San José State University  
General Engineering  
ENGR195A Global and Social Issues in Engineering Practice  
All Sections, Fall 2014

Instructor: XXX  
Office Location: XXX  
Telephone: (XX) (XXX.XXXX)  
Email: Xxx.Xxx@sjsu.edu  
Office Hours: TBA  
Class Days/Time: Friday start: 1:00pm  
Classroom: XXX (We will need many classrooms for this.)  
Prerequisites: ENGR 100W with a C or better. Co-requisite: enrollment in major capstone course or equivalent.

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts may be found on the Canvas learning management system site: (https://sjsu.instructure.com) ENGR 195A. This is a team taught course email is the preferred method of communication.
- David Parent: david.parent@sjsu.edu  
- Jennifer Morrison: jennifer.morrison@sjsu.edu  
- Wendy Ng: wendy.ng@sjsu.edu  
- Patricia Backer, patricia.backer@sjsu.edu

Catalog Description
Interdisciplinary seminar treating social and global impacts of technology and engineering. This integrated GE experience requires students to apply these concepts in their senior project classes. Students must enroll concurrently in their department senior project course Part A.

Course Description
Engr 195A is the first course in a two-course sequence to support the integration of General Education (GE) Area S (SELF, SOCIETY, & EQUALITY IN THE U.S.) and Area V (CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING) into the engineering major. Advanced GE at SJSU is designed to help students become integrated thinkers who can see connections between and among a variety of concepts and ideas. In the College of Engineering at SJSU, we believe that it is critical that engineering students integrate the GE student learning outcomes into their engineering studies. In these two courses (Engr 195A and Engr 195B), you will be challenged to understand the relationship of engineering to the broader community both in the U.S. and worldwide. In addition to the assignments in this course, the engineering faculty have created linked activities in your senior project courses that allow you to apply these concepts to your engineering disciplines.
This class will take a case study approach in order that you might appreciate the social, ethical and cultural perspectives. Over the course of the year, you will have case studies that specifically address each student learning objective (SLO) in Areas S and V. Thes GE SLOs will be the focus of the first semester course.

GE/SJSU Studies Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

S-LO1: describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;

- ENGR 195A Testimony 1: Discuss and provide examples of how your identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability and/or age, among others) are shaped by cultural and societal influences within contexts of equality and inequality (250-500 words).
- ENGR 195A Testimony 2: How does language affect our identities? How do we use language and labels to authentic our identities to others and ourselves? (250-500 words)

S-LO2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

- Engr 195A Reflection paper 2: “Secrets of Silicon Valley” reflection paper (250 words).
- ME 195a Paper: Address how your project may affect society--locally and/or globally--if implemented and how human behavior will affect the success of your design. The following are a list of questions to help you start thinking about this analysis. Not all questions will apply to all projects, and this list is not necessarily comprehensive.
  
  - What global, social or cultural influences have led to a need for your project?
  - If implemented on a wide scale, how will your project result in greater equality and social justice?
  - How will your design help create an even playing field for underprivileged people?
  - What human, social, and cultural barriers may result in difficulties implementing your project?
  - How may society’s perception of your project result in difficulties during implementation?
  - What may be the environmental impact of your project over its life cycle?
  - What may be the effect on public health or society? How will your project affect quality of life?

  If you are developing a component that will be used within a larger system, you are welcome to relate these questions to the design and use of the larger system, rather than the individual component that you are designing. Some of these questions cannot be addressed fully until you have a final design. In your second semester you will be asked to address these topics again so that you can do a more complete analysis, informed by your final design. (1200 words – 600 individual plus 600 as a team rewrite after feedback)

S-LO3: describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age); and

- ENGR 195A Reflection paper 1: Describe social actions within the borders of the United States that have led to greater equality and social justice in your life (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). Discuss how your current or past projects have or will contribute to social justice in the United States (750-1250 words).
- Engr 195A Reflection Paper 2: In his essay, Dyson gives some historical examples of technological innovations that he claims have increased social justice. Considering the
technological innovations in your discipline, please describe another example and indicate how it has increased social justice in the U.S. (250-500 words)

S-LO4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

- Engr 195A Website Analysis: Organization Website Analysis
  Environmental and social justice issues are addressed at many different levels and in different ways by groups and organizations. This assignment addresses the broad GE learning objective of “recognizing and appreciating constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.” and the specific course learning objective to “Identify, compare, and contrast how local community organizations, groups, and agencies address social issues relevant to the environment and quality of life in the Santa Clara Valley. (750 words).

**Required Texts/Readings**

All content is posted in Canvas. There is no textbook for this course

**Classroom Protocol**

Please do the reading before class. Class time will be spent doing large and small discussion, and if you have not read the assignments you will not be able to participate fully. Classroom activities consist of writing assignments, small group discussions and large group discussions. Lecture type activity will be used only for clarification of concepts.

Please arrive to class before class starts and turn off your cell phones. If you are going to be late or miss please email the instructor who is teaching that day.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Description of Class Content**

Module 1: Historical and Social Constructions of Identity and Culture in U.S. Society

Instructor: Jennifer Huynh Thi Anh Morrison, Ph.D.

Office location: HGH 208

Email: jennifer.morrison@sjsu.edu (preferred mode of communication)

Campus office hours: Mondays 3:00 PM – 5:00 PM

Online office hours: Google Chat by appointment only

Case Study Description: This case study is designed to examine the historical and social constructions of identity and culture in U.S. society. It examines key elements of culture and intercultural communication in context of a social hierarchy of difference (e.g., religion, age, race, class, gender, sexuality, region, nationality, generation, disability). This case study will enable students to examine and analyze communication issues and encounters involving elements such as culture, power, and social inequalities. Additionally, this case study will assist students in identifying inequalities and advocating for equality across all cultural identification. Students will discuss and critically examine social media and how it is currently use as a form of social activism within particular cultural contexts.

Case Study Goals

CS 1. increase your understanding of *culture* (meaning, your culture and cultures different from your own) and basic concepts, principles, and skills regarding communication between persons from different
cultural backgrounds (e.g., religion, age, race, class, gender, sexuality, region, nationality, generation, disability) within the United States.

CS 2. thoroughly examine the relationship among culture, meanings, context, and communication and how culture relates to communication in a variety of ways.

CS 3. recognize and critique the impact of historical, cultural, societal, and institutional factors on the construction of cultural identity, communication behavior, and inequalities among groups.

Module 2: Historical and Social Development of Silicon Valley

Instructor: Wendy Ng, Ph.D.
Office location: DMH 241
Telephone: 408-924-5594
Email: wendy.ng@sjsu.edu (preferred mode of communication)
Campus office hours: by appointment

Case Study Description: Using the theme of environmental justice, this unit will focus on the historical and social development of Silicon Valley. We will look at how one’s status characteristics such as race or ethnicity, social class, or gender shapes social experiences within this context. In particular, we will focus on how high-tech industrial development affects the working experiences of individuals and communities of the Santa Clara Valley.

Case Study Goals

CS 1: Describe the consequences of industrial development and how this has impacted the environment and the quality of life in Silicon Valley.

CS 2: Describe how work and employment experiences in Silicon Valley are shaped by immigrant, class, race, gender, and ethnic group status.

CS 3: Identify, compare, and contrast how local community organizations, groups, and agencies address social issues relevant to the environment and quality of life in the Santa Clara valley.

Module 3: Ethics of Technology and Social Justice

Instructor: David Parent, Ph.D.
Office Location: Engr 355
Telephone: 408-924-3963
Email: David.Parent@sjsu.edu
Campus office hours: by appointment (please make an appointment via my website)

Instructor: Patricia Backer, PhD
Office location: Engr 491
Telephone: 408-924-3214
Email: patricia.backer@sjsu.edu (preferred mode of communication)
Campus office hours: by appointment

Case Study Description: There are many contexts that an engineering project exists in: The human life world, Non-technical systems, Political, family, work environments, schools, and Technical systems. Each context has its own ethical considerations. Technological innovation can be viewed as a force that exerts pressure on a society. Unfortunately, in the U.S. today, many technologies are also forces for increasing social inequality. New technologies tend to benefit those who can afford them and control them. In this module, we will look at the development of technology through a social and cultural lens.
Case Study Goals

CS 1: Clarify values with regard to the impact of unplanned rapid change on people in the U.S.

CS 2: Review several contemporary technology innovations and developments and the ethics associated with responsible technology decision-making.

Assignments and Grading Policy

Grades will be based on the following components:

- Module 1: 34%
  - Testimony 1 paper: 20%
  - Testimony 2 paper: 20%
  - Reflection paper: 60%
- Module 2: 33%
  - Reflection Paper 1: 50%
  - Organization Website Analysis: 50%
- Module 3: 33%
  - Reflection Paper 2: 100%

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

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<td>D</td>
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University Policies

Academic integrity

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commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

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**ENGR 195A Global and Social Issues in Engineering Semester Course Schedule**

*Students will be noticed of schedule changes via emailed and Canvas notifications.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics, Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction (GE and Engineering Faculty)</td>
<td>Syllabus</td>
</tr>
<tr>
<td>2</td>
<td>Case Study Introduction (GE and Engineering Faculty)</td>
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</tr>
<tr>
<td>3</td>
<td>Conceptualizing Culture &amp; Identity</td>
<td>Mendoza and Yep Articles</td>
</tr>
<tr>
<td>4</td>
<td>Historical Constructions of Identity</td>
<td>Leeman and Takaki Articles</td>
</tr>
<tr>
<td>5</td>
<td>Social Activism 1</td>
<td>Carroll &amp; Hackett Article; Various Newspaper articles; Tweets and the Streets website</td>
</tr>
<tr>
<td>6</td>
<td>Meet with Engr faculty to discuss Module 1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>A Call to Action: How can community and industry respond to contemporary social issues?</td>
<td>In-Class: 3 Narrative Case Studies: California’s Central Valley Read: Review the websites posted on Canvas and assignment #2</td>
</tr>
<tr>
<td>10</td>
<td>Meet with Engr faculty to discuss Module 2</td>
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</tr>
<tr>
<td>Week</td>
<td>Lecture Topics,</td>
<td>Readings</td>
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<tr>
<td>13</td>
<td>Ethical Decision Making</td>
<td>Michael Sandel: The moral Side of Murder; The Queen vs. Dudley and Stephens</td>
</tr>
<tr>
<td>14</td>
<td>Meet with Engr faculty to discuss Module 3</td>
<td></td>
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<tr>
<td>15-16</td>
<td>Senior Project Integration (Senior project advisor)</td>
<td></td>
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General Engineering
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All Sections, Fall 2014

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**GE/SJSU Studies Learning Outcomes (LO)**

Upon successful completion of this course, students will be able to:

**S-LO1:** describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;

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- **ISE 195A Paper:** An article from the designated Industrial Engineer magazine that focuses on identities being shaped by a country’s culture, outside influences, relationships with the U.S., and the history based on cultural inputs. After reading the article, the student will summarize and add personal connections and experiences to the article, analyzing views from the American side as well as another. (500 words).

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Office location: HGH 208
Email: jennifer.morrison@sjsu.edu (preferred mode of communication)
Campus office hours: Mondays 3:00 PM – 5:00 PM
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Instructor: Wendy Ng, Ph.D.
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Case Study Goals

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Instructor: David Parent, Ph.D.
Office Location: Engr 355
Telephone: 408-924-3963
Email: David.Parent@sjsu.edu
Campus office hours: by appointment (please make an appointment via my website)

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Catalog Description

Interdisciplinary seminar treating social and global impacts of technology and engineering. This integrated GE experience requires students to apply these concepts in their senior project classes. Students must enroll concurrently in their department senior project course Part A.

Course Description

Engr 195A is the first course in a two-course sequence to support the integration of General Education (GE) Area S (SELF, SOCIETY, & EQUALITY IN THE U.S.) and Area V (CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING) into the engineering major. Advanced GE at SJSU is designed to help students become integrated thinkers who can see connections between and among a variety of concepts and ideas. In the College of Engineering at SJSU, we believe that it is critical that engineering students integrate the GE student learning outcomes into their engineering studies. In these two courses (Engr 195A and Engr 195B), you will be challenged to understand the relationship of engineering to the broader community both in the U.S. and worldwide. In addition to the assignments in this course, the engineering faculty have created linked activities in your senior project courses that allow you to apply these concepts to your engineering disciplines.
This class will take a case study approach in order that you might appreciate the social, ethical and cultural perspectives. Over the course of the year, you will have case studies that specifically address each student learning objective (SLO) in Areas S and V. These GE SLOs will be the focus of the first semester course.

GE/SJSU Studies Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

S-LO1: Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;

- ENGR 195A Testimony 1: Discuss and provide examples of how your identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability and/or age, among others) are shaped by cultural and societal influences within contexts of equality and inequality (250-500 words).
- ENGR 195A Testimony 2: How does language affect our identities? How do we use language and labels to authenticate our identities to others and ourselves? (250-500 words)
- EE 198A & MatE 198A Testimony 1: Based upon your response to Engr 195A Testimony 1, consider your identity as a future engineer. How is your identity as an engineer shaped by cultural and societal influences within contexts of equality and inequality? (250-500 words)

S-LO2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

- Engr 195A Reflection paper 2: “Secrets of Silicon Valley” reflection paper (250 words).
- EE 198A & MatE 198A Reflection paper 2: Using the case studies provided in ENGR195A/B, describe how your project fits into the historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. (500-750 words)

S-LO3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age); and

- ENGR 195A Reflection paper 1: Describe social actions within the borders of the United States that have led to greater equality and social justice in your life (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). Discuss how your current or past projects have or will contribute to social justice in the United States (750-1250 words).
- Engr 195A Reflection Paper 2: In his essay, Dyson gives some historical examples of technological innovations that he claims have increased social justice. Considering the technological innovations in your discipline, please describe another example and indicate how it has increased social justice in the U.S. (250-500 words)
- EE 198A & MatE 198A Reflection paper 1: Describe how the push for a lead free standard in electronic products (RoSH) increased social justice in the US. (250-500 words)

S-LO4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

- Engr 195A Website Analysis: Organization Website Analysis Environmental and social justice issues are addressed at many different levels and in different ways by groups and organizations. This assignment addresses the broad GE learning objective of “recognizing and appreciating constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.” and the specific course learning objective to “Identify, compare, and contrast how local community organizations, groups, and agencies address social issues relevant to the environment and quality of life in the Santa Clara Valley. (750 words).
• EE 198A & MatE 198A essay: Consider a negative side effect of technology: ewaste. Read the following articles and answer the questions in paragraph form. Your essay must cite your sources and be at least 500 words.

Articles:

Essay Instructions: Research the procedures regarding ewaste in your own town or region. What civic organizations promote the reduction of ewaste in your community? Either visit one of these groups’ websites or visit the group in person and describe the interactions between this group and the larger community.

Required Texts/Readings
All content is posted in Canvas. There is no textbook for this course

Classroom Protocol
Please do the reading before class. Class time will be spent doing large and small discussion, and if you have not read the assignments you will not be able to participate fully. Classroom activities consist of writing assignments, small group discussions and large group discussions. Lecture type activity will be used only for clarification of concepts.

Please arrive to class before class starts and turn off your cell phones. If you are going to be late or miss please email the instructor who is teaching that day.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Description of Class Content
Module 1: Historical and Social Constructions of Identity and Culture in U.S. Society

Instructor: Jennifer Huynh Thi Anh Morrison, Ph.D.
Office location: HGH 208
Email: jennifer.morrison@sjsu.edu (preferred mode of communication)
Campus office hours: Mondays 3:00 PM – 5:00 PM
Online office hours: Google Chat by appointment only

Case Study Description: This case study is designed to examine the historical and social constructions of identity and culture in U.S. society. It examines key elements of culture and intercultural communication in context of a social hierarchy of difference (e.g., religion, age, race, class, gender, sexuality, region, nationality, generation, disability). This case study will enable students to examine and analyze communication issues and encounters involving elements such as culture, power, and social inequalities. Additionally, this case study will assist students in identifying inequalities and advocating for equality across all cultural identification. Students will discuss and critically examine social media and how it is currently use as a form of social activism within particular cultural contexts.
Case Study Goals

CS 1. increase your understanding of culture (meaning, your culture and cultures different from your own) and basic concepts, principles, and skills regarding communication between persons from different cultural backgrounds (e.g., religion, age, race, class, gender, sexuality, region, nationality, generation, disability) within the United States.

CS 2. thoroughly examine the relationship among culture, meanings, context, and communication and how culture relates to communication in a variety of ways.

CS 3. recognize and critique the impact of historical, cultural, societal, and institutional factors on the construction of cultural identity, communication behavior, and inequalities among groups.

Module 2: Historical and Social Development of Silicon Valley

Instructor: Wendy Ng, Ph.D.
Office location: DMH 241
Telephone: 408-924-5594
Email: wendy.ng@sjsu.edu (preferred mode of communication)
Campus office hours: by appointment

Case Study Description: Using the theme of environmental justice, this unit will focus on the historical and social development of Silicon Valley. We will look at how one’s status characteristics such as race or ethnicity, social class, or gender shapes social experiences within this context. In particular, we will focus on how high-tech industrial development affects the working experiences of individuals and communities of the Santa Clara Valley.

Case Study Goals

CS 1: Describe the consequences of industrial development and how this has impacted the environment and the quality of life in Silicon Valley.

CS 2: Describe how work and employment experiences in Silicon Valley are shaped by immigrant, class, race, gender, and ethnic group status.

CS 3: Identify, compare, and contrast how local community organizations, groups, and agencies address social issues relevant to the environment and quality of life in the Santa Clara valley.

Module 3: Ethics of Technology and Social Justice

Instructor: David Parent, Ph.D.
Office Location: Engr 355
Telephone: 408-924-3963
Email: David.Parent@sjsu.edu
Campus office hours: by appointment (please make an appointment via my website)

Instructor: Patricia Backer, PhD
Office location: Engr 491
Telephone: 408-924-3214
Email: patricia.backer@sjsu.edu (preferred mode of communication)
Campus office hours: by appointment

Case Study Description: There are many contexts that an engineering project exists in: The human life world, Non-technical systems, Political, family, work environments, schools, and Technical systems. Each context has its own ethical considerations. Technological innovation can be viewed as a force that
exerts pressure on a society. Unfortunately, in the U.S. today, many technologies are also forces for increasing social inequality. New technologies tend to benefit those who can afford them and control them. In this module, we will look at the development of technology through a social and cultural lens.

Case Study Goals

CS 1: Clarify values with regard to the impact of unplanned rapid change on people in the U.S.

CS 2: Review several contemporary technology innovations and developments and the ethics associated with responsible technology decision-making.

Assignments and Grading Policy

Grades will be based on the following components:

- Module 1: 34%
  - Testimony 1 paper: 20%
  - Testimony 2 paper: 20%
  - Reflection paper: 60%
- Module 2: 33%
  - Reflection Paper 1: 50%
  - Organization Website Analysis: 50%
- Module 3: 33%
  - Reflection Paper 2: 100%

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

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University Policies
Academic integrity

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

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**ENGR 195A Global and Social Issues in Engineering Semester Course Schedule**

Students will be notified of schedule changes via emailed and Canvas notifications.

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