



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
Intellectual History	8720102145	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	February 1, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator		
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																										
	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)																										
	PO - 1	Analyze the basic concepts of intellectual history																									
	PO - 2	Apply basic concepts of intellectual history to the preparation of bibliographic annotations																									
	PO - 3	Analyzing the results of philosophical thoughts about being																									
	PO - 4	Applying the results of philosophical thoughts about being to the preparation of bibliographic annotations																									
	PO - 5	Analyzing traditional ideology																									
	PO - 6	Applying traditional ideological concepts to the preparation of bibliographic annotations																									
	PO - 7	Analyze the results of modern thoughts of political figures																									
	PO - 8	Applying the results of modern ideas from political figures in the preparation of bibliographic annotations																									
	PO - 9	Analyze the world's great isms																									
	PO - 10	Applying the world's great isms to the preparation of bibliographic annotations																									
	PO - 11	Evaluating intellectual history research publication documents																									
	PO - 12	Develop papers based on the results of assessments of intellectual history research publication documents																									
PLO-PO Matrix																											
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">P.O</th> <th style="width: 50%;">PLO-8</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td></tr> <tr><td>PO-2</td><td></td></tr> <tr><td>PO-3</td><td></td></tr> <tr><td>PO-4</td><td></td></tr> <tr><td>PO-5</td><td></td></tr> <tr><td>PO-6</td><td></td></tr> <tr><td>PO-7</td><td></td></tr> <tr><td>PO-8</td><td></td></tr> <tr><td>PO-9</td><td></td></tr> <tr><td>PO-10</td><td></td></tr> <tr><td>PO-11</td><td></td></tr> <tr><td>PO-12</td><td></td></tr> </tbody> </table>	P.O	PLO-8	PO-1		PO-2		PO-3		PO-4		PO-5		PO-6		PO-7		PO-8		PO-9		PO-10		PO-11		PO-12	
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PO-11																											
PO-12																											
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
		PO-1															
PO-2																	
PO-3																	
PO-4																	
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PO-7																	
PO-8																	
PO-9																	
PO-10																	
PO-11																	
PO-12																	

Short Course Description	The course content is focused on the concept of intellectual history and science as well as scientific problems, the development of intellectual thought in ancient Greece and Rome, the development of intellectual thought from the Middle Ages to the Renaissance, thought in the modern era and the role of intellectuals in discovering science and technology in modern times and efforts to develop them, the development of intellectual thought in the modern era in the form of ideas and ideologies. Learning epistemology is developed through expository, explanatory and exploratory approaches
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Luc Ferry, 2011, A Brief History of Thought , Boston: Harper Collins 2. M.C. Lemon, 2002 , The Discipline of History and the History of Thought, New York: Tylor and Francis 3. Berlin, Isaiah, 2013, Against the Current: Essays in the History of Ideas, New York: Princeton University Press 4. Northrop, Douglas, 2015, Big Ideas: A Guide to the History of Everything, England: Oxford University Press 5. Watson Peter, 2006, Ideas: A History of Thought and Invention, Colombia: Happer Perennial <p>Supporters:</p> <ol style="list-style-type: none"> 1. Eka Teguh, 2014, Sejarah Intelektual Sebuah Pengantar, Sidoarjo: Uruanna Books 2. Leo Agung, 2013, Sejarah Intelektual, Yogyakarta: Ombak
Supporting lecturer	Dr. Wisnu, M.Hum. Dra. Sri Mastuti Purwaningsih, M.Hum. Dr. Moch. Mubarak Muharam, M.IP. 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	Understand the nature of intellectual history	describe the concept of intellectual history and science as well as scientific problems. describe the scope of intellectual history	<p>Criteria: Obtain optimum value if the study includes definitions, concepts and scope of intellectual history studies</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecturing, Assignments, Discussions 2 X 50	Lecture and respond to Small group discussions and recitations	<p>Material: Basic concepts of intellectual history: Definition, Scope of study Bibliography: MC Lemon, 2002, The Discipline of History and the History of Thought, New York: Tylor and Francis</p> <p>Material: Basic concepts of intellectual history: Definition, Scope of study Bibliography: Watson Peter, 2006, Ideas: A History of Thought and Invention, Colombia: Happer Perennial</p>	3%

2	Understand the nature of intellectual history	describe the concept of intellectual history and science as well as scientific problems. describe the scope of intellectual history	Criteria: PAP Form of Assessment : Participatory Activities, Portfolio Assessment	Lecturing, Assignments, Discussions 2 X 50	Lectures and responses, small group discussions and recitations	Material: scope of intellectual history studies Bibliography: <i>Luc Ferry, 2011, A Brief History of Thought, Boston: Harper Collins</i> <hr/> Material: scope of intellectual history studies Bibliography: <i>MC Lemon, 2002, The Discipline of History and the History of Thought, New York: Tylor and Francis</i> <hr/> Material: scope of intellectual history studies Bibliography: <i>Berlin, Isaiah, 2013, Against the Current: Essays in the History of Ideas, New York: Princeton University Press</i>	5%
3	Analyzing the results of Cartesian and Kantian philosophical thought about being	1.Elaborating on Cartesian philosophical thinking about "being" 2.Describe Kantianism's philosophical thinking about "being"	Form of Assessment : Participatory Activities, Portfolio Assessment	Lecturing, Assignments, Discussions 2 X 50	Lectures, responses, small group discussions, recitations	Material: Cartesian & Kantianism concepts of thinking about being. Reference: <i>Luc Ferry, 2011, A Brief History of Thought, Boston: Harper Collins</i> <hr/> Material: Cartesian concept of being & Kantianism Bibliography: <i>Northrop, Douglas, 2015, Big Ideas: A Guide to the History of Everything, England: Oxford University Press</i> <hr/> Material: Cartesian & Kantianism concepts of thinking about being. Reference: <i>Watson Peter, 2006, Ideas: A History of Thought and Invention, Colombia: Happer Perennial</i> <hr/> Material: Concept of thinking about being Cartesian & Kantianism Literature: <i>Eka Teguh, 2014, Intellectual History An Introduction, Sidoarjo: Uruanna Books</i>	5%
4	Applying the results of Cartesian and Kantian philosophical thinking about being to the preparation of bibliographic annotations	1.Compiling a bibliographic annotation of Cartesian philosophical thinking about "being" 2.Compiling a bibliographic annotation of Kantianism's philosophical thinking about "being"	Criteria: PAP Form of Assessment : Participatory Activities, Portfolio Assessment	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	Material: Cartesian thought and Kantianism Bibliography: <i>Luc Ferry, 2011, A Brief History of Thought, Boston: Harper Collins</i> <hr/> Material: Cartesian thought and Kantianism Bibliography: <i>Northrop, Douglas, 2015, Big Ideas: A Guide to the History of Everything, England: Oxford University Press</i> <hr/> Material: Cartesian thought and Kantianism Literature: <i>Eka Teguh, 2014, Intellectual History An Introduction, Sidoarjo: Uruanna Books</i>	5%

5	Analyzing the ideology of feudalism	<ol style="list-style-type: none"> 1. Describe the political aspects of the ideology of feudalism 2. Describe the economic aspects of the ideology of feudalism 3. Describe the cultural aspects of the ideology of feudalism 4. Describe the social aspects of the ideology of feudalism 	<p>Criteria: PAP</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	<p>Material: political, economic, social and cultural aspects of feudalism Bibliography: <i>Luc Ferry, 2011, A Brief History of Thought, Boston: Harper Collins</i></p> <hr/> <p>Material: political, economic, social and cultural aspects of feudalism Bibliography: <i>Watson Peter, 2006, Ideas: A History of Thought and Invention, Colombia: Happer Perennial</i></p> <hr/> <p>Material: political, economic, social and cultural aspects of feudalism Reference: <i>Leo Agung, 2013, Intellectual History, Yogyakarta: Ombak</i></p>	5%
6	Applying the ideological concept of feudalism to the preparation of bibliographic annotations	<ol style="list-style-type: none"> 1. Compile a bibliographic annotation of the political aspects of feudalism 2. Compile a bibliographic annotation of the economic aspects of feudalism 3. Compile a bibliographic annotation of the cultural aspects of feudalism 4. Compile a bibliographic annotation of the social aspects of feudalism 	<p>Criteria: PAP</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	<p>Material: political, economic, social and cultural aspects of feudalism Reader: <i>Luc Ferry, 2011, A Brief History of Thought, Boston: Harper Collins</i></p> <hr/> <p>Material: political, economic, social and cultural aspects of feudalism Reader: <i>Watson Peter, 2006, Ideas: A History of Thought and Invention, Colombia: Happer Perennial</i></p> <hr/> <p>Material: political, economic, social and cultural aspects of feudalism Reader: <i>Leo Agung, 2013, Intellectual History, Yogyakarta: Ombak</i></p>	5%
7	Analyze the results of modern thinking of political figures John Lock, Montesqueiu, Voltaire, and JJ Rousseau	<ol style="list-style-type: none"> 1. Outlines John Lock's modern thinking 2. Outlines Montesqueiu's modern thought 3. Outlines Voltaire's modern thinking 4. Outlines JJ's modern thinking. Rousseau 	<p>Criteria: PAP</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	<p>Material: modern thoughts of John Lock, Montesqueiu, Voltaire, and JJ. Rousseau Bibliography: <i>MC Lemon, 2002, The Discipline of History and the History of Thought, New York: Tylor and Francis</i></p> <hr/> <p>Material: modern thoughts of John Lock, Montesqueiu, Voltaire, and JJ. Rousseau Bibliography: <i>Berlin, Isaiah, 2013, Against the Current: Essays in the History of Ideas, New York: Princenton University Press</i></p> <hr/> <p>Material: modern thoughts of John Lock, Montesqueiu, Voltaire, and JJ. Rousseau Pustaka: <i>Leo Agung, 2013, Intellectual History, Yogyakarta: Waves</i></p>	5%

8	Applying the ideas of political figures John Lock, Montesquieu, Voltaire, and JJ Rousseau to the preparation of bibliographic annotations	<ol style="list-style-type: none"> 1. Annotating a bibliography of John Lock's modern thought 2. Compiling an annotated bibliography of Montesquieu's modern thought 3. Compiling a bibliographic annotation of Voltaire's modern thought 4. Compiling a bibliographic annotation of JJ's modern thought. Rousseau 	<p>Criteria: PAP</p> <p>Form of Assessment : Participatory Activities, Tests</p>	midterm test 2 X 50	midterm test	<p>Material: thoughts of John Lock, Montesquieu, Voltaire, and JJ Rousseau Bibliography: <i>Luc Ferry, 2011, A Brief History of Thought, Boston: Harper Collins</i></p> <hr/> <p>Material: thoughts of John Lock, Montesquieu, Voltaire, and JJ Rousseau Bibliography: <i>Berlin, Isaiah, 2013, Against the Current: Essays in the History of Ideas, New York: Princeton University Press</i></p> <hr/> <p>Material: thoughts of John Lock, Montesquieu, Voltaire, and JJ Rousseau Bibliography: <i>Northrop, Douglas, 2015, Big Ideas: A Guide to the History of Everything, England: Oxford University Press</i></p> <hr/> <p>Material: thoughts of John Lock, Montesquieu, Voltaire, and JJ Rousseau Bibliography: <i>Watson Peter, 2006, Ideas: A History of Thought and Invention, Colombia: Happer Perennial</i></p> <hr/> <p>Material: thoughts of John Lock, Montesquieu, Voltaire, and JJ Rousseau Library: <i>Leo Agung, 2013, Intellectual History, Yogyakarta: Ombak</i></p>	2%
9	Analyzing liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism, and fascism	<ol style="list-style-type: none"> 1. Describes the political, economic, social and cultural aspects of liberalism 2. Describes the political, economic, social and cultural aspects of capitalism 3. Describe the political, economic, social and cultural aspects of imperialism/colonialism 4. Describes the political, economic, social and cultural aspects of nationalism 5. Describes the political, economic, social and cultural aspects of democracy 6. Describes the political, economic, social and cultural aspects of socialism 7. Describe the political, economic, social and cultural aspects of communism 8. Outlines the political, economic, social and cultural aspects of fascism 	<p>Criteria: PAP</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	<p>Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism Bibliography: <i>Berlin, Isaiah, 2013, Against the Current: Essays in the History of Ideas, New York : Princeton University Press</i></p> <hr/> <p>Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism References: <i>Northrop, Douglas, 2015, Big Ideas: A Guide to the History of Everything, England: Oxford University Press</i></p> <hr/> <p>Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism Bibliography: <i>Watson Peter, 2006, Ideas: A History of Thought and Invention, Colombia: Happy Perennial</i></p>	8%

10	Analyzing liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism, and fascism	<ol style="list-style-type: none"> 1.Describes the political, economic, social and cultural aspects of liberalism 2.Describes the political, economic, social and cultural aspects of capitalism 3.Describe the political, economic, social and cultural aspects of imperialism/colonialism 4.Describes the political, economic, social and cultural aspects of nationalism 5.Describes the political, economic, social and cultural aspects of democracy 6.Describes the political, economic, social and cultural aspects of socialism 7.Describe the political, economic, social and cultural aspects of communism 8.Outlines the political, economic, social and cultural aspects of fascism 	<p>Criteria: PAP</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	<p>Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism</p> <p>Bibliography: <i>Berlin, Isaiah, 2013, Against the Current: Essays in the History of Ideas, New York : Princeton University Press</i></p> <hr/> <p>Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism</p> <p>References: <i>Northrop, Douglas, 2015, Big Ideas: A Guide to the History of Everything, England: Oxford University Press</i></p> <hr/> <p>Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism</p> <p>Bibliography: <i>Watson Peter, 2006, Ideas: A History of Thought and Invention, Colombia: Happy Perennial</i></p>	8%
11	Analyzing liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism, and fascism	<ol style="list-style-type: none"> 1.Describes the political, economic, social and cultural aspects of liberalism 2.Describes the political, economic, social and cultural aspects of capitalism 3.Describe the political, economic, social and cultural aspects of imperialism/colonialism 4.Describes the political, economic, social and cultural aspects of nationalism 5.Describes the political, economic, social and cultural aspects of democracy 6.Describes the political, economic, social and cultural aspects of socialism 7.Describe the political, economic, social and cultural aspects of communism 8.Outlines the political, economic, social and cultural aspects of fascism 	<p>Criteria: PAP</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	<p>Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism</p> <p>Bibliography: <i>Berlin, Isaiah, 2013, Against the Current: Essays in the History of Ideas, New York : Princeton University Press</i></p> <hr/> <p>Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism</p> <p>References: <i>Northrop, Douglas, 2015, Big Ideas: A Guide to the History of Everything, England: Oxford University Press</i></p> <hr/> <p>Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism</p> <p>Bibliography: <i>Watson Peter, 2006, Ideas: A History of Thought and Invention, Colombia: Happy Perennial</i></p>	8%

12	Applying liberalism, capitalism, imperialism, colonialism, nationalism, democracy, socialism, communism, and fascism to the preparation of bibliographic annotations	<ol style="list-style-type: none"> 1. Compile bibliographic annotations of political, economic, social and cultural aspects of liberalism 2. Compile bibliographic annotations of political, economic, social and cultural aspects of capitalism 3. Compile bibliographic annotations of political, economic, social and cultural aspects of imperialism/colonialism 4. Compile bibliographic annotations of political, economic, social and cultural aspects of nationalism 5. Compile bibliographic annotations of political, economic, social and cultural aspects of democracy 6. Compile bibliographic annotations of political, economic, social and cultural aspects of socialism 7. Compile bibliographic annotations of political, economic, social and cultural aspects of communism 8. Compile a bibliographic annotation of the political, economic, social and cultural aspects of fascism 	Criteria: PAP Form of Assessment : Participatory Activities	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism Bibliography: <i>MC Lemon, 2002, The Discipline of History and the History of Thought, New York: Taylor and Francis</i> Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism References: <i>Northrop, Douglas, 2015, Big Ideas: A Guide to the History of Everything, England: Oxford University Press</i> Material: political, economic, social and cultural aspects of liberalism, capitalism, imperialism/colonialism, nationalism, democracy, socialism, communism and fascism Reader: <i>Leo Agung, 2013, Intellectual History, Yogyakarta: Ombak</i>	8%
13	Evaluating published documents of historical research on the thoughts of Indonesian national figures regarding an integralistic state	Assessing research publications on the history of Soepomo's thoughts on an integralistic state	Form of Assessment : Participatory Activities	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	Material: Soepomo on the integralistic state Bibliography: <i>Luc Ferry, 2011, A Brief History of Thought, Boston: Harper Collins</i> Material: Soepomo on an integralistic state Reference: <i>Leo Agung, 2013, Intellectual History, Yogyakarta: Ombak</i>	10%
14	Developing a paper on integralistic state thinking	Write a paper on integralistic state thinking in the development of the Republic of Indonesia	Form of Assessment : Participatory Activities	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	Material: integralistic state thinking in the development of the Republic of Indonesia Library: <i>Leo Agung, 2013, Intellectual History, Yogyakarta: Ombak</i>	10%
15	Developing a paper on integralistic state thinking	Write a paper on integralistic state thinking in the development of the Republic of Indonesia	Form of Assessment : Participatory Activities	Lecturing, Assignments, Discussions 2 X 50	lecture, response, small group discussion, recitation	Material: integralistic state thinking in the development of the Republic of Indonesia Library: <i>Leo Agung, 2013, Intellectual History, Yogyakarta: Ombak</i>	10%
16			Form of Assessment : Participatory Activities, Tests	lecture, respond	lecture, response, small group discussion, recitation		3%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	81%
2.	Portfolio Assessment	16.5%
3.	Test	2.5%
		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.