

	<p style="text-align: center;"><b>Universitas Negeri Surabaya</b>  <b>Faculty of Social and Political Sciences,</b>  <b>Bachelor of History Education Study Program</b></p>										<p><b>Document Code</b></p>																																
<b>SEMESTER LEARNING PLAN</b>																																											
<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																				
History of World Culture	8720102152		T=2	P=0	ECTS=3.18	5	July 18, 2024																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>				<b>Study Program Coordinator</b>																																				
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<b>Learning model</b>	Case Studies																																										
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																										
	Program Objectives (PO)																																										
	PLO-PO Matrix																																										
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">P.O</div>																																									
	PO Matrix at the end of each learning stage (Sub-PO)																																										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>										P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	<p>This course examines the development of world culture, especially those which are closely related to the development of Indonesian culture, from ancient times to the present. Provides an understanding of the meaning and factors that determine cultural forms, cultural centers, cultural changes, influences and developments in world in order to provide an analysis of the development of culture and civilization that occurred in the world along with its cultural results as well as understand the processes of acculturation, socialization, internalization, diffusion and cultural transformation that resulted from the emergence of social (sedentary) and cultural life during the Neolithic Revolution, following the development of culture and civilization in the eastern region such as in Mesopotamia, Egypt, South Asia, China and the development of culture and civilization in the western world including Greece, Rome, the Renaissance, the Industrial Revolution, Liberalism, and the Free Market and Globalization which influenced cultural development in Indonesia. Able to map the broad influence of world cultural developments on cultural development in Indonesia, make logical arguments in learning to be able to provide solutions to case studies of acculturation and cultural transformation in Indonesia which have been influenced by foreign cultures from time to time. Lectures are carried out through the use of available information, namely references, the internet with discussion methods, case study analysis, project assignments, and reflection. Assessment by oral test, written test and portfolio.</p>																																										
<b>References</b>	<b>Main :</b>																																										

<div>1.</div> <div>Chihara, Diagoro. 1996. <i>Hindu-Buddhist Architecture in Southeast Asia</i>. Editrs. Jan Fontein. Leiden-New York: Koln: E.J. Brill. Davidson, Basil, 1984. <i>African Kingdoms</i> , diterjemahkan oleh Murad, Kerajaan-kerajaan Afrika. Jakarta: Tira Pustaka.</div> <div>Fremantle, Anne, 1984. <i>Age of Faith</i> , diterjemahkan oleh A. Soenarja SJ, Abad Iman. Jakarta: Tira Pustaka.</div> <div>Fowler, Jeaneane. 2004. <i>Hinduism: Beliefs, Practices and Scriptures</i>. New Delhi: Adarsh Enterprises.</div> <div>Heinrich Zimmer, 1962. <i>Myths and Symbols in Indian Art and Civilization</i> . Eds. Joseph Cambell. New York: Harper &amp; Brothers: Torchbook-The Bollingen Library.</div> <div>Kempers, A. J. Bernet. 1981. <i>India Kuno</i> . Terj. Achadiati Ikram. Nederland:</div> <div>A.J. Bernet Kempers. Keene, Michael, 2006. <i>Agama-Agama Dunia</i> . Yogyakarta: Penerbit Kanisius.</div> <div>Koentjaraningrat. 1981. <i>Kebudayaan Mentalitas dan Pembangunan</i> . Jakarta: Gramedia.</div> <div>Lucille, Shculberg. 1985, <i>Historic India</i> , diterjemahkan oleh TW Kamil, India Yang Bersejarah. Jakarta: Tira Pustaka.</div> <div>Noah, Kramer Samuel. 1985. <i>Craddle of Civilization</i> , diterjemahkan oleh J. Bismoko, Tempat Lahir Peradaban. Jakarta: PT. Tira Pustaka.</div> <div>Sundoro , Mohamad Hadi. 2006. <i>Sejarah Peradaban Barat Klasik</i> . Jember: UPT. Penerbitan.</div> <div>Swaruf, Shanti. 1967. <i>5000 Years of Arts And Crafts in India and Pakistan</i> . Bombay: D.B. Taraporevala Sons &amp; CO. Private LTD. Syalabi,</div> <div>Ahmad. 2006. <i>Yahudi dan Zionisme</i> .Yogyakarta: Arti Bumi Intaran.</div>							
Supporters:							
Supporting lecturer		Drs. Artono, M.Hum. Septina Alrianingrum, S.S., M.Pd. Eko Satriya Hermawan, S.Hum., M.A.					
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	Students can understand the birthplace of world civilization	1. Understand the nature, form and content of culture 2. Get to know world civilization and culture 3. Understand cultural history, local genius and cultural revolution 4. Know the substance of civilization in Mesopotamia/the Ancient Near East	Criteria: work method	Structured lecture Question and Answer 2 X 50			0%
2	Students can learn about the civilization of the Jordan River valley as the beginning of the concept of monotheism	Get to know the geographical conditions and civilization of the Jordan River Valley. Get to know the exclusive culture of the Jordan River Valley. The early context of monotheism. Understand Phoenicia as a pioneer of maritime trade and facilitator of culture.	Criteria: suitability of data with arguments	2 X 50 Assignment Questions and Answers			0%

3	Get to know the Nile River and its features as a fertile valley	Understand the culture it produces Understand the cultural transformation of Mesopotamia in Egypt Understand the process of cultural evolution and cultural acculturation with western nations Get to know the influence of Christianity in Egypt and its surroundings	<b>Criteria:</b> accuracy and suitability of data with arguments	Mind Mapping 2 X 50			0%
4	Understand the process of shifting Ancient Near Eastern culture into early European culture (Minoan-Ancient Greek Culture)	Understand the process of cultural transformation and the process of the birth of early culture in Europe. Understand the process of the emergence of the polis, understand cultural transformation, especially religion, epics, science, philosophy, art, literature and social life. Understand Hellenistic culture.	<b>Criteria:</b> suitability and accuracy of data with arguments	Mind Mapping 2 X 50			0%
5	Students can understand the process of Roman cultural development as the basis for political and social development in Europe	Knowing the culture, lifestyle and concepts of Roman culture and cultural results in the political, social and religious fields. Knowing the evolution of Roman culture became the basic foundation of western culture	<b>Criteria:</b> suitability and accuracy of data with arguments	Group discussion 2 X 50			0%
6	Get to know the Minoan civilization	1. Understand the process of cultural transformation 2. Get to know the process of the birth of early culture in Europe	<b>Criteria:</b> suitability and determination to the task	2 X 50			0%
7	understand Greek Civilization	1. Understand the process of policy occurrence 2. Understand cultural transformations, especially religion, epics and social life 3. Understand the process of the birth of philosophy, art and literature 4. Understanding Hellenistic culture 5. Understand the concept of the state and early democracy		2 X 50			0%
8	uts	uts		2 X 50			0%

9	Get to know Roman culture	1. Know the culture, lifestyle and concepts of Roman culture 2. Understand the results of culture in the political, social and religious fields		2 X 50			0%
10	Understanding the Roman Empire	1. Knowing the evolution of culture is the basic foundation of western culture 2. The greatness and transformation of culture lasts a long time		2 X 50			0%
11	Get to know Indian culture	1. Get to know his philosophy 2. Get to know the concept of culture 3. Understand the process of cultural acculturation and assimilation		2 X 50			0%
12	Understanding India	1. Understand religious concepts 2. Get to know the process of acculturation and assimilation of Mesopotamian and Greco-Roman culture in India 3. Learn about the results of Indian culture at that time		2 X 50			0%
13	Getting to know China	1. Get to know Japanese culture and traditions 2. Get to know the beliefs of the Japanese people 3. Understanding the process of the rise of the Japanese nation		2 X 50			0%
14	Getting to know Japan	1. Get to know Japanese culture and traditions 2. Get to know the beliefs of the Japanese people 3. Understanding the process of the rise of the Japanese nation		2 X 50			0%
15	Understanding America	1. Know the early culture of the Indians as native people. Get to know the process of cultural acculturation in South/Latin America 3. The process of cultural assimilation resulting in the formation of multi-cultural culture and society in the United States		2 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

## 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.