



**DIVINE WORD UNIVERSITY**

**FACULTY OF ARTS AND SOCIAL SCIENCES**

**Department of Papua New Guinea Studies and International Relations**

**Bachelor of Arts (PNG Studies and International Relations)**

**BA (PGIR)**

**Program Specification Document**

**February 2017**

## **PART A – THE APPLICANT**

### **Name of Provider**

Divine Word University, Faculty of Arts and Social Sciences

### **Address**

Nabasa Road,  
PO Box 483, Madang  
Website: [www.dwu.ac.pg](http://www.dwu.ac.pg)

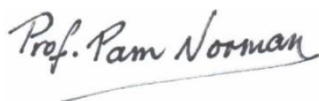
### **Contact person for this application**

Associate Professor Jose Kurian  
Dean, Faculty of Arts and Social Sciences  
[jkurian@dwu.ac.pg](mailto:jkurian@dwu.ac.pg); Tel. 422 2937

### **Date application submitted to Academic Board**

Anticipated date for this edition of the Bachelor of Arts (PNG Studies and International Relations) Program Specification Document to be submitted to Academic Board in February 2017

### **Name and signature of senior officer authorised to sign on behalf of the institution**



Professor Pam Norman  
Vice President Academic  
[pnorman@dwu.ac.pg](mailto:pnorman@dwu.ac.pg) Tel. 422 2937

## **PART B - DESCRIPTION OF THE PROGRAM**

### **Name of program**

**Bachelor of Arts (Papua New Guinea Studies and international Relations)**

### **Internal code**

**PG**

### **Duration of program**

**4 years of full-time study**

### **Total credit points required to complete the program**

**320 credit points**

### **PNG NQF level of program**

**Level 7, Bachelor degree**

### **Date when program was first offered**

**1989**

### **Location where the program is offered**

**Divine Word University, Madang**

### **Mode in which the program will be offered**

**Face to face, blended and online**

### **Program Overview, including aims**

The Bachelor of Arts (PNG Studies and International Relations) supports achievement of the vision of DWU to be a national university open to all serving society through quality learning, teaching, research and community engagement in a Christian environment. It aligns its goals with the eight strategic objectives of the DWU Strategic Plan: The Second Decade 2006-2016 (DWU, 2006), which are: to enhance the student experience, to promote the quality of distinctive academic programs, to support high quality research and knowledge exchange, to capitalize on opportunities for partnerships, to optimize contributions of staff, to maximize operational effectiveness (structures and systems) and to make the most of our assets.

In addition, the implementation of the BA (PGIR) program will exemplify the core values of DWU which are: integrity, academic excellence, community engagement, respect, diversity, hospitality, learning for life and social responsibility. These values provide a framework for the faculty's development and its commitment to knowledge for holistic, personal development and social progress. In an era of technological development special attention is given to integrity and educating students to avoid plagiarism. Graduate attributes of scholarship and social awareness are embedded in the BA (PGIR)

program covering professional knowledge, analysis and problem solving, research, information technology, personal development, communication, social responsibility and social interaction.

### **Rationale – Why is this program needed?**

The rationale should demonstrate alignment of the program with the PNG Vision 2050 statement, PNG Development Strategic Plan 2010-2030, Medium Term Development Program 2011-2015, and, if relevant, the PNG Universities' Review 2010.

Following Vision 2050 Pillar 4, which recommends international relations, security and foreign policy, the vision of the Bachelor of Arts (PNG Studies and International Relations) program is to create global citizens who think creatively about the challenges facing Papua New Guinea in the 21st century. The students, in close collaboration with faculty staff, develop specialized knowledge in the four main streams of the program, as well as rigorous critical thinking, clear and effective writing, the habits of life-long learning and investigative research, sensitivity to ethical and aesthetic issues, and the ability to understand and interpret the cultures of PNG and elsewhere, past and present. The graduates will be able to participate in the political, socio-cultural and economic fields of development.

### **Market analysis and stakeholder input**

Describe other similar programs being offered in PNG and what research has been undertaken to indicate a demand for the program. Include research undertaken with employer groups, schools and prospective students. Include an account of how stakeholder input was obtained in the design of the program.

Because this Arts program is intended as a generalist program, a non-professing preparation for a whole range of social science subjects, our students have successfully applied for work in many fields. There is no other PNG Studies program in the whole entire world, but the substance of our units is the material common to every Arts program, with a heavy emphasis on material from Papua New Guinea.

The program was designed with the help of a community wide consultation in Madang town and academics of the various institutions (Teaching College, University Centre) were invited. The strong push from those meetings was to be unreserved in our focus on PNG subject matter, in Literature, History, Development or any such field.

In the 28 years of the running of the program some graduates have become teachers and reporters. Some made a profession out of gold-buying. A number are in Foreign Service. Many of the fields of the public service require our research skills to be able to make a case, present your case to authorities and gain funding for your project. NGOs need our students who care for PNG. We have had students doing very controversial research on the fisheries and the PMIZ. A long succession of students went on community development projects in wildlife areas.

### **Intended learning outcomes of the program**

The intended learning outcomes should align with the PNG NQF descriptors for the level of the award. Include a statement of the qualities or attributes that the program will develop in graduates.

Graduates from this program of studies will:  
Have a method for understanding how society responds to political issues

Work with a culturally sensitive view of history while living in today's globalised world  
Find creative expression of possibilities, truth and beauty  
Plan and implement community development projects and evaluate them reliably  
Be familiar with the complexities of international relations  
Conduct research as a mode of life-long learning

### **Program Structure**

List the units (subjects) that must be taken and electives by year level, including any pre-requisites for any units. You may attach a diagram.

The program is structured around four strands: cultural, political, community development and international relations. In addition there are necessary service units: computer studies, Christian ethics, human resource management and research methods and project. The program does not contain any explicit structure of electives. It will be possible, however, for individual students in Year Three and Year Four to arrange to take a unit already being offered by another department in exchange for a unit scheduled in PGIR department, so long as the PGIR unit is not a prerequisite for further units (such as in the IR strand). At present there is no plan to acknowledge any strand specialisation in the transcripts, and no specialisation possibility is foreseen.

If a student is required to make good a failed unit from a past semester, it may be possible for the student to fulfil the requirements of the unit assessment without attending all classes, or to take the unit again in online mode, if it is so offered. Generally such a repeating student would not be allowed to take a fifth unit in face-to-face mode in any semester. In any case the student will be required to pay the school fees for any repeated unit.

### **Entry requirements**

Include separate statements for different types of entry requirements, e.g. school-leavers and mature-age students

Applicants are required to have a minimum "B" in English and to have a "B" grade average in final year 12 examinations or matriculation studies for Mathematics A or B and all social science subjects. Recognition of prior learning is possible for those candidates who have had a mature age career in such fields as teaching or in clerical fields so that their competencies can be shown to have matched the standard requirements for entry.

### **Professional recognition or other conditions imposed by relevant authorities**

Explain any professional recognition that has been obtained or will be sought for the program and any conditions imposed by relevant authorities.

This program is not aligned with any single professional body which might impose their own conditions.

### **Internal approval**

Explain the internal processes for approval of the program, including the names of relevant committees and the dates of approval

This program was first drafted in 1989. It was taken through DWU Academic Board, who passed it on to the Director of Academic Quality Assurance at DWU. When the documents returned to Academic Board the program was accepted. It has been revised in a major way at least twice since then, the last being 2013, when the program was again reviewed by Academic Board and AQAC.

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**PART C – RESOURCES APPLIED TO THE PROGRAM**

**Projected student numbers for each intake, for first five intakes** (complete the table)  
If the program has already commenced, use actual student intakes

<b>Intake</b>	1 -Feb 2012	2. – Feb 2013	3.- Feb 2014	4 – Feb 2015	5 – Feb 2016
<b>FT males</b>	19	18	20	21	16
<b>FT females</b>	17	17	11	18	16
<b>PT males</b>					
<b>PT females</b>					
<b>Total</b>	36	35	31	39	32

**Please explain any particular features of the projected student numbers, e.g. if the program is offered in blended learning format, explain the numbers of face to face and DE students.**

These are all students who have been taught in face to face mode with the help of online resources.

### Teaching staff

Insert the names, role for the program (e.g. program coordinator, lecturer in xx subject) and qualifications for each person teaching on the program. Expand the number of spaces as necessary. If the name of the person is not known, please write the expected specialisation and qualifications.

Name	Role for the program	Specialisation	Qualifications (and institution where gained)
Patrick Gesch	Head of Department	Anthropology, literature and history	MA (DePaul, Chicago) PhD (Uni of Sydney), MIT (Uni of Qld.)
Anastasia Sai	Senior Lecturer	Gender, Globalisation, Research	PhD (Melbourne Uni)
Bernard Yegiora	Senior Lecturer	International Relations, Chinese studies	MA (China)
Calista Hamadi	Senior Tutor	International Relations	BA, PGCHETL (DWU)
Maretta Kula-Semos	Professor	Politics, Culture, Community Development, Gender	PhD (James Cook Uni), MA Honours (Wollongong)
Leonie Baptiste	Lecturer	Community Development, Culture Studies	MEdL (DWU) MA (ANU)

### Learning resources and infrastructure

Explain in detail the various types of learning resources that are available to teach the program, e.g. number and size of lecture rooms with data projectors, information available through the institution's learning management system, laboratories and equipment, other specialised resources, access to the main textbooks and online databases.

The general mode of teaching in the department is with lectures given in PowerPoint mode. We share classrooms with all other departments of the University, and all of those rooms have a data projector in the room. All students are issued a personal laptop upon completion of fees, and these are necessary for all students to access learning materials in all units. They are given an introductory program to bring them up to speed with the Intranet facilities of the University. All learning materials, quizzes, assignments are placed on Moodle as our Integrated Learning System. All students submit their work electronically through Moodle for assessment and then receive back the corrected assignments in the same manner. Marking is submitted to the University database, University 10, through Moodle, and they receive their transcripts via the same system. Students have access to the Friendship Library catalogue online, where they also find a plurality of databases for academic learning. Generally no hard copy textbook is given to the full time undergraduate students, but a number of e-books are presented to them for units where this is found suitable. Students soon learn how to access the vast array of materials available on the Intranet. Social media is integrated into some units to aid the mutual help of peers. The email system keeps them up to date with events, and Moodle too offers fora and chats and wikis to help students find help for their learning difficulties.

**Describe any other special features of the learning resources available for the program**  
(expand this box as you type)

**Placements or work-integrated learning**

Explain the supervisory and other arrangements for any work placements that are part of the program

In the middle past, student were obliged to find placements for themselves for six weeks of work experience. They were led to seek work placements and to carry through with service jobs in their own time. They were issued with Log books and were to solicit local supervisors in the work place to write reports on their experience. This was then analysed in small groups upon return to the University. This was useful in helping the students find jobs after graduation and to gain experience from a variety of fields to help them to apply their learning while still students. This work experience project will be revived in the near future, to help future groups of students keep the practicalities of the workplace before them.



Bachelor of Arts (PNG Studies and International Relations)  
Program Specification Document

**TABLE OF CONTENTS**

PART A – THE APPLICANT	2
PART B – DESCRIPTION OF THE PROGRAM	3
PART C – RESOURCES APPLIED TO THE PROGRAM	6
PART D – UNIT OUTLINES IN THEIR STRANDS	9
<b><u>Political Studies</u></b>	
PG133 Politics: Theories and Concepts	14
PG135 Environmental Sustainability	17
PG216 Legal and Constitutional Studies	20
PG315 Peace and Conflict Studies	23
PG418 PNG Economy and Vision 2050	26
PG220 Electorates and Elections	30
PG316 Reforms and District Development	33
<b><u>Culture Studies</u></b>	
PG115 Literature and Methodology	36
PG103 Ancient History of the South Pacific	39
PG107 PNG Literature	42
PG151 Cultural Anthropology	45
CA125 PNG History	49
PG252 Interpreting Cultures	53
PG419 Traditional Village Religions	56
<b><u>Community Development</u></b>	
PG136 Gender and Development	60
PG309 Social Policies of Community Development	63
PG314 Gender and Equity Issues	66

PG407 Film Studies for Development	69
PG453 Leading and Managing a Change Project	71
BS317 Human Resource Management	76
RS146 Foundations of Social Work	81

### **International Relations**

IR202 Theories of International Relations	84
IR203 International Organizations	87
IR204 PNG Foreign Policy	90
IR302 International Law in International Relations	93
IR333 Foreign Policy Analysis	96
IR431 International and Regional Security	99
IR432 Geopolitics in Asia Pacific	101

### **Appendix 1: Service Units outside the Strands**

IS117 Computing and Word Processing	104
RS234 Christian Ethics	107
PG317 Research Methods	111
PG427 Data Analysis & Research Report	114

### **Appendix 2: Legacy Units held on record**

PG303 Community Development and Practices	117
PG305 Post-Colonial Literature	120
PG330 Theories of Development and Change	123
PG353 Classical Ethnographies	126
IR403 International Political Economy	129
PG458 Globalisation in the Pacific	132

**Bachelor of Arts (PNG Studies and International Relations)  
Program Specification Document**

**Program overview**

**1. Curriculum organisation**

The units of the program follow four streams: politics; culture; community development; international relations. There are supplementary units from other departments. Not every unit will be offered each year as given in the plan, depending on staffing competencies. Sometimes units will be drawn from the Legacy Units (Appendix 2) as required. Electives do not form part of the overall plan, but students from Year Three and Year Four will be allowed on an individual basis to enrol in alternative units already being offered in a different department at a comparable level, so long as no prerequisite units are skipped. PGIR will not offer a unit when the enrolment stands below 15.

**Program Map**

**Year One**

<b>First Semester</b> IS117 Computing and Word Processing PG151 Cultural Anthropology RS234 Christian Ethics PG115 Literature and Methodology	<b>Second Semester</b> PG133 Politics: theories and concepts PG103 Ancient History of the South Pacific PG136 Gender and Development Studies PG135 Environmental Sustainability
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**Year Two**

PG216 Legal and constitutional studies CA107 PNG Literature PG314 Gender and Equity Issues IR202 Theories of International Relations	PG220 PNG Electorates and Elections RS146 Foundations of Social Work PG252 Interpreting Cultures IR203 International Organisations
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**Year Three**

PG315 Peace and conflict studies CA125 PNG History PG309 Social Policies of Community Development IR302 International Law in International Relations	PG316 Reforms and District Development PG317 Research Methods BS317 Human Resource Management IR333 Foreign Policy Analysis
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**Year Four**

PG418 PNG Economy and Vision 2050 PG427 Data Analysis, & Research Report PG453 Leading & Managing a Change Project IR431 International & Regional Security	IR432 Geopolitics in Asia-Pacific PG419 Traditional Village Religions PG407 Film Studies for Development IR204 PNG Foreign Policy
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## 2. Requisites to complete the award

Students must achieve 320 credit points from the BA (PNG Studies and International Relations) program and have paid all fees to be eligible to graduate with the award.

## 3. Student support and guidance

Accommodation and meals at supplemented rates are available to students. Students with disabilities are also supported and catered for to enable successful completion of their studies and program outcomes. An orientation session is undertaken at the start of the academic year. The clinic on campus addresses the medical needs of the students. The university parish and the students' chaplain address the spiritual needs of the students. There are also counselors available on campus for those who are in psychological need.

## 4. Assessment

There will be a range of assessment strategies employed within this program. The assessment strategies employed in each unit will be chosen to meet the learning outcomes of that unit and may include oral, written or project work. Typically, a total of 3000 words are involved for assessment tasks in an undergraduate degree unit.

## 5. Grading

DWU uses the following grading scheme

HD	85-100%	High Distinction	Grade Point Value 4.0
DI	75-84%	Distinction	Grade Point Value 3.0
CR	65-74%	Credit	Grade Point Value 2.5
UP	60-64	Upper Pass	Grade Point Value 2.0
PA	50-59%	Pass	Grade Point Value 1.0
PU		Pass Ungraded	
NN	0-49%	Fail	Grade Point Value 0.0
CRS	Course Requirements Satisfied		
CRNS	Course Requirement Not Satisfied		
INC	Incomplete		
CP	Conceded Pass (special cases approved by the Head of Department)		
NE	Not examinable		

## 6. Evaluation

There will be formative and summative evaluation by observation of participant progress, in both oral and written formats. Findings will be used for ongoing continuous improvement and as a measure of quality assurance.

## **7. Policies**

The program is governed by University academic policies which include

- Teaching and learning policy
- Assessment policy
- Examination policy
- Special consideration policy
- Student admission and progression policy
- Program development and approval policy
- Program review policy
- Academic management boards policy
- Academic grievance policy
- Policy on printing and paper use
- Graduate attributes policy
- Academic Integrity policy
- Workload policy

## **8. Unit outlines**

Unit outlines are provided on the following pages. These will change over time as they are evaluated and amendments made to update reference lists, assessment tasks or learning outcomes. Feedback from students, facilitators of units and external evaluators will influence refinement of unit outlines. A formal review of the BA (PNG Studies and International Relations) occurs every five years. Outlines for units offered by departments in faculties other than the Faculty of Arts and Social Sciences are in documentation of other faculties.

**TITLE:** POLITICS: THEORIES AND CONCEPTS

**UNIT CODE:** PG133

**CREDIT POINTS:** 10

**PREREQUISITES:** NIL

### **DESCRIPTION**

This unit introduces students to the study of politics by outlining the major theories and concepts that define this field of knowledge. Politics is the process by which groups representing divergent interest and values make collective decisions. Students are to analyse the theories and concepts and apply them to the PNG context in order to understand functions of the 3 arms of government, interest groups, unions, non-governmental organizations and other groups in society.

### **LEARNING OUTCOMES**

Students are able to:

1. Apply knowledge of key theories and concepts to make sense of important political phenomena.
2. Evaluate and justify the importance of politics to the lives of every citizen of a particular state.
3. Discuss and write about the key theories and concepts in politics with clarity and accuracy.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skill appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Information technology* – have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology.

### **CONTENT**

Understanding politics

Politics and the state

Power and Authority

Groups, community and associations

Importance of Ideologies

Democracy versus Communism

Democratic processes and systems

International politics

Traditional theories: Realism and Liberalism

Critical approaches: Marxism and Constructivism

Security and International organizations  
Diplomacy and foreign policy  
International political economy

## **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies may include lectures, use of reading materials, individual student PowerPoint presentation, profiling, debates, group discussions, newspaper review, Moodle and film review.

## **ASSESSMENT**

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

### **Task 1: Students prepare a debate**

*Description:* Debate about current political issues of national and international importance.

*Criteria:* Students assessed on how well they understand current issues, argue with their peers and display strong oral presentation and debating research skills.

*Length:* 1 hour debate

*Due Date:* Week 6

*Weight:* 30%

### **Task 2: Prepare a research essay**

*Description:* Research essay analysing a current domestic or international political phenomena using a number of major theories and concepts. .

*Criteria:* Students are assessed on the extent to which they can prepare a well-researched and clear, informative and concise essay.

*Length:* 1500 words

*Due Date:* Week 12

*Weight:* 30%

### **Task 3: Students sit for an end of semester exam**

*Description:* A final exam given to measure the knowledge and skills acquired this semester.

*Criteria:* Exam is divided into 3 parts; part (a) multiple choice, part (b) short answers and part (c) essay.

*Length:* 2 hours

*Due Date:* End of semester

*Weight:* 40%

## **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## REFERENCES

- Brown, C. (2001). *Understanding international relations*. New York: Palgrave.
- Garner, R., Ferdinand, P., & Lawson, S. (2009). *Introduction to Politics*. New York: Oxford University Press.
- Griffiths, M. (Ed.). (2005). *Encyclopaedia of international relations and politics*. London: Routledge.
- Henderson, P. (2009). *Oxford politics study dictionary*. South Melbourne, Australia: Oxford University Press.
- Heywood, A. (2007). *Politics*. Basingstoke: Palgrave.
- Johnson, J. B., Reynolds, H. T. & Mycoff, J. D. (2008). *Political Science Research Methods* (6<sup>th</sup> ed.). Washington: CQ Press.
- Reynolds, P. A. (1971). *An introduction to international relations*. London: Longman Group Ltd.



<b>TITLE:</b>	ENVIRONMENTAL SUSTAINABILITY
<b>UNIT CODE:</b>	PG135
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	NIL

### **DESCRIPTION**

This unit develops your professional and ethical attitudes towards the environment and sustainability approaches. You develop an appreciation of the core developments and the way government, business and environmental groups respond to them. Political ecology and the moral and ethical attitudes towards developmental issues such as the environmental resources development, sustainability, protections of ecology and best practices in resource conservation are explored.

### **LEARNING OUTCOMES**

Students are able to:

1. Critically analyze and discuss issues concerning the professional and ethical attitudes towards the environment and development.
2. Analyze sustainable development in both theory and practices and the
3. Analyze workplace values such as commitment, responsibility, accountability, peace and justice, as they contribute to the nation's development.
4. Critically discuss and analyze issues affecting the natural environment, ecology, pollution etc, and the appreciation of the importance in relations to human life.

### **KEY GRADUATE ATTRIBUTES**

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgement and acknowledge their own limitations in understanding and solving problems.

*Personal development* – have been assisted to develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics

*Social Responsibility* – accept the responsibilities that accompany the privilege of an education and display willingness to serve the needs of society through application of their disciplinary knowledge and professional skills

### **CONTENT**

The Goldilocks zone (CHZ)

Anthropocene

History of environmental concepts

Environment and rituals (Case studies)

Globalization of subsistence production

Global goals for sustainable development

Environmental values and civil society

Mining and sustainability (River damage)

Human impacts on Biosphere (Oceans)

Climate change and development

Ethical issues in sustainable development  
Climate change and development (Fieldwork)

### **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include lectures, class activities and discussions, student research and presentations, student group analysis and discussions, videos and films lectures, online research activities and Moodle forum discussions and a field trip to some development sites in Madang.

### **ASSESSMENT**

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

#### **Task 1: Mid Semester Tests**

*Description:* Students sit for a mid-semester online quiz during the semester. The quiz will review the topics discussed during the preceding weeks.

*Length:* 1 hour, 30mins.

*Due Dates:* Week 6

*Weight:* 20%

#### **with: Weekly Journal Reading**

*Descriptions:* Students will do two-weekly readings of journal articles based on topics and write a summary review as a Moodle essay on a chosen journal/article of those weeks.

*Length:* 250 – 300 words

*Due Date:* End of each fortnight (week 3 – 12]

*Weight:* 10%

#### **Task 2: Major Written Assignment of a field trip activity**

*Description:* Students do an individual write-up or a summary report of their findings and observation and provide recommendations

*Length:* 1500 words

*Due Date:* Week 13

*Weight:* 20%

#### **with: Group power point presentations**

*Descriptions:* Students prepare a group PowerPoint presentation or video presentation based on their field trip observations to highlight the issues of pollution that they have observed and identified from their field trip.

*Length* 10-15slides and 15mins per group presentation

*Due Date* Week 13

*Weight* 10%.

#### **Task 3: Final Examination**

*Description:* Students will sit for the final examination which will include all the major topics covered during the semester.

*Length:* Two hours

*Due Date:* Examination Week  
*Weight:* 40%

## **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## **BIBLIOGRAPHY**

- Adams, W.M. (2009). *Green Development Environment sustainability in a developing world*. Routledge publishing. Madison Avenue. New York
- Atkisson, A. (2010). *The Sustainability Transformation: How to Accelerate Positive Change in Challenging Times*. Wiley Blackwell Publishing, Earthscan. UK
- Johnston, F. L. (2013). *Religion and sustainability: Social Movements and the Politics of the Environment*. Routledge Publishing, New York.
- Moran, F. E. (2010). *Environmental Social Science Human-Environment interactions and sustainability*. Blackwell publishing, West Sussex, UK
- Speth, G.J. (2009). *The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability*. Yale University press. New York
- Young, A. R. & Elietfante, C. (2012). *Stewardship of the Built Environment: Sustainability, Preservation, and Reuse (Metropolitan Planning & design)*. Island Press. USA

## **WEBSITES**

Global Goals: <http://www.globalgoals.org/>

International Geosphere-Biosphere Programme:

<http://www.igbp.net/news/opinion/opinion/haveweenteredtheanthropocene.5.d8b4c3c12bf3be638a8000578.html>

Living Blue Planet Report, 2015: <http://www.worldwildlife.org/publications/living-blue-planet-report-2015>

PlanetPlanet Blog: <https://planetplanet.net/2013/09/16/the-habitable-zone-part-1/>

PNG Vision 2050: <https://sustainabledevelopment.un.org/content/documents/1496png.pdf>

Science: How stuff works: <http://science.howstuffworks.com/other-earth1.htm>

United Nations Sustainable Development goals: <http://www.un.org/sustainabledevelopment/>

World Wide Fund for Nature (WWF): <http://www.worldwildlife.org/>

**TITLE:** LEGAL AND CONSTITUTIONAL STUDIES

**UNIT CODE:** PG216

**CREDIT POINT:** 10

**PREREQUISITES:** PG133 POLITICS: THEORIES AND CONCEPTS

### **DESCRIPTION**

This unit provides an overview of legal and constitutional processes in the independent state of Papua New Guinea. Topics covered include the nature and classification of law, sources of law and the levels of courts, the jurisdiction of the constitutional framework, international law and national judicial systems and the village courts in Papua New Guinea. It will cover specific areas like nature of law, legislation, and jurisdiction, levels of courts, constitutional law, and international law.

### **LEARNING OUTCOMES**

Students are able to:

1. Define and use correctly legal terminologies.
2. Raise public awareness of the societal impact of the courts.
3. Explain the various laws and the legal system of PNG and how the laws affect the society.
4. Critically synthesise and analyse topics in constitutional law.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skills appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Personal development* – have been assisted to develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics.

### **CONTENT**

Nature of law and the legal system

Rules and process of law

World legal system

Categories of law

Sources of law

Levels of courts

Jurisdictions

Constitutional law

Organic law

Constitution and government organs (executive, judiciary and legislature)

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies include lectures and discussions, student research and presentations, student group analysis and discussions and a field trip to court house or village court sittings and use of Moodle resources and activities.

## ASSESSMENT

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

### **Task 1: Written assignment**

*Description:* Student write a reflective essay on the understanding of PNG law and its Constitution.

*Criteria:* Students will be assessed based on their points of reflection and the understanding of PNG laws and its Constitution.

*Length:* 1,000 words

*Due Date:* Week 7

*Weight:* 30%.

### **Task 2: Students prepare a PowerPoint presentation**

*Description:* Individual student do research, collect data and prepare a PowerPoint presentation. The topic is PNG laws and its Constitution. The audience will be given the opportunity to ask questions and make comments on the presentation.

*Criteria:* Students assessed on how well they understand and are able to outline in a discussion form ideas about PNG laws and its constitution.

*Length:* 20 minutes

*Due Date:* Weeks 8-12

*Weight:* 30%

### **Task 3: End of semester exam**

*Description:* A final exam will be given to measure the knowledge and skills acquired during this semester's discussions.

*Criteria:* Exam is divided into 3 parts; (a) multiple choices, (b) short answers and (c) essay.

*Length:* 2 hours

*Due Date:* End of semester

*Weight:* 40%

## EVALUATION

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## REFERENCES

Kluwer, W. (2012). *Constitutional Law, law and business (3rd Ed)*. Wolters Kluwer Law & Business, New York. USA

Loveland, I. (2012). *Constitutional Law, administrative law and human rights (6<sup>th</sup> Ed)*. City University, London, Oxford university press. UK.

PAC LII Databases, DWU Library Database. (The PACLii database, available online, contains many resources for and about the Legal system in PNG and the Pacific Islands, including legislation)

Schubert, A. F. (2011). *Introduction to law and the legal system*. Wadsworth publishing, USA.

<b>TITLE:</b>	PEACE AND CONFLICT STUDIES
<b>UNIT CODE:</b>	PG315
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITE:</b>	NIL

### **DESCRIPTION**

This unit studies the dichotomy between peace and conflict and the impact it has on community and nation building. While peace is desirable and commendable in societal life, conflict is inescapable as part and parcel of community life. The unit will study methods and approaches to intervene, negotiate, and mediate peace in conflicting situations while at the same time developing strategies and programs for maintaining peace which is a prerequisite for integral human development and progress. The unit will take into consideration the approach to peace and conflict resolution from a Human Rights based approach to community and institution building.

### **LEARNING OUTCOMES**

Students are able to:

1. Analysis the conflicts and increase their understanding of inter-linkages in the sources of conflict between conflict, peace, development and human security.
2. Discuss some of the principles based approaches to conflict resolution. Increased skills in negotiation, mediation and communication for peace.
3. Communicate their understanding and awareness of the gendered impact of conflict on gender conflict analysis processes and the mainstream conflict prevention in processes and skills in women's leadership role for women in peace and development

### **KEY GRADUATE ATTRIBUTE**

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgement and acknowledge their own limitations in understanding and solving problems.

*Personal development* – have been assisted to develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics

*Communication* – have excellent communication skills, in written and oral language, and understand and use English as the language of international scholarship as well as respecting the linguistic diversity of PNG.

*Social Responsibility* – accept the responsibilities that accompany the privilege of an education and display willingness to serve the needs of society through application of their disciplinary knowledge and professional skills

*Social interaction* – demonstrate the ability to work productively, both autonomously and co-operatively, with tolerance, respect and valuing for human diversity, but also with a passionate commitment to truth.

### **CONTENT**

Definition of peace and reconciliation

Analysing causes of conflict

Early warning and preventive measure  
Peace process and programming design  
Gender, conflict and peace  
Conflict leadership and peace building  
Peace, development and the public sector  
The environment, conflict and development  
Analysing actors involved in peace and conflict  
Building for peace and conflict  
Policies for peace building  
Conflicts as a result of climate change  
Sector conflict and development

## **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include role play, research, lectures, discussions, student research and presentations, student group analysis and discussions and case studies and use of Moodle resources and activities.

## **ASSESSMENT**

There are three assessment tasks evenly weighted and distributed throughout the semester. These are oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style.

### **Task 1: Written assignment**

*Description:* Student reflection on enhanced competence in conflict analysis and increased understanding of inter-linkages in the sources of conflict among conflict, peace, development and human security.

*Criteria:* Students will be assessed based on their competence in conflict analysis and increased understanding of inter-linkages in the sources of conflict among conflict, peace, development and human security.

*Length:* 1,000 words

*Due Date:* Week 7

*Weight:* 30%.

### **Task 2: Students prepare a PowerPoint presentation**

*Description:* Individual student do research, collect data and prepare a PowerPoint presentation. The topic is conflict analysis and appreciation of the links between armed conflict, social disintegration, crime and integration of the human. The audience will be given the opportunity to ask questions and make comment on the presentation.

*Criteria:* Students are assessed based on their capacity of conflict analysis and appreciation of the links between armed conflict, social disintegration, crime and integration of the human.

*Length:* 20 minutes

*Due Date:* Weeks 8-12

*Weight:* 30%



**Task 3: Students sit for an end of semester exam**

*Description:* A final exam will be given to measure the knowledge and skills acquired during this semester's discussions.

*Criteria:* Exam is divided into 3 parts; (a) multiple choices, (b) short answers and (c) essay.

*Length:* 2 hours

*Due Date:* End of semester

*Weight:* 40%

**EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

**REFERENCES**

Barash, P. D. &Webel, P. C. (2013). *Peace and Conflict Studies. (3<sup>rd</sup> Ed)*. Sage Publications, California.

Cox, M. (2008). *Social Capital and Peace-Building: Creating and Resolving Conflict with Trust and Social Networks (Routledge Studies in Peace and Conflict Resolution*. Routledge Taylor & Francis Group. New York and London.

Gray, S.C. (2011). *War, Peace and International Relations: An introduction to strategic history. (2<sup>nd</sup> Ed)*. Milton Park, Abingdon, Oxon USA.

Lee, R. J. (2009). *Climate Change and Armed Conflict Hot and Cold Wars. Routledge studies in Peace and Conflict Resolution*. Madison Ave, New York.

Philpott, D. & Powers, G. (2010). *Strategies of Peace: Transforming Conflict in a Violent World (Studies in Strategic Peace building)*. Oxford University Press. New York.

Philpott, D., Appleby, R.S. &Lederach, P. J. (2012). *Just and Unjust Peace: An Ethic of Political Reconciliation (studies in strategic peace building)*. Oxford University Press, New York.

Ramsbotham, O., Woodhouse, T. &Miall.H. (2011). *Contemporary conflict resolution (3<sup>rd</sup> Ed)*. Polity Press, Cambridge, UK

Wallensteen, P. (2012). *Understanding Conflict Resolution: War, Peace and the Global System*. Sage Publications. California.

<b>TITLE:</b>	PNG ECONOMY AND VISION 2050
<b>UNIT CODE:</b>	PG418
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITE:</b>	NIL

### **DESCRIPTION**

This unit focuses on economic conditions in PNG. Students explore the historical development of the economy in PNG, and role and operations of government in setting economic goals, controlling the financial sector, and setting monetary and fiscal policies. Students evaluate the current economic situation with particular reference to the first implementation phase 2010-2020 of Vision 2050, and living standards in relation to the region, using criteria drawn from the consumer price index, gross domestic product, and income and employment statistics. They explore PNG's foreign trade and international relations, with attention to the main export commodities, and the volumes of exports and imports.

### **LEARNING OUTCOMES**

1. Explain the value of PNG'S imports and exports.
2. Describe the historical development of the economy in PNG.
3. Summarise PNG'S current economic situation as it applies to foreign trade and international trade.
4. Explore up to date progress of the five years 2011-2015 implementation phase of the Vision 2050.
5. Identify most appropriate development models with proven success record of solving major economic issues in PNG.
6. Discuss the difference between setting economic goals and monetary and fiscal policies of PNG.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skill appropriate for their chosen professional area through their commitment to lifelong learning.

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems and exercise informed critical judgment.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Information technology* – have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and establish receptiveness to the expanding opportunities for electronic technology.

### **CONTENT**

Historical development of the economy in PNG

The role and operations of government in setting economic goals  
What is Vision 2050?  
Seven (7) Key Goals or “Pillars”  
PNG DSP 2030  
4 Medium Term Development Plans (MTDP)  
Government setting Monetary and Fiscal Policies  
Evaluating the Present Economic conditions in PNG  
Living Standards in the Regions (Southern, the Highlands, North Coast and Islands)  
Consumer Price Index: Inflation  
Balance of Payments: exchange rates  
GDP income and employment statistics  
PNG’s Foreign Trade and International Relations  
Main Export Commodities: Volume of Exports and Imports  
Economic Issues in Terms of Policy, Management and governance  
Future of Economic globally and its impact to PNG

### **TEACHING AND LEARNING STRATEGIES**

Teaching and Learning strategies for this unit include learner entered activity based sessions, Strategies may include lectures, group work, Power Point Presentations and discussions, based on students’ personal experiences and their reading connected with course issues. Individual public speaking, case studies, reflections, reviews of readings, problem- solving, field trips, individual writing, reading assignments and use of Moodle resources and activities.

### **ASSESSMENTS**

There are four assessment tasks evenly weighted and distributed throughout a semester. These will be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Tasks will be as follows.

#### **Task 1. Test**

*Description:* The series of short answer questions covering the key concepts introduced in the first five weeks of the semester are central to economic development studies throughout this course. This is an opportunity for students to analyse the different ways key concepts have been used in economic studies and the different meanings they have been given. Feedback from this assessment task will assist students in preparing for their Research Essay.

*Criteria:* Students will be assessed on the extent to which they can demonstrate their knowledge of the material from weeks 1-5 of the course. Also the test will enable students to gauge their progress in PNG Economy and allow them to bring any questions they have resulting from the test.

*Length:* 1 hour

*Due Date:* The test will be conducted during the tutorial in week 5.

*Weight:* 20%

**Task 2: Prepare an analytical essay of a contemporary economic issue in PNG.**

*Description:* Students will demonstrate their academic writing skills and computer skills in putting together a report of a contemporary economic issue in PNG.

*Criteria:* Students will be assessed on the extent to which they can prepare an analytical and acute report of a contemporary economic issue in PNG.

*Length:* 2000 words

*Due Date:* Week 10

*Weight:* 20 %

**Task 3: Tutorial Participation/Analysis of Readings: Weekly in tutorial.**

*Description:* Students demonstrate their reading skills by thinking about questions raised by the readings, contribute to the class discussion, listen to other class members, and show respect for different views and complete a short set of questions each week and have them on Moodle for discussion in class. For each reading students answer questions.

*Criteria:* Students will be assessed on the extent to which they can participate successfully; they must do their readings and do a one-page weekly reflections listen to other class members, and show respect for different views. APA style referencing. High level skills in academic writing are expected

*Length:* 200 words weekly reflection paper

*Due Date:* Uploaded to Moodle weekly after the Tutorial

*Weight:* 20%

**Task 4: Final Exam. To be held during the Exam Period.**

*Description:* The final exam. Will draw on material presented in the entire course. The questions will comprise the following: Part A Multiple Choice; Part B Short answer and Part C essay

*Criteria:* Students will be assessed to the extent to which they can demonstrate their knowledge of the material brought together the concepts, historical developments, Vision 2050, issues and Future of economic and contemporary economic issues in PNG.

*Length:* 2 hours

*Weight:* 40%

**EVAUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

**REFERENCES**

Back Notes on Countries of the World: *Papua New Guinea*;(2008), page 1 – 9 Business Source Complete (online database)

Department of Planning and Monitoring (2010a), Papua New Guinea Development Strategic Plan 2010-2030. Port Moresby: Department of National Planning and Monitoring

Department of National Planning and Monitoring (2010b). *Medium Term Development Plan: Building the foundations* for prosperity. Port Moresby: Department of National Planning and Monitoring

Peter D, (2010). *Effects on the PNG Economy of a major LNG Project*. Economic Papers; June 2010, Vol. 29, Issue 2: 143-155 Business Source Complete (online database)

Political Risk Yearbook: *Papua New Guinea Report; 2011*, p2-38, Business Source Complete. (online database)

<b>TITLE:</b>	PNG ELECTORATES AND ELECTIONS
<b>UNIT CODE:</b>	PG220
<b>CREDIT POINT:</b>	10
<b>PREREQUISITES:</b>	PG133 POLITICS: THEORIES AND CONCEPTS

### **DESCRIPTION**

This unit provides an overview of the electorates and the election processes in the independent state of Papua New Guinea. Topics covered include the electorate boundaries, political parties, elections processes, the different levels of elections and comparison of PNG elections with other countries. The discussion will also include the campaign plans and election disputes that are taking place in Papua New Guinea. Students would discuss the pros and cons of the reasons for the changes of First Past the Post to Limited Preferential Voting (LPV) systems.

### **LEARNING OUTCOMES**

Students are able to:

1. Identify the electorate and election processes and raise public awareness of their societal impact.
2. Explain the various laws for the conduct of elections and how the laws affect the society.
3. Critically synthesise and analyse effects and impacts of elections.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skills appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Personal development* – have been assisted to develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics

### **CONTENT**

PNG electorates District and LLG electorates

Electoral rolls

National elections

Provincial elections

LLG elections

First past the post

Limited Preferential Voting (LPV)

Preferential seats for women

Election results Election campaign strategies

Political campaign strategies

Voter Eligibility Political parties

Election disputes under PNG election laws

### **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include lectures and discussions, student research and presentations, student group analysis and discussions and a field trip if necessary and use of Moodle resources and activities.

### **ASSESSMENT**

There are three assessment tasks evenly weighted and distributed throughout a semester. These will be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style.

#### **Task 1: Written assignment**

*Description:* Student reflection and understanding of the PNG election laws in some given electorate.

*Criteria:* Students will be assessed based on their reflection and the understanding of PNG election laws and its constitution.

*Length:* 1,000 words

*Due Date:* Week 7

*Weight:* 30%.

#### **Task 2: Students prepare a PowerPoint presentation**

*Description:* Individual students do research, collect data and prepare a PowerPoint presentation. The topic is on PNG election process. The audience will be given the opportunity to ask questions and make comment on the presentation.

*Criteria:* Students assessed on how well they understand and are able to outline in a discussion form the PNG elections processes.

*Length:* 20 minutes

*Due Date:* Weeks 8-12

*Weight:* 30%

#### **Task 3: Students sit for an end of semester exam**

*Description:* A final exam will be given to measure the knowledge and skills acquired during this semester's discussions.

*Criteria:* Exam is divided into 3 parts; (a) multiple choices, (b) short answers and (c) essay.

*Length:* 2 hours

*Due Date:* End of semester.

*Weight:* 40%

### **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## REFERENCES

- May. R.J., Anere. R., Haley. N. & Wheen. K. (2013). *Election 2007: The Shift to Limited Preferential Voting in Papua New Guinea (State, Society and Governance in Melanesia)*. ANU Press. Australia.
- May. R.J. (2011) *State and Society in Papua New Guinea: The First Twenty-Five Years*. ANU Press. Australia
- Pippa.N. (2015) *Why Elections Fail*. Cambridge University Press. New York.
- Schwarz, N. (2013) *The Politics of Give and Take: The 2012 Papua New Guinea National Election*. ANU, Australia
- Sosnick. H. S. (2016) *Which Election System is Best. A Comprehensive Comparison of World Wide Election Systems*. University of California. USA
- Tullius, C.Q. (2012) *How to Win an Election: An Ancient Guide for Modern Politicians*. Princeton University Press, New Jersey. USA.



<b>TITLE:</b>	REFORMS AND DISTRICT DEVELOPMENT
<b>UNIT CODE:</b>	PG316
<b>CREDIT POINT:</b>	10
<b>PREREQUISITES:</b>	PG133 POLITICS: THEORIES AND CONCEPTS AND PG220 PNG ELECTORATES AND ELECTIONS

### **DESCRIPTION**

This unit provides an overview of Reforms and District Development processes in Papua New Guinea. Topics covered include district development plans and national development strategic plan, the national medium term development strategy plan, the national strategy for responsible sustainable development, rural development basic services plan, district development authority in Papua New Guinea. It will cover specific areas of strategic planning and the reforms and also the implications of the planning process for the alignment of the major government plans to budget and implementation.

### **LEARNING OUTCOMES**

Students are able to:

1. Define reform and district development.
2. Predict their societal impact.
3. Explain the various PNG plans and development strategies their impacts on the society.
4. Critically synthesise and analyse the work of the District Development Authority.
5. Critique and make informed personal assessments as to the overall service delivery process.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skills appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Personal development* – have been assisted to develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics

### **CONTENT**

Vision 2050-Pillar 3

Organic law of Provincial Governments and Local Level Governments

Administrative reforms 1995 to 2015 (elections reforms & budget reforms)

District development plan

National development strategic plan

National medium term development strategy plan

Department of National Planning and monitoring development plan

National strategy for responsible sustainable development

Rural development basic services plan  
District Development Authority (DDA)  
City Authorities  
Alotau Accord  
Development laws

## **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include lectures and discussions, student research and presentations, student group analysis and discussions and a field trip to a district or district office and use of Moodle resources and activities

## **ASSESSMENT**

There are three assessment tasks evenly weighted and distributed throughout a semester. These will be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style.

### **Task 1: Written assignment**

*Description:* Student reflection and the understanding of the PNG district development plans.

*Criteria:* Students will be assessed based on reporting their reflection and the understanding of PNG district development plans. The study of reforms can then have a specific case study of district services delivery to look at how things are happening at the lower level and whether it reflects the bigger government agenda.

*Length:* 1,000 words.

*Due Date:* Week 7

*Weight:* 30%.

### **Task 2: Students prepare a PowerPoint presentation**

*Description:* Individual student do research, collect data and prepare a power point presentation. The topic is on one of PNG district development plans. The audience will be given the opportunity to ask questions and make comment on the presentation.

*Criteria:* Students assessed on how well they understand and are able to outline in a discussion form about PNG district development they have chosen and presented.

*Length:* 20 minutes

*Due Date:* Weeks 8-12

*Weight:* 30%

### **Task 3: Students sit for an end of semester exam**

*Description:* A final exam will be given to measure the knowledge and skills acquired during this semester's discussions.

*Criteria:* Exam is divided into 3 parts; (a) multiple choices, (b) short answers and (c) essay.

*Length:* 2 hours.

*Due Date:* End of semester.

*Weight:* 40%

### **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

### **REFERENCES**

- Crain, W. (2010). *Theories of Development: Concepts and Applications*. New York, Routledge..
- Marzano, J.R & Waters, T. (2009). *District Leadership that works: Striking the Right Balance*. Mid – Continent Research for Education and Learning. Bloomington, Solution Tree Press.
- McMichael, P. (2012). *Development and Social Change: A Global Perspective*, (5<sup>th</sup> Ed) (Sociology for a New Century). Los Angeles, Sage Publications,
- Peet, R. & Hartwick, E. (2015). *Theories of Development* (3<sup>rd</sup> Ed). Contentions, Arguments, Alternatives. New York: The Guilford Press
- Sachs, D. J. & Ban, Ki-moon. (2015). *The Age of Sustainable development*. Columbia University Press. New York. USA.
- Wollpert, L., Tickle, C., Jessell, T., Lawrence, P., Meyerwitz. E., Robertson, E. & Smith, J. (2015). *Principles of Development* (4<sup>th</sup> Ed.). Oxford University Press. New York..

<b>TITLE:</b>	LITERATURE AND METHODOLOGY
<b>UNIT CODE:</b>	PG115
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	Nil

### **DESCRIPTION**

Study skills at tertiary level differs significantly to that of previous experiences in lower levels of education. This unit aims to provide the student with knowledge of vital tertiary level study skills to help the student learn how to be an effective learner and to enhance student academic effectiveness in the first semester of their transition to tertiary study.

### **LEARNING OUTCOMES**

Students are able to:

1. Evaluate and distinguish the difference between university level teaching and learning from other lower levels.
2. Apply the necessary study skills in their academic life at the university.
3. Produce qualified university level written and oral assessments.

### **KEY GRADUATE ATTRIBUTES**

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgement and acknowledge their own limitations in understanding and solving problems.

*Information technology* – have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology.

*Social interaction* – demonstrate the ability to work productively, both autonomously and co-operatively, with tolerance, respect and valuing for human diversity, but also with a passionate commitment to truth.

*Personal development* – have been assisted to develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics

*Communication* – have excellent communication skills, in written and oral language, and understand and use English as the widely used language of international scholarship as well as respecting the linguistic diversity of PNG.

### **CONTENT**

Learning at DWU

Technology and study at DWU

Time management

Research, reading and note-taking

Planning and writing essays

Academic writing

Critical Thinking

Reviewing and peer reviewing

APA style referencing  
Oral presentations  
Working in groups  
Preparing for exams

## **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies may include lectures, use of reading materials, individual student PowerPoint presentations, group discussions, simulation exercises and use of Moodle resources and activities..

## **ASSESSMENT**

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

### **Task 1: Prepare a reflective piece**

*Description:* Write a reflective piece comparing your experience at the secondary level of education with the tertiary level of education.

*Criteria:* Students are assessed on the extent to which they can prepare a clear, informative and concise reflective piece.

*Length:* 1500 words

*Due Date:* Week 7

*Weight:* 30%

### **Task 2: Students prepare a PowerPoint presentation**

*Description:* A PowerPoint presentation on how students will use the study skills being taught to produce quality work of university standard.

*Criteria:* Students assessed on how well they understand the importance of the various study skills and how to apply these skills in their academic life.

*Length:* 20 minutes

*Due Date:* Week 14

*Weight:* 30%

### **Task 3: Students sit for an end of semester exam**

*Description:* A final exam given to measure the knowledge and skills acquired in this semester.

*Criteria:* Exam is divided into 3 parts; part (a) multiple choice, part (b) short answers and part (c) essay.

*Length:* 2 hours

*Due Date:* End of semester

*Weight:* 40%

## **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the

graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## **REFERENCES**

- Australian Catholic University. (2012). *ACU Study Guide Skills for success*. Sydney: Australian Catholic University
- Baing, S. (2002). *Improve your study skills*. Melbourne: Oxford University Press.
- Feldman, R. S. (2000). *Power learning: strategies for success in college and life*. Boston: McGraw-Hill.
- Fitzpatrick, P. and Jackson, K. eds. (2015) *The Crocodile Prize Anthology 2015*, Urangan: Pukpuk Publishing
- Fitzpatrick, P. ed. (2014) *The Crocodile Prize Anthology 2014*, Urangan: Pukpuk Publishing
- Hay, I., Bochner, D., & Dungey, C. (2006). *Making the grade: a study guide to successful communication and study*. Oxford: Oxford University Press.
- Stella, Regis (1994) *Moments in Melanesia*, Melbourne: Oxford University Press

**TITLE:** ANCIENT HISTORY OF SOUTH PACIFIC

**UNIT CODE:** PG103

**CREDIT POINTS:** 10

**PREREQUISITE:** NIL

### **DESCRIPTION**

This unit explores evidence from archaeology, botany, languages and cultures about the ways in which the Pacific islands were peopled. In particular, evidence is explored from the Lapita pottery complex, Pacific navigators, the spread of the sweet potato, Papuan and Austronesian languages, and Migration routes and evidence of Pacific Islands travel, particularly in Melanesia. In addition, the diversity of trading and exchange systems like the Kula, Hiri, the Vitiaz Straits, patterns, social structures, rituals, exchange and warfare are examined.

### **LEARNING OUTCOMES**

Students are able to:

1. explore patterns of interaction by which Pacific Islands people have organised their societies and given meaning to their world.
2. examine the social, political, economic and cultural implications which arise from the interaction of differing ways of constructing reality.
3. continue the work of developing among students an ability to respond creatively and critically to historical evidence, and a sense of the sources and skills of historical inquiry

### **GRADUATE ATTRIBUTES**

*Social Responsibility* – accept the responsibilities that accompany the privilege of an education and display willingness to serve the needs of society through application of their disciplinary knowledge and professional skills.

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgement and acknowledge their own limitations in understanding and solving problems.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

### **CONTENT**

Geography of the South Pacific  
The geographical background to Pacific colonisation  
Cultures and Languages of Papua New Guinea  
Agriculture (A few fertile valleys)  
Pottery  
Trade (chemistry and traces of ancient traders)  
Genetics  
Oral tradition  
Pre-European Pacific Society  
Didgeridoos and teeth from Australia

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies include lectures, student class presentations, student group analysis and discussion, fieldtrips and use of Moodle resources and activities.

## ASSESSMENT

There are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

### Task 1 Research essay & Class Presentations

*Description:* Select a country in the Pacific and write of its connections to the Austronesian language group migration. Tell of the characteristics associated with the Austronesians and as they appear in such a modern society today. Research the archaeological evidence in that country to be able to identify physical evidence for the language group migration.

With the help of two other students, prepare a presentation to the class about your discoveries in the research essay. Your three essays might be on the one project (essays will always be individually written), contrasting, or in parallel areas. The normal format will be a PowerPoint presentation, but other forms such as drama, a tour guide or explanation of artefacts will be acceptable.

*Length:* 1000 words + 8 PowerPoint slides

*Due:* 10<sup>th</sup> week

*Weight:* 20% + 10% = 30%

### Task 2: Participation Exercises

Every three weeks a Moodle exercise will be given as a way of reviewing the material and integrating it into your knowledge. The nature of each exercise will be explained with its marking methods.

*Due:* weeks 3, 6, 9, 12

*Weight:* 20%

### Task 3: Final examination

There will be a final summary exam which will cover all the material of the unit. Some recall questions will lead the way into short explanatory essays, and this will be concluded with reflective essays indicating the significance of ancient history to our modern times.

*Length:* 2 hours

*Weight:* 40%

*Due;* During examination fortnight, under Moodle conditions.



## EVALUATION

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## REFERENCES

- Keck, V. & Wassmann, J. (1995). *Historical atlas of ethnic and linguistic groups in Papua New Guinea* / Vol. 1 Vol. 3; Heidelberg, University of Heidelberg Press.
- Denham, T. (2004). The Roots of Agriculture and Arboriculture in New Guinea: Looking beyond Austronesian Expansion, Neolithic Packages and Indigenous Origins, *World Archaeology*, 36 (4), 610-620 Debates in World Archaeology
- Department of PNG Studies. 2003. Book of Readings. Divine Word University.
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- Langdon, R. (1989) The Secret History of the Papaw in the South Pacific: An Essay in Reconstruction, in: *The Journal of Pacific History*, 24 (1), 3-20
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- Scaglione, R. (1996). Chiefly models in Papua New Guinea, in: *The Contemporary Pacific*, 8(1), 1-31.
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**TITLE:** PNG LITERATURE

**UNIT CODE:** PG107

**CREDIT POINTS:** 10

**PREREQUISITES:** NIL

### **DESCRIPTION**

This unit introduces students to Papua New Guinean oral literature and contemporary literature. Students collect myths and legends to explore PNG's oral literature and traditions. Contemporary Papua New Guinean literature is studied, in the form of poems, short stories, novels and drama. Students analyse, discuss and synthesise the issues raised. They also study and critique writing styles. The important issues of literacy, readership, authorship, and the historical development of PNG literature are also discussed. In this unit students acquire critiquing skills, oral presentation skills and referencing skills. Assessments require students to demonstrate these three skills, as well as some understanding of the content of the unit.

### **LEARNING OUTCOMES**

Students are able to:

1. Identify the reasons for the development of PNG writing
2. Evaluate the productions of Papua New Guinean literature
3. Critically analyse literary works
4. Examine the historically changing themes of PNG writing
5. Understand the writer's social responsibility to his or her people
6. Develop awareness and appreciation of diverse cultural perspectives
7. Analyse the treatment of social issues in various socio-cultural, historical and religious contexts
8. Uncover allusions in literature and make clear intended refereneces

### **TEACHING AND LEARNING STRATEGIES**

Lectures and tutorials, Oral presentations, Reading literature, Debates, Group discussions, class discussions, Written work and use of Moodle resources and activities.

### **CONTENT**

Introduction to literature

Introduction to oral literature in PNG

The differences between fictional and non-fictional writing

Genres of fictional literature; poems, plays, short stories and novels

Literary elements; theme, setting, character, plot etc

The historical development of PNG literature

Thematic concerns and social change

The image of PNG portrayed in the literature

Female Papua New Guinean writers

How to critically analyse a piece of literature

Correct referencing procedures

Oral presentation techniques

## ASSESSMENT

There are three assessment tasks evenly weighted and distributed throughout a semester. These will be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style..

### Task 1: Reporting Oral Literature

*Description:* How do people in your culture pass on oral literature? What kinds of oral literature did they pass on? What are some examples of what they have passed on? How do you intend to pass it on? Discuss this.

*Criteria:* Deliver a portfolio of stories or accounts, explaining local references. Use voice recorders for literal accuracy.

*Length:* 1,000 words

*Due:* Week 6

*Weighting:* 20%

### Task 2: Analytical Essay

*Description:* What are the different images of PNG portrayed in literature? Select one writer and give their image in more than one production. Do an analysis of it. Is it a positive or a negative image? Give examples of these images from that author's literature. Do you agree with the author? Support your answer.

*Length:* 1000 words.

*Due:* Week 10

*Weighting:* 30%

### Task 3: A Creative Writing Portfolio

*Description:* You will keep a creative writing folder with your creative works of poems and short stories to be submitted in week 14. The variety of items will be presented to you. It will include collections of various critical reviews, as well as expressions of opinion and some personal writing about yourself.

#### Plus an Oral Presentation:

Select one item from your creative writing portfolio and present it – either a poem, an opinion piece or a short story. You will be assessed on your presentation.

*Criteria:* You will be assessed on the creativity you exercise in your presentation, which is to be judged by the ability of the writing to capture the audience. A good variety is required and reference to proven and popular writers should be explained for their appeal.

*Length:* 1,500 words

*Due:* Week 15 for Portfolio; presentation of item, from Week 3

*Weighting:* 40% + 10% = 50%

## EVALUATION

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the

graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## REFERENCES

- Abaijah, J., (1958). *A Thousand Coloured Dreams*, London: Heinemann,
- Aigilo, M. (2004). *Falling Foliage*. Port Moresby, Melanesian and Pacific Studies, UPNG,
- Beier, U. (ed.) (1972). *The Night Warrior and Other Stories from Papua New Guinea*. Brisbane, Jacaranda Press.
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- Gwyther-Jones, R., Threlfall, N. and Narewe, W. (1969). *Today's Stories from New Guinea*, Madang, Kristen Pres.
- James, A., (1996). *PNG Women Writers: An Anthology*, Melbourne: Longman.
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- Kilage, I., (1980). *My Mother Calls me Yaltep*, Port Moresby: Institute of Papua New Guinea Studies
- Kolia, J. (1978). *Historical Plays*, Port Moresby, Institute of Papua New Guinea Studies.
- Powel, G. 1987. *Through Melanesian Eyes: An Anthology of PNG Writing*, Melbourne: Macmillan,
- Rivers, J. (2001). *The Power of Digging Sticks and Other Stories: New Writing by Papua New Guineans*. Madang, DWU Press.
- Stella, T., Winduo, S.E. & Keosai Kamene, S. (Eds.), (2004). *Zia Writers of Waria; Raitim Stori Bilong Laip*,. Port Moresby: Melanesian and Pacific Studies, UPNG.
- The Crocodile Prize, (2014). *The Crocodile Prize Anthology 2014*, ---: Pukpuk Publishing

<b>TITLE:</b>	CULTURAL ANTHROPOLOGY
<b>UNIT CODE:</b>	PG151
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	NIL

### **DESCRIPTION**

This course covers the similarities and differences in human societies, from hunting and gathering to industrialized societies. It compares and contrasts Papua New Guinean beliefs and practices with those of other societies. Students are introduced to related cultural concepts and principles including holism and cultural relativism and evolution. The traditional topics of anthropology such as kinship, colonialism, development, language, ethnicity, political systems are covered, although older modes of finding The Other in societies and cultures at a remote distance are supplemented by views of communities closer to home, presenting their own ways of building society

### **LEARNING OUTCOMES**

Student are able to:

1. Report on the relationship between patterns in behaviour and influence of culture on worldviews
2. Detail various anthropological research methods and how to conduct ethically sound research in anthropology
3. Use written and oral communication skills effectively, employing methods appropriate to message and content
4. Implement the spread of traditional areas of enquiry for anthropology in viewing a culture

### **KEY GRADUATE ATTRIBUTES**

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgment and acknowledge their own limitations in understanding and solving problems.

*Personal development* – will have been assisted to develop a philosophy of life based on absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics

*Social interaction* – demonstrate the ability to work productively, both autonomously and co-operatively, with tolerance, respect and value for human diversity, but also with a passionate commitment to truth.

### **CONTENT**

What is anthropology? With an acknowledgement of the fourfold American scope

A knowledge of anthropology as being defined by its methods, participant observation in particular

Awareness of one's own Culture, Worldview and Biases

Anthropological Research Methods and Ethics

Culture within a society interpreted from emic and etic points of view

Gender and Culture  
Language and Culture  
Adaptation and Economic Systems  
Sex and Marriage  
Kinship systems  
Families and households  
Religion and Culture  
Anthropology of Health  
Globalization and Current Issues

### **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include lectures, discussions, tutorials, research, simulation activities, role play, case studies, videos and seminar presentations, regular Moodle quizzes and forums and exercises.

### **ASSESSMENT**

There are four assessment tasks evenly weighted and distributed throughout the semester. These will be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style.

#### **Task 1: Literature review on wellness**

*Description:* You will write a literature review of PNG health and culture. Present at least 5 correct bibliographic references, either articles, or chapters of books where you find materials concerning cultural beliefs about health and sickness which bear the marks of a given cultural context. Add to this some ideas you found in the reading. Make the evaluation of this issue in the light of different cultural views of illness.

*Criteria:* This assessment task will be assessed on the extent to which you can: demonstrate analytical skill in identifying diverse cultural values of PNG; show clearly and precisely logical development of argument, challenging worldviews, biases and assumptions.

*Length:* 700 words

*Due Date:* Week 4

*Weight:* 20%

#### **Task 2: Oral Presentation:**

*Description:* Three students will each prepare and speak for less than 10 minutes each about the culture into which he/she was born as reflected in the mirror of ways of life – focus on rituals of birth, initiation, marriage and death. Tell an interesting story from your early life. Perhaps comment on who gives you your land, or who you exchange things with. Give comparative narratives during lecture time to elucidate the influence of culture on one's behaviour and approach to life.

*Criteria:* This assessment task will be assessed on the extent to which you can: explain why an understanding of differences in people is important; identifying

various cultural values within the societies of PNG and describing similarities and differences between cultural values of your part of PNG and another part.

*Length:* 3 talks and discussion for 30 minutes

*Due Date:* Start Week 3

*Weight:* 20%

**Task 3: Research assignment**

Write a case study on how some person understands their sickness. This assignment is concerned with the human interpretation of illness, specifically in a case where the person does not purely and simply accept the biomedical explanation. Have a number of interviews with the person in a pastoral manner, until you understand their viewpoint. You are there to listen properly to the other person.

*Criteria:* Research & written discussion

*Length:* 1000 words

*Due Date:* Week 12

*Weight:* 40%

**Task 4: Tests on Moodle**

There will be objective questions with occasional essay questions on Moodle reviewing the content of the unit as it is taught. The last test in the final week will be fuller than the other tests.

*Criteria:* Recall of the lecture material revealing insights gained from the discussions.

*Length:* 30 minutes each

*Due Date:* End of weeks 3, 6, 10, 15

*Weight:* 20% (4 + 4 + 4 + 8)

**EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

**REFERENCES**

- Barber, N. (2008) Explaining Cross-National Differences in Polygyny Intensity: Resource-Defence, Sex Ratio, and Infectious Diseases. *Cross Cultural Research*. 42: 103 – 117.
- Boehm, C. (2008) Purposive Social Selection and evolution of human altruism. *Cross Cultural Research*. 42: 319 – 352.
- Ember, C. (2010) What we know and what we do not know about variation in social organisation: Melain Ember's approach to the study of kinship. *Cross-Cultural Research*.45: 16-38.

Ember, M., Ember, C. R., and Low, B. S. (2007). Comparing explanations of polygyny. *Cross-Cultural Research*. 41: 428-440.

Hayward, R. D., and Kemmelmeier, M. (2007). How Competition is viewed across cultures: a test of four theories. *Cross-Cultural Research*. 41: 364-395.

Kottak, C. P., (2015). *Cultural Anthropology*, 16<sup>th</sup> Edition. Boston: McGraw-Hill Higher Education



**TITLE:** PNG HISTORY  
**UNIT CODE:** CA125  
**CREDIT POINTS:** 10  
**PREREQUISITES:** PG103 ANCIENT HISTORY OF THE SOUTH PACIFIC

### **DESCRIPTION**

Students become acquainted with some of their country's history and culture in this unit. They examine and discuss the achievements of their ancestors, the colonial experience and the most recent developments of the post-independence period. Students look at the experience and implications of being colonised, and the ways in which villagers, who became 'Papuan' and 'New Guineans' in the process of colonisation, were changed by the ideas, images and institutions imported by the colonisers. Students are encouraged to appreciate the struggles and the historical context through which PNG became a Sovereign Nation State. They explore their own identity as Papua New Guineans and their own position as mediators between cultures that are often still in conflict with each other.

### **LEARNING OUTCOMES**

Students are able to:

1. Develop a critical view of who writes history and why we study it
2. Analyse some of the forces that have shaped modern day PNG
3. Research, reflect on and present PNG historical issues
4. Appreciate the diversity of societies in PNG
5. Differentiate between Melanesian and European cultural values

### **GRADUATE ATTRIBUTES:**

Have been assisted to develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics (Personal development)

Are accepting of the responsibilities that accompany the privilege of an education and are willing to serve the needs of society through application of their disciplinary knowledge and professional skills (Social Responsibility)

Are developing a level of knowledge and skills suitable to enable graduates to enter employment in their chosen professional area with a commitment to further career development (Professional knowledge)

Demonstrate the ability to work productively, both autonomously and cooperatively, with tolerance, respect and value for human diversity, but also with a passionate commitment to truth (Social interaction).

### **CONTENT**

Melanesian origins

The migrations of the Austronesian and non-Austronesian speakers

The clash of cultures for Nicolai Maclay

British and German colonial powers

Early European explorers: Joe Leahy and First contact in the Highlands

Christianity in PNG

Australian military occupation, World Wars 1 and 2 and their effects on PNG society  
Independence movements  
The new deal for PNG  
Madang's Yali Singina  
Nationhood among 850 language groups  
Sean Dorney's PNG and John Eggins' PNG

## **LEARNING AND TEACHING STRATEGIES**

This unit is delivered through the following strategies: lectures, seminar presentation, case studies, debate, group discussions, assignments and use of Moodle resources and activities

## **ASSESSMENT**

Typically, there are three or four assessment tasks for a unit; evenly spaced and weighted throughout a semester. Please note that penalties will occur if plagiarism is discovered. All work of other authors must be appropriately referenced using the APA style. Examples of assessment tasks for this unit are as follows.

### **Task 1: Critical Response. There are two critical response tasks. One is at week 4 and the other is at week 9 weighing 20% each.**

Description: Students will read and analyse a piece of literature on PNG History and make a critique of it, reviewing the causal factors implied, the outcomes of the events described, and making judgement on the motives of the people involved.

Due Date: Week 4, Week 9

Length: 1000 words

Criteria: Academic writing standard, layout, accurate use of English, usefulness of information and its value in assessing the event as useful or hindering.

Weight: 20% + 20% = 40%

### **Task 2: Presentation on historical topics**

Description: Students will read and analyse some historical related articles, make a critique and do presentation in groups. There is also a write up of the presentation.

Due Date: Week 6 onwards

Length: 1000 words

Criteria: Academic seminar presentation standard, layout, accurate use of English, usefulness of information

Weight: 30%

### **Task 3: Essay on Independence or the Modern PNG**

Description: Students will write an essay on the Independence of PNG and/or the modern PNG and make a critique of the event, considering its timing and the actions of the leaders involved, together with a judgement on the significance of this event at that time.

Due Date: Week 15

Length: 1000 words

Criteria: Academic writing standard, layout, accurate use of English, usefulness of information and an evaluation of the causes and personalities involved.

Weight: 30%

## EVALUATION

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## REFERENCES

Dorney, S. ((2000). *Papua New Guinea. People, Politics and History since 1975*. Melbourne, Random House.

Gesch, P. (1985). *Initiative and Initiation. A Cargo-Cult Type Movement in the Sepik Against Its Background in Traditional Village Religion*. St Augustin, Anthropos Institute..

Howley, P. (2002). *Breaking Spears a d Mending Hearts. Peacemakers and Restorative Justice in Bougainville*. Annandale NSW: The Federation Press,.

Kruczek, Z. (2011). *A Short History of Christianity in Melanesian Countries*. Mount Hagen: Mi-cha-el CSMA,.

Mantovani, E. (1991). *Traditional and Present Day Melanesian Values and Ethics*. Occasional Papers No.7. Goroka: The Melanesian Institute.

Post Courier (2005). 30<sup>th</sup> Anniversary of Independence. Commemorative Special.

Rynkiewich, M. (2004). *Cultures and Languages of PNG*. Goroka: Melanesian Institute.

Sinclair, J. (2005). *Madang*. Madang: DWU Press,.

Smith, G. (2014). Fuqing Dreaming. “New” Chinese Communities in Papua New Guinea. In: Paul d’Arcy et al (eds.) *Pacific-Asia Partnerships in Resource Development*. Madang: Divine Word University Press, pp.132-139

Trompf, G.W. (ed.), (2008). *Melanesian Religion and Christianity*. Goroka: Melanesian Institute.

Waiko, J. (1993). *A short history of Papua New Guinea*. Melbourne: Oxford University Press.

Waiko, J. (2003). *Papua New Guinea: a history of our times*. Melbourne: Oxford University Press.

### Audiovisual material:

First Contact (1987) Melanesian Film Institute

Joe Leahy’s Neighbours (1995) Melanesian Film Institute

Black Harvest (1995) Melanesian Film Institute

John Eggins' PNG (2001) EMTV  
Sean Dorney's PNG (2001) ABC

**TITLE:** INTERPRETING CULTURES  
**UNIT CODE:** PG252  
**CREDIT POINTS:** 10  
**PREREQUISITES:** PG151 CULTURAL ANTHROPOLOGY

### **DESCRIPTION**

In this unit, students explore a range of widely adopted texts that provide a fresh, new look at cultural diversity in PNG and the world. The fact that different peoples assign different meanings to events, objects, individual persons and emotions is a source of considerable conflict, miscommunication, and misunderstanding. The technique of fieldwork and participant observation and criticism including the impact of persons and biographies behind anthropologists' findings is examined to identify their unique influences.

### **LEARNING OUTCOMES**

Students are able to:

1. provide the most important canons of the understanding of culture.
2. value the outcomes of anthropology, and ethnography in terms of tolerance of others.
3. discuss the value of the anthropological method of participant observation.
4. assert the value of all modern societies regardless of technological development.
5. estimate the uniqueness of the insider point of view.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skill appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Information technology* – have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology.

*Social interaction* – demonstrate the ability to work productively, both autonomously and co-operatively, with tolerance, respect for and the valuing of human diversity, but also with a passionate commitment to truth.

### **CONTENT**

Culture and meaning

Using scientific methods: The tools of anthropology

Language and Meaning

Thick description: Toward an interpretation of culture

“Internal Orientation” in Contemporary Bali

The growth of global culture and the threat to the local

Who speaks for the native?

The personality of the anthropologist

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies include lectures, videos, guided readings, group discussions and seminar PowerPoint presentations. This will be supported by the frequent use of Moodle, the quizzes, forums, wiki.

## ASSESSMENT

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

### **Task 1: Written assignment and PowerPoint presentation LO – 1,2,4,5**

*Description:* Students individually will take a topic involving exchange and write an essay about its place in the culture of a given society where you have lived for some years. You will demonstrate a broad understanding of shared beliefs, values, knowledge and behaviour in the society which are employed in this exchange. Groups of two students will do research on the society you wrote about and together will present a general understanding of the culture in a PowerPoint presentation, illustrating the people's way of life, their environment and some implications of their lifestyle. The audience will be given the opportunity to ask questions and make comments on the presentation.

*Criteria:* Students will be assessed based on your reflections on the people in the given locations, revealing social experiences, structures and their environment in a distinct way. Students will be assessed on how well you understand and are able to reflect critically on the people and their cultures. The assessment will review the material and also each individual's performance on the day.

*Length:* 1000 words

*Due Date:* Week 4 onwards

*Weight:* 30%:--- 20% for individual essay; 10% PowerPoint presentation

### **Task 2: Weekly response to the learning. LO – 1,3,4,5**

*Description:* Each week there will be a form of reflective participation on the material covered with each module and each week of lectures. This will usually be done through Moodle, using quizzes or forums or wiki. The manner of marking will be explained on each occasion.

*Criteria:* Work will be assessed as it shows an effort to follow the lecture material and to reflect on the presentations and draw conclusions from them.

*Length:* 30 minutes each time

*Due Date:* Every week on Thursday

*Weight:* The collected marking will be scaled back to 30%

### **Task 3: Students sit for an end of semester exam**

*Description:* A final exam will be given to measure the knowledge and skills acquired during this semester's discussions.

*Criteria:* Exam is divided into 3 parts; (a) multiple choices, (b) short answers and (c) essay.

*Length:* 2 hours  
*Due Date:* End of semester  
*Weight:* 40%

## EVALUATION

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## REFERENCES

- Barnard, A., (2000). *History and theory in anthropology*. Cambridge: Cambridge University Press.
- Bernard, H. R., (2002). *Research methods in anthropology*. Third edition. Walnut Creek, CA: AltaMira Press.
- Das, V., (2008). *Violence, Gender, and Subjectivity*. *Annual Review of Anthropology*. 37: 283-299.
- Eriksen, T., (2001). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. London: Pluto Press.
- Freeman, D. (2000). Was Margaret Mead misled or did she mislead on Samoa? In: *Current Anthropology*, 41 (4) 609-622.
- Geertz, C. (2005). Deep Play: Notes on the Balinese Cockfight, in: *Daedalus*, 134 (4), 56-86.
- Keesing, R. (1989). Creating the Past: Custom and Identity, in the Contemporary Pacific, *The Contemporary Pacific*, 1, 19-42.
- Keesing, R. (1991). Reply to Trask, in *The Contemporary Pacific* 3 (1), 168-171
- Kemper, R., & Anya P.R., (Eds) (2002). *Chronicling Cultures: Long-Term Field Research in Anthropology*. Walnut Creek, CA: AltaMira Press.
- Kottak, C. P. (2015). *Cultural Anthropology. Appreciating Cultural Diversity*. 16<sup>th</sup> ed. New York: McGraw Hill Education.
- Trask, H. (1991), Natives and Anthropologists: The Colonial Struggle, *The Contemporary Pacific*, 3 (1), 159-167.
- Venkatesh, S. (2008). *Gang Leader for a Day. A Rogue Sociologist Takes to the Streets*. New York: The Penguin Press.
- Wassmann, J. & Dasen, P.R. (1998). Balinese Spatial Orientation: Some Empirical Evidence of Moderate Linguistic Relativity in: *The Journal of the Royal Anthropological Institute*, 4 (4), 689- 711
- Wassmann, J. (2008) *Vorlesung*. Trans. by P. Gesch. Text available on Moodle.
- Wassmann, J. (ed.) (2016). The gently bowing person. An ideal among the Yupno in Papua New Guinea. Heidelberg: Universitätsverlag Winter.

<b>TITLE:</b>	TRADITIONAL VILLAGE RELIGIONS
<b>UNIT CODE:</b>	PG419
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	Nil

### **DESCRIPTION**

At the heart of the various cultures in Papua New Guinea was a religious attitude. Interpretations of traditional lifestyle as well as contemporary events were formed in language and beliefs and responded to with rituals, which in general language are identified as religious. This unit will seek to establish a working definition of religion in the traditional villages of PNG and relate this to definitions for world religions, as it appears in the PNG Constitution and as an identification of religious experience in the villages. There will be first an attempt to relate the continuing traditional religious realities to the Christian environment that holds sway in PNG today, without neglecting the appearance of Islam or other world religions; then principle areas of village culture such as initiation, magic and spirits will be investigated. This will be related to new religious movements of the contact times. Troublesome issues such as sanguma and health treatment issues will be related to this discussion.

### **LEARNING OUTCOMES**

Students are able to:

1. Identify the characteristics of religious experience in PNG.
2. Evaluate the interaction of traditional religion with Christianity and other world religions.
3. Structure traditional beliefs in magic and spirits as established social realities.
4. Investigate the structures of rites of initiation as they occur at various times of village life.
5. Identify life cycle rituals with their appropriate modes of exchange.
6. Account for the variety of interpretations given to new religious movements.
7. Relate traditional village religion to modern science.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skill appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Personal development* – develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics.

*Communication* – have excellent communication skills, in written and oral language, and understand and use English as the language of international scholarship as well as respecting the linguistic diversity of PNG.



## CONTENT

Views of the churches on traditional village religion  
Religion defined as the Idea of the Holy  
Magic as the enhanced talents of individuals  
The role of discernment in sorcery and witchcraft  
Spirits of establishment, social rights and conscience  
Initiation and rites of passage  
The religious background of festivals  
New religious movements and cults  
Churches and prosperity cults  
Modern science and religious beliefs

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies include lectures, discussions, documentaries, videos, tutorials, research, presentations and use of Moodle resources and activities.

## ASSESSMENT

There are three assessment tasks evenly weighted and distributed throughout a semester. These will be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style.

### **Task 1: Critical analysis of contact events**

*Description:* Investigate the stories of contact in some village area of PNG to which you have good access. From oral sources and from written reports identify the difficulties of understanding on both sides of the meeting between traditional beliefs and agents of change coming in from overseas.

*Criteria:* Critical evaluation of the historical events in one's chosen society; demonstration of understanding of traditional life and the focus of interest of the newcomers; a credible account of the changes that resulted from contact up till the present.

*Length:* 1000 words; 8 slides

*Due Date:* Week 6

*Weight:* Written report 20% + Individual oral presentation 10%

### **Task 2: Participation Testing on Moodle**

*Description:* Every second week you will be expected to take part in a Moodle exercise which is designed to help you review progress in understanding in the unit.

*Length:* 30 minutes

*Due Date:* Week 2, 4, 6, 8, 10, 12

*Weight:* 30 %

### **Task3: Major Essay**

*Description:* Investigate a popular movement of the kind promising miraculous outcomes, either a movement of the cargo cult type, an adjustment movement or a

modern day prosperity cult. Give the beliefs and expectations of the people involved; describe the leaders; follow the story to its outcomes; and make an effort to explain the motivation of the followers.

*Criteria:* Evaluate the strength of the movement and its appeal. Give a critical analysis of the activities in the movement. Identify elements of traditional religious belief that can be found, and distinguish this from similar modern forms which have a secular economic meaning. Quality of written language.

*Length:* 1,500 words

*Due Date:* Week 14

*Weight:* 40%

## EVALUATION

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## REFERENCES

- Cox, J. (2011). Prosperity, Nation and Consumption: fast money schemes in Papua New Guinea. In Patterson, M & Macintyre Martha (eds.), *Managing Modernity in the Western Pacific*. St. Lucia: University of Queensland Press.
- Crook, T. (1999). Growing knowledge in Bolivip, Papua New Guinea. *Oceania*, 69(4), 225-242.
- Dundon, A. (2004). Tea and tinned fish: Christianity, consumption and the nation in Papua New Guinea. *Oceania*, 75(2), 73-88.
- Eves, R. (2003). Money, mayhem and the beast: Narratives of the world's end from New Ireland (Papua New Guinea). *The Journal of the Royal Anthropological Institute*, 9(3), 527-547.
- Forsyth, M. & Eves, R. (Eds). (2015). *Talking it through: Responses to sorcery and witchcraft beliefs and practices in Melanesia*. Canberra: ANU E Press.
- Hays, T.E. (1986). Sacred flutes, fertility, and growth in the Papua New Guinea Highlands. *Anthropos*, 81(4/6), 435-453.
- Jacka, J.K. (2005). Emplacement and millennial expectations in an era of development and globalization: Heaven and the appeal of Christianity for the Ipili. *American Anthropologist*, 107(4). 643-653.
- Lipset, D. & Roscoe, P. (Eds). (2011). *Echoes of the Tambaran: Masculinity, history and the subject in the work of Donald F. Tuzin*. Canberra: ANU E Press.
- Otto, R. ([1917] 1979). *The Idea of the Holy*. London: Oxford University Press.

- Reithofer, H. (2011). Sorcery, witchcraft and Christianity in Papua New Guinea: A review essay. *Anthropos*, 106(1), 196-200.
- Robbins, J. (1998). Becoming sinners: Christianity and desire among the Urapmin of Papua New Guinea. *Ethnology*, 37(4), 299-316.
- Schieffelin, B.B. (2014). Christianizing language and the displacement of culture in Bosavi, Papua New Guinea. *Current Anthropology*, 55(S10), S226-S237.
- Schram, R. (2010). Witches' wealth: Witchcraft, confession, and Christianity in Auhelawa, Papua New Guinea. *The Journal of the Royal Anthropological Institute*, 16(4), 726-742.
- Street, A. (2010). Belief as relational action: Christianity and cultural change in Papua New Guinea. *The Journal of the Royal Anthropological Institute*, 16(2), 260-278.
- Zocca, F. & Urame J. (2008). *Sorcery, Witchcraft and Christianity in Melanesia*. Melanesian Mission Studies No.5. Goroka: Melanesian Institute.

**TITLE:** GENDER AND DEVELOPMENT

**UNIT CODE:** PG136

**CREDIT POINTS:** 10

**PREREQUISITES:** NIL

### **DESCRIPTION**

This unit seeks to mainstream gender in development activities. It will include theories and concepts in gender studies and development. It will critically analyse how cultural definitions of sex and gender; womanhood and manhood, cultural and environmental constructs of gender, gender socialization and how gender is used as a major organizing principle. It will also discuss the cultural and modern interface of gender in development activities. The content will be delivered by lectures, tutorials, discussions and seminar presentations of relevant articles on the subtopics.

### **LEARNING OUTCOMES**

Students are able to:

1. Mainstream gender in development activities.
2. Practice gender equitable activities in development.
3. Promote right gender relations with members of the opposite sex.
4. Analyse cultural constructs of gender and gender socialization.
5. Critique gender practices that are negative and replace with positive ones.
6. Explore how gender is used as a major organizing principle.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skill appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Personal development* – have been assisted to develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics

### **CONTENT**

Concepts and theories of gender and development

Sex and gender

Femininity and masculinity; womanhood and manhood

Gender practices in the family, schools, workplace and politics

Cultural and environmental constructs of gender

Gender socialization

Gender as a major organizing principle

Gender issues in development

Gender and health

Gender and Ethics

Case studies of how gender issues affect development

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies include lectures, discussions, tutorials, research, seminar presentations and use of Moodle resources and activities.

## ASSESSMENT

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

### **Task 1: Essay**

*Description:* Evaluate how your people construct gender in your society. What makes a man a man and a woman a woman? What meanings do they give to what it means to be a man and a woman?

*Criteria:* Critical evaluation of the gender constructs in one's society, demonstration of understanding of womanhood and manhood, demonstrate knowledge of your community and cultural practices of gender constructs, correct use of concepts and meanings

*Length:* 1,000 words

*Due Date:* Week 4

*Weight:* 20 %

### **Task 2: Test**

*Description:* Summative test on theories and concepts of gender and development

*Criteria:* Will be advised by the lecturer

*Length:* 1 hour

*Due Date:* Week 13

*Weight:* 30 %

### **Task 3: Report writing**

*Description:* Study a development project and evaluate how gender participation is played out from planning and decision-making to the sharing of benefits of the project. Write a report on this. Identify positive and negative gender practices in that project; what are the costs and costs and benefits of the project on women, men and children. Write a report your project evaluation. You will presentation of your findings. This will be done in groups of 5 students.

*Criteria:* Evaluate the gender practices in the development project  
Critical analysis of the activities in the project  
Identify correctly the gender participation in the project from planning to benefits of outcomes Writing of report with the correct conventions of English.

*Length:* 1, 500 words

*Due Date:* Week 15

*Weight:* 50 %

## **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## **REFERENCES**

- Australian National University (2004). *Gender and Development: Bridging Policy and Practice*, Development Bulletin Series No.64, Canberra: Australian National University.
- Crannny-Francis, A., Waring W.; Stavropoulos, P.; Kirby, J., (2003). *Gender Studies Terms and Debates*, Hampshire; New York: Palgrave MacMillan.
- Hegarty, D. & Thomas, P. (Eds.) (2005). *Effective development in Papua New Guinea: Local initiatives and community innovation*, Development Bulletin Series, No.67, Canberra: Australian National University.
- Momsen, J., (1991). *Women and Development in the Third World*, London; New York: Routledge.
- Momsen, J., (2010). *Gender and Development*, 2<sup>nd</sup> Ed., London; New York: Routledge.
- Rai, S., (2008). *The Gender Politics of Development: Essays in Hope and Despair*, New London: Zed Books

<b>TITLE:</b>	SOCIAL POLICIES OF COMMUNITY DEVELOPMENT
<b>UNIT CODE:</b>	PG309
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	NIL

### **DESCRIPTION**

This unit highlights how community development needs to be guided and strengthened by relevant and appropriate social policies. A policy framework provides an avenue to pursue meaningful development. This unit examines some social development policies in areas such as health, education, welfare and population, and demonstrates how these are related and relevant to social and community development.

### **LEARNING OUTCOMES**

Students are able to:

1. Demonstrate an understanding of PNG's priorities for development, the United Nation's priorities for development and Human Rights founded in the United Nations Charter and Sustainable Development Goals.
2. Examine the rationale for Government policies and strategic plans.
3. Explore the rationale for international conventions.
4. Justify clearly the inter-relationship between policies and community development.

### **KEY GRADUATE ATTRIBUTES**

*Professional Knowledge* - achieve levels of knowledge and skill appropriate for their chosen professional area through their commitment to lifelong learning.

*Analysis and problem solving* - apply their abilities with academic integrity to identify and define problems and exercise informed critical judgement.

*Research* - demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Information technology* - have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology.

### **CONTENT**

Human Rights; the meaning of human right

Millennium Development Goals

Sustainable Development Goals

What is policy? Making national policies; How are policies made?

Medium term development Strategy

Vision 2050

Organic Law on Provincial Governments

Achieving a Better Future – National Education Plan

Integrated rural development

National Health Plan 2011-2020

## HIV/AIDS

### Law and justice

How do Papua New Guinea's objectives compare with the Sustainable Development Goals?

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies include reading assignments, lectures, structured group discussion, role play, interest based research, problem solving, case study, structured group discussion and use of Moodle resources and activities..

## ASSESSMENT

There are three assessment tasks evenly weighted and distributed throughout a semester. These will be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style..

### **Task 1: Oral analysis of a current health policy**

*Description:* The oral presentation will include a statement of a health issues and its importance, and statistics covering high rates of mortality and measures to reduce mortality rates through awareness programs using public media and people. Students are to prepare and present information of a current health policy with reference to its impact on children and mothers.

*Criteria:* Students will be assessed on the extent to which they can prepare a plan, a draft, edit and present oral persuasive texts and give a clear, relevant, interesting, informative and precise view of Health policy.

*Length:* 700 words and a 5 minutes' verbal presentation

*Due Date:* Week 4

*Weight:* 20%

### **Task 2: Prepare analytical essay of present policy issue in PNG.**

*Description:* Students independently will demonstrate their academic writing skills and computer skills in putting together a concise logical defence of a proposition report of a present policy issue in PNG.

*Criteria:* Students will be assessed on the extent to which the insightful report that provides a detailed interpretation of contemporary policy issue within PNG in an appropriate analytical framework.

*Length:* 1000 words

*Due Date:* Week 8

*Weight:* 30%

### **Task 3: Prepare a relevant, independent, concise and clear analytical research of current PNG Foreign policy "Looking North".**

*Description:* Students will be relevant, independent, concise, and clear analytical skills in research, academic writing and computer skills respectively in putting together a report of a current PNG Foreign Policy of "Looking North."

*Criteria:* Students will be assessed on the extent to which they can prepare an analytical and insightful report of a current PNG Foreign Policy of "Looking North".



*Length:* 2,000 words  
*Due Date:* Week 13  
*Weight:* 50%

## **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## **REFERENCES**

- Community Development (2007). *Integrated rural development policy*.
- Department of Education (2004). *Achieving a Better Future; A National Plan For Education 2005-2014*.
- Department of National Planning and Monitoring (2010). *Medium term development plan 2011 – 2015; building the foundations for prosperity*
- Howlett, M., Ramash, M., Perl, A., (2009). *Study Public Policy: Policy Cycles & Policy Subsystems*. Third edition. Oxford: Oxford University Press.
- Jackson, A., & O’Doherty (2012). *Community Development in Ireland: Theory, Policy and Practice*. Dublin: Gill & Macmillan Publishers
- National Strategic Plan Taskforce (2009). *Papua New Guinea Vision 205*. Port Moresby:
- Political Risk Yearbook: Papua New Guinea Country Report; 1/1/2013, p1-10 Business Source Complete* (online database).
- Summer, A., and Tiwari, M., (2009). *After2015: International Development Policy at a Cross Roads*. New York: Palgrave and Macmillam..

**TITLE:** GENDER AND EQUITY ISSUES

**UNIT CODE:** PG314

**CREDIT POINTS:** 10

**PREREQUISITES:** PG136 GENDER AND DEVELOPMENT STUDIES

### **DESCRIPTION**

This unit explores contemporary gender and equity issues in PNG and the world with sensitivity to the cultural settings, awareness of change and recognition that equal participation of women and men is fundamental to national development. It will explore gender equity issues and use philosophical, social, political and feminist theories to explain them. The unit will study the National Constitution, the National Gender Policy, Medium Term Development Goals, Vision 2050 and evaluate gender at work at the family, community, provincial and national level. Assessment will be through written assignments and either a final exam, gender research project or a gender-related project like Gender Awareness Expo or Designing a Gender Awareness Toolkit.

### **LEARNING OUTCOMES**

Students are able to:

1. Map gender issues that happen in the country through media and publications.
2. Evaluate and synthesize gender issues against the constitution and gender policy documents.
3. Identify positive equitable gestures in all levels of development as models to follow.
4. Explore and understand how media socializes citizens in understanding gender issues.
5. Realize the goal of equal participation for national development.
6. Carry out gender awareness in the community.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skill appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Personal development* – have been assisted to develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics

*Social interaction* – demonstrate the ability to work productively, both autonomously and co-operatively, with tolerance, respect and valuing for human diversity, but also with a passionate commitment to truth.

*Social Responsibility* – accept the responsibilities that accompany the privilege of an education and display willingness to serve the needs of society through application of their disciplinary knowledge and professional skills

### **CONTENT**

Gender and ethics

Theories and concepts of gender equity

Survey of gender issues in the country  
The National Gender Policy and related policies  
Gender Equity in Education Policy  
Barriers to gender equity  
Evaluation of gender policy at work  
Gender and media  
Gender and education  
Gender and development  
Case Study of gender equity issues  
Gender Project

### **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include lectures, group discussions, seminar, Guest Speakers, role play, case study, workshop, debate, panel discussion and use of Moodle resources and activities..

### **ASSESSMENT**

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

#### **Task 1: Article review and presentation**

*Description:* In groups of 3, each group will be assigned a gender article on one of the sub-topics to review. Pick out the main points and relate them to the gender issues in PNG. Give one example from the PNG context of each point from the article.

*Criteria:* Write a summary of the main points; demonstrate understanding of what the article is about. Relate the main points to PNG. Appropriate PNG examples give; write with good conventions of English. PowerPoint presentation on the main points supported by PNG examples.

*Length:* 1, 000 words

*Due Date:* Week 6 and 7

*Weight:* 30%

#### **Task 2: Essay writing**

*Description:* Write an essay on gender and equity issues. Select only one of these areas for your essay on 5 main Gender and Equity issues in: culture, politics, economics, social or religious sector.

*Criteria:* Define topic, terms and concepts. Identify the gender and equity issues in the culture, politics, economics, social and religious sectors. Identify and discuss how the issues affect PNG's development. Give examples of these effects.

*Length:* 1, 000 words

*Due Date:* Week 10

*Weight:* 30%

**Task 3: Project work**

**Description:** Project work will be done in place of an exam. Select for your Gender Project any of these topics: Gender Research on a gender issue in PNG. Gender Expo – include doing Pamphlets in English and Tok Pisin; posters; screen-printed gender messages on T-Shirts and *laplaps* Plan a development project and include in the plan how to mainstream gender. Write a plan on how to work with a community to bring gender awareness.

**Criteria:** Demonstrate good research on data used in the project. Correct information written at the appropriate level of the audience. Plan should include – community context, stakeholders, practical and creative activities for the awareness program, gender topics for the awareness, materials prepared. There should be depth of knowledge. Use correct conventions of writing.

**Due Date:** Week 14/15

**Weight:** 40%

**REFERENCES**

- Aikman, S., & Unterhalter, E., (Eds.) (2006). *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*, London: Oxfam Great Britain.
- Healey, J., (2011). *Race, Ethnicity, Gender and Class*, Thousand Oaks: Sage Publication.
- Kelep-Malpo, Kapa D., (2008). *Gender Equity at the Workplace: A recipe for smart organisations in Papua New Guinea*, Goroka: Melanesian Institute.
- Koch, J., Irby, B., (Eds.) (2002). *Defining and Redefining Gender Equity in Education: Research on Women and Education*, New York: Information Age Publishing
- Momsen, J., (2010). *Gender and Development*, 2<sup>nd</sup> Ed., New York: Routledge.
- Potek, S., (2012). *Gender Issues for the careers of female primary school teachers in Papua New Guinea*, a PhD thesis, DWU: unpublished thesis.
- Rai, S., (2008). *The Gender Politics of Development: Essays in Hope and Despair*, New Delhi: Zubaan.
- Visvanathan, N., Duggan, L., et al; (eds.), (2011). *The Women, Gender and Development Reader*, 2<sup>nd</sup> Ed., London: Zed Books.
- Thomas, P. (ed.) (2010). *National Policy for Women and Gender Equality 2010 – 2015*, Port Moresby: PNG Department for Community Development.

<b>TITLE:</b>	FILM STUDIES FOR DEVELOPMENT
<b>UNIT CODE:</b>	PG407
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	NIL

### **DESCRIPTION**

This course aims to guide students to become critical viewers of film as a medium of communication for development. The viewing of films, both fiction and documentaries, allows for analysis and discussion of style, language, theme, plot, character, pictures and soundtrack, in the context of time, space and message communicated by the particular film. The first part of the course reviews film analysis and theory, with exercises based on fiction movies or part thereof: the students will become familiar with film components, pictures and soundtrack, camera shots and movements, film editing techniques, and the necessary vocabulary for film analysis. The second part of the unit will focus on documentaries, and particularly those exploring social and development issues in PNG. The part of the course entails the viewing and reflecting upon a number of documentaries available. During the fourth module, students will work on the making of a documentary on a development issue.

### **LEARNING OUTCOMES**

Students are able to:

1. Become aware of the potential of film as a tool for communication.
2. Critique views, mastering and analysing the different components of literary and film analysis.
3. Recognise film techniques and apply them for communication.
4. Develop critical observation when presenting a film
5. Use critical skills when creating a film or documentary.
6. Produce a documentary on a development project or issues.
7. Research development projects/issues for a documentary.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skill appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Personal development* – have been assisted to develop a philosophy of life based on the absolute human dignity of all persons, particularly the disadvantaged, through a commitment to Christian personal and professional ethics

*Social interaction* – demonstrate the ability to work productively, both autonomously and co-operatively, with tolerance, respect and valuing for human diversity, but also with a passionate commitment to truth.

*Communication* – have excellent communication skills, in written and oral language, and understand and use English as the language of international scholarship as well as respecting the linguistic diversity of PNG.

## CONTENT

Theories and concept of development  
Theories and concepts of film  
Critical analysis of film  
Communicating development through film  
Film components  
Doing a storyboard  
Topic and research of film topic on development  
Writing a script of films  
Producing a 10 – 15 minutes' documentary

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies include: Reading and comprehension of texts, writing synthesis of the readings, reading and writing a script. Reading and interpreting statistics and graphs on issues and causes related to gender and development, understanding and advocating human rights issues in documentaries and films; in fiction film, distinguish screen characters from real life characters.

## ASSESSMENT

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

### **Task 1: Documentary Review**

*Description:* Review a documentary of the previous year and elicit from it the development message communicated; was it communicated effectively? What made it effective? If there was ineffective communication, what was the cause? What improvements could be made to that film? Was the soundtrack appropriate? Why?

*Criteria:* Critical analysis of the film. Elicited correct development message. Good discussion on the effectiveness of communication. Used right conventions of writing.

*Length:* 1,000 words

*Due Date:* Week 4

*Weight:* 25%

### **Task 2: Movie Review**

*Description:* View the film *Emerald Forest*. Discuss what development issues are portrayed in that film. How does development affect the indigenous peoples? What are the costs and benefits of development for the indigenous peoples? What lessons on development can be learnt from the film?

*Criteria:* Identified the development issues and discuss the costs and benefits using examples from the indigenous peoples. Critical lessons learnt from the film.

*Length:* 1,500 words

*Due Date:* Week 8

*Weight:* 25%

**Task 3: Documentary Film Project**

*Description:* Students produce a 10-15 minutes' documentary on a development issue/project. They must include: research of issue/project; appropriate shots; interview of key people; script; editing of film to time; soundtrack and effective communication.

*Criteria:* Demonstration of well-researched script for the documentary. Story-board – relevant shots for the script and story communicated. Script captures the story the group wants to tell. Voice-over was clear. Soundtrack enhanced the topic and communication of message. Well edited Development message was communicated effectively with all parts of the film worked coherently. Kept to the required length

*Due Date:* Week 14

*Weight:* 50%

**REFERENCES**

Anderson, K., (1972), *Introduction to Communication Theory and Practice*, Menlo Park, California: Cummings.

Baxter, M. (2001). *Enclaves or equity: the rural crisis and development choice in Papua New Guinea*, Canberra: Australian Agency for International Development.

Bordwell, D; Thompson, K., (1985). *Film Art: An Introduction*, (2<sup>nd</sup> Ed.) New York: Alfred A. Knopft.

Gamble, T. & Gamble, M., (2010). *Communication Works*, New York: McGraw-Hill.

Turner, G., (1993). *Film as Social Practice*, (2<sup>nd</sup> Ed.), London: Routledge.

Windahl, S., Signitzer, B.. & Olson, J., (1992). *Using communication theory: An Introduction to planned communication*, London: Sage Publication.

**TITLE:** LEADING AND MANAGING A CHANGE PROJECT

**UNIT CODE:** PG453

**CREDIT POINTS** 10

**PREREQUISITES:** NIL

### **DESCRIPTION**

The unit draws together the major skills learnt in the management stream. Key learning concepts will include organization types, planning, and organizing, leading and managing major change projects. Students will study organizational theories; structures; leadership and management qualities; styles, change and developments. Identification of classical organizational theories and structures, their evolution over time and various management processes will constitute the learning interaction in this unit. Field excursion and observations will complement classroom interactions.

### **LEARNING OUTCOMES**

Students are able to:

1. Demonstrate understanding of organizational and development theories, various leadership and management concepts and processes.
2. Apply critical thinking and analytical development tools to field projects, highlighting their strengths, areas for improvements and reporting/celebrating their achievements.
3. Demonstrate relevant study and research skills appropriate to undergraduate level of study.
4. Demonstrate competency in oral presentations and discussion skills through groups and class presentations.

### **KEY GRADUATE ATTRIBUTES**

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgement and acknowledge their own limitations in understanding and solving problems.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Communication* – have excellent communication skills, in written and oral language, and understand and use English as the language of international scholarship as well as respecting the linguistic diversity of PNG.

*Social Responsibility* – accept the responsibilities that accompany the privilege of an education and display willingness to serve the needs of society through application of their disciplinary knowledge and professional skills

### **CONTENT**

Types of organizations

Organizations that emphasize: goals, social structure, technology, participants and environments

What is Management? Definition, process of management, planning, organizing, leading and controlling



Leading process: leading elements of individual behaviour in organization, motivating employee performance, leading and influencing process, managing interpersonal relations and communication and managing groups and team processes

Controlling process: basic elements of control, managing quality in organization, managing information and information technology

Field observations and case studies, Able Computing, R D Cannerys, RD Fishing, Ramu Agric. Industries, Ramu Nico

## **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include group research, discussions and consultations; lectures, individual research and consultations with students and community members; library research, reflections, and analysis of readings; project excursions/consultations; and guest lectures, seminars on organizational management and leadership and use of Moodle resources and activities.

## **ASSESSMENT**

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

### **Task 1: 3 Key Concepts and “Success Story” Aspects through PNG Vision 2050 & PNGDSP 2010-2030**

*Description:* Students are required to investigate, explain and analyze the 3 main concepts in this unit or leading and managing a major change project in the community; their “success story” aspects and characteristics; and their links to the focus areas, pillars and outcomes in the PNG Vision 2050 and PNGDSP 2010-2030. Paper 1: Leadership, 2 pages. Paper 2: Management, 2 pages. Paper 3: Change Project, 2 pages.

*Criteria:* Papers will be assessed on the extent to which students demonstrate informed understanding of and insight into the major concepts, their conceptual and theoretical contexts and their empirical and practical links and relevance to the PNG Vision 2050 and PNGDSP 2010-2030.

*Length:* A maximum of 2 pages is required for each topic/paper and proper references of at least 5 sources should be included. Clear expression, critical reasoning & analysis, high quality grammar, spelling and layout are expected. The Journal Project Analysis (learnt and done in the previous year) provides a template (one example of many) on how to do this assignment.

*Due Date:* Week 5

*Weight:* 30 %

### **Task 2: Change Project, Organization and PNG Vision 2050 & PNGDSP 2010-2030**

*Description:* Write a Report as a Case Study about leadership and management of a major project. Select an organization, institution, association and entity (small, medium or large) in Madang which has been involved in leading and managing a major change project. Explain and relate the change project in

terms of its significance, relevance and benefits to PNG Vision 2050 and PNGDSP 2010-2030 and the national interest. Identify its vision, requirements, needs of stakeholders/partners, scope, quality consideration, schedule, budget, resources, constraints and risks, community impacts and adaptation.

*Criteria:* Case Studies Report will be assessed on the extent to which students demonstrate informed understanding of and insight into the processes of leading and managing an organization, institution, association and entity and its major change project; its vision, requirements, needs of stakeholders/partners, scope, quality consideration, schedule, budget, resources, constraints and risks, community impacts and adaptation; and its conceptual and theoretical contexts, and their empirical and practical links and relevance to, the PNG Vision 2050 and PNGDSP 2010-2030. A maximum of 4 pages is required for this paper and proper references of at least 10 sources should be included. Clear expression, critical reasoning & analysis, high quality grammar, spelling and layout are expected.

*Length:* 4 pages

*Due Date:* Week 8

*Weight:* 30%

**Task 3: Integrated Community Development Project, PNG Communities and Vision 2050 & PNGDSP 2010-2030**

*Description:* For a PNG community and village, design and plan an integrated community development project in the 3 key areas of (1) Gender-Based & Sexual Violence and HIV/AIDS Awareness; (2) Peace Building and Community Security and (3) Climate Change and Disaster Risk Management. Select one only and described the change that is expected and its perceived benefits to the people in the community, provide details of leadership and management strategies across the project life cycle and how these perceived strategies, outcomes and benefits are linked to the PNG Vision 2050 and PNGDSP 2010-2030.

*Criteria:* Projects will be assessed on the extent to which students demonstrate creativity and innovation in designing a community project. The vision, strategies, benefits of the community project are to be explained and how to achieve the community project within a given timeframe and budget and in line with the PNG Vision 2050 and PNGDSP 2010-2030.

*Due Date:* Week 13

*Length:* 4 pages

*Weight:* 40%

**EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

**REFERENCES**

- French W., Kast F, Rosenzweig J. (1985). *Understanding Human Behaviour in Organizations*. New York: Harper & Row.
- Limerick D, Cunnington B, Crowther F. (2002). *Managing the new Organization*. Crows Nest. NSW: Allen and Unwin.
- Millar G. (3<sup>rd</sup> ed.) (2006). *Study Guide to Accompany Management*. Melbourne: John Wiley & Sons.
- Nankervis A., Compton R., McCarthy T. (1999). *Strategic Human Resource Management*. Melbourne: Nelson International Publishing Company.
- Paul, D. & Ricky, G.(2003). *Management: An Australian Perspective*. Melbourne: John Wiley
- Richard, G. (Ed.) (2002). *Successful Managers Handbook*. London: Dorling Kindersley.
- Robert, H. & Tim, H. (1998). *Essential Managers Manual*. London: Dorling Kindersley
- Richard, S. (1981). *Organizations: Rational Natural and Open System*.

**UNIT TITLE** : **HUMAN RESOURCE MANAGEMENT**

**CODE** : BS317

**CREDIT POINTS** : 10

**PREREQUISITES** BS 115 Management Principles

### **DESCRIPTION**

This unit introduces students to the basic elements of human resource management (HRM) as a method of organizing the workplace. They would critically assess the relationship between strategy and the core HRM approaches to the quality of working life. They will locate HR strategies within their organizational, business, demographic, economic, legislative and industrial contexts. At all times it focuses about maximizing the synergies between the employees and the employer without forgetting organizational goals' achievement.

### **LEARNING OUTCOMES**

Students are able to

- i. examine the different aspects that make up HRM and the role of HRM in effective change management
- ii. conduct human resource planning and project the future skills needs of an Organization in order to develop a coherent, strategically advantageous set of HR plans and policies.
- iii. measure how Industrial Relations impacts upon effective HR practices and organizational effectiveness.
- iv. effectively recruit and select potential employees in order to gain maximum competitive advantage of skills both currently and in the future.
- v. summarize and present HR managing performance and HR development to consider how to optimize staff skills within the organization and determine whether HR policies are making an effective organizational contribution.

### **KEY GRADUATE ATTRIBUTES EMPHASIZED**

- i. Professional knowledge – achieve levels of knowledge and skill appropriate for their chosen professional area through their commitment to lifelong learning.
- ii. Analysis and problem solving – apply their abilities with academic integrity to identify and define problems and exercise informed critical judgment.
- iii. Research – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.
- iv. Information technology - have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology.

## CONTENT

HRM overview  
HRM and the law  
Human resource planning  
Managing recruitment  
Managing selection  
Managing performance  
Managing HR development  
Managing career planning and development  
Managing remuneration  
Managing change and diversity  
Managing international human resources  
Assessing HRM Effectiveness

## TEACHING AND LEARNING STRATEGIES

This unit requires 3 hours lectures/tutorials per week. Teaching and learning strategies most appropriate for the learning outcomes in this unit include direct instruction and discussion of the unit's theoretical framework, solving illustrative problems, inductive and deductive concept strategies, structured small group cooperative learning, applied research and construction of case studies.

This course requires that students be prepared to engage in a substantial amount of self-directed learning, including reading and preparation prior to class. Supplementary materials, exams and other resources are provided to help them learn. Students are therefore encouraged to read all required readings of the course in order to fully grasp and appreciate its concepts; completing individual and group assessments tasks; studying for exams; seeking assistance from the lecturers through consultation periods to extend and clarify their understanding. As such, it is expected that students may experience a flexible, but directed learning approach to Human Resource Management.

Strategies to be used to evaluate the unit are survey using DWU unit evaluation form, assessment tasks' ratings, interviews, discussion with co-lecturers, and industry feedback.

## ASSESSMENT

### Task 1: Summary Quiz

*Description* Two (2) summary quizzes consisting of 20-multiple-choice quiz and 2 questions requiring short answer. Students have 60 minutes to complete the quiz. They commence 5 minutes after the scheduled starting time of the tutorial. The tests cover topics on content 1, 2 & 4 (SQ1), & 5, 6,7 & 12 (SQ2)..

*Due Date/s* Weeks 5, and 10 tutorials.

*Criteria* Students are assessed according to the best answers from given choices.

*Weighting* 20%

**Task 2: Individual Assignment**

*Description* Ulrich has identified a number of beliefs which he regards as myths. He believes these beliefs (myths) keep HR from being a profession. Six of these beliefs are listed below:

“HR is the HR Department’s job.”

“Anyone can do HR”.

“HR deals with the soft side of business and is therefore not accountable.”

“HR focuses on costs which must be controlled”.

“HR’s job is to be the policy police and the health-and-happiness patrol.

“HR is full of fads”.

*Due Date* Week 9

*Criteria* Student selects two of these beliefs and discusses whether they are myths or reflections of reality. In the answer he/she must provide evidence to support the discussion. His/her task is to examine all sides of the selected topic myth before arriving at a reasoned and well-argued conclusion with recommendations.

*Key guidelines:*

- i. The paper should be professionally presented (as if the employee (student) was presenting it to the HR Manager or CEO of a major corporation).
- ii. It should be limited to 1,500 words in total length (excluding references). It must use at least 4 references. The textbook does not count as a reference but can be used. At least 3 references should come from HRM and management journals of the type, the list of which to be provided in class. Internet references except for those that come from academic databases should be avoided.
- iii. Referencing is critical. Students should use the APA system, as described later in this outline and in your tutorial in week four. The words of others must be cited (referenced), as must the ideas of others. A failure to reference may result in a significant grade penalty.
- iv. It should begin with an Executive Summary and finish with a Conclusion.
- v. Use Times Roman, font size 12, 1.5 spaced and all pages are stapled together- no plastic binders.
- vi. A detailed marking criteria sheet is to be given in class.

*Weighting* 10%

**Task 3: Group Work**

*Description* The whole class shall be divided into small group (4-5 members). Each group prepares a case study about the Human Resource Management and Development Program of companies in Madang and/or its the neighboring towns. The topics are: Human resource planning, Managing recruitment, Managing selection, Managing performance, Managing HR development, Managing career planning and development, & Managing remuneration. The 7

taking HRM are assigned through raffle a major topic as the subject matter of preparing case study.

*Due Date/s:* Weeks 13 and 14

- Criteria:*
- i. Findings to be presented in class in 20 minutes using PowerPoint facility. After which a 10-minute question and answer activity ensues.
  - ii. A narrative report (based on suggested format) shall be submitted within the agreed due date/s. and should be professionally presented (as if the employee (student) is presenting it to the CEO of a major corporation).
  - iii. The report should be limited to 3,000 words in total length (excluding references) and must use at least 10 references. The textbook does not count as a reference but can be used. At least 3 references should come from HRM and management journals of the type, the list of which shall be provided in class. Internet references except for those that come from academic databases should be avoided. It should begin with an Executive Summary and finish with a Conclusion.
  - iv. Referencing is critical. Students should use the APA referencing system, as described later in the tutorial sessions. The words of others must be cited (referenced), as must the ideas of others. A failure to reference may result in a significant grade penalty.
  - v. Times Roman, font size 12, 1.5 spaced should be used. All pages are to be stapled together - no plastic binders.

*Weighting:* 30%

#### **Task 4. Final Exam**

*Description* This particular assessment task includes topics which are not covered by summary quizzes. Students are given straight 3hours (+ 10 minutes reading time) to answer the various questions usually in the form of multiple choices questions, questions requiring short answers (100 words maximum), practical essay on human resources management and development (500 maximum) and solving HRM problems. After the review activity for the final exam, the topic outline is also uploaded on the Moodle.

*Due Date/s* per schedule of the University.

*Criteria* Student is to provide the answers and/or solution/s to the requirement/s of the case studies and/or HRM problems designated.

*Weighting* 40%.

#### **REFERENCES**

Bruce, Peter J. (c2003). *Resource Management Casebook*. Boston: Houghton Mifflin

French, W.L. (2007). *Human resource management*. Boston: Houghton Mifflin

- De Cieri, H. & Kramar. R. (2005). *Human Resource Management in Australia*. Boston: Houghton Mifflin.
- Dessler, Gary (2008). *Human resource management*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Price, A., (2011). *Human resource management*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Schuler, R.S. and Jackson, S. E. (2007). *Strategic human resource management*
- Stone, R.J. (2011). *Human resource management*. Sydney: John Wiley & Sons,
- Stone, R.J. (2009). *Managing Human Resource: an Asian perspective*,. Sydney: John Wiley & Sons .
- Stone, R.J. (2008). *Managing Human Resources*, 3rd Edition. Brisbane: John Wiley & Sons,



**UNIT TITLE: FOUNDATIONS OF SOCIAL WORK**

**UNIT CODE: RS146**

**CREDIT POINTS 10**

**PREREQUISITES Nil**

### **DESCRIPTION**

This unit introduces to students the social, political and economic frameworks to understand how problems are socially constructed. It enlightens the students on the changing perceptions of social problems, and various theories are briefly explained. The unit further provides the various themes, nature and key features of social work. It exposes the importance of the role of social workers, in society, particularly in developing countries like PNG. The historical background of the development of social work is an integral part of this unit. The concept of welfare and welfare state are also introduced in this unit. Thus, this unit provides a solid conceptual framework for students to build up the social units that will follow in the program.

### **LEARNING OUTCOMES**

Students can

- Acquire insights into concept of welfare and formulate ideas about a welfare society
- Identify issues and means of addressing the issues in the society
- Identify areas where social action is relevant and needed
- Demonstrate means and methods through which social work is to be carried out
- Critically analyse situations and issues, which will open up more possibilities to improve the social existence of the people
- Compare and contrast various societies with a view to employing the principles of social work
- Suggest theoretical solutions to problems that arise in the society

### **GRADUATE ATTRIBUTES EMPHASISED**

*Professional knowledge* – achieve levels of knowledge and skill appropriate for their chosen professional area through their commitment to lifelong learning.

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems and exercise informed critical judgement

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions

### **CONTENT**

Introduction to social work

Social work - an art or a science?

Concept, theories and rationale of social work

Nature of social work

History of social work

Strands of social work

Social work and social needs

Challenges in social work – principles, skills and characteristics

Laws governing social work practice  
Social work with individuals, groups and communities  
How to become a critically reflective practitioner? Case studies

## **TEACHING AND LEARNING STRATEGIES**

Learning and teaching strategies may include lectures, group work, PowerPoint presentations, discussions, analysis of news events, audio-visual presentations, discussions on movies, guest lecture.

## **ASSESSMENT**

### **Assessment Task 1 – Class Presentation**

*Description:* You will be assigned a topic/concept that you will have to study in groups and present a summary in not more than 15 slides/ minutes.

*Type:* Group presentation

*Due date:* Week 6

*Weighting:* 20%

### **Assessment Task 2. Movie Review**

*Description:* Critically review the movie ‘Taare Zameen Par’ and identify the skills, characteristics and principles of social work portrayed in the film

*Due date:* Week 9

*Length:* 1500 words

*Weighting:* 20%

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### **Assessment Task 3. Test**

*Description:* The test will cover all theories and concepts of social work taught in the unit.

*Due date:* week 13

*Weighting:* 20%

### **Assessment Task 4. Final Project**

*Description:* This is a practical component that tests your understanding of social work practice

*Criteria:* In groups of four/five, you are to create a portfolio with the following:

A three Minutes Social Action Campaign awareness video

A Social Action Campaign Website profile in PPT

A 800 word summary of the social issue selected for your video and website profile

*Due date:* week 15

*Weighting:* 40%

## **ACADEMIC INTEGRITY POLICY**

Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style.

## **KEY REFERENCES**

Adams, R. (2010). *A short guide to social work*. London: University of Bristol.

Lauer, R. H. (1998). *Social problems and the quality of life* (7<sup>th</sup> ed). Boston: McGraw-Hill.

Dolgoff, R., Feldstein, D., Skolnik, L. (1997). *Understanding social welfare* (4<sup>th</sup> ed). New York: Longman.

**Online sources**

<http://www.naswpress.org/publications/aging/inside/foundations-intro.html>

**TITLE:** THEORIES OF INTERNATIONAL RELATIONS

**UNIT CODE:** IR202

**CREDIT POINTS:** 10

**PREREQUISITES:** PG133 POLITICS: THEORIES AND CONCEPTS

### **DESCRIPTION**

This introductory unit aims to help students understand the theories of Realism, Liberalism, Constructivism and English School Theory. These 4 main theories define the sub field of political science known as international relations. The unit begins with discussing the rationale for studying international relations as a Papua New Guinean. Then to the use the 4 main theories to help explain scientifically the behaviour of primary actors like states and non-state entities in the international arena. Finally, students study notable scholars who feature prominently in the evolution of the 4 main theories.

### **LEARNING OUTCOMES**

Students are able to;

1. Determine the importance of studying international relations.
2. Analyze the behaviour of states and non-state entities using the 4 main theories.
3. Identify and categorize the different scholars into their respective theoretical premises.

### **KEY GRADUATE ATTRIBUTES**

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Communication* – have excellent communication skills, in written and oral language, and understand and use English as the most widely used language of international scholarship as well as respecting the linguistic diversity of PNG.

*Information technology* – have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology.

### **CONTENT**

International relations

Classical realism

Neorealism

Neoclassical realism

Rise and fall realism

Defensive structural realism

Offensive structural realism

Commercial liberalism

Republican liberalism

Institutional liberalism

Constructivism

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies may include video lectures, critical reading, film review, website review, group discussions, Twitter conversation, Facebook discussions, peer reviewing, problem solving, oral presentations, case studies, Moodle wiki, Moodle reading quizzes and Moodle forum discussions, Moodle forum post.

## ASSESSMENT

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

<b>Task 1:</b>	<b>Online activities</b>
<i>Description:</i>	A collection of different online and offline tasks designed to measure learning outcomes 1, 2 and 3 including graduate attributes 1, 2 and 3. It is composed of tasks like; glossary, forum post, Twitter conversation, and online open book quiz.
<i>Due date:</i>	Week 1 to week 15.
<i>Length:</i>	300 words for forum post.
<i>Criteria:</i>	Assessed on their participation in online activities, ability to read assigned readings and ability to use correct English.
<i>Weight:</i>	35%
<b>Task 2:</b>	<b>Descriptive essay</b>
<i>Description:</i>	Essay describing how a particular theory can be used to explain the behaviour of a state or non-state actor. Designed to measure learning outcome 2 including graduate attributes 1, 2 and 3.
<i>Due date:</i>	Week 13.
<i>Length:</i>	1000 words.
<i>Criteria:</i>	Assessed on ability to use correct English, ability to do correct APA referencing, ability to present a logical written piece and ability to write without plagiarizing.
<i>Weight:</i>	30%
<b>Task 3:</b>	<b>Group wiki</b>
<i>Description:</i>	Wiki design to measure learning outcome 3 and graduate attributes 1, 2 and 3.
<i>Due date:</i>	Week 15.
<i>Length:</i>	1000 words.
<i>Criteria:</i>	Assessed on ability to use correct English, ability to do correct APA referencing, ability to present a logical written piece and ability to write without plagiarizing.
<i>Weight:</i>	35%

## **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic.

## **REFERENCES**

- Burchill, S. (2013). *Theories of International Relations* (5<sup>th</sup> ed.). New York: Palgrave Macmillan.
- Baylism, J., & Smith, S. (Eds.). (2001). *The Globalization of international politics: an introduction to international relations* (2<sup>nd</sup> ed.). Oxford: Oxford University Press.
- Garner, R., Ferdinand, P., & Lawson, S. (2009). *Introduction to Politics*. Oxford: Oxford University Press.
- Griffiths, M. (Ed.). (2007). *International relations theory for the twenty-first century*. New York: Routledge.
- Griffiths, M., O’Callaghan, T., & Roach, S. C. (2008). *International relations the key concepts* (2<sup>nd</sup> ed.). New York: Routledge.
- Griffiths, M., Roach, S. C., & Solomon, M. S. (2009). *Fifty key thinkers in international relations* (2<sup>nd</sup> ed.). New York: Routledge.
- Snow, D. M. (2015). *Cases in international relations*. Boston: Pearsons.

## **Websites**

- The Diplomat: <http://thediplomat.com/>
- DevPolicy Blog: <http://devpolicy.org/>
- E-International Relations: <http://www.e-ir.info/>
- Foreign Affairs: <http://www.cfr.org/>
- Foreign Policy: <http://foreignpolicy.com/>
- Lowy Institute for International Policy: <http://www.lowyinstitute.org/>

<b>TITLE:</b>	INTERNATIONAL ORGANIZATIONS
<b>UNIT CODE:</b>	IR203
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	PG133 POLITICS: THEORIES AND CONCEPTS & IR202 THEORIES OF INTERNATIONAL RELATIONS

### **DESCRIPTION**

This unit introduces students to the nature and functions of international and regional organizations and the networking of state interests with appropriate organizations. Students gain general knowledge of international organizations, their history and purpose of existence, regional organizations, their purpose and history, the United Nations and its specialized organizations, and major treaties and conventions and how they interrelate in diplomatic practice.

### **LEARNING OUTCOMES**

Students are able to;

1. Identify and explain the roles, functions, and operations of regional and international organizations;
2. Research issues, through use of books, journals, newspapers, magazines, reports, the Internet, and databases;
3. Discuss issues of international, regional, and national politics;
4. Write a book review;
5. Write a research paper and to make a presentation about a particular international organization, its mission, membership, funding, activities, projects, successes, and criticisms; and

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skill appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgement and acknowledge their own limitations in understanding and solving problems.

### **CONTENT**

Introduction to, and theory of, international organizations  
 League of Nations  
 Post-World War II planning for new international government  
 UN principles and organization  
 Charter, membership, and funding of the United Nations  
 Dispute settlement  
 Collective security  
 International justice, law, and courts  
 Arms control  
 Regionalism and transnational relations

Economic welfare and global resources  
Social progress  
Human rights and self-government  
International administration and leadership

### **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include reading assignments, lectures, group work, individual writing, individual public speaking, computer skill development, seminars by visiting academics and practitioners and, where practicable, guest speakers from, or field trips to, regional and international organizations and use of Moodle resources and activities.

### **ASSESSMENT**

Typically, there are two or three assessment tasks for a unit; evenly spaced and weighted throughout a semester. Please note that penalties will occur if plagiarism is discovered. All work of other authors must be appropriately referenced by using the APA style. Examples of assessment tasks for this unit may be as follows.

#### **Task 1: Mid Semester Test**

*Description:* The mid semester test will cover topics from lecture week 1 to lecture week 6. There will be 30 questions and 3 parts to the test. Part A has 10 multiple choice questions. Part B has 5 short answer questions worth 2 marks each, and Part C has 5 case studies which students are required to identify theories and concepts that were applied.

*Criteria:* Students will be assessed on their knowledge and application of International Organizations.

*Length:* 1 hour

*Due Date:* Week 6

*Weighting:* 20%

#### **Task 2: Prepare an analytical essay of an international organization**

*Description:* Write a research paper to make a presentation about a particular international organization, its mission, membership, funding, activities, projects, successes, and criticisms.

*Criteria:* Students will be assessed on the extent to which they can prepare an analytical and insightful discussion of an international organization.

*Length:* 2000 words

*Due Date:* Week 10

*Weighting:* 30%

#### **Task 3: Exam**

*Description:* Combination of all topics studied from week 1 to week 15.

*Criteria:* Refer to assignments and quizzes given and unit outline for topics and references.

*Length:* 2 hours

*Due Date:* End of semester

*Weighting:* 50%



## EVALUATION

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## REFERENCES

- Cooley, A. and Hendrik, S. (2009). *Contracting states: sovereign transfers in international relations*. Princeton: Princeton University Press.
- Franceschet, A (2009). *The ethics of global governance (Ed.)*.Boulder, CO: Lynne Rienner.
- Lee, K. (2009). *The World Health Organization*. London: Routledge.
- McKeon, N. (2009). *The United Nations and civil society: legitimating global governance—whose voice?* London: Zed Books.
- McNeill, D. (2009). *Global poverty, ethics and human rights: the role of multilateral organizations*. London: Routledge.
- Ockenden, J, et al. (2009). *Reform of international institutions: towards a Commonwealth agenda*. London: Commonwealth Secretariat.
- Pease, Kelly-Kate S. (2009). *International Organizations: Perspectives on Global Governance* (4th ed.). US: Pearson.
- UBUNTU Forum Secretariat (2009). *Reforming international institutions: another world is possible*. London: Earthscan.
- Union of International Associations: The Yearbook of International Organizations*. Retrieved 28 May 2013 from <http://www.uia.org/yearbook>

<b>TITLE:</b>	PNG FOREIGN POLICY
<b>UNIT CODE:</b>	IR204
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	IR202 THEORIES OF INTERNATIONAL RELATIONS,

### **DESCRIPTION**

Foreign policy is a plan that directs the interaction of a state with other states and non-state actors in the anarchic international system. All foreign policies seek to maximize the national interest of a particular state. This unit focuses on various foreign policy approaches adopted by PNG since independence. The various foreign policy approaches have their merits and demerits but play a pivotal part in contributing towards the development of PNG. At the end of this unit students are expected to propose a foreign policy approach to be taken by the government of PNG.

### **LEARNING OUTCOMES**

Students are able to;

1. Distinguish the different foreign policy approaches taken by the PNG government since independence.
2. Critique the merits and demerits of various foreign policy approaches taken by the government of PNG since independence.
3. Propose a foreign policy approach to be taken by the government of PNG.

### **KEY GRADUATE ATTRIBUTES**

1. *Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.
2. *Communication* – have excellent communication skills, in written and oral language, and understand and use English as the most widely used language of international scholarship as well as respecting the linguistic diversity of PNG.
3. *Information technology* – have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology.

### **CONTENT**

Foreign policy  
 Foreign policy at independence  
 Foreign policy review  
 Looking North to Asia  
 Looking after refugees  
 Vision 2050 and the future of foreign policy

### **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies may include lectures, tutorial group discussion, article review, video files, case study, Twitter conversation, Facebook discussions, Moodle

glossaries, Moodle reading quizzes, Moodle forum post, Moodle forum discussion, oral presentation and policy brief.

## ASSESSMENT

Typically, there are two or three assessment tasks for a unit; evenly spaced and weighted throughout a semester. Please note that penalties will occur if plagiarism is discovered. All work of other authors must be appropriately referenced by using the APA style. Examples of assessment tasks for this unit may be as follows.

<b>Task 1:</b>	<b>Online activities</b>
<i>Description:</i>	A collection of different online tasks design to measure learning outcomes 1, 2, and 3 including graduate attributes 1, 2, and 3. It composes of tasks like; glossary, Twitter conversation, Facebook discussion, online forum post, online forum discussion and online quizzes.
<i>Due date:</i>	Week 1 to week 15.
<i>Length:</i>	500 words for forum post.
<i>Criteria:</i>	Assessed on their participation in online activities, ability to read assigned readings and ability to use correct English.
<i>Weight:</i>	30%
<b>Task 2:</b>	<b>Descriptive essay</b>
<i>Description:</i>	Essay describing the merits and demerits of various foreign policy approaches taken by the government of PNG since independence. Designed to measure learning outcome 2 including graduate attributes 1, 2, and 3.
<i>Due date:</i>	Week 10.
<i>Length:</i>	1500 words.
<i>Criteria:</i>	Assessed on ability to use correct English, ability to do correct APA referencing, ability to present a logical written piece and ability to write without plagiarizing.
<i>Weight:</i>	30%
<b>Task 3:</b>	<b>Policy brief</b>
<i>Description:</i>	Policy brief on the foreign policy approach to be taken by government of PNG. Designed to measure learning outcome 3 and graduate attributes 1, 2, and 3.
<i>Due date:</i>	Week 15.
<i>Length:</i>	20 minutes.
<i>Criteria:</i>	Assessed on ability to work as a team, ability to do research and ability to present information verbally with confidence.
<i>Weight:</i>	40%

## EVALUATION

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the

graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## **REFERENCES**

Anere, D. (2004). *Major foreign policy issues concerning Papua New Guinea and the Pacific region*. Port Moresby: Department of Foreign Affairs and Immigration.

Anere, R. & Susub, D. (Ed.). (2013). *Papua New Guinea Defence White Paper 2013*. Port Moresby: Bitagaliplavu Printing.

Griffin, J. (Ed.). (1974). *A foreign policy for an independent Papua New Guinea*. Sydney: Angus and Robertson.

National Strategic Plan Taskforce. (2009). *Papua New Guinea Vision 2050*. Port Moresby,: National Strategic Plan Taskforce.

Papua New Guinea Department of Foreign Affairs and Trade. (1976). *Universalism: Guidelines to the foreign policy of Papua New Guinea*. Port Moresby, PNG: Papua New Guinea Department of Foreign Affairs and Trade.

Wolfers, E. (Ed.). (1976). *Looking north to south-east Asia: the view from Australia*. Honolulu: University of Hawaii.

Wolfers, E. P. & Dihm, W. (2009). In R.J. May (ed.) *Policy Making and Implementation. Studies from Papua New Guinea*. Canberra: ANU E Press. pp.299-321.

## **Websites:**

DevPolicy Blog: <http://devpolicy.org/>

E-International Relations: <http://www.e-ir.info/>

Foreign Affairs: <http://www.cfr.org/>

Foreign Policy: <http://foreignpolicy.com/>

Lowy Institute for International Policy: <http://www.lowyinstitute.org/>

The Diplomat: <http://thediplomat.com/>

<b>TITLE:</b>	INTERNATIONAL LAW IN INTERNATIONAL RELATIONS
<b>UNIT CODE:</b>	IR302
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	PG133 POLITICS: THEORIES AND CONCEPTS, PG216 LEGAL AND CONSTITUTIONAL STUDIES,

### DESCRIPTION

International law is a key concept in the liberal school of thought in international relations which is a sub field of political science. This unit begins with the origins of the concept; then looks at how it is different from domestic law; and explores how it governs the behaviour of actors like states, non-state entities and individuals according to liberalists. Actors who breach international law are penalized by other actors either unilaterally or multilaterally to minimize conflict and maintain order.

### LEARNING OUTCOMES

Students are able to;

1. Argue the importance of understanding international law.
2. Distinguish international law from domestic law.
3. Criticise the liberalist view of international law in comparison to other schools of thought in international relations.

### KEY GRADUATE ATTRIBUTES

1. *Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.
2. *Communication* – have excellent communication skills, in written and oral language, and understand and use English as the widely used language of international scholarship as well as respecting the linguistic diversity of PNG.
3. *Information technology* – have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology

### CONTENT

International relations  
 Liberalism  
 English School Theory  
 International law  
 Origins of international law  
 Sources of international law  
 Subjects of international law  
 State actors  
 Non-state entities

Individuals  
Reciprocity  
Sanctions

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies may include video lectures, animated videos, critical reading, film review, peer reviewing, audio-visual presentations, Twitter conversation, Facebook discussions, Moodle reading quizzes, Moodle forum discussions and Moodle forum post.

## ASSESSMENT

Typically, there are two or three assessment tasks for a unit; evenly spaced and weighted throughout a semester. Please note that penalties will occur if plagiarism is discovered. All work of other authors must be appropriately referenced using the APA style. Examples of assessment tasks for this unit may be as follows.

<b>Task 1:</b>	<b>Online activities</b>
<i>Description:</i>	A collection of different tasks both online and offline designed to measure learning outcomes 1, 2 and 3 including graduate attributes 1, 2 and 3. It composes of more than one tasks; glossaries, forum post, video review discussions, Facebook discussions, Twitter conversations and online quiz.
<i>Due date:</i>	Week 1 – week 15.
<i>Length:</i>	300 words for forum post.
<i>Criteria:</i>	Assessed on their participation in online activities, ability to read assigned readings and ability to use correct English.
<i>Weight:</i>	30%
<b>Task 2:</b>	<b>Portfolio</b>
<i>Description:</i>	A collection of different online tasks design to measure learning outcome 1 including graduate attributes 1, 2 and 3. It composes of 2 task: audio-visual presentation of a topic and reflective essay based on the audio-visual presentations.
<i>Due date:</i>	Week 10 and week 12.
<i>Length:</i>	5-10 minutes' video and 500 words for reflection on videos.
<i>Criteria:</i>	Assessed on their ability to produce an audio-visual presentation using various software, ability to present the topic with clarity, ability to use correct English, ability to do correct APA referencing, ability to present a logical written piece and ability to write without plagiarizing.
<i>Weight:</i>	30%
<b>Task 3:</b>	<b>Examination</b>
<i>Description:</i>	Online examination design to measure learning outcomes 1, 2 and 3.
<i>Due date:</i>	Examination week.
<i>Length:</i>	2 hours.
<i>Criteria:</i>	Assessed on ability to use correct English, ability to engage in critical reflection, ability to analyse information share via readings, videos and verbal discussions.

Weight: 40%

### **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

### **REFERENCES**

- Bederman, D. J. (2001). *International law frameworks*. New York: Foundation Press.
- Benjamin, S. (2001). *A Diplomat's Handbook of International Law and Practice* (3<sup>rd</sup> ed.). London: Martinus Nijhoff Publishers.
- Brownlie, I. (Ed.). (2009). *Basic Documents in International Law* (6th ed.). Oxford: Oxford University Press.
- Damrosch, L. F., Henkin, L., Murphy, S. D. & Smit, H. (2009). *International Law, Cases and Materials*. Minnesota: Thomson West.
- Shaw, M. N. (2009). *International Law* (6th ed.). Cambridge: Cambridge University Press.
- Ssenyonj, M. (2009). *Economic, social and cultural rights in international law*. Oxford: Hart Publishers.

### **Websites:**

- American Society of International Law: <http://www.asil.org/>
- DevPolicy Blog: <http://devpolicy.org/>
- E-International Relations: <http://www.e-ir.info/>
- Foreign Affairs: <http://www.cfr.org/>
- Foreign Policy: <http://foreignpolicy.com/>
- Lowy Institute for International Policy: <http://www.lowyinstitute.org/>
- Sustainable Development Goals: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- The Diplomat: <http://thediplomat.com/>
- United Nations, International Law: <http://www.un.org/law/>

<b>TITLE:</b>	FOREIGN POLICY ANALYSIS
<b>UNIT CODE:</b>	IR333
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	PG133 POLITICS: THEORIES AND CONCEPTS, IR202 THEORIES OF INTERNATIONAL RELATIONS

### **DESCRIPTION**

Foreign policy analysis is a sub-field and a theory of international relations that focuses on the process of foreign policy decision-making. This unit aims to help students develop their analytical capabilities by employing the theoretical tools acquired in prerequisite units to analyse selected cases of foreign policy decision-making. In particular, theoretical tools like; types of national interest, decision making models, tools of foreign policy and levels of analysis provides a systematic framework for understanding the processes used and the factors affecting foreign policy decision makers.

### **LEARNING OUTCOMES**

Students are able to;

1. Judge and discuss the importance of studying the process of foreign policy decision-making.
2. Apply theoretical tools to help them understand factors that affect the process of foreign policy decision-making.
3. Evaluate and discuss the process of foreign policy decision-making.

### **KEY GRADUATE ATTRIBUTES**

1. *Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.
2. *Communication* – have excellent communication skills, in written and oral language, and understand and use English as the most widely used language of international scholarship as well as respecting the linguistic diversity of PNG.
3. *Information technology* – have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology.

### **CONTENT**

Understanding Foreign Policy  
 Foreign Policy Analysis as a sub field  
 Levels of Analysis  
 Individual level of Analysis  
 State level of Analysis  
 System level of Analysis  
 Decision making models  
 Rational actor model  
 Governmental politics model



Organization process model

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies may include video lectures, critical reading, video review, group discussions, peer reviewing, oral presentations, Moodle forum post, Moodle forum discussions, Moodle glossaries, Moodle reading quizzes, Facebook discussions and Twitter conversation.

## ASSESSMENT

Typically, there are two or three assessment tasks for a unit; evenly spaced and weighted throughout a semester. Please note that penalties will occur if plagiarism is discovered. All work of other authors must be appropriately referenced using the APA style. Examples of assessment tasks for this unit may be as follows.

<b>Task 1:</b>	<b>Online activities</b>
<i>Description:</i>	A collection of different online tasks design to measure learning outcomes 1, 2 and 3 including graduate attributes 1, 2 and 3. Composes of: glossaries, Moodle, forum discussions, Facebook discussions, Twitter discussions and online quizzes.
<i>Due date:</i>	Week 1 to week 15.
<i>Length:</i>	500 words for forum post.
<i>Criteria:</i>	Assessed on their participation in online activities, ability to read assigned readings and ability to use correct English.
<i>Weight:</i>	40%
<b>Task 2:</b>	<b>Process analysis essay</b>
<i>Description:</i>	Essay explaining the step by step process of foreign policy decision-making. Designed to measure learning outcome 1, 2, and 3 including graduate attributes 1, 2 and 3.
<i>Due date:</i>	Week 10.
<i>Length:</i>	1500 words.
<i>Criteria:</i>	Assessed on ability to use correct English, ability to do correct APA referencing, ability to present a logical written piece and ability to write without plagiarizing.
<i>Weight:</i>	20%
<b>Task 3:</b>	<b>Online examination</b>
<i>Description:</i>	Open book online examination designed to measure learning outcomes 1, 2 and 3 and graduate attributes 1, 2 and 3.
<i>Due date:</i>	Examination week.
<i>Length:</i>	2 hours.
<i>Criteria:</i>	Assessed on ability to use correct English, ability to engage in critical reflection, ability to analyse information share via readings, videos and verbal discussions.
<i>Weight:</i>	40%

## **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## **REFERENCES**

Alden, C., & Aran, A. (2012). *Foreign policy analysis: new approaches*. New York: Routledge

Gyngell, A., & Wesley, M. (2003). *Making Australian foreign policy*. New York: Cambridge University Press.

Hellmann, G., & Jorgensen, K. E. (Eds.). (2015). *Theorizing foreign policy in a globalized world*. New York: Palgrave Macmillan.

Hudson, V. M. (2007). *Foreign policy analysis: classics and contemporary theory*. Lanham: Rowman & Littlefield Publishers.

Hudson, V. M. (2005). Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations. *Foreign Policy Analysis*, 1, 1-30.

Hudson, V. M & Vore, C. S. (1995). Foreign Policy Analysis Yesterday, Today and Tomorrow. *Mershon International Studies Review*, 39(2), 209-238.

Mintz, A., & DeRouen, K. R. (2010). *Understanding foreign policy decision making*. New York: Cambridge University Press.

Smith, S., Hadfield, A. & Dunne, T. (Eds.). (2012). *Foreign policy theories, actors, cases* (2<sup>nd</sup> ed.). Oxford: Oxford University Press.

## **Websites**

The Diplomat: <http://thediplomat.com/>

DevPolicy Blog: <http://devpolicy.org/>

E-International Relations: <http://www.e-ir.info/>

Foreign Affairs: <http://www.cfr.org/>

Foreign Policy: <http://foreignpolicy.com/>

Lowy Institute for International Policy: <http://www.lowyinstitute.org/>

<b>TITLE:</b>	INTERNATIONAL AND REGIONAL SECURITY
<b>UNIT CODE:</b>	IR431
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	IR202 THEORIES AND CONCEPTS IN INTERNATIONAL RELATIONS, IR203 INTERNATIONAL ORGANIZATIONS, IR204 PNG FOREIGN POLICY,

### **DESCRIPTION**

Security is a pivotal concept in the study of international relations. States and non-state actors operate in an anarchic self-help international system where states depend on themselves and the international or regional security system they have created with their allies to survive. In this unit students are to use international relations theories to study contemporary security issues that pose a threat to all states around the world. Students are to appraise the international and regional security strategies used to address these issues and attempt to propose workable solutions.

### **LEARNING OUTCOMES**

Students are able to:

1. Analyse contemporary security issues using major international relations theories.
2. Appraise the effectiveness of security strategies employed internationally and regionally to address these contemporary issues.
3. Propose workable solutions to help address these contemporary security issues.

### **KEY GRADUATE ATTRIBUTES**

1. *Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgment and acknowledge their own limitations in understanding and solving problems.
2. *Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.
3. *Social interaction* – demonstrate the ability to work productively, both autonomously and co-operatively, with tolerance, respect and valuing for human diversity, but also with a passionate commitment to truth.

### **CONTENT**

Security in Realism

Security in Liberalism

Security in English School Theory

Security in Constructivism

Case study: Operation Sovereign Border

### **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies may include lectures, tutorial group discussions, peer reviewing, case study, Twitter conversation, Facebook discussions, Moodle forum post, Moodle forum discussions, Moodle reading quizzes, field trip, video files, article review and Moodle glossaries.

## **ASSESSMENT**

Typically, there are two or three assessment tasks for a unit; evenly spaced and weighted throughout a semester. Please note that penalties will occur if plagiarism is discovered. All work of other authors must be appropriately referenced by using the APA style. Examples of assessment tasks for this unit may be as follows.

<b>Task 1:</b>	<b>Online activities</b>
<i>Description:</i>	A collection of different online tasks design to measure learning outcomes 1, 2 and 3 including graduate attributes 1, 2 and 3. It composes of tasks like; glossaries, Twitter conversation, Facebook discussion, online forum post, online forum discussion and online quizzes.
<i>Due date:</i>	Week 1 to week 15.
<i>Length:</i>	300 words for forum post.
<i>Criteria:</i>	Assessed on their participation in online activities, ability to read assigned readings and ability to use correct English.
<i>Weight:</i>	30%
<b>Task 2:</b>	<b>Descriptive essay</b>
<i>Description:</i>	An essay appraising merits and demerits of the regional security strategy employed by Australia especially the offshore processing component featuring Manus Island to combat the threat pose by people smugglers. Design to measure learning outcomes 1, 2 and 3 including graduate attributes 1, 2 and 3.
<i>Due date:</i>	Week 10
<i>Length:</i>	1500 words
<i>Criteria:</i>	Assessed on ability to use correct English, ability to do correct APA referencing, ability to present a logical written piece, ability to use theories to analyse the case and ability to write without plagiarizing.
<i>Weight:</i>	40%
<b>Task 3:</b>	<b>Policy brief</b>
<i>Description:</i>	Policy brief on a new security approach to be taken by the government of Australia and PNG to address the contemporary issue of human smuggling. Design to measure learning outcomes 1, 2 and 3 including graduate attributes 1, 2 and 3.
<i>Due date:</i>	Week 15.
<i>Length:</i>	20 minutes.
<i>Criteria:</i>	Assessed on ability to work as a team, ability to do research, ability to use theories to analyse the case and ability to present information verbally with confidence.
<i>Weight:</i>	30%

## EVALUATION

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic.

## REFERENCES

- Dannreuther, R. (2007). *International security: the contemporary agenda*. Cambridge. UK: Polity.
- Hough, P. (2008). *Understanding global security* (2<sup>nd</sup> ed.). New York: Routledge.
- Marika, V. (Ed.). (2010). *Controlling arms and terror in the Asia Pacific: after Bali and Baghdad*. Cheltenham, UK: Edward Elgar.
- Paskal, C. (2010). *Global warring: how environmental, economic and political crises will redraw the world map*. New York: Palgrave Macmillan.
- Rodrigo, T. (2010). *Regional security: the capacity of international organizations*. London: Routledge.
- Smith, S. & Baylis, J. (2014). *The globalization of world politics: an introduction to international politics* (6<sup>th</sup> ed.). Oxford: Oxford University Press.
- Williams, P. D. (Ed.). (2008). *Security studies: an introduction*. London: Routledge Taylor and Francis Group.

## Websites

- DevPolicy Blog: <http://devpolicy.org/>
- E-International Relations: <http://www.e-ir.info/>
- Foreign Affairs: <http://www.cfr.org/>
- Foreign Policy: <http://foreignpolicy.com/>
- Lowy Institute for International Policy: <http://www.lowyinstitute.org/>
- Operation Sovereign Borders webpage: <https://www.border.gov.au/about/operation-sovereign-borders>
- Sustainable Development Goals: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- The Diplomat: <http://thediplomat.com/>

<b>TITLE:</b>	GEOPOLITICS IN ASIA PACIFIC
<b>UNIT CODE:</b>	IR432
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	PG133 POLITICS: THEORIES AND CONCEPTS, IR202 THEORIES OF INTERNATIONAL RELATIONS

### DESCRIPTION

Geopolitics is about the study of how geography influences international politics. The aim of this unit is to help students evaluate how factors related to geography like; geographical location, size, topography, climate, natural resources and demography influence a state's foreign policy and the operations of a non-state actor. After the evaluation, students are to critique how these geographical factors influence the behaviour states or non-state actors. Via the critical review, students are to determine which factor is most influential.

### LEARNING OUTCOMES

Students are able to;

1. Evaluate geopolitical manoeuvrings of states and non-state actors in the Asia-Pacific region using the geographical factors as analytical tools.
2. Critique the influence of the various geographical factors on states and non-state actors in the Asia-Pacific region.
3. Determine which geographical factor has the most influence on states and non-state actors in the Asia-Pacific region.

### KEY GRADUATE ATTRIBUTES

1. *Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.
2. *Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgment and acknowledge their own limitations in understanding and solving problems.
3. *Information technology* – have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology.

### CONTENT

National power and realism  
 Geopolitics and national interest  
 Geographical factors  
 Geographical location  
 Size  
 Topography  
 Climate  
 Natural resources  
 Demography

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies may include lectures, article review, tutorial group discussions, peer reviewing, case study, Moodle forum post, Moodle forum discussion, Moodle glossaries, Moodle reading quizzes, Facebook discussions, Twitter conversation, oral presentation and video files.

## ASSESSMENT

Typically, there are two or three assessment tasks for a unit; evenly spaced and weighted throughout a semester. Please note that penalties will occur if plagiarism is discovered. All work of other authors must be appropriately referenced by using the APA style. Examples of assessment tasks for this unit may be as follows.

<b>Task 1:</b>	<b>Online activities</b>
<i>Description:</i>	A collection of different online tasks designed to measure learning outcomes 1, 2 and 3 including graduate attributes 1, 2 and 3. It composes of tasks like; Moodle glossaries, Moodle forum post, Moodle forum discussion and Moodle reading quizzes.
<i>Due date:</i>	Week 1 – week 15.
<i>Criteria:</i>	Assessed on their participation in online activities, ability to read assigned readings and ability to use correct English.
<i>Weight:</i>	30%
<b>Task 2:</b>	<b>Critique</b>
<i>Description:</i>	Oral and written critique of a selected article related to one of the 6 factors designed to measure learning outcomes 1, 2 and 3 including graduate attributes 1, 2 and 3.
<i>Due date:</i>	Week 5 – week 11.
<i>Length:</i>	10 minutes for oral critique and 500 words for written critique.
<i>Criteria:</i>	Assessed on their ability to evaluate an article, ability to present orally their evaluation, ability to critique presentation of their peer and ability to follow instructions with accuracy.
<i>Weight:</i>	30%
<b>Task 3:</b>	<b>Exam</b>
<i>Description:</i>	Examination designed to measure learning outcomes 1, 2 and 3 and graduate attributes 1, 2 and 3.
<i>Due date:</i>	Examination week
<i>Length:</i>	2 hours.
<i>Criteria:</i>	Assessed on ability to use correct English, ability to engage in critical reflection, ability to analyse information shared via readings, videos and verbal discussions.
<i>Weight:</i>	40%

## EVALUATION

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the

graduate attributes. Comments made by student should help in the professional development of the academic.

## **REFERENCES**

Cameilleri, J. A. (2007). *Asia-Pacific Geopolitics: hegemony vs. human security*. Northampton, MA: Edward Elgar.

Chapman, G. (2009). *The geopolitics of South Asia: from early empires to the nuclear age* (3<sup>rd</sup> ed.). Farnham, England: Ashgate.

Montgomery, S. L. (2010). *The powers that be: global energy for the twenty-first century and beyond*. Chicago: University of Chicago Press.

Moodie, A. E. (1957). *Geography behind politics* (2<sup>nd</sup> ed.). London: Hutchinson University Library.

Paskal, C. (2010). *Global warring: how environmental, economic and political crises will redraw the world map*. New York: Palgrave Macmillan.

Sustainable Development Goals: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Tuathail, G. O., Dalby, S., & Routledge, P. (Eds.). (2006). *The geopolitics reader*. New York: Routledge.

## **Websites:**

DevPolicy Blog: <http://devpolicy.org/>

E-International Relations: <http://www.e-ir.info/>

Foreign Affairs: <http://www.cfr.org/>

Foreign Policy: <http://foreignpolicy.com/>

Lowy Institute for International Policy: <http://www.lowyinstitute.org/>

The Diplomat: <http://thediplomat.com/>



**UNIT TITLE                            COMPUTING AND WORD PROCESSING**

**UNIT CODE                             IS117**

**CREDIT POINTS                     10**

### **DESCRIPTION**

Technology, computers and the Internet, are indispensable tools in almost all kind of activities in professional and private life. End-User Computing and Word unit provides students with necessary knowledge and skills to function confidently and efficiently in computer-based environment. The unit familiarizes students with the Windows environment, file management and Internet skills. Since the word processing is the most fundamental application, the unit also provides comprehensive introduction to the basics of document formatting using word-processing.

### **LEARNING OUTCOMES**

On successful completion of this unit, students are able to:

- (i) identify and discuss functions of elements of Windows environment and the Internet
- (ii) demonstrate efficiency in using Windows interface, and using network and the Internet
- (iii) create and format professional looking word documents
- (iv) use templates to create complex word documents.

### **GRADUATE ATTRIBUTES EMPHASISED**

- (i) Achievement of levels of knowledge and skill appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.
- (ii) Ability to demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.
- (iii) Have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology
- (iv) Accepting of the responsibilities that accompany the privilege of an education and display willingness to serve the needs of society through application of their disciplinary knowledge and professional skills
- (v) Ability to work productively, both autonomously and co-operatively, with tolerance, respect and valuing for human diversity, but also with a passionate commitment to truth.

### **CONTENT**

Operating system

Networking and Internet concepts  
File management  
Hardware and software  
Processing and storage  
Office environment  
Creating and editing documents  
Formatting text and paragraphs  
Working with pages  
Using columns and graphics  
Working with tables  
Working with styles and templates

## **TEACHING & LEARNING STRATEGIES**

**Mode:** Lectures are provided to explain the theory and concepts of end-user-computing and Word. These are accompanied by some laboratory sessions when comprehensive set of practical exercises are completed to master computer, Internet and word processing skills. Students expand their understanding of concepts and their practical application by developing personal word skills portfolio and engaging in group discussions for problem solving activities.

**Duration:** 4 hours per week for 14 weeks (or equivalent).

## **ASSESSMENT**

There will typically be 3 assessment tasks such as the following:

### **Task 1: End-of-module Test**

**Description:** A test set at the end the End-User-Computing module consists of a variety of questions to assess students' knowledge and understanding of concepts of end-user computing including Windows environment, computer software and hardware, networking and the Internet.

**Criteria:** Students will be assessed on their knowledge and understanding of End-user-computing, networking and Internet concepts and applications.

**Weighting:** 20%

### **Task 2: Word Portfolio**

**Description:** Students produce a number of documents formatted according to specifications given to demonstrate their efficiency in word processing.

**Criteria:** Students will be assessed based on their ability to create and format different types of word documents.

**Weighting:** 40%

### **Task 3: Final Examination**

**Description:** The final exam consists of two parts.

Part A consists of a variety of questions including but not limited to multiple-choice, short-answer, matching questions. All questions are tailored to allow students to demonstrate their understanding of end-user computing, networking and internet concepts as covered throughout the unit.

Part B of the exam is completed with Word application. It allows students to demonstrate their word processing skills.

**Criteria:** Students will be assessed on the extent to which they demonstrate their knowledge and understanding of end-user-computing, networking and internet concepts and their ability to create and format word document.

**Weighting:** 40%

## **TEXTS & REFERENCES**

### **Texts**

Beskeen, D., Cram, C., Duffy, J., Friedrichsen, L., & Reding, E.E. (2008). *Microsoft Office 2007: Illustrated, Windows XP edition*. Melbourne: Course Technology.

Duffy, J., & Cram, C.M. (2008). *Microsoft Office Word 2007: Illustrated*. Melbourne: Course Technology.

Kolodziejczyk, I. (2010). *Study guide for IS117 unit*. Madang: DWU.

Shelly, G.B. (2011). *Discovering computers 2011: Introductory*. Melbourne: Course Technology.

### **References**

Boyce, J., & Pierce, J. (2007). *2007 Microsoft Office system inside out*. Redmont Wash: Microsoft Press.

Derfley, F.J. (2005). *How networks work*. (7th ed.). Indianapolis, IN: Que.

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Kurose, J.F., & Keith, W.R. (2010). *Computer networking: A top-down approach*. (5th ed.). Boston: Addison-Wesley.

Schneider, G.P., & Evans, J. (2007). *New perspectives on the Internet*. (6th ed.). Boston: Thomson.

Towsen, K. (2009). *Skills for success with Microsoft Office 2007*. Upper Saddle River: Prentice-Hall.

**UNIT TITLE: CHRISTIAN ETHICS**

**UNIT CODE: RS234**

**CREDIT POINTS: 10**

**PREREQUISITES: Nil**

### **DESCRIPTION**

This unit requires students to critically understand and engage in discussions on ethical issues affecting one's personal and professional life and the evaluation of these ethical issues from the Christian perspective. It is concerned about what is right, fair, just or good: about what we ought to do, not just what is the case or what is most acceptable or expedient. It explores the various ethical theories and principles and relates them to contemporary issues.

### **LEARNING OUTCOMES**

Students are able to

1. Describe various ethical theories while appreciating the richness and profundity Christianity brings to ethical discourse.
2. Demonstrate the ability to evaluate contemporary ethical issues in the light of Christian Ethical Principles.
3. Demonstrate the ability to articulate appropriate arguments and responses to contemporary ethical discourse.
4. Cultivate and promote values and virtues in one's personal and professional life
5. Evaluate and rectify vices in personal behavioral traits and habits.

### **GRADUATE ATTRIBUTES EMPHASIZED**

*Professional knowledge* –that the graduates achieve a good knowledge and skill to evaluate ethical conduct in various fields of human endeavours

*Personal development* – that the graduates apply the Christian and human values and ethical judgments in their personal growth and development as responsible individuals

*Social Responsibility* – that the graduates demonstrate ethical responsibilities and uphold Christian values in the multidimensional social issues confronting the society.

### **CONTENT**

Definition and concepts

Ethical theories

Foundation of Christian ethics

Moral choices of human action

Law and ethics

Conscience

Rights and justice

Gender and ethics

Ethics and ecology

Ethics and life (Bioethics)

Melanesian values and ethics

Critical and analytical considerations of ethics

Ethics and professional pathways

## TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies include lectures, PowerPoint presentations, tutorials, group discussion during tutorial, library research, Moodle, student presentations and written assignments.

## ASSESSMENT

There will be three assessment tasks. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style.

### **Task 1: Mini test**

**Description:** The mini test contains objective type questions and short essays

**Criteria:** Students will be assessed on the unit's learning outcomes

**Due date:** By the end Week 6

**Length:** One hour

**Weighting:** 30%

### **Task 2: Written assignment**

**Description:** Students will demonstrate their academic research and writing skills by describing, evaluating and taking a stand point on a given ethical issue. Referencing is to apply the APA style of referencing. High level skills in academic writing are expected.

**Criteria:** Relevance of the topic, exposition, analysis, logic and justifiability of argument, conclusion, academic writing skills, readability, structure of writing, length and time frame.

**Due date:** By the end of Week 12.

**Length:** 1500 words

**Weighting:** 30%

### **Task 3: Written examination**

**Description:** The examination contains objective type questions, short answers, short essays and essays

**Criteria:** Students will be assessed on the unit's learning outcomes

**Due Date:** End of semester

**Length:** Two hour

**Weighting:** 40%

## EVALUATION

Students and lecturers formally evaluate the unit at the end of the semester.

## SELECTED REFERENCES

Backous, T. & Graham, W. C. (eds.) (1997). *Common Good, Uncommon Questions: A Primer in Moral Theology*. Minneapolis: Liturgical Press.

Banner, M. C. (2009). *Christian Ethics: A Brief History*. Wiley-Blackwell.

Bauer, F. R. (2004). *The Essence of Ethics*. Ambassador Books, Inc..

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- Egendorf, L. K., ed. (1998) *Assisted Suicide*. San Diego: Greenhaven.
- Gill, R. (Ed.). (2001). *The Cambridge Companion to Christian Ethics*. Cambridge: Cambridge University Press.
- Hoose, B. (1998). *Christian ethics: an introduction*. Collegeville, Minn.: Liturgical Press.
- Hughes, P. E.. (1998). *Christian Ethics in Secular Society*. Grand Rapids: Baker.
- Hurst, L. D. (1992). "Ethics of Jesus," *Dictionary of Jesus and the Gospels*. Joel B. Green, et al., eds. Downers Grove, Ill.: InterVarsity.
- LeRoy Long, E. Jr. (1982). *A survey of recent Christian Ethics*. New York: Oxford University Press.
- Wennberg, R. N. (1989). *Terminal Choices: Euthanasia, Suicide, and the Right to Die*. Grand Rapids: Eerdmans.

### **Online Sources**

Tardo R.K. (n.d.) *Studies in Christian Ethics Syllabus*. Retrieved August 5, 2013, from <http://www.faithfulword.com/Christian%20Ethics/Christian%20Ethics.pdf>

TITLE: RESEARCH METHODS

CODE: PG317

CREDIT POINTS: 10

PREREQUISITE: Nil

#### DESCRIPTION

This unit aims to prepare students to undertake a small social science research project. The theoretical component of this unit introduces the philosophies and approaches underpinning qualitative and quantitative types of research, and familiarizes students with elements of research project leading to the development research proposal. The practical component of the unit develops skills for defining research problem, critical reading and writing literature review, developing data collection instruments and obtaining ethical clearance.

#### LEARNING OUTCOMES

On successful completion of this unit, students can:

- (i) discuss the nature of quantitative and qualitative research paradigms and justify the selection of one for an individual project;
- (ii) formulate and clarify the research problem;
- (iii) produce critical literature review;
- (iv) identify and discuss ethical issues specific for their research study;
- (v) prepare data collection instruments suitable for selected type of study;
- (vi) produce a quality research proposal.

#### GRADUATE ATTRIBUTES EMPHASISED

- (i) Willingness to apply their abilities with academic integrity to identify and define problems, exercise informed critical judgment and acknowledge their own limitations in understanding and solving problems.
- (ii) Ability to demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.
- (iii) Experienced in the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology
- (iv) Can demonstrate excellent communication skills, in written and oral language, and understand and use English as the language of international scholarship as well as respecting the linguistic diversity of PNG.
- (v) Ability to work productively, both autonomously and co-operatively, with tolerance, respect and valuing for human diversity, but also with a passionate commitment to truth.

#### UNIT CONTENT

The nature of social science research

Formulating and clarifying the research topic

Critically reviewing the literature  
Understanding research philosophies and approaches  
Formulating the research design  
Negotiating access and research ethics  
Selecting samples  
Collecting primary data through observations  
Collecting primary data through semi-structured, in-depth and group interviews  
Collecting primary data using questionnaires  
Writing research proposal  
Process of ethical clearance

## TEACHING AND LEARNING STRATEGIES

Lectures introduce and elaborate on different aspects of research project. The concepts introduced in lectures are further developed and discussed in tutorials. Case scenarios and group discussions assist students in deeper understanding of issues involved in preparation and undertaking the research study. Hands-on practical exercises help students to develop skills needed for developing quality data collection instruments.

Duration: 4 hours per week for 14 weeks (or equivalent)

## ASSESSMENT

There will typically be 4 assessment tasks such as the following:

### **Task 1: End of module quizzes**

Description: Two quizzes set at the end of modules consist of a variety of questions to assess students' knowledge and understanding of issues involved in a good quality research project.

Criteria: Students will be assessed on their knowledge of different aspects of research and understanding of guiding principles utilized when developing a research project.

Weighting: 20%

### **Task 2: Critical literature review**

Description: Length: 700 words

Students write a critical literature review on the topic selected for their research project.

Criteria: Students will be assessed based on their ability to conduct an information search and demonstrated analytical and writing skills used in writing the literature review. In addition students will demonstrate appropriate use of required referencing style and word processing skills when formatting documents according to specifications provided.

Weighting: 20%

### **Task 3 Work portfolio**

Description: Students meet with their supervisor on a regular basis to report their progress in developing a research proposal, devising research instruments and applying for ethics application



Criteria: Students are assessed based on their consistency in attending face-to-face consultations as well as on demonstrated level of progress in working towards research proposal and ethics application

Weighting: 20%

#### **Task 4 Research proposal**

Description: Length: 2000 words

Students prepare a good quality research proposal accompanied by all documents required by DWU policy to obtain research ethical clearance.

Criteria: Students will be assessed based on demonstrated understanding of all aspects of research elaborated on in a research proposal as well as the quality of produced research documents (Ethical Clearance Form, Research Application Form, Informed Consent Form, research data collection tools (survey questionnaires and/or interview protocol).

Weighting: 40%

#### TEXT & REFERENCES

- Creswell, J.W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston: Pearson.
- Creswell, J.W. (2014). Research design: qualitative, quantitative and mixed methods approaches (4th ed.). Los Angeles: Sage.
- Dawson, C. (2009). Introduction to research methods: A practical guide for anyone undertaking a research project (4th ed.). Oxford: How To Books.
- Fowler, F.J. (2009). Survey research methods. Los Angeles: Sage.
- Neumann, W. L. (2006). Social research methods (6th ed.). Sydney: Pearson.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). Business research methods for business students (5th ed.). London: Prentice Hall.
- Schutt, R.K. (2015). Investigating the social world: The process and practice of research (8th ed.). Los Angeles: Sage.
- Waller, V., Farquharson, K., & Dempsey, D. (2016). Qualitative social research: Contemporary methods for the digital age. London: Sage

<b>TITLE:</b>	DATA ANALYSIS AND RESEARCH REPORT
<b>UNIT CODE:</b>	PG427
<b>CREDIT POINTS:</b>	10
<b>CONTACT HOURS:</b>	4 hours per week
<b>PREREQUISITES:</b>	RESEARCH METHODS

### **DESCRIPTION**

The aim of this unit is to equip students with knowledge and skills necessary to complete a sound research project planned for and initiated in PG319 Research Methods. With the data collected during their fieldwork, students are introduced to techniques of qualitative and quantitative data recording, reduction and analysis, and to research reporting.

### **LEARNING OUTCOMES**

Upon successful completion of this unit students can:

- (i) Record qualitative and quantitative research data;
- (ii) Discuss different qualitative and quantitative data analysis techniques and select suitable techniques for their own research project;
- (iii) Analyze and interpret qualitative and quantitative research data;
- (iv) Write a quality research report.

### **GRADUATE ATTRIBUTES EMPHASISED**

- (i) Willingness to apply their abilities with academic integrity to identify and define problems, exercise informed critical judgment and acknowledge their own limitations in understanding and solving problems.
- (ii) Ability to demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.
- (iii) Experienced in the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology
- (iv) Can demonstrate excellent communication skills, in written and oral language, and understand and use English as the language of international scholarship as well as respecting the linguistic diversity of PNG.
- (v) Ability to work productively, both autonomously and co-operatively, with tolerance, respect and valuing for human diversity, but also with a passionate commitment to truth.

### **CONTENT**

The nature of the qualitative and quantitative data  
 Underlying principles in qualitative and quantitative data analysis  
 Preparing, recording and management of quantitative data  
 Exploring and presenting quantitative data  
 Examining relationships, differences and trends using statistics  
 Preparing qualitative data for analysis

Approaches to qualitative data  
Types of qualitative analysis processes  
Analytical aids  
Deductively based analytical procedures  
Inductively based analytical procedures  
Writing the final research report?

## **TEACHING AND LEARNING STRATEGIES**

Lectures introduce and elaborate on different aspects of qualitative and quantitative data analysis. The concepts introduced in lectures are further developed, discussed and practiced in tutorials. Case studies and group discussions assist students in deeper understanding of issues involved in qualitative and quantitative data management, analysis and interpretations. Hand-on practical exercises help students to develop skills needed for sound data analysis, data interpretation and writing of final research report.

**Duration:** 4 hours per week for 14 weeks (or equivalent)

## **ASSESSMENT**

There will typically be 3 assessment tasks such as the following:

### **Task 1: End of module quizzes**

**Description:** Two quizzes set at the end of modules consist of a variety of questions to assess students' knowledge and understanding of issues involved in a good quality research project.

**Criteria:** Students will be assessed on their knowledge of different aspects of qualitative and quantitative data management, data analysis and interpretation.

**Weighting:** 20%

### **Task 2: Data analysis portfolio**

**Description:** Students meet with their supervisor on a regular basis (not less than fortnightly) to report their progress in data analysis, interpretation and final report writing. Collected data analysis and interpretation portfolio will build their dataset for final research proposal.

**Criteria:** Students will be assessed based on their commitment and engagement in the research project as well their ability to perform valid data analysis and interpretation.

**Weight:** 20%

### **Task 3: Final research report**

**Description:** The final research report consists of two parts:

- written report of 4,500-5,000 words, and
- 10-slide PowerPoint presentation to accompany research oral presentation.

Students write a comprehensive research report and present their research in a research colloquium.

**Criteria:** Students will be assessed based on their ability to discuss and justify in an academic manner all elements of research in the undertaken research project, and present it in written and oral forms their research findings.

**Weight:** 60% (distributed as follows: 50% for written research project + 10% for oral presentation).

### **TEXT & REFERENCES**

- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson.
- Creswell, J.W. (2014). *Research design: qualitative, quantitative and mixed methods approaches* (4<sup>th</sup> ed.). Los Angeles: Sage.
- Dawson, C. (2009). *Introduction to research methods: A practical guide for anyone undertaking a research project* (4<sup>th</sup> ed.). Oxford: How To Books.
- Field, A. (2009). *Discovering statistics using SPSS* (3<sup>rd</sup> ed.). London: Sage.
- Fowler, F.J. (2009). *Survey research methods*. Los Angeles: Sage.
- Neumann, W. L. (2006). *Social research methods* (6th ed.). Sydney: Pearson.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Business research methods for business students* (5th ed.). London: Prentice Hall.
- Schutt, R.K. (2015). *Investigating the social world: The process and practice of research* (8<sup>th</sup> ed.). Los Angeles: Sage.
- Waller, V., Farquharson, K., & Dempsey, D. (2016). *Qualitative social research: Contemporary methods for the digital age*. London: Sage

<b>TITLE:</b>	COMMUNITY DEVELOPMENT AND PRACTICES
<b>UNIT CODE:</b>	PG303
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	NIL

### **DESCRIPTION**

This unit provides the knowledge of community development principles and practices in the context of PNG. The application of the community development process in Madang Province will enable the students to understand that districts vary in terms of the needs of their community and no one approach will work in all situations across PNG. The students will develop their skills in communication, facilitation, team building, research, planning and evaluation, problem solving and conflict resolution, management, and organizational design and development. These skills will be demonstrated when the students undertake a group project on a need analysis basis to design and implement the project in the community in collaboration with the relevant stakeholders participating in building the capacity of the community for sustainable development.

### **LEARNING OUTCOMES**

Students are able to:

1. Critically analyse identified contemporary community development strategies in practice in PNG.
2. Demonstrate independent analytical skills to address contemporary macro and micro issues in PNG.
3. Apply creative thinking to promote appropriate community development skills in ways that facilitate the empowerment of communities to be self-reliant for their own development.
4. Apply analytical skills in developing appropriate, relevant community skills in strategy development.
5. Apply project write up skills in producing best offshore funding proposal submissions.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skill appropriate for their chosen professional area through commitment to lifelong learning.

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problem and exercise informed critical judgment

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solution.

*Information Technology* – have the experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology

### **CONTENT**

Understanding terminology  
 When does community development happen?  
 Developing a process  
 Making a plan  
 Implementing and adjusting the plan  
 Maintaining Momentum  
 Attitude, knowledge, and skills  
 Common problems and solutions  
 Field Methodology  
 Develop skills in strategy development  
 Needs Analysis  
 Funding Project Proposal submission  
 Students sign a pact with community –based group to collaboratively develop project or implement a project.

### **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include lectures, Power Point Presentation, structured group discussion, role play, interest based research, presentations and discussions, guest speakers and use of Moodle resources and activities.

### **ASSESSMENT**

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks are as follows.

#### **Task 1: PowerPoint preparation and delivery**

*Description:* Prepare and present a Power Point analysis of a current community development issue in PNG with reference to its impact in your community.

The Power Point presentation will include statement of a community issue and its importance and 4 further issues covering major key items as they applied to thinking about the issue. The oral presentation need to be interesting, informative and convincing 8 slide Power Point presentation giving a community issue in PNG.

*Criteria:* Students will be assessed on the extent to which they can prepare a 8 slide Power Point presentation and give a clear, interesting, informative, oral explanation of divergent views of a community issue in PNG.

*Length:* 8 slides and a 5 minute (maximum) oral presentation

*Due Date:* Week 5

*Weight:* 15%

#### **Task 2: Analytical essay**

*Description:* Prepare an analytical essay of a contemporary community development issue in PNG. Students will demonstrate their academic writing and computer skills respectively in putting together a report of a contemporary community development issue in PNG

*Criteria:* Students will be assessed on the extent to which they can prepare and insightful report of a contemporary community development issue in PNG.  
*Length:* 1,000 words  
*Due Date:* Week 9  
*Weighting:* 35%

**Task 3: Research study**

*Description:* Prepare analytical research of a contemporary community development issue in PNG. Students will demonstrate their academic writing and computer skills respectively in putting together a report of a contemporary community development issue in PNG.

*Criteria:* Students will be assessed on the extent to which they can prepare an analytical and insightful report of a contemporary community development issue in PNG.

*Length:* 2000 words  
*Due Date:* Week 13  
*Weight:* 50%

**EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

**REFERENCES**

Department of National Planning and Monitoring (2009). *Medium Term Development Plan 2011 – 2015*. Port Moresby: Department of National Planning and Monitoring.

Department of National Planning and Monitoring (2010). *Papua New Guinea Development Strategic Plan 2010 – 2030*. Port Moresby: Department Of National Planning and Monitoring.

Kuntala L., (2011). *Gendering the Field: towards sustainable livelihoods for mining communities*. ANU Express. Canberra

Lister, G., and Sackville, N. B. (2001). *Rural and Small Town Programme*, Mount Allison University

Robinson, J. W. Jr., and Green, G., (2011). *Introduction to community development; theory, practice, and service-learning*. Sage publishers. Los Angeles Singh, Publications Inc. California.

**UNIT NAME:** POST-COLONIAL LITERATURE

**CODE:** PG305

**CREDIT POINTS:** 10

**PRE-REQUISITES:** PG107 PNG LITERATURE.

**DESCRIPTION:**

The unit provides a brief survey of Third World Writers and their Literature. It explores the issues that prompt post-colonial writers to write and explores themes in the relationship between history and language in the Pacific including indigenous writing from Australia, New Zealand and Canada, Asia, Africa and the Caribbean. The unit also listens to the voice of post-colonial writers.

**LEARNING OUTCOMES:**

Students are able to:

1. Explore the issues that are treated in post-colonial literatures in English.
2. Discover and discuss the subversive nature of post-colonial literary text.
3. Analyse literary texts and integrate them to historical analysis.
4. Explore and discuss the resistance nature of post-colonial writings.
5. Discover the shared experiences of post-colonial peoples as reflected in the texts.
6. Explore the issues of Eurocentrism and the “other”.

**CONTENT**

**Themes:**

The text in the English literary canon is a Eurocentric text and therefore not universal.

The post-colonial literary text in English challenges Eurocentricity.

The face of neo-colonialism in post-colonial society is the narrative of European colonialism revisited.

The post-colonial literary text is subversive of the former master’s culture.

Appropriation and abrogation of the English language is a strategy of the “other” to assert his/her unique experience and identity.

Representation of the “other” is determined by the narrator’s socio-cultural experience.

The post-colonial text sets out to re-orient and decolonise the colonised mind.

**TEACHING & LEARNING STRATEGIES**

Lecture, Seminar presentation, Debate, Reading and discussion of themes, Group discussion, Research and Analysis of themes, creative response to literature and Literature Project and use of Moodle resources and activities

**ASSESSMENT**

**Assessment Task 1:** Discuss how Achebe breaks from the master narrative in the novel. *Things Fall Apart*. How does this novel stand out as a postcolonial novel? This task integrates learning outcomes 1,2 and 3

*Date due:* Week 5

*Length:* 1 000 words.

*Weight:* 25%



**Assessment Task 2:** Discuss how post-colonial writers appropriate and abrogate language  
*Date Due:* Week 10  
*Length:* 1 000 words  
*Weight:* 25 %

### **Assessment Task 3: Literature Project**

*Description:* As a group read and study a post-colonial novel and present interesting aspects on the novel from a Post-colonial point of view. You will plan and prepare for this presentation as a group. You will work in groups for this presentation

Select a post-colonial novel and read it. Then present 3 different themes that are presented in the novel. Use creative ways in presenting the themes.

*Length:* 1500 words  
*Due:* Written paper in Week 15; Presentation from 5<sup>th</sup> week  
*Weighting:* 50%

### **REFERENCES**

- Altbach, Philip G. (2006). Education and Neocolonialism, In Ashcroft, Bill et al. (eds.) *The Post-Colonial Studies Reader*, (2<sup>nd</sup> ed.) London: Routledg, pp.381-384.
- Ashcroft, B., Griffiths, G. and Tiffin, H. (2005). *Post-colonial Studies Reader*, London: Routledge.
- Ashcroft, B.; Griffiths, G & Tiffin, H. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*, New York: Routledge, (pp.38-77).
- Bronte, C. (1984). *Jane Eyre*. London: Longman.
- Emecheta, B. (1983). *Double Yoke*, New York: George Braziller
- Ezekiel, N. *The Patriot* in Theime, John (ed) *The Arnold Anthology of Post-Colonial Literatures in English*. New York, Arnold
- Griffiths, Gareth (2006 2<sup>nd</sup> Ed.) The Myth of Authenticity, in Ashcroft, Bill; Griffiths, Gareth; Tiffin, Helen, *The Post-Colonial Studies Reader*, (2nd Ed.), London and New York: Routledge, pp.165-168.
- Hall, S. (2006) Cultural Identity and Diaspora, In Ashcroft, B, et al. (eds.) *The Post-Colonial Studies Reader*, (2<sup>nd</sup> ed.) London: Routledge, pp.435-438
- Hattori, A.P. (1995) 'Facing West' in, *Mana: A South Pacific Journal of Art and Culture Language and Literature*, 2 (1), 8-9
- Hereniko, V (1997) Representations of cultural identities in, *Mana: A South Pacific Journal of Art and Culture Language and Literature*, 1, 78-108.
- Fee, M. (2006) Who can Write the other? In Ashcroft, B. et al. (eds.) *The Post-Colonial Studies Reader*, (2<sup>nd</sup> ed.) London: Routledg, pp.169-171.
- Larson, C. (1995). 'Heroic Ethnocentrism: The Ideal of Universality in Literature' In Bill Ashcroft et al. (eds.) *The Post-Colonial Studies Reader*. London: Routledge.
- Mwangi, Meja (1990). *Striving for the Wind*, Oxford: Heinemann

- Naipaul, V.S. (1967). *The Mimic Man*, London: Penguin:
- Rhys, J. (1966). *Wide Sargasso Sea*. London: Penguin.
- Said, E. W. (2006). Resistance, Opposition and Representation In Ashcroft, B. et al. (eds.) *The Post-colonial Studies Reader*, (2<sup>nd</sup> ed.) London: Routledge, pp.95-98.
- Soyinka, W. *The lion and the Jewel* in Theime, J. (ed) *The Arnold Anthology of Post-Colonial Literatures in English*. New York: Arnold.
- Warner-Vieyra, M. (1982). *Juletane*. Oxford: Heinemann.
- Suleri, S. (2006). Woman Skin Deep: Feminism and the Postcolonial Condition, In Ashcroft, B. et al. (eds.) *The Post-Colonial Studies Reader*, (2<sup>nd</sup> ed.) London: Routledge, pp.250-255.
- Wa Thiongo, Ngugi (1994) *Decolonising the Mind* in Theime, J. (ed) *The Arnold Anthology of Post-Colonial Literatures in English.*, New York: Arnold, pp. 79-83.

**UNIT TITLE:** THEORIES OF DEVELOPMENT AND CHANGE

**UNIT CODE:** PG330

**CREDIT POINTS:** 10

**PREREQUISITES:** NIL

### **DESCRIPTION**

This unit aims to introduce students to the major theoretical debates surrounding development and change. It looks at the equally important interplay between theory and practice of development. The unit provides a comprehensive survey of development thinking from ‘classical’ development ideas to alternative and post development theories. The unit then attempts to critically review contemporary debates about development, including the link between modernity and development, participation, empowerment, gender and the role of the development practitioner. The unit also explores development and change from alternative world-views and disciplines – anthropological, economic, political and social perspectives. This is then discussed and compared with the development of both developed and developing countries.

### **LEARNING OUTCOMES**

Students are able to:

1. Explain the main theories and concepts associated with development and change terms.
2. Critique and compare the development models of developed and developing countries.
3. Apply the theories and concepts in essay writing on development challenges.
4. Evaluate how development activities integrate theories and concepts learnt

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skills appropriate to entering and maintaining employment and to continuing career development in their chosen professional area through their commitment to lifelong learning.

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgment and acknowledge their own limitations in understanding and solving problems.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Social Responsibility* – accept the responsibilities that accompany the privilege of an education and display willingness to serve the needs of society through application of their disciplinary knowledge and professional skills

### **CONTENT**

What is development? Why development studies?

Historical overview: a continuity and discontinuity of colonialism

Economic models

Modernization and growth

Global system analysis: dependency and underdevelopment  
The shift in the development debate in the 1980s and 1990s  
Alternative development, indigenous knowledge and localism in contemporary Asia Pacific  
A survey of aspects of post-development thinking  
Post development analysis: participation and empowerment, gender, human rights and human security  
International development strategies  
Ethics and development practice

## **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include lectures (including guest lecturers), reading materials (handouts and attachments by email and Moodle), research (individual and group), class activities (group work, individual and group presentations), oral presentations, case studies, journal, article review and critiquing, brainstorming, report writing, reading (shared), read and retell, videos (DVD), direct instruction, problem solving, cooperative learning, demonstrating, comparing, contrasting, classifying, illustration, diagram, self-correcting, role playing, quizzes, class homework, excursions, defining, labelling, describing, matching exercises, modelling, questioning, problem posing, timeline and online.

## **ASSESSMENT**

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks may be as follows.

### **Task 1: Mid Semester Test**

*Description:* The mid semester test will cover topics covered from lecture week 1 to lecture week 6. There will be 30 questions and 3 parts to the test. Part A has 10 multiple choice questions. Part B has 5 short answer questions worth 2 marks each, and Part C has 5 case studies which students are required to identify theories and concepts that were applied.

*Criteria:* Students will be assessed on their knowledge and application of International Organizations.

*Length:* 1 hour

*Due Date:* Week 6

*Weight:* 30%

### **Task 2: Prepare an analytical essay of a development model**

*Description:* Write a research paper to make a presentation about a particular development model with theories and concepts to support it.

*Criteria:* Students will be assessed on the extent to which they can prepare an analytical and insightful discussion of a development model. Referencing is to apply the APA style of referencing. High level skills in academic writing are expected.

*Length:* 2000 words

*Due Date:* Week 10

*Weight:* 30%

**Task 3: Exam**

*Description:* Combination of all topics studied from week 1 to week 15.

*Criteria:* Refer to assignments and quizzes given and course outline for topics and references.

*Length:* 2 hours

*Due Date:* End of semester

*Weight:* 40%

**EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

**REFERENCES**

Gaspar, D (2005). "Chapter 1: *What is the Ethics of Development*" pp 1-14 and "Chapter 2: *The Meaning of Development*" pp 25-48 in *The Ethics of Development*. Edinburgh: Edinburgh University Press.

Haynes, J (2005). *Palgrave Advances in Development Studies* (Ed.). New York: Palgrave Macmillan. Chapter 2 Bjorn Hetne "Discourse on Development" pp 26-46.

Kothari, U (2005). "A Radical History of Development Studies: Individuals, Institutions, and Ideologies," in Uma Kothari (ed.) *A Radical History of Development Studies*, London: Zed Books, 2005, n pp 1-13.

**The Community Toolbox: Developing a logic model or theory of change.** Retrieved 28 May, 2013 from

Thomas, A. (2000) "*Meanings and Views of Development*" in Allen, T. & Thomas, A. *Poverty and Development into the 21<sup>st</sup> Century*, Oxford: Oxford University Press.

**TITLE:** CLASSICAL ETHNOGRAPHIES  
**UNIT CODE:** PG353  
**CREDIT POINTS:** 10  
**PREREQUISITES:** PG151 CULTURAL ANTHROPOLOGY

### **DESCRIPTION**

Students learn about the history of cultural anthropology through the biographies and ethnographies of some of its most important protagonists who helped to establish the discipline. Classical authors from different schools and their major theoretical contributions will be discussed. The unit will enable students to distinguish different theoretical backgrounds and to trace them back to their founders.

### **LEARNING OUTCOMES**

Students are able to:

1. Critically analyse contemporary ethnographical issues in Papua New Guinea
2. Apply cultural anthropological theory to discuss the interpretation of kinship and marriage in contemporary settings in PNG
3. Employ internet and databases including interviewing colleagues to collect information
4. Apply critical thinking in assessing the history of cultural anthropology using biographies and ethnographies
5. Evaluate the developments of anthropology through periods of global experience.

### **KEY GRADUATE ATTRIBUTES**

*Professional knowledge* – achieve levels of knowledge and skill appropriate for their chosen professional area through their commitment to lifelong learning.

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems and exercise informed critical judgment.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

*Information Technology* – have experienced the use of archives and libraries and the application of a range of computer software, particularly software appropriate to their disciplinary area, and established receptiveness to the expanding opportunities for electronic technology.

### **CONTENT**

The world of primitive man  
Major theories in cultural anthropology diffusions  
The cultural construction of gender  
Cricket in the Trobriand Islands  
Dr Margaret Mead and nature-nurture  
The world until yesterday  
The country and inhabitants of the Kula district  
The symbol of Kula

Tales from the jungle  
The way of seeing  
Ongka's moka

## **TEACHING AND LEARNING STRATEGIES**

The teaching and learning for this unit will include learner centred based activity based sessions. Strategies may include lectures, structured group discussions, Power point presentations, interest based research, problem-solving and case study, presentations, discussions, videos and use of Moodle resources and activities.

## **ASSESSMENT**

Typically, there are three assessment tasks evenly weighted and distributed throughout a semester. These may be oral, written or practical to enable students to demonstrate their learning in different ways. Attention is drawn to the Academic Integrity Policy and the importance of honesty in acknowledging sources of information from other authors, using the APA referencing style. Examples of tasks may be as follows.

### **Task 1: Short Essay and PowerPoint Presentation**

*Description:* Draw up a Power Point presentation to present a statement of some classical ethnographic issues and their importance. Compose at least 8 slides depicting British colonialism in Papua; refer to Trobrianders' feelings and experiences as applied to thinking about the issue.

*Criteria:* Students will be assessed on the extent to which they can prepare 8 slides Power Point presentation and give a clear, interesting, informative, oral explanation of different views of classical ethnography issues in PNG.

*Length:* 700 words + 8 slides for oral presentation

*Due Date:* Week 6 for essay; Presentations from Week 4

*Weight:* 20% + 10% = 30%

### **Task 2: Weekly response to the learning.**

*Description:* Each week there will be a form of reflective participation on the material covered with each module and each week of lectures. This will usually be done through Moodle, using quizzes or forums or wiki. The manner of marking will be explained on each occasion.

*Criteria:* Work will be assessed as it shows an effort to follow the lecture material and to reflect on the presentations and draw conclusions from them.

*Length:* 30 minutes each time

*Due Date:* Every week on Thursday

*Weight:* Cumulative value calculated as 30%

### **Task 3: Prepare an independent analytical research of a contemporary classical ethnographic issue in PNG.**

*Description:* Students will demonstrate their academic writing skills and computer skills in putting together a research report of issues focussed upon by two classical ethnographers for PNG.

*Criteria:* Students will be assessed to the extent to which they can compare and contrast writings for an independent analytical and penetrating report of a classical ethnographic issue in PNG, which continues to be of importance today.

*Length:* 1, 000 words  
*Due Date:* Week 13  
*Weight:* 40%

## **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## **REFERENCES**

- Diamond, J., (2012). *The World until Yesterday: what can we learn from Traditional Societies?* New York: Penguin Group publisher.
- Kottak, C., (2015). *Cultural Anthropology*. 16<sup>th</sup> Edition. New York: McGraw-Hill.
- Malinowski, B., (1961). *Argonauts of the Western Pacific*. E. P. Dutton & Co., Inc. USA.
- Mead, M., & Metraux, R., (1970). *A Way of Seeing: New perspectives on a changing world: from youth and marriage to power and politics*. The McCall Publishing Company. New York.



<b>TITLE</b>	INTERNATIONAL POLITICAL ECONOMY
<b>UNIT CODE:</b>	IR403
<b>CREDIT POINTS:</b>	10
<b>PREREQUISITES:</b>	IR333 FOREIGN POLICY ANALYSIS

### **DESCRIPTION**

Students gain understanding of international economics, including capital accounts, balances of trade, trade surpluses and deficits, gross domestic and national products, market activities and how globalization affects nation-states. Students research and analyse why and how international economics and trade issues affect global politics and vice versa. Students synthesize information to predict outcomes based on economic, political, security and social issues.

### **LEARNING OUTCOMES**

Students are able to;

1. Analyse international trade and monetary relations among businesses, governments, and the major multinational financial institutions;
2. Research issues, including use of books, journals, newspapers, magazines, reports, the internet, and databases;
3. Discuss issues of international, regional, and national politics and economics;
4. Write research papers and present short lessons about a particular issue of international and regional political economy, including views of different participants, activities, projects, successes, and criticisms; and

### **GRADUATE ATTRIBUTES**

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgment and acknowledge their own limitations in understanding and solving problems.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

### **CONTENT**

Culture and international economics  
 Politics, law, and international economics  
 Environment and business  
 International trade theory  
 Government, trade, and direct foreign investment  
 Regional economic integration  
 Human resources and resource mobility  
 Foreign exchange markets, exchange rate determination  
 Business negotiations, diplomacy, locations, and marketing  
 Exports and imports: global demand, manufacture, and supply  
 Tourism  
 Multinational finance and emerging markets

International financial institutions and aid  
Tourism and microfinance

### **TEACHING AND LEARNING STRATEGIES**

Teaching and learning strategies include database searches, discussion, reading, lectures, group work, individual writing, individual public speaking, computer skill development and use of Moodle resources and activities.

### **ASSESSMENT**

Typically, there are two or three assessment tasks for a unit; evenly spaced and weighted throughout a semester. Please note that penalties will occur if plagiarism is discovered. All work of other authors must be appropriately referenced by using the APA style. Examples of assessment tasks for this unit may be as follows.

#### **Task 1: Students sit for a Mid-term test**

*Description:* Mid-term Test is given to measure their understanding of the theoretical components and their application in different case studies.

*Criteria:* Test is divided into 3 parts; part (a) multiple choices, part (b) short answers, part (c) essay.

*Length:* 1 hour

*Due Date:* Week 7

*Weight:* 30%

#### **Task 2: Prepare a PowerPoint presentation**

*Description:* A verbal presentation outlining why International political economy is the study of a problematic or set of related problems.

*Criteria:* Students are assessed on the extent to which they can prepare a well-researched and clear, informative and concise verbal presentation.

*Length:* 1500 words

*Due Date:* Week 12

*Weight:* 30%

#### **Task 3: Students sit for an end of semester exam**

*Description:* A final exam given to measure the knowledge and skills acquired in this semester.

*Criteria:* Exam is divided into 3 parts; part (a) multiple choice, part (b) short answers and part (c) essay.

*Length:* 2 hours

*Due Date:* Examination week

*Weight:* 40%

### **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

## REFERENCES

- Daniels, J. D., Radebaugh, L. H., and Sullivan, D. P. (2008). *International Business: Environments and Operations*. 12th ed. Pearson International.
- Frieden Jeffery. A (eds) (2000), *International Political Economy - Perspective on Global Power and Wealth*, 4th Edition, London: Routledge,
- Krugman, P. R., and Obstfeld, M. (2008). *International Economics; Theory and Policy*. 6<sup>th</sup> edition. Addison-Wesley.
- Oatley T., (2011), *International Political Economy - 5th Edition*, New York: Pearsons Education Inc,
- Wilber, C., K. ed. (1988). *The Political Economy of Development and Underdevelopment*, New York: McGraw-Hill Publishing;

<b>TITLE:</b>	GLOBALIZATION IN THE PACIFIC
<b>UNIT CODE :</b>	PG458
<b>CREDIT POINTS :</b>	10
<b>PREREQUISITES :</b>	PG133 POLITICS : THEORIES AND CONCEPTS, IR202 THEORIES OF INTERNATIONAL RELATIONS

### **DESCRIPTION**

This unit begins with the growth of the global system of social, economic and political power stimulated by the spread of European institutions and control through the structure of imperialism. It focuses on the past impacts in the Pacific Region and the current situation it has on the lives of the people of this region in relation with the global community. Themes include: growth of resource and manufacturing industries; globalization of banking and finances; population change and mass migration, transport, communication, the media, ideologies, values, beliefs and religious movements. It also looks at island nations in a world system; development, dependency; trans-national corporations and national sovereignty.

### **LEARNING OUTCOMES**

Students are able to:

1. Analyse critically the growth of global system of social, political and economic power.
2. Review the spread of European institutions and control through the structures of imperialism.
3. Critically discuss and analyse the growth of global issues that is affecting the global community.

### **KEY GRADUATE ATTRIBUTES**

*Social Responsibility* – accept the responsibilities that accompany the privilege of an education and display willingness to serve the needs of society through application of their disciplinary knowledge and professional skills.

*Analysis and problem solving* – apply their abilities with academic integrity to identify and define problems, exercise informed critical judgement and acknowledge their own limitations in understanding and solving problems.

*Research* – demonstrate independent analytical, critical, logical and creative thinking in systematically identifying and solving problems to establish or to create appropriate new and ethical solutions.

### **CONTENT**

Culture, cultural exchange and survival and ethnicity

Religion, race, marriage and gender

Colonialism and colonies (colonialism and development) (Nationalism and Imperialism)

Industrial revolution (English, French, American etc)

Political systems (ideologies, values, beliefs and religious movements, spread of Islam and politics)

Emergence of global warfare, cold war, nuclear armaments, total war, liberal democracy and the war to end war (first and second world wars)

Island nations in a World System

Development and Dependency  
Transnational corporations and national sovereignty  
Globalization of banking and finance (World Bank, IMF etc)  
Population change and mass migration (rich nations and poor nations)  
Globalization of transport and communication system (language and communication)  
Communism the Russian Revolution and Soviet Communism (1917-1944)  
The Fascist challenge  
The modern world system (an American world)  
History of terrorism

### **TEACHING AND LEARNING STRATEGIES:**

Teaching and learning strategies include lectures, tutorials, group discussions, case studies and online independent literature reviews and use of Moodle resources and activities.

### **ASSESSMENT**

Typically, there are two or three assessment tasks for a unit; evenly spaced and weighted throughout a semester. Please note that penalties will occur if plagiarism is discovered. All work of other authors must be appropriately referenced using the APA style. Examples of assessment tasks for this unit are as follows.

**Task 1: Prepare a major argumentative essay on the sceptics and radicals views on Globalization in the Asia Pacific.**

*Description:* Students are to write an argumentative essay:- the Radicals and Sceptics views with their implications for Globalization on the state (or the region) and provide their personal analysis on how issues and challenges are to be addressed.

*Criteria:* Students are assessed on the extent to which they can prepare a well-researched and clear informative and concise essay.

*Length:* 1500 words

*Due Date:* Week 12

*Weight:* 30%

**Task 2: Article Review**

*Description:* An article based on Globalization is given to the students to read and review. They will have to be critical in reviewing it.

*Criteria:* The article is divided into 3 parts; part (a) describing, part (c) analysing (the article) and part (c) evaluating.

*Length:* 2 week's task

*Due Date:* Week 6

*Weight:* 30%

**Task 3: Students sit for an end of semester exam**

*Description:* A final exam given to measure the knowledge and skills acquired this semester.

*Criteria:* Exam is divided into 3 parts; part (a) short answers, part (c) definitions (of key terms) and part (c) short essays.

*Length:* 2 hours

*Due Date:* Week 16/17

Weight: 40%

### **EVALUATION**

An electronic student unit evaluation will be conducted from week 13 to week 15. Students are advised to make constructive comments either positive or negative about the effectiveness of the teaching and learning strategies used to achieve the learning outcomes and develop the graduate attributes. Comments made by student should help in the professional development of the academic and the program.

### **REFERENCES**

- Conrad, P., (2000), *Cultural Anthropology*, Eight Editions, Michigan, The University of Michigan Press.
- Hanlon, D., and White, G.M. (eds.) (2000). *Voyaging through the Contemporary Pacific*. Lanham et al. Rowman and Littlefield Publishers.
- Hereniko, V. (1994). Representations of Cultural Identities. In K.R. Howe, R.C. Kiste and Brij V. Lal (eds.); *Tides of History: The Pacific Islands in the Twentieth Century*. Honolulu. University of Hawai'i Press, pp. 406-434.
- Hezel, F. X. (2001). *The New Shape of Old Island Cultures: A Half Century of Social Change in Micronesia*. Honolulu: University of Hawai'i Press.
- Lockwood, V.S. (Ed.). (2004). *Globalization and Culture Change in the Pacific Islands*. Englewood Cliffs, N.J.: Prentice Hall.