

	Universitas Negeri Surabaya S1 Sastra Inggris				Kode Dokumen												
RENCANA PEMBELAJARAN SEMESTER																	
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan												
Literature and Memory	7920202300		2		25 Agustus 2026												
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi												
			Ephrilia Noor Fitriana, S.Hum., M.Hum.		ALI MUSTOFA												
Deskripsi Singkat MK	The Literature and Memory course explores the intricate relationship between memory and literary expression, focusing on how literature reflects and shapes personal, cultural, and historical memory. Through close readings of various genres—autobiography, historical fiction, modernism, postcolonial narratives, and contemporary media—students will analyze themes such as trauma, nostalgia, intergenerational memory, and the politics of remembering and forgetting. This course fosters critical thinking and interpretive skills, offering insights into how memory functions in literature and influences identity and collective consciousness across different cultural and historical contexts.																
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan															
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.															
	CPL-6	Mampu memahami, menganalisis, dan menginterpretasikan karya sastra dan non-sastra dalam berbagai genre dan moda komunikasi.															
	Capaian Pembelajaran Mata Kuliah (CPMK)																
	CPMK-1	Develop logical, critical, and creative thinking in analyzing the role of memory in literature, aligning with contemporary memory studies.															
	CPMK-2	Demonstrate the ability to communicate and collaborate in group discussions, presentations, and critical debates on literary texts related to memory.															
	CPMK-3	Interpret a variety of literary texts, focusing on themes of memory, trauma, and identity across genres and historical contexts.															
	Matrik CPL - CPMK																
		<table border="1"> <tr> <td>CPMK</td> <td>CPL-3</td> <td>CPL-4</td> <td>CPL-6</td> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td>✓</td> </tr> </table>	CPMK	CPL-3	CPL-4	CPL-6	CPMK-1	✓			CPMK-2		✓		CPMK-3		
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CPMK-1	✓																
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CPMK-3			✓														
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																	

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	1. Hirsch, M. (2012). The generation of postmemory: Writing and visual culture after the Holocaust. Columbia University Press. 2. LaCapra, D. (2001). Writing history, writing trauma. Johns Hopkins University Press. 3. Caruth, C. (1996). Unclaimed experience: Trauma, narrative, and history. Johns Hopkins University Press. 4. Assmann, A. (2011). Cultural memory and Western civilization: Functions, media, archives. Cambridge University Press. 5. Ricoeur, P. (2004). Memory, history, forgetting (K. Blamey & D. Pellauer, Trans.). University of Chicago Press. 6. Sontag, S. (2003). Regarding the pain of others. Farrar, Straus and Giroux. 7. Nora, P. (1996). Realms of memory: Rethinking the French past (L. D. Kritzman, Ed., A. Goldhammer, Trans.). Columbia University Press.																																																																																					
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	1. Some articles related to memory and trauma. 2. Some articles literary works related to memory and trauma.																																																																																					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)																																																																															
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																																																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																																															
1	Students will be able to define different types of memory (personal, cultural, historical) and their relevance to literary studies.	Students can provide examples from literary texts that demonstrate each type of memory (personal, cultural, and historical).	Oral	Offline			3%																																																																															
2	Students will analyze autobiographical texts to examine the relationship between memory and identity, assessing the reliability of memory in self-representation.	Students can critically assess how memory is portrayed in an autobiographical text and evaluate its reliability in the self-representation of the author.	Oral	Offline			4%																																																																															

3	Students will examine how literature reconstructs collective memory and historical trauma, comparing literary and historical representations.	Students can compare and contrast literary and historical representations of collective memory and historical trauma, providing examples from historical fiction and supporting their analysis with relevant concepts from memory studies.	Oral	Offline			3%
4	Students will dissect the role of trauma in shaping memory and explore the implications of forgetting in literary texts.	Students can analyze specific literary texts to identify how trauma influences memory formation and discuss the narrative implications of forgetting, using relevant examples to support their arguments.	Oral	Offline			3%
5	Students will categorize different forms of nostalgia in literature and discuss their impact on memory, engaging in thematic discussions.	Students can identify and categorize various forms of nostalgia in literary texts and actively participate in discussions on how each form affects the portrayal of memory.	Oral				3%
6	Students will examine how literature reconstructs collective memory and historical trauma, comparing literary and historical representations.	Students can analyze how literary texts reconstruct collective memory and historical trauma through myth and cultural memory, and compare these literary reconstructions with historical accounts or representations	Oral	Offline			4%
7	Students will discover how postcolonial literature reconstructs historical memory, emphasizing the politics of remembering and forgetting.	Students can critically analyze postcolonial literary texts to identify how they reconstruct historical memory, with a focus on the political dynamics of remembering and forgetting in postcolonial contexts.	Oral	Offline			5%

10	Students will dissect the role of trauma in shaping memory and explore the implications of forgetting in literary texts.	Students can analyze specific literary texts to explore how trauma influences memory formation and discuss the physical implications of forgetting, using textual evidence to illustrate their points.	Oral	Offline			3%
11	Students will dissect the role of trauma in shaping memory and explore the implications of forgetting in literary texts.	Students can evaluate modernist literary texts to identify how trauma shapes memory and discuss the narrative implications of forgetting, incorporating relevant theoretical frameworks to support their analysis.	Oral				3%
12	Students will discover how postcolonial literature reconstructs historical memory, emphasizing the politics of remembering and forgetting.	Students can analyze postcolonial texts to identify the ways in which historical memory is reconstructed and discuss the political implications of remembering and forgetting within these narratives, using specific examples to support their insights.	Oral	Offline			3%
13	Students will be able to critically assess different types of memory (personal, cultural, historical) and their relevance to literary studies.	Students can evaluate literary texts to identify and differentiate between personal, cultural, and historical memories, discussing their relevance to environmental themes and the broader context of literary studies.	Oral	Offline			4%

15	Students will inspect literary representations of intergenerational trauma and discuss how memory is passed through generations.	Students can dive into literary texts to explore how intergenerational trauma shapes identity, and explain how memory gets passed down through generations, using specific examples to back up their insights.	Oral	Offline			5%
8							
9							
14							
16							

SDGS (Sustainable Development Goals)



Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.