HENNEBACH GUEST LECTURE SERIES FALL 2012

WEDNESDAY

November 14, 2012

4 - 5 PM

Marquez Hall

MZ126

Co-sponsored by the McBride Honors Program, the Humanitarian Engineering Program & Engineering Without Borders at CSM

Also by James Huff:

Thursday, November 15th 2-3.15 PM Hill Hall 202

James will respond and lecture about the chapter "Building Organizations and Mapping Communities" from the book *Engineering and Sustainable Development* by Juan Lucena, Jon Leydens and Jen Schneider.

James Huff, EPICS Program, Purdue University

James Huff is Assistant Education Administrator for EPICS at Purdue University as well as a Ph.D. candidate in engineering education. He is currently on academic leave from his faculty position in engineering at Harding University. He received his M.S. degree in Electrical and Computer Engineering from Purdue and a B.S. in Computer Engineering from Harding University. James has industry experience working as a technical lead engineer at Simulex, a human simulation software company. While at Harding, he co-initiated a partnership with a primary school in Peltan, Haiti called *Ansanm* (i.e., "together"). In his role with EPICS, he continues to be active in facilitating and developing partnerships in Haiti with the goal of designing *with* (and not *for*) community.

From two worlds to one: How we split the social and technical worlds of engineering… and why it matters

About the talk

What does it mean to be a competent engineer? Is such an engineer concerned with people and the complexity of SOCIAL interactions around technologies? Or should such person be concerned mainly with the TECHNICAL structure and functioning of artifacts and systems? Or should it be BOTH? While many recognize that engineering should increasingly reflect concerns of the social world, many also refuse to abandon the technical core of engineering ability and identity. Perhaps, our pursuit should be to embody an INTEGRATED social and technical, or SOCIOTECHNICAL, identity. This talk explores my ongoing dissertation research to understand how engineering students cognitively develop toward, embrace or resist such sociotechnical abilities and identities.