		Universitas Negeri Surabaya **Faculty of Social and Political Sciences** **History Education Undergraduate Study Program**				**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
African History		8720102108	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	5	February 1, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
		Dr. Septina Alrianingrum, S.S., M.Pd. Esa Putra Bayu Gusti Gusti Gineung Patridina, S.S., M.A. Drs. Agus Trilaksana, M.Hum.		Drs. Agus Trilaksana, M.Hum.	Dr. Wisnu, M.Hum.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-5	CPL-S1 Shows a religious attitude
	PLO-8	Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology
	Program Objectives (PO)	
	PLO-PO Matrix	

	P.O	PLO-5	PLO-8	

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	The African History course discusses the discovery and origins of the African continent, cultural development in 5 African regions. Also analyzes the development of the African continent from time to time, which has various levels of civilization, including the influence of Europeans and its impact on the development of new countries on the African continent in general and the development process in all aspects of life.

References	**Main :**

1. Jean Michel Severino and Olivier Ray. 2013. USA: Africa 19s Moment.
2. Kidane Mengistab. 2013. Afrika: The Horn of Africa.
3. Darsiti Soeratman, 2012. Sejarah Afrika. Yogyakarta: Penerbit Ombak.
4. Lothrof Stoddard. The Rising Tide of Color. 1966. New York City
5. N. Daldjoeni. 1991. Ras-ras Umat Manusia. Bandung: Citra Aditya Bakti.
6. Antonio Cassesse. 1994. Hak Asasi Manusia di Dunia Yang Berubah. Jakarta: Yayasan Obor Indonesia.
7. Anonim. 1993. Nelson Mandela: Langkah Menuju Kebebasan-Surat-surat dari bawah tanah. Jakarta: Yayasan Obor Indonesia.
8. Anonim. . Namibia: Road to Independence. Afro Asian Publications (148).
9. Kirdi Dipoyudo. Afrika dalam Pergolakan , Jilid 1 dan 2. Jogjakarta: UGM press
10. E.E. Evans Pritchard. The Divine Kingsbi of Shilluk of The Nilotic Sudan . London: Cambridge University Press.
11. Komisi Kepausan Keadilan dan Perdamaian. 1994. Hak Asasi Manusia dan Gereja. Jakarta: Penerbit Obor

	Supporters:

Supporting lecturer	Drs. Agus Trilaksana, M.Hum. Septina Alrianingrum, S.S., M.Pd. Esa Putra Bayu Gusti Gineung Patridina, S.S., M.A. Dinar Rizky Listyaputri, M.Pd.						
Week-	**Final abilities of each learning stage (Sub-PO)**	**Evaluation**		**Help Learning, Learning methods, Student Assignments, [Estimated time]**		**Learning materials [References]**	**Assessment Weight (%)**
		Indicator	**Criteria & Form**	**Offline (offline)**	**Online (online)**		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Describes the history of the unfolding of the African continent	the unfolding of the African continent, ancient civilizations in Africa up to the entry of Western nations and colonialism in Africa	**Criteria:** intensity and quality of participation **Form of Assessment** : Participatory Activities	Lectures and discussions 2 X 50			5%
2	ancient civilization in Africa	the unfolding of the African continent, ancient civilizations in Africa up to the entry of Western nations and colonialism in Africa	**Criteria:** intensity and quality of participation **Form of Assessment** : Participatory Activities	Lectures and discussions 2 X 50			5%
3	ancient civilization in Africa	the unfolding of the African continent, ancient civilizations in Africa up to the entry of Western nations and colonialism in Africa	**Criteria:** intensity and quality of participation **Form of Assessment** : Participatory Activities	Lectures and discussions 2 X 50			5%
4	ancient civilization in Africa	ancient civilization in Africa	**Criteria:** intensity and quality of participation **Form of Assessment** : Participatory Activities	Lectures and discussions 2 X 50			5%
5	the entry of Western nations and colonialism in Africa	the entry of Western nations and colonialism in Africa	**Criteria:** intensity and quality of participation **Form of Assessment** : Participatory Activities	Lectures and discussions 2 X 50			5%
6	the entry of Western nations and colonialism in Africa	the entry of Western nations and colonialism in Africa	**Criteria:** intensity and quality of participation **Form of Assessment** : Participatory Activities	Lectures and discussions 2 X 50			5%
7	the entry of Western nations and colonialism in Africa	the entry of Western nations and colonialism in Africa	**Criteria:** intensity and quality of participation **Form of Assessment** : Participatory Activities	Lectures and discussions 2 X 50			5%
8	Midterm exam		**Form of Assessment** : Test	2 X 50			13%

No							
9	Students are able to analyze the formation of European colonies in Africa	analyzing the formation of European colonies in Africa	**Criteria:** 1. Accuracy of depicting maps 2. 8 **Form of Assessment** : Practice / Performance	Lectures and discussions 2 X 50			0%
10	The form of European colonial politics in Africa and the form of new African states	British colonial politics in Africa	**Criteria:** accuracy of presentation **Form of Assessment** : Participatory Activities	Lectures, presentations and discussions 2 X 50			5%
11	The form of European colonial politics in Africa and the form of new African states	French colonial politics in Africa	**Criteria:** accuracy of presentation **Form of Assessment** : Participatory Activities	Lectures, presentations and discussions 2 X 50			5%
12	The form of European colonial politics in Africa and the form of new African states	Belgian colonial politics in Africa	**Criteria:** accuracy of presentation **Form of Assessment** : Participatory Activities	Lectures, presentations and discussions 2 X 50			5%
13	The form of European colonial politics in Africa and the form of new African states	Italian colonial politics in Africa	**Criteria:** accuracy of presentation **Form of Assessment** : Participatory Activities	Lectures, presentations and discussions 2 X 50			5%
14	Students are able to analyze the shape of the new state after World War II	the form of a new state after World War II	**Criteria:** accuracy of presentation **Form of Assessment** : Participatory Activities	Lectures, presentations and discussions 2 X 50			7%
15	Students are able to analyze the problems of the new post-independence country	Analyzing the problems of the new post-independence country	**Criteria:** accuracy of presentation **Form of Assessment** : Participatory Activities	Lectures, presentations and discussions 2 X 50			6%
16	UAS		**Form of Assessment** : Test	2 X 50			19%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	68%
2.	Test	32%
		100%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special

skills and knowledge.

3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.

4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.

5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.

6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.

7. **Forms of assessment:** test and non-test.

8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.

10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.

11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.