



**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
ARCHEOLOGICAL THEORY	8720102254	Study Program Elective Courses	T=2 P=0 ECTS=3.18	5	February 5, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Esa Putra Bayu Gusti Gineung Patridina, S.S., M.A.		Esa Putra Bayu Gusti Gineung Patridina, S.S., M.A.	Dr. Wisnu, M.Hum.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>															
	PLO-13	Applying historical research procedures as a basis for critical reflection on historical material														
	PLO-18	Mastering historical research methods as historical research procedures														
	<b>Program Objectives (PO)</b>															
	PO - 1	Understand the history of the development of archaeological science														
	PO - 2	Understand survey techniques, documentation and archaeological excavations														
	PO - 3	Understand artifact analysis														
	PO - 4	Evaluate scientific journals regarding archaeology														
	<b>PLO-PO Matrix</b>															
		<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td>P.O</td> <td>PLO-13</td> <td>PLO-18</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> </tr> </table>	P.O	PLO-13	PLO-18	PO-1			PO-2			PO-3			PO-4	
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PO-1																
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PO-4																

<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																						
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Short Course Description	This course examines the theory, methods and practice of Archaeology. Lectures are taken through classroom learning and excavation practice at ancient heritage sites. Learning is carried out through out-of-class lectures, discussions, assignments and portfolios. Assessment using written tests and portfolios.
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References	Main :
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1. Renfrew, C., & Bahn, P. 2012. *Archaeology: Theories, Methods and Practice*. Thames and Hudson
2. Gamble, Clive. 2015. *Archaeology: The Basic*. Routledge.
3. Grant, Jim, Sam Gorin, and Neil Fleming. 2015. *The Archaeology Coursebook: An Introduction to Themes, Sites, Methods and Skills*. Routledge
4. Andrefsky, W. (2008). *Lithic technology: measures of production, use, and curation*. (No Title).
5. Rice, P. M. (2015). *Pottery analysis: a sourcebook*. University of Chicago press.
6. Mays, S. (2021). *The archaeology of human bones*. Routledge.
7. Ucko, P. J., & Dimbleby, G. W. (Eds.). (2007). *The domestication and exploitation of plants and animals*. Transaction Publishers.
8. Szabó, K., & Amesbury, J. R. (2011). Molluscs in a world of islands: The use of shellfish as a food resource in the tropical island Asia-Pacific region. *Quaternary International*, 239(1-2), 8-18.
9. Piperno, D. R. (2006). *Phytoliths: a comprehensive guide for archaeologists and paleoecologists*. Rowman Altamira.
10. Grayson, D. K. (2014). *Quantitative zooarchaeology: topics in the analysis of archaeological faunas*. Elsevier.

**Supporters:**

**Supporting lecturer** Esa Putra Bayu Gusti Gineung Patridina, S.S., 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	Ability to explain the science of Archaeology	<ol style="list-style-type: none"> <li>1. Able to explain the science of Archaeology</li> <li>2. Able to identify and explain the stages of development of Archaeological science</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Active A</li> <li>2. Moderately Active B</li> <li>3. Less Active C</li> <li>4. Passive D</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<p><b>Material:</b> Antiquarian &amp; Traditional Archeology</p> <p><b>Bibliography:</b> <i>Renfrew, C., &amp; Bahn, P. 2012. Archaeology: Theories, Methods and Practice. Thames and Hudson</i></p>	4%
2	Ability to explain archeology as an auxiliary science in historical science	<ol style="list-style-type: none"> <li>1. Scope of Archaeology</li> <li>2. Variations on a Theme in Archaeology</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Active A</li> <li>2. Moderately Active B</li> <li>3. Less Active C</li> <li>4. Passive D</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<p><b>Material:</b> Processual &amp; Post-Processual</p> <p><b>References:</b> <i>Renfrew, C., &amp; Bahn, P. 2012. Archaeology: Theories, Methods and Practice. Thames and Hudson</i></p>	4%
3	Ability to identify and cluster archaeological data	<ol style="list-style-type: none"> <li>1. Able to explain and identify Artifacts</li> <li>2. Able to explain and identify Ecofacts</li> <li>3. Able to explain and identify the Site</li> <li>4. Able to explain and identify Features</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Active A</li> <li>2. Moderately Active B</li> <li>3. Less Active C</li> <li>4. Passive D</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<p><b>Material:</b> Archaeological Survey</p> <p><b>Bibliography:</b> <i>Grant, Jim, Sam Gorin, and Neil Fleming. 2015. The Archeology Coursebook: An Introduction to Themes, Sites, Methods and Skills. Routledge</i></p>	4%
4	Ability to explain archaeological surveys	<ol style="list-style-type: none"> <li>1. Surveys</li> <li>2. Cartography</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Active A</li> <li>2. Moderately Active B</li> <li>3. Less Active C</li> <li>4. Passive D</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<p><b>Material:</b> Documentation</p> <p><b>Bibliography:</b> <i>Grant, Jim, Sam Gorin, and Neil Fleming. 2015. The Archeology Coursebook: An Introduction to Themes, Sites, Methods and Skills. Routledge</i></p>	4%

5	Ability to record data using GPS and Theodolite	1.Able to operate GPS 2.Able to Operate Theodolite	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<b>Material:</b> GPS & Theodolite <b>Readers:</b> <i>Grant, Jim, Sam Gorin, and Neil Fleming. 2015. The Archeology Coursebook: An Introduction to Themes, Sites, Methods and Skills. Routledge</i>	4%
6	Ability to record data using GPS and Theodolite II	1.Ability to operate GPS 2.Ability to collect data with Theodolite	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<b>Material:</b> Archaeological Documentation <b>Bibliography:</b> <i>Grant, Jim, Sam Gorin, and Neil Fleming. 2015. The Archeology Coursebook: An Introduction to Themes, Sites, Methods and Skills. Routledge</i>	4%
7	Ability to explain the archaeological excavation process	1.Able to explain and identify Excavation Types 2.Able to carry out the excavation process	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<b>Material:</b> Archaeological Excavations <b>Bibliography:</b> <i>Grant, Jim, Sam Gorin, and Neil Fleming. 2015. The Archeology Coursebook: An Introduction to Themes, Sites, Methods and Skills. Routledge</i>	4%
8	UTS	1.Excavation Box 2. Documentation	<b>Criteria:</b> 1.Accuracy 2.Equipment Completeness 3.Seriousness  <b>Form of Assessment :</b> Practice / Performance	2 X 50		<b>Material:</b> Excavation Box <b>Bibliography:</b> <i>Grant, Jim, Sam Gorin, and Neil Fleming. 2015. The Archeology Coursebook: An Introduction to Themes, Sites, Methods and Skills. Routledge</i>	20%
9	Able to explain Dating in Archaeology	1.Able to explain Absolut Dating 2.Able to explain Relative Dating	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<b>Material:</b> Lab Analysis, Computer-Based and Interpretation <b>Bibliography:</b> <i>Grant, Jim, Sam Gorin, and Neil Fleming. 2015. The Archeology Coursebook: An Introduction to Themes, Sites, Methods and Skills. Routledge</i>	4%
10	Ability to explain Pottery Analysis	Pottery Analysis	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<b>Material:</b> Absolute & Relative Dating <b>Bibliography:</b> <i>Gamble, Clive. 2015. Archaeology: The Basics. Routledge.</i>  <b>Material:</b> <b>Literature</b> Analysis : <i>Rice, PM (2015). Pottery analysis: a sourcebook. University of Chicago press.</i>	4%

11	Ability to explain Lithic Analysis	Lithic Analysis	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<b>Material: Literature</b> Analysis : <i>Andrefsky, W. (2008). Lithic technology: measures of production, use, and curation. (No Title).</i>	4%
12	Ability to explain domestication	1.Flora 2.Fauna	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<b>Material: Domestication of Literature:</b> <i>Ucko, P.J, &amp; Dimbleby, GW (Eds.). (2007). The domestication and exploitation of plants and animals. Transaction Publishers.</i>	4%
13	Ability to explain Mollusk analysis	Molluscs	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<b>Material: Molluscs</b> <b>References:</b> <i>Szabó, K., &amp; Amesbury, JR (2011). Molluscs in a world of islands: The use of shellfish as a food resource in the tropical island Asia-Pacific region. Quaternary International, 239(1-2), 8-18.</i>	4%
14	Ability to explain microbotany analysis	Flora	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<b>Material: Phytolith &amp; Starch</b> <b>Reference:</b> <i>Piperno, DR (2006). Phytoliths: a comprehensive guide for archaeologists and paleoecologists. Rowman Altamira.</i>	4%
15	Ability to explain Bone analysis	Fauna	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50		<b>Material: Fauna</b> <b>Bibliography:</b> <i>Grayson, DK (2014). Quantitative zooarchaeology: topics in the analysis of archaeological fauna. Elsevier.</i>	4%
16	UAS	Thesis	<b>Criteria:</b> 1.Punctuality 2.Proposal Format 3.The scope of research  <b>Form of Assessment :</b> Portfolio Assessment	Knowledge-Based Learning & Inquiry-Based Learning		<b>Material: Handbook</b> <b>Bibliography:</b> <i>Renfrew, C., &amp; Bahn, P. 2012. Archaeology: Theories, Methods and Practice. Thames and Hudson</i>	24%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54%
2.	Portfolio Assessment	24%
3.	Practice / Performance	22%
		100%

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.