

COLLEGE OF ENGINEERING

**CIVIL & ENVIRONMENTAL
ENGINEERING DEPARTMENT
PRAIRIE VIEW A&M UNIVERSITY**

ASSESSMENT REPORT COVER PAGE

CVEG 2304 GLOBAL DEVELOPMENT ISSUES

FALL 2021

NAME OF INSTRUCTOR: Dr. Iftekhar Ahmed, P.E.

TABLE OF CONTENTS

- 1. Report Cover Page**
- 2. Detailed Course Syllabus**
- 3. End of Semester Outcomes Assessment Report**
- 4. Grade Sheet Showing Student and Class Performance in Outcomes**
- 5. Supporting Outcomes Specific Assignments (Minimum of 2 per outcome)**
 - 5.1 Assignments assessing students' ability to communicate effectively with a range of audiences

Course Syllabus

Department of Civil & Environmental Engineering

CVEG 2304 – Global Development Issues

CREDIT HOURS	3
CONTACT HOURS	3
INSTRUCTOR/ COURSE COORDINATOR	Dr. Iftekhar Ahmed, PE, Civil Engineering
TEXTBOOK	Introduction to Global Studies, 2nd Ed., John McCormick
SUPPLEMENTAL MATERIALS	Lecture slides and internet research
CATALOG DESCRIPTION	An overview of global development issues and their importance. Basic concepts in project management and professional ethics, and environmental aspects.
PREREQUISITES	None
CO-REQUISITES	None
DESIGNATION	Core Course
COURSE LEARNING OUTCOMES/GOALS	(4) ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal context.
TOPICS COVERED	I. Introduction to Global Studies II. Population and Resources III. Identity and Culture IV. Science and Technology V. Economy VI. Trade VII. Environment VIII. Migration



SYLLABUS

CVEG 2304: Global Development Issues Fall 2021

Instructor: Dr. I. Ahmed
Section # and CRN: P01, 17717
Office Location: Wilson 110F
Office Phone: (936) 261-1659
Email Address: ifahmed@pvamu.edu
Office Hours: MWF 11-12, T 2-5 (or by appointments via e-mail)
Mode of Instruction: Face to Face

Course Location: Wilson 109G
Class Days & Times: TR 12:30 – 1:50
Catalog Description: An overview of global development issues and their importance. Global and regional developing goals, history, implementation and impact. Global and local dimensions of development, and the concept of sustainability. Ethical dimensions of development, management concepts for projects and related issues. Global issues related to energy, the environment, and the food-energy-water (FEW) nexus. Audience-appropriate visualization and documentation.

Prerequisites: None
Co-requisites: None

Required Text(s): *Introduction to Global Studies*, John McCormick (1st Edition, 2018 is OK, e-copy OK)

Recommended Text(s): None

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	attain the ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts	4	

*ABET Criterion 3. Program Outcomes and Assessment

- 1) an ability to identify, formulate, and solve **complex** engineering problems by applying principles of engineering, science, and mathematics
- 2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- 3) an ability to communicate effectively with a range of audiences
- 4) an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- 5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- 6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- 7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Attendance	5%	5
2) Assignments	45%	45
3) Tests (2)	30%	30
4) Final Exam	20%	20
Total:	100%	100

Grading Criteria and Conversion:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = 0 – 59%

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Attendance	Attend class and actively take notes and participate in providing feedback
Assignments	Mini projects (individual), reading assignments
Tests	On topics discussed in class (written response will be required)
Final Exam	Comprehensive (written response will be required)

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Topics in Global Studies: To be linked with Infrastructure Development Needs in Global Context

History

Population and Resources

Identity and Culture

Science and Technology

States and Government

Law and International Organizations

Human Rights

Economy

Trade

Migration

Environment

War and Peace

Semester Calendar (Subject to changes and adjustments)

Week One:

Topic Description

Readings: Course Introduction
T The World Map
R PowerPoint slides on SPI and Maslow's Pyramid of Needs or Maslow's Hierarchy

Assignment (s): T Study the World Map
R Review Class Notes, Research respective engineering society's Ethics guidelines

Week Two:

Topic Description

Readings: T World Population Density Map
R Food-Water-Energy Nexus

Assignment (s): T Read slides
R Read slides

Week Three:

Topic Description

Readings: T Resources
R Identity & Culture

Assignment (s): T Read slides
R Slides/Textbook reading

Week Four:

Topic Description

Readings: T Science and Technology (STEM priorities)
R Case Study - 1

Assignment (s): T Slides/textbook
R MINI PROJECT 1 (Due in one week in class)

Week Five:

Topic Description

Readings: T Case Study 1 revisited
R States and Government

Assignment (s): T Case study/slides/textbook
R Textbook

Week Six:

Topic Description

Readings: T Law (labor) and International Organizations
R Case Study – 2

Assignment (s): T Slides/textbook
R Case study/textbook

Week Seven:

Topic Description

Readings: T Case Study 2 revisited
R **TEST 1** (Written response will be required)

Assignment (s): T Slides/textbook
R MINI PROJECT 2 (Due in one week in class)

Week Eight:

Topic Description

Readings: T Human Rights
R Economy/Trade/Migration

Assignment (s): T textbook reading
R textbook reading

Week Nine:**Topic Description**

Readings: T Environment (Climate change, Energy)
R Environment
Assignment (s): T Textbook reading
R MINI PROJECT 3 (Due in one week in class)

Week Ten:**Topic Description**

Readings: T War & Peace (Recent conflicts)
R War & Peace (Recent conflicts)
Assignment (s): T Textbook/slides
R Textbook/slides

Week Eleven:**Topic Description**

Readings: T State of U.S. Infrastructure
R Labor status
Assignment (s): T Read on Boeing's Design Service Status
R Recommend business solutions for Boeing (in class discussion)

Week Twelve:**Topic Description**

Readings: T Oil & Gas distribution of the world
R Control of service personnel by various industry types
Assignment (s): T Read Oil & Gas industry history of Houston
R Saudi Arabia and U.S. Oil business relationship (in class discussion)

Week Thirteen:**Topic Description**

Readings: T MINI PROJECT – 4 (Due in one week in class)
R **TEST 2 (Written response will be required)**
Assignment (s): T Hydropower sector (Where does Africa stand?)
R Research hydropower distribution of the world (for next class)

Week Fourteen:**Topic Description**

Readings: T Water resources of the world
R Hydropower distribution of the world (In-class discussions)
Assignment (s): T To be assigned
R

Week Fifteen:**Topic Description**

Readings: T To Be Decided
R To Be Decided
Assignment (s): T
R

Week Sixteen:**Topic Description**

Readings: T **FINAL EXAM (Written response will be required)**
R
Assignment (s): T
R

Mapping of Program Educational Objectives onto Student Outcomes

PEO	Program Educational Objectives	CE Student Outcomes						
	<i>Graduates from the Civil Engineering program will:</i>	[1]	[2]	[3]	[4]	[5]	[6]	[7]
PEO 1	Have careers in civil engineering or related fields that lead to increasing levels of responsibility and leadership	X	X	X	X	X	X	X
PEO 2	Obtain professional licensure/certifications	X	X					
PEO 3	Complete graduate studies in civil engineering or related fields	X	X	X	X		X	X
PEO 4	Engage in professional development and service	X	X	X	X		X	X

Mapping of CE Courses and Student Outcomes [Beginning Fall 2019] Updated Fall 2021

Previous Course No.	New Course No.	Course Title	CE Student Outcomes/SOs						
			[1]	[2]	[3]	[4]	[5]	[6]	[7]
CVEG 1011	CVEG 1101	Introduction to Engineering							
CVEG 1021	CVEG 1102	Introduction to Civil Engineering Lab							I
CVEG 2043	CVEG 2301	Engineering Mechanics I							I
CVEG 2061	CVEG 2101	Materials & Dynamics Lab						I	
CVEG 2063	CVEG 2332	Mechanics of Materials I		I					
CVEG 2073	CVEG 2304	Global Development Issues {CORE}			I	√	I		R
CVEG 2081	CVEG 2102	Surveying & Geospatial Concepts			R			I	
CVEG 3023	CVEG 3300	Geotechnical Engineering		I					
CVEG 3031	CVEG 3100	Concrete & Steel Lab						√	
CVEG 3043	CVEG 3301	Environmental Engineering			R			√	
CVEG 3051	CVEG 3102	Professional Engineering I				√			
CVEG 3053	CVEG 3302	Transportation Engineering			R		√		
CVEG 3063	CVEG 3303	Hydraulics			√		R	√	
CVEG 3073	CVEG 3304	Structural Analysis I	I						√
CVEG 3083	CVEG 3305	Steel Design	√	√	R				
CVEG 4013	CVEG 4300	Reinforced Concrete	R	√					
CVEG 4021	CVEG 4100	Geotech Engineering Design Lab		R					√
CVEG 4043	CVEG 4301	Environmental Engineering Design	√	√	R				
CVEG 4053	CVEG 4302	Transportation Engineering Design	√				√		
CVEG 4063	CVEG 4303	Water Resources Engineering	√	√					I
CVEG 4093	CVEG 4304	Systems Engineering		√					√
CVEG 4472	CVEG 4200	Sr. Design & Professionalism I		√	√	√	√		√
CVEG 4482	CVEG 4201	Sr. Design & Professionalism II	√	√	√	√			

I – means the described outcome is introduced (not measured) but could be monitored.

√ - means that the skills described in the program outcome are covered and **measured** in the course.

R – means the described outcome is reinforce in the course (not measured) but could be monitored.

Additionally, evidence are to collected to satisfy **CE Program Criteria** covering basic concepts in **Management** (CVEG 3302, 4302, 4200, 4201, 4304), **Business** (CVEG 4304, 4200, 4201), **Public Policy** (CVEG 2304, 4200, 4201), **Professional Ethics** (CVEG 1102, 2304, 3102), Leadership (CVEG 4200, 4201), **Consideration of Sustainability** (CVEG 4301, 4302, 4303), **Importance of Professional Licensure** (CVEG 3102, 4200, 4201).

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment

problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

Office of Testing Services

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services

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, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit:

<https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: <https://www.pvamu.edu/studentengagement/>

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes

respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

End of Semester Course Assessment Report

This summary contains the following Information

1. Performance Statistics

- **Total number of students in class**
- **The class average performance (stated as %) in each course outcome assessed in this class and the two previous times course was assessed.**
- **The acceptable class average for the class in each outcome area as set by your Department.**
- **Percentage of students who scored below the expected average in each outcome.**

2. Implementation Summary

- **Brief summary of plans implemented during the semester based on last assessment report**

3. Perceived Problems

- **Instructor's critical evaluation of perceived problems that affected students' performance.**

4. New Plans for Addressing Problems

- **Instructor's plans for addressing the perceived problems the next time the class is taught.**

5. Overall Trend over last three assessment periods

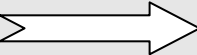
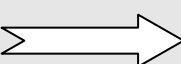
- **Instructors summary of overall performance trend for each outcome measured over the last three periods.**

END OF SEMESTER COURSE OUTCOME ASSESSMENT REPORT
CVEG 2304-GLOBAL DEVELOPMENT ISSUES
FALL 2021

**[The Course was Assessed for the First Time in Fall 2021 Using Only
the Civil Engineering Students' Data]**

Report Prepared by: Dr. Iftekhar Ahmed, P.E.

Report Date: December 20, 2021

Semester	Analysis Type	Number of Students	Outcome 4 Ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts			
			Expected Class Average	Expected Percent of students at or above average	Class Average	% Students meeting Expected Average
Fall 2021	Direct	35*	70	70	89	100
Implementation Summary	Items implemented from previous report or after meeting previous instructor 		N/A. This course was assessed for the first time for the Civil Engineering students in Fall 2021.			
Perceived Problems	Perceived problems are directly related to the PC and the sub items under them 		Students were reluctant to spend time memorizing the standard nomenclature and conceptual definitions found in the fundamental of Global Studies text. So, they could not answer the written-response type questions on the tests. They only relied on the multiple choice questions but that did not help with the cumulative test scores.			
Plans for Addressing Problems	Plans for address specific measures to address PC and their sub areas 		The following is recommended for implementation: Inform students on the nature of the study requirements to do well in the course. This should include a lecture time set aside on lessons learned from Fall 2021 class. This will work if the same instructor teaches the course because the subject matter is subjective indeed.			
Overall Trend over Periods	Ascertain if there were improvements over previous semesters 		This course was assessed for the first time in Fall 2021. There is no data available to comment on the overall trend over the last academic years.			
Were Expectations Met?			YES			

*Number of students who completed the course

**Grade Sheet Showing
Student and Class Performance in Outcomes**

**Grade Sheet Showing Student and Class
Performance in Course Outcomes
CVEG 2304 GLOBAL DEVELOPMENT ISSUES
FALL 2021**

Outcome:	4
Maximum Points:	100
Student ID	Mini Project #4 Average
1	95
2	90
3	80
4	90
5	95
6	90
7	85
8	85
9	95
Average:	89

9 Civil Engineering students completed the course

**OUTCOME SPECIFIC ASSIGNMENTS
USED TO ASSESS OUTCOME**

ASSIGNMENTS FOR OUTCOME “4”

The ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

‘Test Performance Based Outcome Assessment Tools’

**CIVIL & ENVIRONMENTAL ENGINEERING
DEPARTMENT
OUTCOME SPECIFIC ASSIGNMENT
COVER SHEET**

GLOBAL DEVELOPMENT ISSUES

FALL 2021

Instructor: Dr. Iftekhar Ahmed, P.E.

Title of Assignment

Test 1

Outcome Measured Using this Assignment

Outcome 4

The ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

Brief Description of the suitability of this assignment for the outcome

Students were tested on the fundamentals of Global Studies topics as they pertain to global development issues. The topics included Population & Resources and Identity & Culture.

CVEG 2304 (P01): Global Development Study
Test 1: Face-to-Face (Multiple Choice and Written Response Type Questions)
CLOSED BOOK/NOTES Fall 2021/Dr. I. Ahmed
September 30, 2021 (12:30 – 1:50 PM)

Multiple Choice Questions (25 Questions, 50 Points) – Circle the best answer

1. One type of Culture-Driven Architecture looks at:

- (A) Values, Beliefs and Attitude to which a society subscribes and responds
- (B) Natural topography of land
- (C) Materials behavior
- (D) None of the above

2. Social Progress Index (SPI) measures a country's ability to provide:

- 2 X
- (A) Social, economic and environmental needs of its citizens
 - (B) Social and environmental needs of its citizens
 - (C) Opportunity to progress
 - (D) None of the above

3. On Maslow's pyramid of needs, engineers' role is most important in:

- 2 X
- (A) Physiological needs aspect
 - (B) Esteem related needs
 - (C) Safety needs aspect
 - (D) Self-actualization needs

4. Civil Engineers shall strive to comply with the principles of:

- 2 X
- (A) Design
 - (B) Safety, Health and Welfare of the public
 - (C) Sustainable development
 - (D) Creative arts

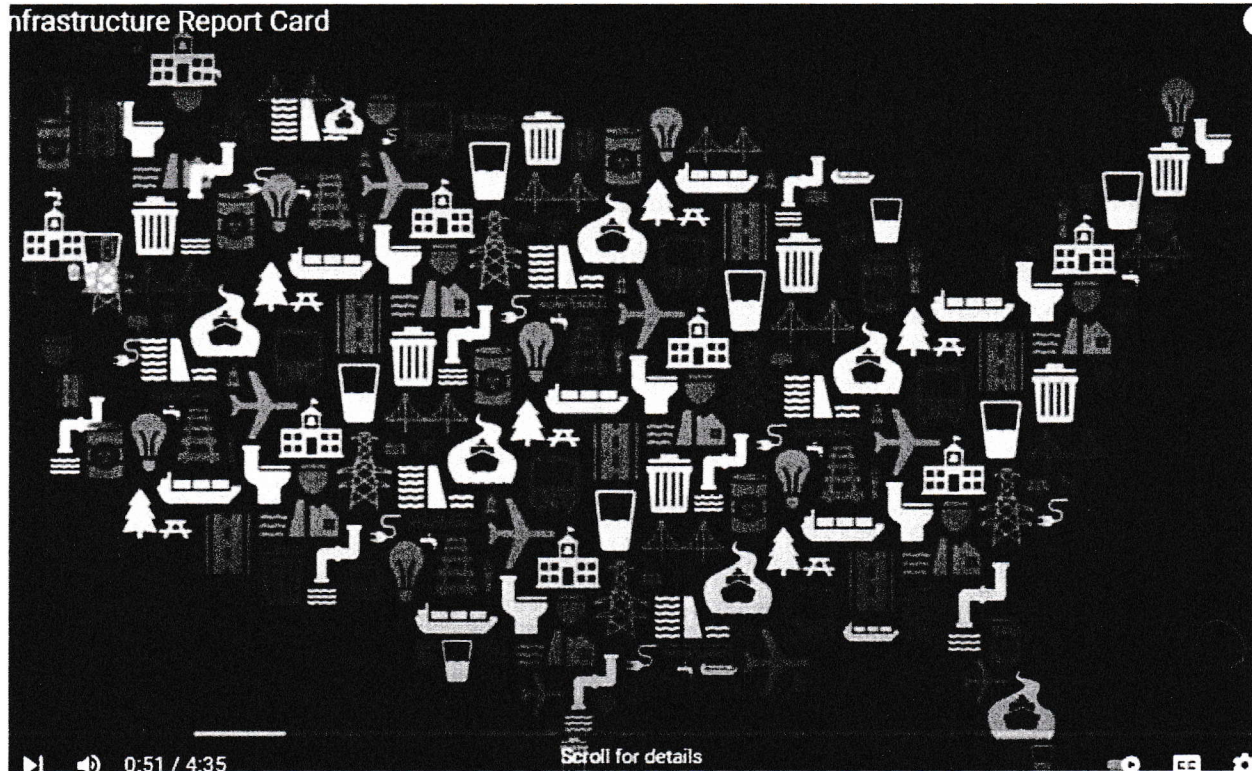
5. Engineers uphold and advance the **integrity, honor and dignity** of the engineering profession by:

- (A) using their knowledge and skill for the enhancement of human welfare and the environment
- (B) being honest and impartial and serving with fidelity the public, their employers and clients
- (C) striving to increase the competence and prestige of the engineering profession
- (D) All of the above

6. Global studies can be defined as the study of the _____ of political, economic, social, cultural links between people, corporations and governments in different countries.

- (A) Interaction
 (B) Comparison
 (C) Disaggregation
 (D) Integration

7. The map of USA in the figure shows the _____ of U.S. infrastructure.

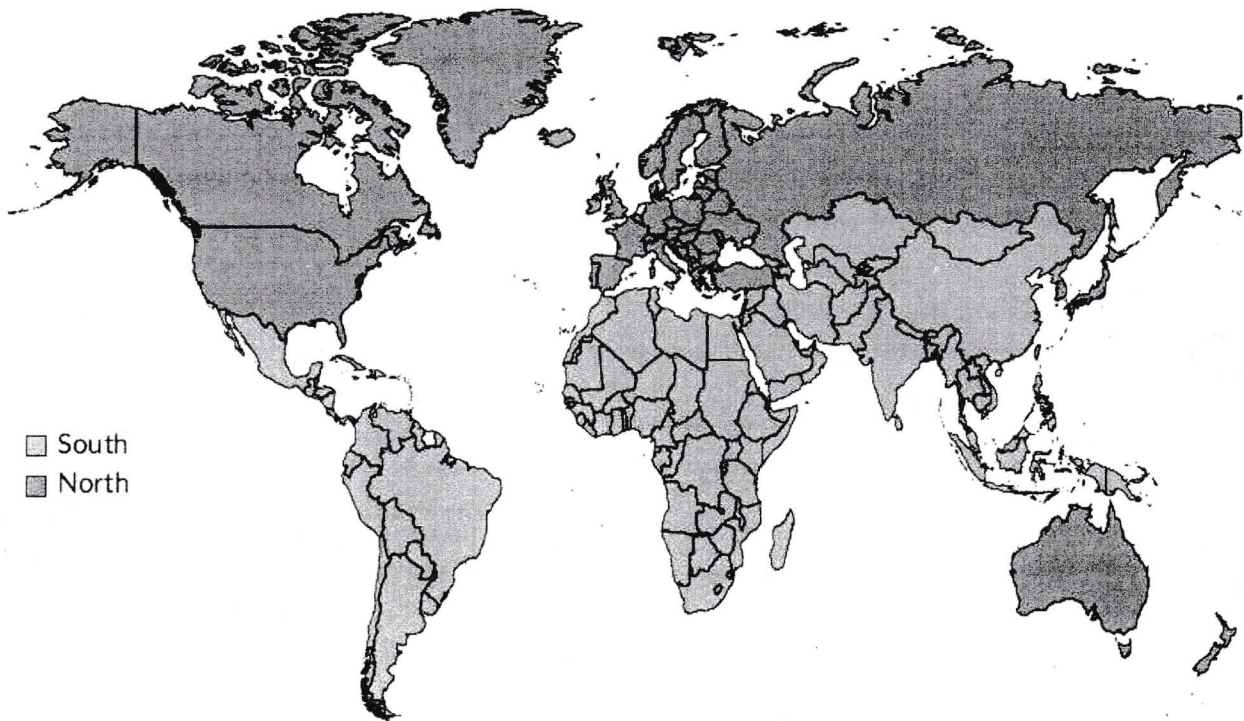


- (A) Components
 (B) Gross Domestic Product components of the USA
 (C) Density
 (D) None of the above

8. Resources can be divided into:

- (A) Private, public and common goods
 (B) Natural and man-made kinds
 (C) Earthly and non-earthly goods
 (D) None of the above

9. The world map shown below depicts the Global _____ and _____ .



- (A) Northern hemisphere and Southern hemisphere
- (B) Magnetic North, Magnetic South
- (C) North, South
- (D) None of the above

10. New awareness of the effects of human actions on the natural world is a trend, seen in the case of:

- (A) Environment
- (B) Mobility
- (C) Security
- (D) Globalization

11. BRIC is a collective acronym for:

- (A) Brussels, Reykjavik, Indore and Chicago
- (B) Botswana, Rhodesia, India and Chad
- (C) Brazil, Russia, India and China
- (D) None of the above

12. Globalization supports the idea that global and local changes can occur _____.

- ☒ (A) Simultaneously
- ☐ (B) Separately

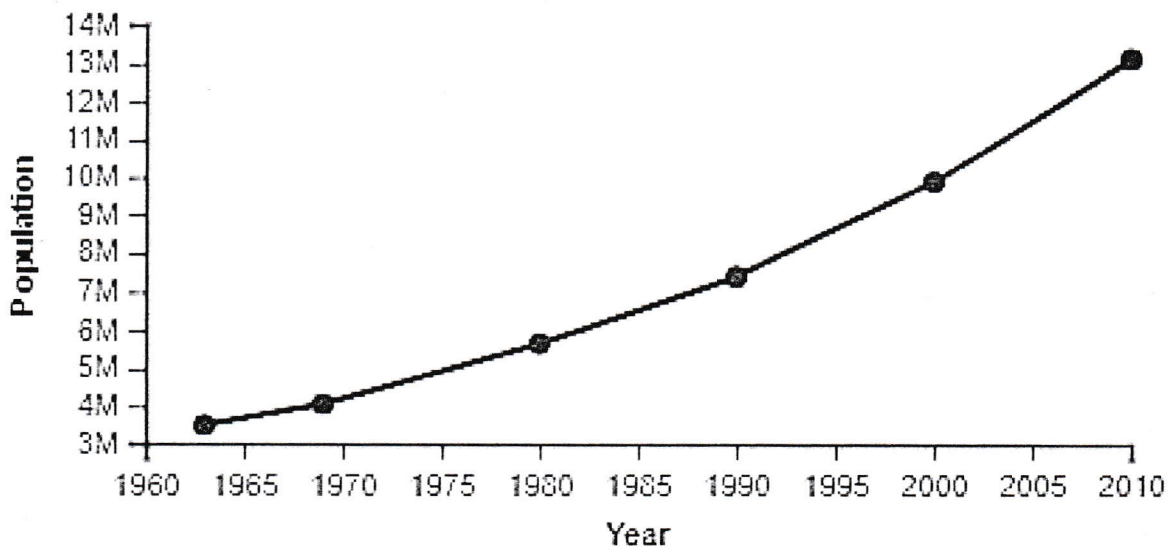
13. While globalization has encouraged international peace by tightening economic links among countries and broadening cultural understanding, it has promoted international tensions through _____ in trade, income and opportunity.

- ☐ (A) separation
- ☐ (B) equalities
- ☒ (C) inequalities
- ☐ (D) None of the above

14. *Demographic transition* is a model that is used to explain:

- ☐ (A) how fertility numbers change under changes in social and economic patterns
- ☒ (B) how population numbers change under changes in social and economic patterns
- ☐ (C) how mortality numbers change under changes in social and economic patterns
- ☐ (D) None of the above

15. The population chart of Zambia below is:

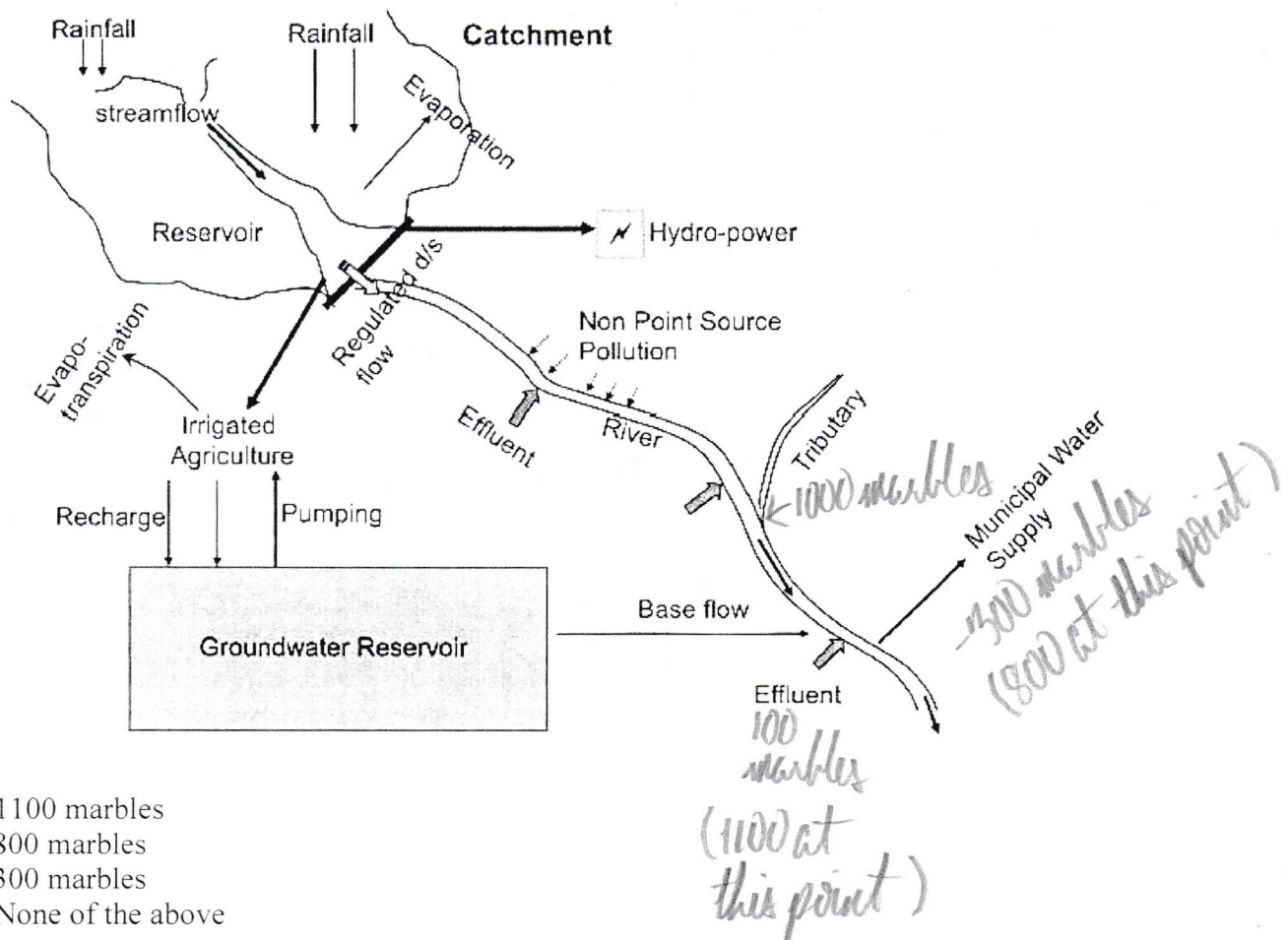


- ☒ (A) an Exponential growth function
- ☐ (B) an Exponential decay function
- ☐ (C) a polynomial function of the second order
- ☐ (D) None of the above

16. A brick wants to be:

- (A) an Arch
- (B) a lintel
- (C) a wall
- (D) None of the above

17. Consider water flow in the river shown is treated by flow of marbles. 1000 marbles flow in the river (main channel) below the tributary. The effluent *downstream of the tributary* brings in 100 marbles into the river. The municipal water supply takes out 300 marbles from the river. How many marbles are left flowing in the river downstream of the municipal flow diversion point?



- (A) 1100 marbles
- (B) 800 marbles
- (C) 300 marbles
- (D) None of the above

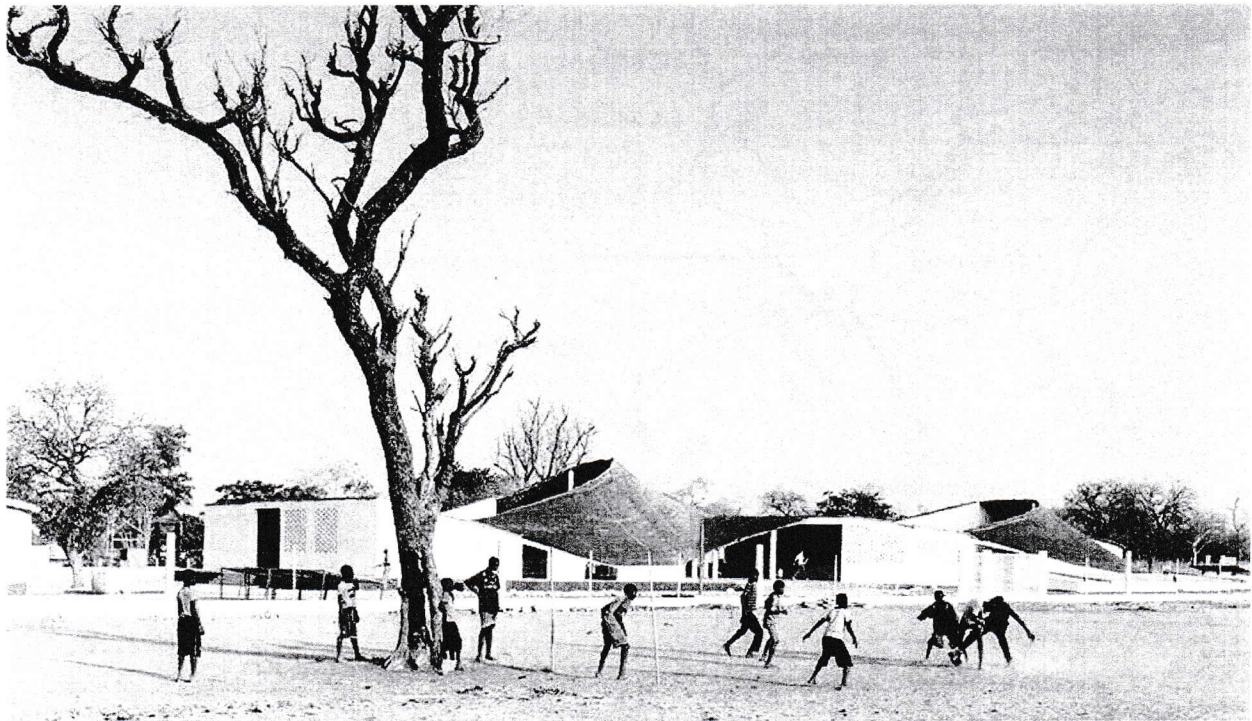
18. Investments in water, food and energy nexus lead to:

- ☒ (A) National independence and economic growth
- (B) National dependence and economic downfall

19. Even a room that needs to be dark needs a crack of light to:

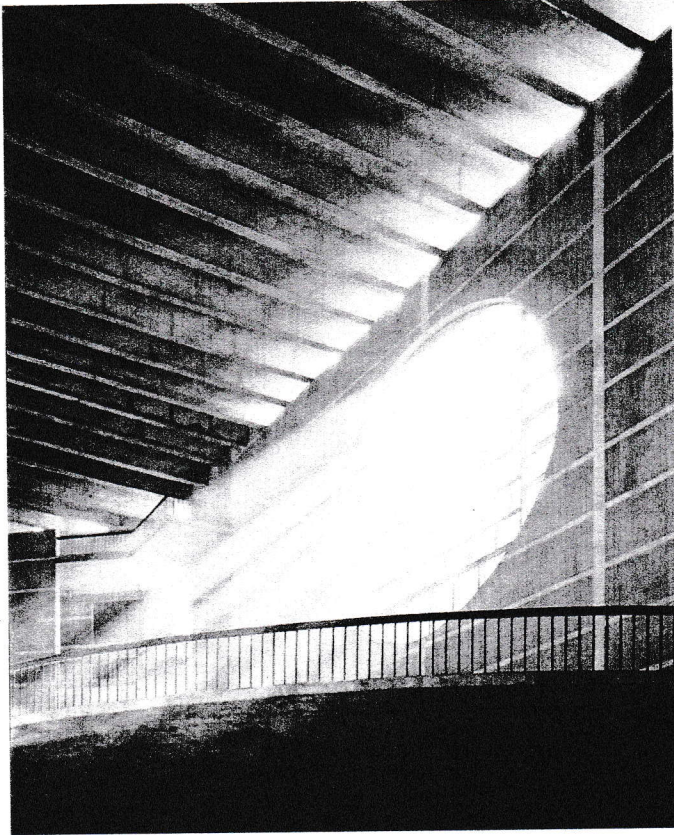
- (A) process photo films
- ☒ (B) tell how dark it is
- (C) tell your sensitivity to light
- (D) None of the above

20. The funnel shaped roof in the photo from Senegal, West Africa, is utilized to blend the structure to the natural topography and:



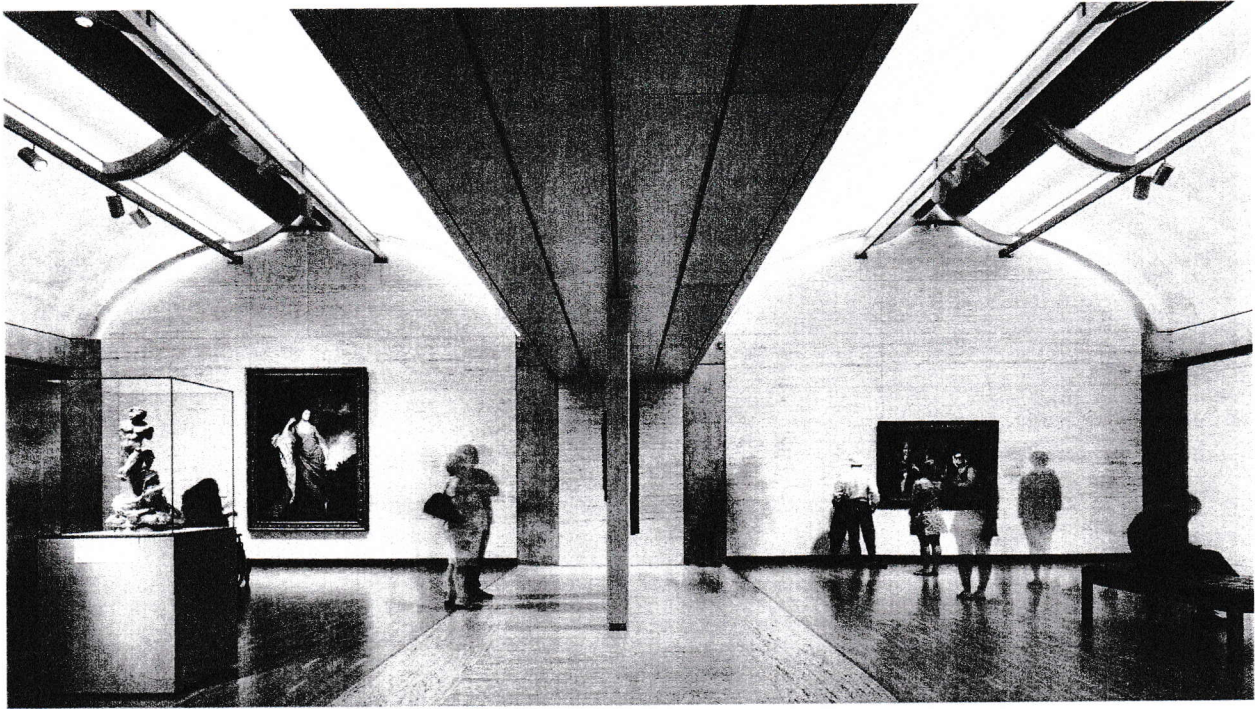
- ☒ (A) to harvest rain water
- (B) to allow children use it as slide for playing
- (C) to bring in natural light
- (D) None of the above

21. The photo of an interior corner of the Parliament Building in Dhaka, Bangladesh, illustrates the interaction between:



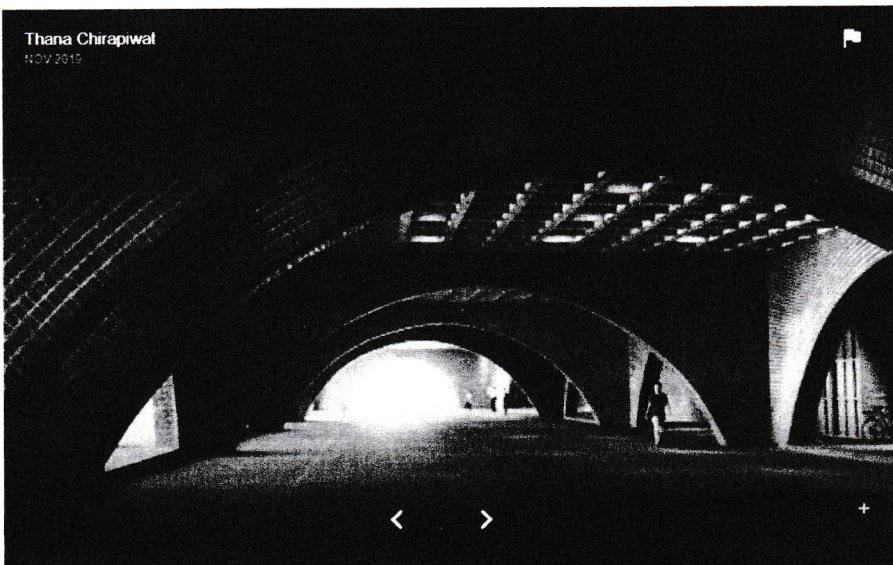
- 2 X (A) Light and space
(B) Light and shadow
(C) Concrete and Steel
(D) None of the above

22. The photo illustrates the natural light through the thin concrete arch roofs of Architect Louis Kahn's:



- (A) House of the Nation, Dhaka, Bangladesh
- (B) Kimbell Art Museum, Fort Worth, Texas
- (C) Salk Institute, La Jolla, CA.
- (D) Exeter Library, Exeter, NH

23. The type of ceiling shown in between two arches is best known as:



- ☒ (A) Honeycomb structure
- ☐ (B) Square pants structure
- ☐ (C) Hollow pane structure
- ☐ (D) None of the above

24. _____ refers to the belief in the separation of religion and State.

- ☐ (A) Glocalization
- ☐ (B) Peculiarism
- ☒ (C) Secularism
- ☐ (D) None of the above

25. The spread of religion has long been tied to:

- ☐ (A) Glocalization
- ☒ (B) Globalization
- ☐ (C) Secularism
- ☐ (D) None of the above

Clean, Legible Hand-written Answers Please: 50 Points

1. Define **Globalization**.

"Globalization" is the spread of a culture (or its ideas) worldwide. Many of those ideas are derived from Western culture, namely from Europe.

2. Define Culture.

(-3) In simple terms, culture is the way of life for any group of people, usually influenced by location and religion, and expressed through ideas, food, architecture, and the arts.

3. In brief, explain how you would *begin* to develop the following infrastructures from scratch:

a) Water infrastructure (you can use bulleted lines to explain your steps)

My ideal water infrastructure would be...

same { derived from a river
considerate of availability and accessibility

(-4) — — — ? ? ?

b) Roadway infrastructure (you can use bulleted lines to explain your steps)

It would be best to survey the land to gain insight on where the roads would fit, and then consider connections to cities.

(-3) how?? write more----

4. Mention two methods for **rain water harvesting**. Expand your response with reasoning on how your method might work? No sketches required. You can use bulleted lines.

a) Dams and Reservoirs

- Collect water and rainwater

- act as storage

- Can provide enough water to power a region and serve its water needs

- requires the dam to be hydroelectric

} not relevant to the question!

b) Watersheds

- collect water for future use

- Can prevent flooding

- absorb (but only if natural)

how?

Watersheds do not collect water automatically!!

} not relevant!

5. What is organic architecture to you? Explain.

"Organic Architecture" is such that is built with its surroundings in mind. This form of architecture can draw natural resources from nearby (ideally water) with intent to serve itself, occupants, or even its community.

good

**CIVIL & ENVIRONMENTAL ENGINEERING
DEPARTMENT
OUTCOME SPECIFIC ASSIGNMENT
COVER SHEET**

GLOBAL DEVELOPMENT ISSUES

FALL 2021

Instructor: Dr. Iftekhar Ahmed, P.E.

Title of Assignment

Test 2

Outcome Measured Using this Assignment

Outcome 4

The ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

Brief Description of the suitability of this assignment for the outcome

Students were tested on the fundamentals of Global Studies topics as they pertain to global development issues. The topics included Culture, Science & Technology, Economy, Trade, Migration and Environment.

67/100

CVEG 2304 (P01): Global Development Study
Test 2: Face-to-Face (Multiple Choice and Written Response Type Questions)
CLOSED BOOK/NOTES Fall 2021/Dr. I. Ahmed
November 18, 2021 (12:30 – 1:50 PM)

Multiple Choice Questions (15 Questions, 75 Points) – Circle the best answer

1. CO_2 + _____ -----> Underground, hard rock

- (A) O_2
 (B) N_2
 (C) H_2O
 (D) None of the above

2. Carbon capture represents:

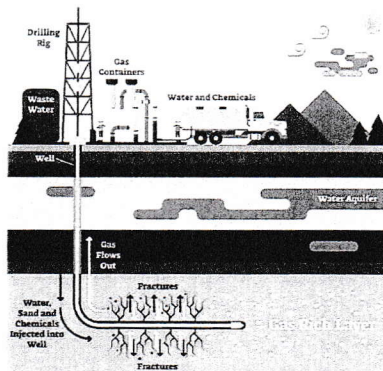
- (A) Capturing emitted carbon at the source (like factories, vehicle emission)
 (B) Capturing carbon from the air in the form of CO_2
 (C) None of the above

3. Direct air capture represents:

- (A) Capture CO_2 in the air by commercial level air suction technology
 (B) Capture emitted carbon at the source (like factories, vehicle emission)
 (C) None of the above

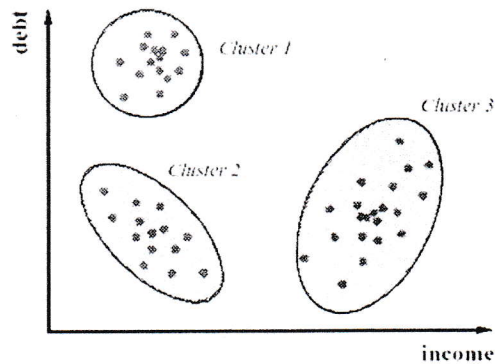
4. The figure illustrates:

- (A) Carbon capture technology used in Iceland
 (B) Hydraulic fracturing or fracturing technology
 (C) Creative arts
 (D) Water extraction at a well



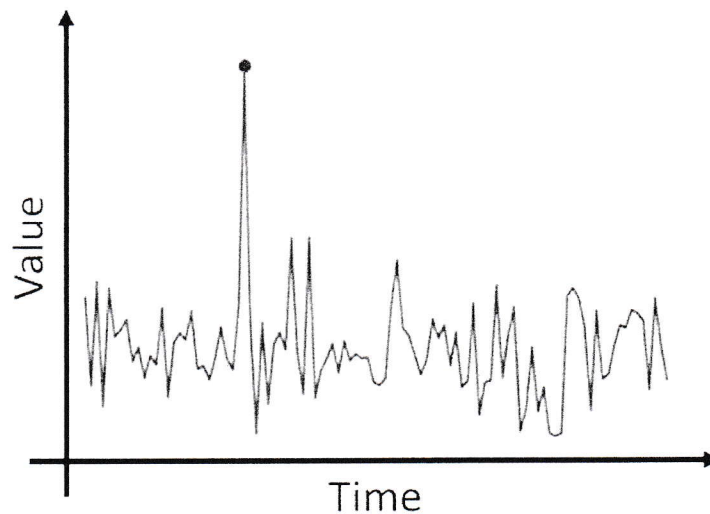
5. Data Mining: A *positive* correlation (debt increases with income increase) between debt and income is seen in the figure, in:

- (A) Cluster 1
- (B) Cluster 2
- ☒ (C) Cluster 3
- (D) In all of the above

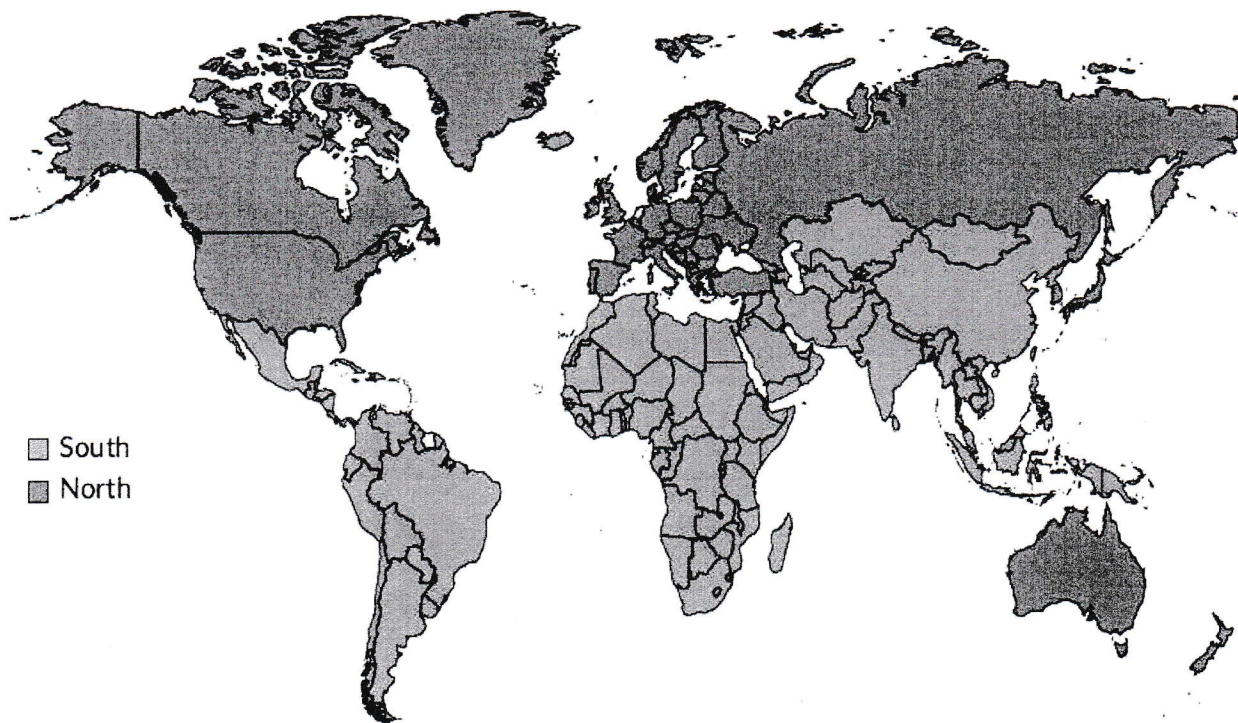


6. Data Mining: The spike in the figure represents:

- (A) A Dirac Delta Function found in Math
- ☒ (B) Anomaly
- (C) Global optimum value
- (D) None of the above



9. The world map shown below depicts the Global _____ and _____.



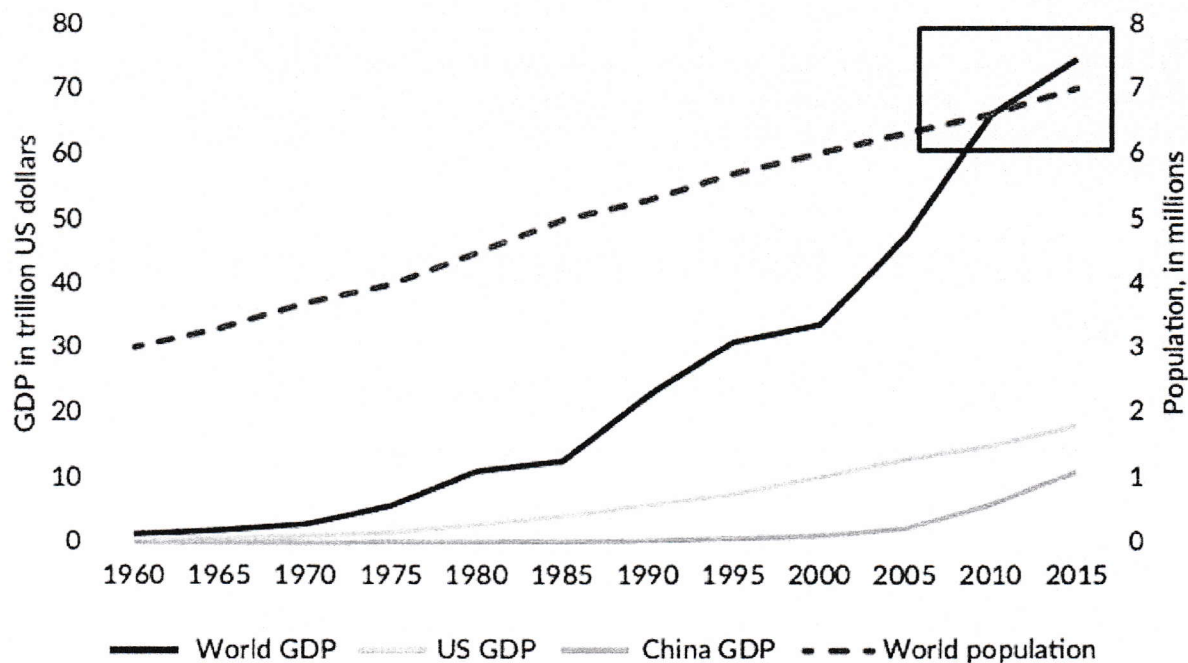
- (A) Northern hemisphere and Southern hemisphere
- (B) Magnetic North, Magnetic South
- ☒ (C) North, South
- (D) None of the above

10. Chance =

- (A) Probability / 100 %
- (B) Probability + 100
- ☒ (C) Probability x 100%
- (D) Probability

11. The situation shown in the **inset** of the figure best represents:

- (A) World population growth rate surpassed world GDP growth rate in circa 2010
- ☒ (B) World GDP growth rate surpassed world population growth rate in circa 2010
- (C) U.S. GDP is greater than China GDP but China GDP is rising from circa 2010
- (D) None of the above



The growing global economy

Source: Based on data in World Bank Economic Indicators (2018).

12. Barter is:

- (A) Exchange of goods using gold
- ☒ (B) Exchange of goods with goods with no money exchanged

13. World Trade Organization was created in 1995 to:

- ☒ (A) Manage trade disputes
- (B) Make US and China global trade profitable
- (C) Monitor human rights violation in workplace
- (D) None of the above

14. *In Free Trade:*

- ☒ (A) All barriers to trade are removed
- (B) Some barriers to trade are removed
- (C) All barriers to trade are removed between two countries
- (D) None of the above

15. *Fair trade:*

- ☒ (A) Ensures farmers a pre-set value on their goods when price fluctuates in the market
- (B) Guarantees business for farmers in rural settings
- (C) Encourages foreign direct investment
- (D) None of the above

Clean, Legible Hand-written Answers Please: 30 Points

1. Define the *theory* best known as the **Comparative Advantage** of Trade

The Comparative Advantage of Trade is a theory that some countries possess an innate advantage in trade over others, and thus fare better over it.

2. Define **Culture**.

Culture is a set way of life for a group of individuals, driven by location, traditions, and history, influenced by trade, and expressed through art, food, and architecture, among others.

3. Assume, you wish to invest in a Free Trade business (could be produce hauling between U.S. and Mexico). Name up to two **degrees of trade cooperation** benefits you would like to tap into and how. List them **and** write about them, in brief.

-10
BUNK-

4. Explain, in brief, the three qualities that lead to success in business and trade, mentioned below:

a) Creativity:

- ideas for business and trade
 - focus is given on what goods to sell and what services to provide based on needs
- Did not ask for definition
(5)

b) Infrastructure:

- anything that drives business and trade and keeps a steady flow thereof, namely transportation and movement of goods
- Roads
Navigable waterways
etc. ---
(1)
(2)

c) Survival:

- All efforts put in place to preserve successful business/trade
 - includes agreements
- (3)

ASSIGNMENTS FOR OUTCOME “4”

The ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

‘Project Performance Based Outcome Assessment Tools’

**CIVIL & ENVIRONMENTAL ENGINEERING
DEPARTMENT
OUTCOME SPECIFIC ASSIGNMENT
COVER SHEET**

GLOBAL DEVELOPMENT ISSUES

FALL 2021

Instructor: Dr. Iftekhar Ahmed, P.E.

Title of Assignment

MINI PROJECT #1

Outcome Measured Using this Assignment

Outcome 4

The ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

Brief Description of the suitability of this assignment for the outcome

Students were tasked with a research and development study project on the state of Water, Energy, Agriculture (food) and Transportation infrastructure of Gabon, a country in Western Africa with access to ocean, and the Republic of Congo and Equatorial Guinea as its neighbors. Students reported on what has been done since Gabon's independence from colonialism and what are the future development directions for the country.

**CIVIL & ENVIRONMENTAL ENGINEERING
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COVER SHEET**

GLOBAL DEVELOPMENT ISSUES

FALL 2021

Instructor: Dr. Iftekhar Ahmed, P.E.

Title of Assignment

MINI PROJECT #2

Outcome Measured Using this Assignment

Outcome 4

The ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

Brief Description of the suitability of this assignment for the outcome

The tasks involved data analysis and plotting in Microsoft Excel to extract information from given set of river discharge data. Students worked to create normal and log-transformed data based probability (flood frequency) plots. This was a task under Science & Technology side of Global Studies as it pertains in hydrologic sciences and in many other data intensive areas. Students were offered an Excel tutorial in class.

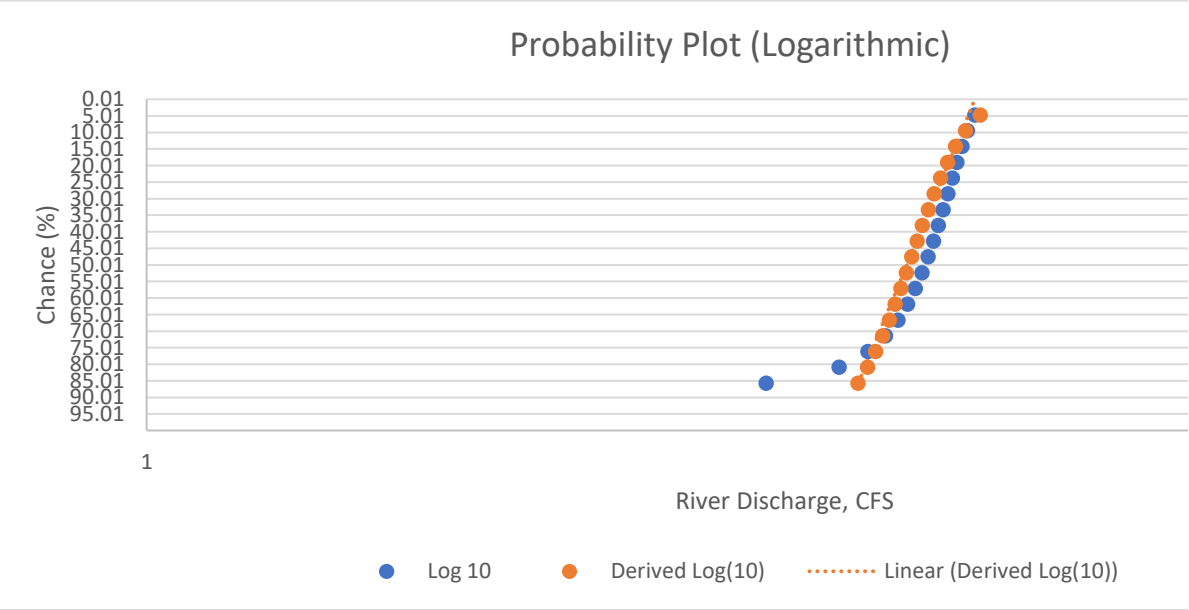
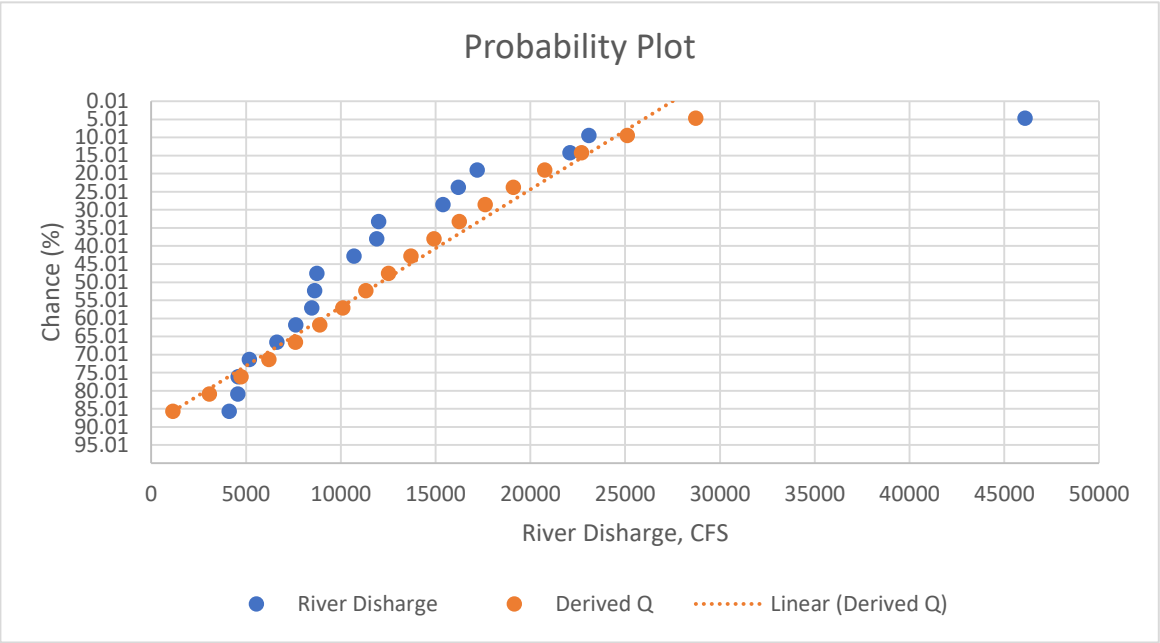
Daniel Grant
CVEG 2304 P01

21-Oct-21
Dr. I. Ahmed
CVEG 2304
Mini Project 2
Data File

Show Formula
for Log Q in cell

Discharge, Q (cfs)	Chance (%)	Derived Normal, Q (cfs)	LOG 10	Derived log Q -
46100	4.76	28728	4.458305392	4.502
23100	9.52	25125	4.40010607	4.385
22100	14.29	22701	4.356044989	4.307
17200	19.05	20767	4.317373763	4.245
16200	23.81	19108	4.281215233	4.191
15400	28.57	17627	4.246178405	4.143
12000	33.33	16264	4.211227366	4.099
11900	38.1	14932	4.174117981	4.056
10700	42.86	13711	4.137069131	4.017
8740	47.62	12523	4.097708381	3.978
8620	52.38	11321	4.05388479	3.94
8470	57.14	10114	4.004922949	3.901
7630	61.9	8892	3.948999454	3.861
6630	66.67	7608	3.881270504	3.82
5190	71.43	6222	3.793930007	3.775
4600	76.19	4741	3.675869955	3.727
4580	80.95	3082	3.488832634	3.674
4120	85.71	1148	3.059941888	3.611

The two charts can compare as for both charts on the x-axis, the River Discharge CFS is steadily increasing. For both plots as you can see the number maybe somewhat a little different but as you can see here both the River Discharge are still increasing.



ing as along with Chance (%).
n the Chance (%) and

**CIVIL & ENVIRONMENTAL ENGINEERING
DEPARTMENT
OUTCOME SPECIFIC ASSIGNMENT
COVER SHEET**

GLOBAL DEVELOPMENT ISSUES

FALL 2021

Instructor: Dr. Iftekhar Ahmed, P.E.

Title of Assignment

MINI PROJECT #3

Outcome Measured Using this Assignment

Outcome 4

The ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

Brief Description of the suitability of this assignment for the outcome

Students were tasked with a *research and reporting assignment* on the state of **Fair Trade and The Global Cocoa Growers' Industry**. They were specifically asked to create a *synced* set of presentation slides that report on in-depth, researched, state of *a few specific aspects* of the issue at hand.

Fair Trade & The Cocoa Industry

Cote d'Ivoire & Oxfam

CVEG 2304: Global Development Issues

Instructed by Dr. I. Ahmed

Presented by Kristopher Green

November 17, 2021

Key Words & Terms

- Fair Trade
- Cocoa
- Human Rights
- Trade Ethics
- Cote d'Ivoire

About Oxfam (American Division)

- Founded in 1970 to respond to a humanitarian crisis in Bangladesh ⁽³⁾
- Pushes to “[fight] inequality to end poverty and injustice” ⁽¹⁾
- Demands equal rights and equal treatment
- Their attention is paid towards the following: Economic Justice and Equal Rights, Gender Justice, Climate Action, and Humanitarian Response

About Oxfam (UK Division)

- Founded in 1942 ⁽⁴⁾
- Their founding was to combat a famine in Greece caused by the Nazi Regime ⁽¹⁴⁾
- Similarly, they “[fight] inequality to end poverty and injustice” ⁽¹⁾

Top Cocoa Producers ⁽⁵⁾

1. Cote d'Ivoire (Ivory Coast)
2. Ghana
3. Indonesia
4. Brazil
5. Cameroon
6. Dominican Republic
7. Ecuador
8. Mexico
9. Nigeria
10. Peru

Everyone thinks of Peru when they think about cocoa, but it's only tenth globally in cocoa production!

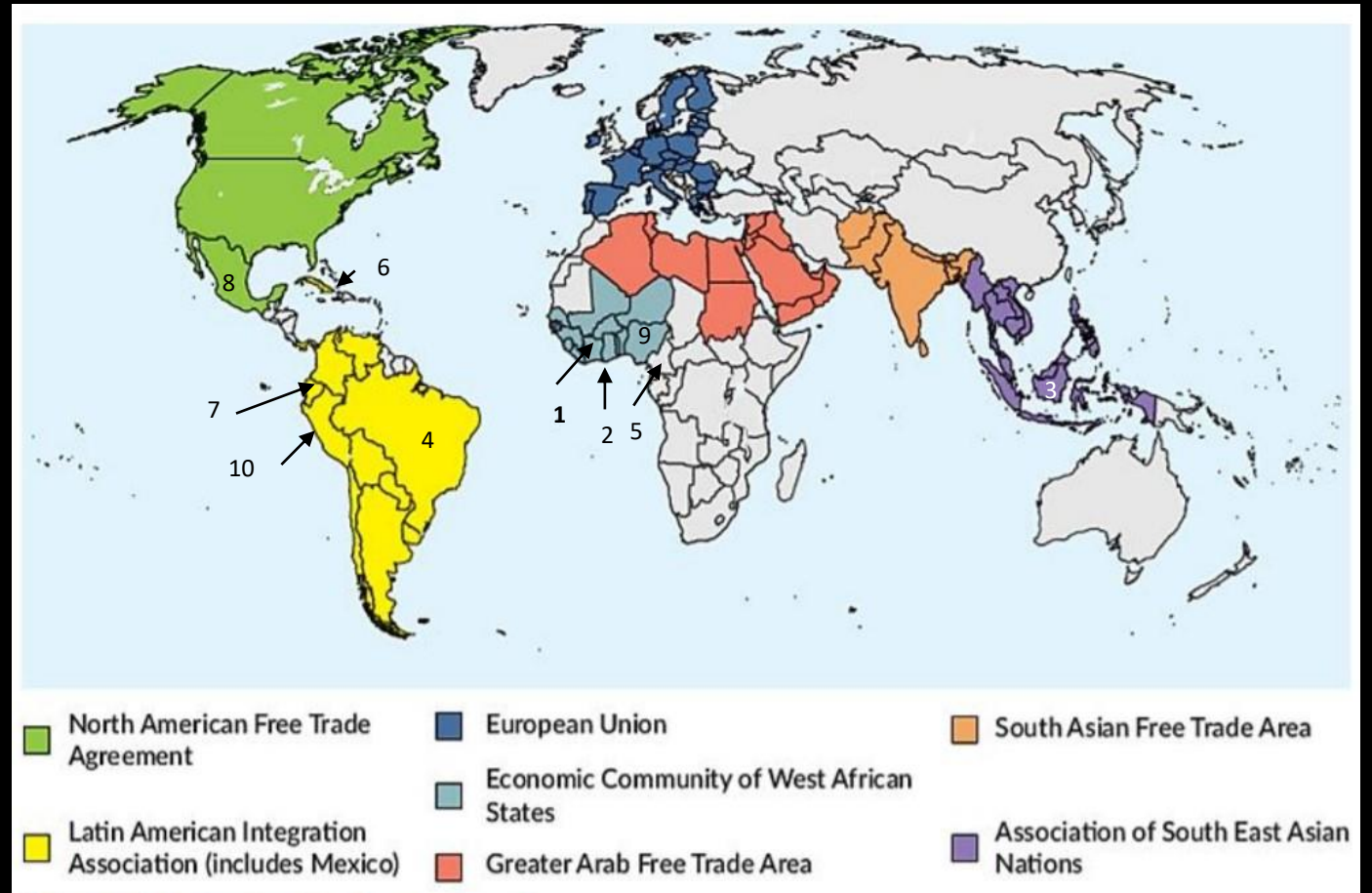
Cocoa and Trade Agreements

Cote d'Ivoire, Ghana, Cameroon, and Nigeria are part of the Economic Community of West African States.

Indonesia is part of the Association of South East Asian Nations.

Brazil, Ecuador, Mexico, and Peru are part of the Latin American Integration Association.

Mexico is also a part of the North American Free Trade Agreement with the Dominican Republic.



(1) Cote d'Ivoire (Ivory Coast)

(2) Ghana

(3) Indonesia

(4) Brazil

(5) Cameroon

(6) Dominican Republic

(7) Ecuador

(8) Mexico

(9) Nigeria

(10) Peru

West Africa and Cocoa

- Cote d'Ivoire produces 45% of the world's cocoa ⁽¹⁰⁾
 - This makes it the world's largest producer of cocoa
- The country is part of the Economic Community of West African States (Abbreviated as ECOWAS), founded in 1975
 - The goal of joining ECOWAS was to promote economic cooperation and development, same as all other ECOWAS countries ⁽⁶⁾
 - In full, Benin, Burkina Faso, Cabo Verde, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, and Togo are all members of ECOWAS ⁽⁶⁾
 - Much of the ECOWAS region grows cocoa and benefits from its production
- Companies like Nestle, Hershey, and Mars benefit from West African cocoa farming

Oxfam America and Cote d'Ivoire ^(1/4)

In 2011, Oxfam America was involved in helping a humanitarian crisis in Cote d'Ivoire. Since then, Oxfam America has remained involved with the country. ⁽⁸⁾

- They have focused on providing water and facilities to refugees who have fled to neighboring Liberia ⁽⁸⁾
- Oxfam America acts as an advocate for farmers in countries like Cote d'Ivoire to provide them their trading needs

Oxfam America and Cote d'Ivoire (2/4)

Cocoa production in Cote d'Ivoire has unfortunately relied on slavery.

- Women and children are treated like animals
 - As a violation in equality, this goes against Oxfam's mission
- The major chocolate companies (Mars, Nestle, and Hershey, two of which are American) were sued in 2020 for violations in child labor laws (10)
 - Workers report not being paid (or at least fed), being forced to work long hours, being isolated, or using dangerous materials (10)
 - All companies that were sued issued statements that denounced child labor and reassured their efforts to end it (10)

Oxfam America and Cote d'Ivoire ^(3/4)

- In 2013, Oxfam launched a campaign—Behind The Brands—that recognizes women's contribution to the cocoa industry and advocates for their empowerment ⁽¹⁷⁾
 - They saw a correlation between women's empowerment and the reduction of child labor and put their findings in a 2016 study ⁽¹⁷⁾
 - Women with more say in household income were able to put more of the income towards their children's education, keeping them off the fields ⁽¹⁷⁾

Oxfam America and Cote d'Ivoire (4/4)

- As of 2019, Cote d'Ivoire still faces problems with child labor (17)
- Oxfam is now pushing for higher cocoa prices and has urged the Ivorian government to increase those prices (17)

Fair Trade: Pros

- Fair trade in Cote d'Ivoire would be to benefit the farmers in the country (who otherwise don't receive anything) by giving them more sustainable wages
 - Farmers receive **3.2%** of the final value of a single chocolate bar ⁽¹²⁾
- Fair trade would also combat child labor and help reform Ivorian cocoa industry
- In 2002, Oxfam launched a campaign—Make Trade Fair—that promotes fair trade through petition, advocacy, and rulemaking ⁽¹⁵⁾

Fair Trade: Cons

- The price of Ivorian cocoa could increase, which for consumers would be problematic
- Fair trade regulations may require a certificate, which is not easy for all companies to attain
- Any regulation made would require government approval, and the government is not obligated to adhere to them

Fair Trade: Why it Doesn't Work

- Fair trade only benefits the farmers, not their workers ⁽¹³⁾
 - If a farmer profits from cocoa production, they are **not** obligated to pay their workers, which is slavery
- “Fair Trade” is a certification; not many of Cote d'Ivoire's cocoa companies are “Fair Trade-certified”
 - Out of 50 Ivorian companies in 2019, only about half of them are certified ⁽¹³⁾
- Even with a certificate, there exists disparities
 - Certified companies have reported lower average wages for workers ⁽¹⁸⁾

Fair Trade: Why it Won't Work

- Ivorian companies may not find a Fairtrade certification to be profitable
- Child labor problems still exist within the country, and that would have to be handled first

Conclusions

- Fair trade is no good if it does not apply to all
- WORKERS NEED TO GET PAID
- The cocoa industry needs major reform to achieve better worldwide support.
- Oxfam is doing whatever it can, but change relies on the government recognizing the problem and doing their due diligence in fixing it.

Summary

- Oxfam, which is a major advocate for fair trade and human rights, is doing what it can to support countries like Cote d'Ivoire
- Despite being part of a trade agreement, workers in Cote d'Ivoire still suffer from poor working conditions for cocoa production, and child labor remains a problem
- Fair trade is intended to benefit countries where workers and farmers would otherwise make nothing, but does not always work because it only benefits farmers
- Though Oxfam is trying to fight the human rights and fair trade violations in Cote d'Ivoire, time will tell how well their efforts paid off

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**CIVIL & ENVIRONMENTAL ENGINEERING
DEPARTMENT
OUTCOME SPECIFIC ASSIGNMENT
COVER SHEET**

GLOBAL DEVELOPMENT ISSUES

FALL 2021

Instructor: Dr. Iftekhar Ahmed, P.E.

Title of Assignment

MINI PROJECT #4

Outcome Measured Using this Assignment

Outcome 4

The ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

Brief Description of the suitability of this assignment for the outcome

Students prepared a set of PowerPoint slides on **the Elements of Trade Ethics**. In particular, they conducted research on **Trade Ethics** topics assigned to them as individual slide headers; Students were asked to conduct internet (or any other source based) research and provide reference citation on the related slides.

Elements of Trade Ethics

Kimdrea Obey

Mini Project #4

CVEG 2304: Global Development Issues

December 2, 2021

Guidelines to follow from Dr. Ahmed:

Do not delete this slide

- Conduct research on **Trade Ethics TOPICS** given to you as individual Slide headers; provide reference citation on the related slides.
- Summarize and Briefly Explain with bullet items
- Use supporting information from any good case study you may find in your research (as asked)
- If not mentioned, prepare only one slide per topic header
- You may use any reference but a live one
- Complete the survey on the last slide

Definition of Trade Ethics

- Ethical Trade: Addresses the ethical aspects of organizations including worker welfare, agricultural practice, natural resource conservation, and sustainability of the environment.

Examples of Ethical Trade

TENETS OF THE ETHICAL TRADING INITIATIVE

The Ethical Trading Initiative is based on work done by the International Labour Organization. Its tenets are intended to ensure that businesses and their partners protect the rights and well-being of workers.



Source: Ethical Trading Initiative

How is staff loyalty and motivation maintained in ethical business place?

- Common law requirements.
- Non –compete agreements
- Employee required to act in a manner equal to or above their employer's interest.
- Benefit programs are in place for employees with tenure.
- Follow basic rules and receive recognition
- Employee must not create a conflict of interest with the employer
- Most states hold a general rule that, without employee consent, an employee cannot hold a second job that competes with or conflicts with the first job

Leadership Ethics: What is it and what are some of its properties? What does it take to be an ethical leader?

- **Leadership ethics:** individuals behave according to a set of principals and values that are recognized by the majority as a sound basis for the common good.

Properties and Characteristics

- Fair
- Honest
- Respectful
- Value Driven
- Encourages Initiative
- Leads By Example
- Kindness

Why is 'fair trade' an ethical issue?

- Fair trade focuses on one group and is biased towards one party.
- Producers benefit but consumers do not.
- Fair trade does not showcase value towards workers or multinational companies.
- The priority is given to producers of organizations rather than employees or all moving parts in need.

Difference between Fair Trade and Ethical Trade

Fair Trade

- Originated in 1980s
- Protect poor developing country farmers from low international market prices of commodities like coffee, cocoa, and tea.
- Address the injustice of low prices and guarantee that the producers receive fair terms of trade and fair prices.
- Producers will receive funds for business or social development projects.

Ethical Trade

- Originated in 1990s
- Improves conditions of the workers throughout their supply chain, wherever they are in the world.
- Involves workers producing clothes, shoes, toys, food and other consumables for multinational companies.

What is/are the argument(s) against Fair Trade, *on Ethical Basis*?

- Bribing and brainwashing consumers to think they're helping producers/farmers.
- Little to no extra Fairtrade funds paid by consumers will reach farmers.
- Critics from the Utilitarian ethic argue that the system diverts profits from the poorest farmers/people to the quite poor, or the rich in result the profits are received by corporate firms.
- These results may cause “death and destitution.”

Slide 9 continued....

- 70% of licensed income is spent on promoting the Fairtrade brand.
- They charge higher margins, expect higher turnover, and they can launder their image.
- Price commitments apply only to exporting cooperatives but not primary cooperatives or farmers.

How do you rate this course?

A: Well presented, B: Somewhat well presented

- **The Required Textbook: B**
- **Clarity of Lecture Slides: A**
- **Mini Project Topics (4): A**
- **Lecture Case Studies (2): A**
- **Major: Civil Engineering**

References

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