



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Bachelor of History Education Study Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																								
History of East Asia	8720102122	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	January 25, 2024																																																																																																								
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																									
	Corry Liana, S.Pd., M.Pd. ; Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D. ; Esa Putra Bayu Gusti Gineung Patridina, S.S., M.A.		Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D.	Dr. Wisnu, M.Hum.																																																																																																									
Learning model	Case Studies																																																																																																												
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																												
	PLO-6	CPL-S2 Demonstrate an attitude of upholding human values in the life of a heterogeneous and democratic society, nation and state																																																																																																											
	Program Objectives (PO)																																																																																																												
	PO - 1	Students are able to utilize ICT-based learning resources and learning media to support the implementation of East Asia courses																																																																																																											
	PO - 2	Students can master East Asian History material broadly and in depth to carry out learning in primary and secondary education units as well as study at the next level.																																																																																																											
	PO - 3	Students can analyze the development of countries in East Asia																																																																																																											
	PO - 4	Have a critical attitude by looking at the history of countries in East Asia as applying learning according to relevant learning theories.																																																																																																											
	PLO-PO Matrix																																																																																																												
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Short Course Description	The learning achievement of the East Asian History course is that students master the history of the countries in East Asia (China, Japan, and Korea) in terms of historical, social, political, economic, educational aspects, and then compare their experiences with Western imperialism, Fascism, and Communism. and then with the post-World War situation, and its development into the era of globalization. Lectures are carried out through the use of information available in the form of references or the internet and the methods used are discussions, case study analysis, project assignments and reflection.																																																																																																												
References	Main :																																																																																																												
	<ol style="list-style-type: none"> 1. Meredith Robyn. 2007. The Elephant and The Dragon: The Rise of India and China and What It Means for All of U . New York : W.W. Norton&Company. 2. N.Mark Lam & John L. Graham. 2008. China Now . Jakarta : Alex Media Komputindo. 3. Schirokaer Conrad. 2000. Modern East Asia: A Brief History . North Clarendon : Charles E. Tuttle Co., Inc. 																																																																																																												
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Supporting lecturer		Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D. Corry Liana, S.Pd., M.Pd. 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	Students are able to analyze the political upheaval of dynasties in China.	1.Explain the concept of power 2.Analyzing the cycle of power of the dynasties in China	Criteria: completeness of making Short summary writing Form of Assessment : Portfolio Assessment	The lecturer explains the concept of power and relates it to the collapse & development of dynasties. Students search, find, collect and compile information about dynastic cycles. 2 X 50		Material: The importance of power from dynasty to dynasty, the basic concept of the dynastic cycle, and its impact in the political field. Reader: <i>Meredith Robyn. 2007. The Elephant and The Dragon: The Rise of India and China and What It Means for All of U. New York : WW Norton & Company.</i> Material: The importance of power from dynasty to dynasty, the basic concept of the dynastic cycle, and its impact in the political field. Reference: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i>	2%
2	Students are able to relate traditional Japanese values to the development of the Shogunate government	1.Identify Japanese values 2.Analyze the development of the Shogun's government	Criteria: Assessment criteria for performance include affective, cognitive and psychomotor assessments Form of Assessment : Portfolio Assessment	Lecturer (1) Designs and monitors the learning process and learning outcomes of student groups. (2) Prepare a problem/case or form of assignment to be completed by students in groups. (3) Problem theme: The role of Oda Nabunaga, Hideyoshi Toyotomi, and Iyeyashu Tokugawa in the formation of the military government. Students (1) students look for information/data from various sources in their group (2) Discuss and conclude problems/assignments given by the lecturer in groups. 2 X 50		Material: Japanese values (Japanese religion-Shinto concept), traditional Japanese concept, and family farm. Reader: <i>Meredith Robyn. 2007. The Elephant and The Dragon: The Rise of India and China and What It Means for All of U. New York : WW Norton & Company.</i> Material: Japanese values (Japanese religion-Shinto concept), traditional Japanese concept, and family farm. Reader: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i>	3%

3	Analyzes the arrival of Western powers in China in the 1800s, the formation of the Nationalist Party, and the emergence of the Chinese Communist party.	<ol style="list-style-type: none"> Analyzing the entry of Western powers. Linking the entry of Western powers to the rise of the Nationalist and Communist Parties. 	<p>Criteria: The assessment criteria for performance include affective, cognitive and psychomotor assessments. Meanwhile, the summary assessment places more emphasis on cognitive aspects.</p> <p>Form of Assessment : Portfolio Assessment</p>	Lecturer (1) Designs and monitors the learning process and learning outcomes of student groups. (2) Prepare a problem/case or form of assignment to be completed by students in groups. (3) Problem theme: Identify emerging western ideologies and their influence in the formation of the Nationalist Party and the Chinese Communist Party. Students (1) students look for information/data from various sources in their group (2) Discuss and connect the influence of Western ideology with the formation of the Nationalist Party and the Chinese Communist Party. (3) Discuss and conclude the problems/assignments given by the lecturer in groups. 2 X 50		<p>Material: The entry of Western ideologies, the formation of the Chinese Nationalist party, and the formation of the Communist party.</p> <p>Reader: <i>Meredith Robyn. 2007. The Elephant and The Dragon: The Rise of India and China and What It Means for All of U. New York : WW Norton & Company.</i></p> <hr/> <p>Material: The entry of Western ideologies, the formation of the Chinese Nationalist party, and the formation of the Communist party.</p> <p>Reader: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i></p>	4%
4	Analyzing internal or external political factors of Japanese isolation and linking US influence to Japan's opening of the door	<ol style="list-style-type: none"> Formulate the causes of the implementation of the closure of Japan with external (Western) influences Linking the US's reasons for threatening Japan to reopen its Isolation policy Analyzing the effects of Japan's opening of isolation. 	<p>Criteria: The assessment criteria for performance include affective, cognitive and psychomotor assessments</p> <p>Form of Assessment : Portfolio Assessment</p>	Lecturer (1) Designs assignments to achieve certain competencies (2) Creates instructions (methods) for students in finding solutions to specified problems. (3) The problem to be solved is the internal and external factors that caused Japan to implement its policy of isolation. Students (1) Learn by exploring/looking for information (inquiry) and utilizing this information to solve factual problems/designed by the lecturer. 2 X 50		<p>Material: Internal and external factors from the implementation of Japan's isolation policy, US coercion against Japan. Japan's development after implementing the open door policy.</p> <p>Bibliography: <i>N. Mark Lam & John L. Graham. 2008. China Now. Jakarta : Alex Media Komputindo.</i></p> <hr/> <p>Material: Internal and external factors from the implementation of Japan's isolation policy, US coercion against Japan. Japan's development after implementing the open door policy.</p> <p>Bibliography: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i></p>	4%

5	Analyze the role of Japan and China in World Wars 1 and 2.	<ol style="list-style-type: none"> 1. Collects events that occurred during the political expansion of Japan and China during WW1 and 2. 2. Connecting the influence of World Wars 1 and 2 on relations between Japan and China. 	<p>Criteria: Assessment criteria for performance include affective, cognitive and psychomotor assessments</p> <p>Form of Assessment : Portfolio Assessment</p>	<p>Problem Based Learning: Lecturer (1) Designs tasks to achieve certain competencies (2) Creates instructions (methods) for students in finding solutions to specified problems. (3) The problem to be solved is analyzing various events that occurred during WW1&2, which resulted in the conflict between China and Japan. Students (1) Learn by exploring/looking for information (inquiry) and utilizing this information to solve factual problems/designed by the lecturer. 2 X 50</p>		<p>Material: Mancurian Incident, Pearl Harbor Incident, Japanese Invasion of the Pacific, Japanese Occupation of China, Chinese Nanking Incident, and Bombing of Hiroshima and Nagasaki. Bibliography: <i>N. Mark Lam & John L. Graham. 2008. China Now. Jakarta : Alex Media Komputindo.</i></p> <hr/> <p>Material: Mancurian Incident, Pearl Harbor Incident, Japanese Invasion of the Pacific, Japanese Occupation of China, Chinese Nanking Incident, and Bombing of Hiroshima and Nagasaki. Bibliography: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i></p>	4%
6	Identify the three major kingdoms in Korea	<ol style="list-style-type: none"> 1. Explains three early jobs in Korea through various factors (economic, political, social and cultural). 2. Analyze the development of early culture, so that it became the identity of the Korean nation. 	<p>Criteria: Assessment criteria for performance include affective, cognitive and psychomotor assessments</p> <p>Form of Assessment : Portfolio Assessment</p>	<p>Lecturer (1) Designs assignments to achieve certain competencies (2) Creates instructions (methods) for students in finding solutions to specified problems. (3) The problem to be solved is identifying the development of kingdoms in Korea. Students (1) Learn by digging/searching for information (inquiry) and utilizing this information to solve factual problems/designed by the lecturer. 2 X 50</p>		<p>Material: Geographical conditions of Korea, Silla Kingdom, Koryo Kingdom, Chosan Kingdom and National culture Reader: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i></p>	4%
7	Analyze the situation of Korea during the Soviet Union and US occupation	<ol style="list-style-type: none"> 1. Explains the split of Korea into North Korea and South Korea. 2. Analyzing the differences in developments that occurred in North and South Korea in various aspects. 	<p>Criteria: The assessment criteria for performance include affective, cognitive and psychomotor assessments</p> <p>Form of Assessment : Portfolio Assessment</p>	<p>Discovery Learning: (1). The lecturer provides data and instructions to explore historical sources containing the events that led to the separation of North and South Korea. (2) Checking and reviewing students' independent learning results. Mhsw (1) searches, collects, and organizes existing information to describe and compare developments that occurred during the occupation of the Soviet Union and the US. 2 X 50</p>		<p>Material: Soviet and US Occupation in Korea, Korean War 1 & 2. Early Development of North Korea and South Korea in various aspects (political, economic and social). Bibliography: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i></p>	4%

8	Midterm exam		<p>Criteria: accuracy of answering questions</p> <p>Form of Assessment : Test</p>	written test 2 X 50			20%
9	Identify China's struggle to become a modern nation under Communist rule	<ol style="list-style-type: none"> 1. Identify the various policies implemented by the Chinese Communist Party. 2. Analyzing the impact that occurred in China due to the implementation of the CCP's policies. 	<p>Criteria: Assessment criteria for performance include affective, cognitive and psychomotor assessments</p> <p>Form of Assessment : Portfolio Assessment</p>	(1). Lecturers provide data and instructions for exploring CCP programs, especially 1CGreat Leap Forward 1D and 1CCultural Revolution 1D. (2) Checking and reviewing students' independent learning results. Mhsw (1) searches, collects and compiles existing information to analyze the consequences of these programs in forming a modern government under communist rule. 2 X 50		<p>Material: Great Leap Forward Program</p> <p>Bibliography: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i></p>	2%
10	Identify the period of the US occupation of Japan until the return of Japanese sovereignty in 1952.	<ol style="list-style-type: none"> 1. Identify the changes that occurred in Japan during the US occupation of Japan. 2. Analyzing the impact of the US occupation in Japan, especially in the consumerist culture of the Japanese people. 	<p>Criteria: The assessment criteria for performance include affective, cognitive and psychomotor assessments</p> <p>Form of Assessment : Portfolio Assessment</p>	Cooperative Learning: Lecturer (1) Designing and monitoring the learning process and learning outcomes of student groups. (2) Prepare a problem/case or form of assignment to be completed by students in groups. (3) Problem theme: groups can choose economic, social, educational and IR aspects that occurred in Japan after the US occupation. Students (1) students look for information/data from various sources in their group (2) Discuss and identify the changes that occurred in Japan after the US occupation in various aspects. (3) Discuss and conclude the problems/assignments given by the lecturer in groups. 2 X 50		<p>Material: Development strategies, especially industry, education modeled after Western education, consumer culture, and international relations with other countries.</p> <p>Bibliography: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i></p>	3%

11	Analyze the modernization that occurred in China under Deng Xiao Phing's rule.	<p>1. Analyzing various policies and changes carried out by Deng Xiao Phing to shape modernization in China.</p> <p>2. Analyze the influence of Deng Xiao Phing's policies on China's progress as an industrial country.</p>	<p>Criteria: Assessment criteria for performance include affective, cognitive and psychomotor assessments. Meanwhile, the summary assessment places more emphasis on cognitive aspects.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Cooperative Learning: Lecturer (1) Designing and monitoring the learning process and learning outcomes of student groups. (2) Prepare a problem/case or form of assignment to be completed by students in groups. (3) Problem theme: discuss policies and implementation of policies in the fields of agriculture, industry, science and defense. Students (1) students look for information/data from various sources in their group (2) Discuss and analyze policies, implementation and impact of the Deng Xiao Phing program. (3) Discuss and conclude the problems/assignments given by the lecturer in groups. 2 X 50</p>		<p>Material: Four policy areas implemented by Deng Xiao Phing, namely: Agriculture, Industry, Science and Defense.</p> <p>Reader: <i>Meredith Robyn. 2007. The Elephant and The Dragon: The Rise of India and China and What It Means for All of U. New York : WW Norton & Company.</i></p> <hr/> <p>Material: Four policy areas implemented by Deng Xiao Phing, namely: Agriculture, Industry, Science and Defense.</p> <p>Bibliography: <i>N. Mark Lam & John L. Graham. 2008. China Now. Jakarta : Alex Media Komputindo.</i></p> <hr/> <p>Material: Four policy areas implemented by Deng Xiao Phing, namely: Agriculture, Industry, Science and Defense.</p> <p>Bibliography: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i></p>	4%
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12	Identifying the Relationship between North Korea and South Korea.	<ol style="list-style-type: none"> 1. Identify the relationship that occurs between South Korea and North Korea. 2. Identify defense efforts, especially in the military sector, carried out by North and South Korea. 	<p>Criteria: The assessment criteria for performance include affective, cognitive and psychomotor assessments</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturer (1) Designs and monitors the learning process and learning outcomes of student groups. (2) Prepare a problem/case or form of assignment to be completed by students in groups. (3) The theme of the problem: relations between South Korea and North Korea entering the 21st century. Students (1) students look for information/data from various sources in their groups (2) Discuss and analyze the group's predictions regarding relations between North Korea and South Korea, especially after Korea unilaterally withdrew from the ceasefire in 2006. (3) Discuss and conclude problems/assignments given by lecturers in groups 2 X 50</p>		<p>Material: Arms competition, relations between countries in one region, or with other regions. Reader: <i>Meredith Robyn. 2007. The Elephant and The Dragon: The Rise of India and China and What It Means for All of U. New York : WW Norton & Company.</i></p> <p>Material: Arms competition, relations between countries in one region, or with other regions. Bibliography: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i></p>	4%
13	Analyzing the development of countries in East Asia entering the 21st century.	<ol style="list-style-type: none"> 1. Analyze the changes made by countries in East Asia to prepare their countries to become modern countries. 2. Identifying transformations, especially in the industrial sector in East Asian countries 	<p>Criteria: Assessment criteria for performance include affective, cognitive and psychomotor assessments</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturer: (1) Design a systematic assignment so that students learn knowledge and skills through a structured and complex search/examination process. (2) the task given is in the form of collecting supporting sources/documents, to prove that there is intense competition between countries in East Asia in the political and economic fields and show the changes made to prepare to enter the international market. (3) Formulate and carry out the guidance and assessment process. Students: (1) Carrying out assignments (in the form of projects) that have been designed systematically, by tracking and finding evidence through newspapers, both printed and online, references and the Internet. (2) Demonstrate performance and take responsibility for the results of their work in the forum. 2 X 50</p>		<p>Material: Focuses on industry, especially in terms of production. Combining communist and capitalist concepts and improving the education system, the concept of capitalist economics, the concept of Shinto teachings, and the development of information technology. Library: <i>Meredith Robyn. 2007. The Elephant and The Dragon: The Rise of India and China and What It Means for All of U. New York : WW Norton & Company.</i></p> <p>Material: Focuses on industry, especially in terms of production. Combining communist and capitalist concepts and improving the education system, Capitalist Economic Concepts, Shinto teaching concepts, and Information Technology Development</p>	4%

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15	Analyzing relations within countries in East Asia (Japan, China, and South Korea-North Korea) and Astim's relations with Indonesia and other regions	<p>1. Identifying problems in international relations in the East Asia region and globally.</p> <p>2. Analyze the pattern of relations between countries in Astim and with countries in other regions.</p>	<p>Criteria: The assessment criteria for performance include affective, cognitive and psychomotor assessments. Meanwhile, the summary assessment places more emphasis on cognitive aspects.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturer: (1) Design a systematic assignment so that students learn knowledge and skills through a structured and complex search/examination process. (2) the task given is to analyze the relations between countries in East Asia, especially in military matters, and their relations with countries in other regions (3) Formulate and carry out a guidance and assessment process. Students: (1) Carrying out assignments (in the form of projects) that have been designed systematically, by tracking and finding evidence through newspapers, both printed and online, references and the Internet. (2) Demonstrate performance and take responsibility for the results of their work in the forum. 2 X 50</p>		<p>Material: Liberal Theory & Realism in International Relations, Between the WTO and the East Asia Summit, development of science and technology.</p> <p>Reader: <i>Meredith Robyn. 2007. The Elephant and The Dragon: The Rise of India and China and What It Means for All of U. New York : WW Norton & Company.</i></p> <p>Material: Liberal Theory & Realism in International Relations, between the WTO and the East Asia Summit, development of science and technology.</p> <p>Bibliography: <i>N. Mark Lam & John L. Graham. 2008. China Now. Jakarta : Alex Media Komputindo.</i></p> <p>Material: Liberal Theory & Realism in International Relations, between the WTO and the East Asia Summit, development of science and technology.</p> <p>Bibliography: <i>Schirokaer Conrad. 2000. Modern East Asia: A Brief History. North Clarendon : Charles E. Tuttle Co., Inc.</i></p>	4%
16	Final exams		<p>Criteria: accuracy of answering questions</p> <p>Form of Assessment : Test</p>	written test 2 X 50			30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Portfolio Assessment	30%
3.	Test	50%
		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.