:hassan.bashir@qatar.tamu.edu) in a timely manner.*

### **Class Policies / Etiquettes:**

- Students must conduct themselves in a manner that does not distract other students from the pursuit of learning.
- Class attendance and completion of assignments and readings is the responsibility of individual students.
- Please turn off your cell phones before coming into class.
- Please remember that each of us brings a unique perspective to the class and we can all learn from this diversity. In order to make this possible we need to be respectful of other people's opinions.

- It is of utmost importance that you conduct yourself in an orderly manner during guest lectures. Attendance will be mandatory in all guest lectures.

### **Syllabus Change:**

The instructors reserve the right to make changes to this syllabus (i.e. in terms of deadlines/ topics). However, if it is felt that changes are necessary, the instructor will notify students of such changes in a timely manner by providing a revised syllabus on course webpage. Please also note that we invite guest speakers in the course which may result, at times, in moving the weekly topics in order to accommodate the schedule of the guests. Guest speakers are specialists on areas already included in the weekly schedule.

### **Paper Submission (Turnitin.com):**

You must submit your papers to turnitin.com before taking your papers to ASC writing Instructors. This system, subscribed to by the University, protects you, the honest student, from students who would turn in the same essay to different TAs, or otherwise engage in plagiarism. Please do not feel offended by this requirement. It protects YOU. Further instructions for submitting this work will be given with the first major writing assignment.

### **Aggie Honor Code “An Aggie does not lie, cheat, or steal or tolerate those who do”**

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: <http://www.tamu.edu/aggiehonor/>

*\*Note: the instructors follow a zero-tolerance policy for violations of the Aggie honor code. If a student is found in violation of the honor code in any manner the instructors will award an “F\*” for the whole course and report the case to the honor council. Remember if you are not sure ask the instructors, ignorance of the code is not an excuse. Asking an unauthorized person (not pre-approved by the instructors) to write or improve your written assignments is also a serious violation of the honor code.*

### **Americans with Disabilities Act (ADA) Policy Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Eric Wilson in Student Affairs.

### Weekly Class Schedule

Lectures:	Wednesday	4:05 PM – 5:55 PM (Both sections LH 238)
Discussion:	Monday	4:05 PM – 5:55 PM (Section 902 - Room 115)
Discussion:	Tuesday	9:00 AM – 10:50 AM (Section 901 – Room 211)

*Note: this is always subject to change as a consequence of my ignorance of an Aggie event or activity, response to class interests, acts of God, reaction to events in the news etc.*

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#### **WEEK 1 – Jan 15, 16, 17 (HB)**

Mon (902)	Syllabus distributed
Tues (901)	Syllabus distributed
Wed (Lecture)	Intro to the course - In-class Writing Exercise and course policies explained by HB

**Week's Assignments:** Read the Syllabus / get textbooks / bring textbooks to class on Wednesday. Read Harris Ch1 pp.1 - 24

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#### **WEEK 2 – Jan 22, 23, 24 (HB)**

Mon (902)	Student Group meetings / Discussion and assignment of collaborative writing project
Tues (902)	Student Group meetings / Discussion and assignment of collaborative writing project
Wed (Lecture)	Defining Ethics/ the Socratic method / Values Clarification Exercise / Classic problems in Ethical Decision Making

**Week's Assignments:**

Reading: Harris Ch 2 pp. 25 - 51  
Writing: Collaborative Writing Project/ groups formed/ rules explained / topics assigned

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#### **WEEK 3 – Jan 29, 30, 31 (HB)**

Mon (902)	Film and Discussion - Henry's Daughters (DE)
Tues (901)	Film and Discussion - Henry's Daughters (DE)
Wed (Lecture)	Professional Responsibility, Utilitarianism and Respect for persons/ Seven Step Guide to Ethical Decision Making by Michael Davis / A Practical Ethics Toolkit

**Week's Assignments:**

Reading: Harris Chapter 3 pp. 52-71  
Writing: Collaborative Writing Project and film assignment 1

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#### **WEEK 4 – Feb 5, 6, 7 (HB)**

Mon (902)	Cases in Engineering Ethics – The Environment
Tues (901)	Cases in Engineering Ethics – The Environment
Wed (Lecture)	<i>Environmental ethics and corporate social responsibility with special emphasis on engineering education: A Socratic reflexive workshop Dr. M. Ayaz Naseem and Dr. Adeela Arshad – Ayaz*</i>

**Week's Assignments:**

Reading: Read Cases 1,11, 12, 16, 22, 25, 33, 39, 40, 45  
Writing: First Film Assignment posted on eCampus  
*\*See workshop description at the end of syllabus*

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#### **WEEK 5 – Feb, 12, 13, 14 (VP)**



Mon (902) Collaborative Writing Student Group meetings  
Tues (901) **Qatar National Sports Day – No classes**  
Wed (Lecture) Engineering as a profession/ Engineering Codes of Ethics

**Week's Assignments:**

Writing: **First film Assignment Due on Sunday February 18<sup>th</sup> at 11:59 PM**

Reading: Codes of Ethics Harris pp. 286 – 294 / Important Cases for discussion posted on eCampus the previous week

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**WEEK 6 – Feb 19, 20, 21 (VP)**

Mon (902) Collaborative Writing Student Group meetings  
Tues (901) Collaborative Writing Student Group meetings  
Wed (Lecture) Safety, Risk and Liability in Engineering

**Week's Assignments:**

Writing: Work on the collaborative writing project and submit progress reports

Reading: Harris Ch. 6 pp. 107-138

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**WEEK 7 – Feb 26, 27, 28 (VP)**

Mon (902) Collaborative Writing Student group meetings  
Tues (901) Collaborative Writing Student group meetings  
Wed (Lecture) Engineers in Organizations / Engineering in a Global Context

**Week's Assignments:**

Reading Harris Ch. 7, Pp: 138 – 172 and Ch 9 pp. 188 - 204

Writing: Collaborative Writing Project group meetings and submission of weekly progress reports

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**WEEK 8 – Mar 5, 6, 7 Spring Break – No classes**

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**WEEK 9 – March 12, 13, 14 (HB)**

Mon (902) Film and Discussion - Ethicana  
Tues (901) Film and Discussion - Ethicana  
Wed (Lecture) An Overview of theories of Moral Decision Making / Lawrence Kohlberg / Kant / Mill etc.

**Week's Assignments:**

Reading: TBD and posted on eCampus during previous week

Writing: Please work on the second film assignment due immediately after the midterm

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**WEEK 10 – Mar 19, 20, 21 (HB)**

Mon (902) Film and Discussion – Digital Waste  
Tues (901) Film and Discussion – Digital Waste  
Wed (Lecture) **Mid Term Exam**

**Week's Assignments:**

Reading: Revise all course materials / lectures / book chapters / films/ CoEs for the Mid Term

Writing: Second Film Assignment due on Thursday March 22

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**WEEK 11 – Mar 26, 27, 28 (HB)**

Mon (902) In class discussion of collaborative writing projects  
Tues (901) In class discussion of collaborative writing projects  
Wed (Lecture) The Social and value dimensions of technology

**Week's Assignments:**

Reading: TBD.

Writing: *Wednesday 28 March is the last day to submit draft versions of the collaborative writing assignments. Submission delays will result in deduction of points*

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**WEEK 12 – Apr 2, 3, 4 (HB)**

Mon (902) Student led discussion of classic cases in Engineering Ethics  
Tues (901) Student led discussion of classic cases in Engineering Ethics  
Wed (Lecture) Special Topics in Professional Ethics – TBD

**Week's Assignments:**

Students groups (same as in collaborative writing projects) to submit preferred cases during week 11

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**WEEK 13 – Apr 9, 10, 11 (HB & VP)**

Mon (902) Student Group Presentation and discussion (2 presentations)  
Tues (901) Student Group Presentation and discussion (2 presentations)  
Wed (Lecture) Student Group Presentation and discussion (3 presentations)

Week's Assignments: Incorporate audience and instructor comments in the final papers after the presentation

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**WEEK 14 – Apr 16, 17, 18 (HB & VP)**

Mon (902) Student Group Presentation and discussion (2 presentations)  
Tues (901) Student Group Presentation and discussion (2 presentations)  
Wed (Lecture) Student Group Presentation and discussion (3 presentations)

Week's Assignments: Incorporate audience and instructor comments in the final papers after the presentation

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**WEEK 15 – Apr 23, 24, 25 (HB & VP)**

Mon (902) Final Collaborative Writing project submissions with corrections  
Tues (901) Final Collaborative Writing project submissions with corrections  
Wed (Lecture) Course Wrap UP

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**WEEK 16 – Apr 30, May 1, May 2 (HB & VP)**

Mon (902) *Redefined day – Tuesday classes to be held – Instructors will be available to discuss any pending issues but no regular class will be held.*

**Environmental ethics and corporate social responsibility with special emphasis on engineering education:  
A Socratic reflexive workshop**

Dr. M. Ayaz Naseem  
Dr. Adeela Arshad-Ayaz  
Concordia University, Montreal, Canada

The way we design things has consequences for how we will live our lives for years to come. Bruce Mau, the celebrated Canadian designer, takes the example of automobiles to explain this claim. Automobile is an example of a very successful designing activity. According to Mau, it's not the failure of the design, rather the success of it that has had consequences for virtually every aspect of our present lives and lifestyles—from the way we commute, to the way the cities have developed (the suburbia phenomenon), to the way we relate to our families (day cares for children), to the way (and what) we eat (long distance transportation food, political-economy of oil), and the impact on our health (environmental degradation). It is, thus not too far fetched to say that it is prudent (for both individuals and corporations) to think about 'design' with an eye to the future and an attention to the ethics of the design.

This workshop will introduce the participants about reflexivity in relation to engineering (designs) both at the individual as well as the corporate levels. We will start with a brief presentation on "designs" (individual and corporate) that effect environment. This will be followed by two interactive activities namely, "the responsibility walk" and "the Socratic Wheel" that will help the participants to locate personal and corporate contribution/complicity/responsibility to the contemporary state of environment. The former, based on the concept of "privilege walk" from critical race studies will help the participants to locate themselves on the scale of environmental degradation/conservation. The latter will help us to understand how corporate social responsibility (CSR) can be beneficial in both raising productivity for the corporations while at the same time contributing to ethical environmental conservation. In other words, it will help us understand that an effective CSR means looking past and doing away with the binary between strategic and ethical motives for environmental preservation. The workshop will conclude with a critical interactive debrief.

**Dr. M. Ayaz Naseem:** Dr. Naseem holds a Ph.D. in comparative and international education from McGill University. His research interests include peace education, social media, feminist theory and philosophy, post-structuralism, diversity in classroom, and democratic and citizenship education. Dr. Naseem has also taught at the Quaid-i-Azam University, Islamabad, Pakistan in the departments of International Relations and Defense & Strategic Studies. Dr. Naseem holds the prestigious Georg Arnhold Research Professorship on Educating for Sustainable Peace (2013-14) at the Georg Eckert Institute in Braunschweig, Germany. He also the co-chairs the Peace Education Special Interest Group of the Comparative and International Education Society (CIES).

**Dr. Adeela Arshad – Ayaz:** Dr. Arshad-Ayaz is a post-colonial critical theorist. She has taught for universities in Pakistan (Humdard University), Canada (McGill University, Bishops University, University of Regina and Concordia University) and the United Kingdom (external program University of London, London School of Economics (LSE)). Dr. Arshad-Ayaz's research and teaching practice draws from a number of theoretical traditions, including critical theory, critical pedagogy, feminist theory, post-colonial, and other global discourses. Her previous anthropological background and work experience directs her analyses to focus on the social, cultural, historical, political and economic dynamics of a particular context that affect teaching and learning. In the area of comparative and international education her research demonstrates the importance of context in providing an understanding of *not* what works in education but what works under what context. Dr. Arshad-Ayaz's published work explores education policies and programs especially those related to the introduction of educational technology in Pakistan and other developing countries. Dr. Arshad-Ayaz has also published on the impact of globalization on education policies and practices in North American and European context.

## Important Additional Information From the Aggie Honor Code – Please read carefully

### Definitions of Academic Misconduct

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

Academic dishonesty includes the commission of any of the following acts. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. Clarification is provided for each definition by listing some prohibited behaviors.

**1. Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. For example:

- Copying someone's homework
- Looking on another student's exam
- Storing class material on a mobile phone or calculator for use on an exam

**2. Fabrication:** Making up data or results, and recording or reporting them; submitting fabricated documents.

**3. Falsification:** Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

**4. Multiple Submissions:** Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work. For example:

- Turning in the same paper in two different classes
- Using a paper from a previous semester

**5. Plagiarism:** The appropriation of another person's ideas, processes, results, or words without giving appropriate credit. For example:

- Copying and pasting from the web without citations
- Copying or using material from another student
- Copying material from a book without citations

**6. Complicity:** Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty. For example:

- Doing homework for another student
- Writing a paper for another student
- Showing test answers to another student during an exam

### **CLASS ATTENDANCE**

It is the students' responsibility to attend class. Below I am summarizing the rules; you should consult the actual rules for more details. <http://student-rules.tamu.edu/rule07>.

Examples:

- Missing a graded assignment for a non-emergency is not allowed
- Going to the doctor for a non-emergency is not an excused absence
- Students must inform the instructor in advance of an absence or within two days (emergency situation) when an absence occurs

From the student rules:

*The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.*

*Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24: <http://student-rules.tamu.edu/rule24> ).*

#### Excused Absences

*7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.*

#### Medical Excuses: Illness requiring a class to be missed:

As a student, you must provide one of the following:

1. Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu>.
2. Confirmation of visit to a health care professional affirming date and time of visit.

Please also know that according to Rule 7.1.6.3, **a visit to the doctor is not an excused absence unless it is an emergency.**

*7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.*

#### Illness causing a missed exam or graded activity:

As a student you are required to notify your faculty member prior to missing the class unless the situation makes it impossible (accident or emergency).

From Rule 7.3:

*... to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.*

All documentation submitted to an advisor or faculty member justifying an absence is subject to the Aggie Honor Code.