



**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
Sej. Africa	8720102106	regional history	T=2	P=0	ECTS=3.18	5	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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**Learning model** Project Based Learning

**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** describes the concept of regional history and the importance of regional development on the African continent

**PO - 2** have knowledge about the process of discovering the African continent and naming the African continent from various sources of information

**PO - 3** analyze the development of the African continent from time to time based on the level of civilization and developments over time

**PO - 4** identify regional boundaries and their development in accordance with the natural character and cultural development in 5 parts of the African region

**PLO-PO Matrix**

P.O	PLO-8
PO-1	
PO-2	
PO-3	
PO-4	

**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																

**Short Course Description** The African History course discusses regional history concepts regarding the discovery and origins of the African continent, cultural development in 5 African regions. Also analyzes the development of the African continent from time to time, which has various levels of civilization, including the influence of Europeans and its impact on the development of new countries on the African continent in general and the development process in all aspects of life.

**References** **Main :**

- Darsiti Soeratman, 2012. Sejarah Afrika. Yogyakarta: Penerbit Ombak.
- Lothrof Stoddard. 1966. The Rising Tide of Color. New York: New York City Press.
- N. Daldjoeni. 1991. Ras-ras Umat Manusia. Bandung: Penerbit PT. Citra Aditya Bakti.
- Antonio Cassesse. 1994. Hak Asasi Manusia di Dunia Yang Berubah. Jakarta: Yayasan Obor Indonesia.
- Anonim. 1993. Nelson Mandela: Langkah Menuju Kebebasan-Surat-surat dari bawah tanah. . Terj. A. Rahman. Zainuddin. Jakarta: Yayasan Obor Indonesia.
- Anonim. 2000. Namibia: Road to Independence.. UN: Afro Asian Publications (148).
- Kirdi Dipoyudo. 1983. Afrika dalam Pergolakan , Jilid 1 dan 2. 1983. Jakarta: CSIS.
- E.E. Evans Pritchard. The Divine Kingsbi of Shilluk of The Nilotic Sudan . London: Cambridge University Press.

		<b>Supporters:</b>					
		1. "World Population Prospects: The 2010 Revision" United Nations (Department of Economic and Social Affairs, population division) 2. Freund, Bill (1998). The Making of Contemporary Africa, Lynne Rienner, Boulder (including a substantial 3. Hendra Kurniawan, 2019. enua Hitam: Sejarah Afrika Dari Abad Kuno Sampai Kontemporer					
<b>Supporting lecturer</b>		Drs. Agus Trilaksana, M.Hum. Septina Alrianingrum, S.S., 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	1. Describe the origin of the word African continent based on written sources 2. Identifying the process of discovery of the African continent and analyzing the features of the African continent as a new continent	1. Explain the origin of the word Africa naming the African continent from various sources of information 2. Analyzing the features of the African continent as a new continent	<b>Form of Assessment :</b> Participatory Activities, Tests	Lecture, Question and Answer 2 X 50	brainstorming 2 x 50	<b>Material:</b> The Origin of "Africa" The Evolution of Hominids and Homo Sapiens in Africa and the Formation and Division of the Continent. <b>Bibliography:</b> <i>EE Evans Pritchard. The Divine Kingsbi of Shilluk of The Nilotic Sudan. London: Cambridge University Press.</i> <hr/> <b>Material:</b> The Origin of "Africa" The Evolution of Hominids and Homo Sapiens in Africa during the Formation and Division of the Continent. <b>Bibliography:</b> <i>Darsiti Soeratman, 2012. History of Africa. Yogyakarta: Ombak Publishers.</i>	7%

2	Students are able to understand the process of human evolution in Africa	Students are able to examine the scope of cultural evolution in Africa	<b>Criteria:</b> Score Grading  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Pulpit Lectures, Discussions, Questions and Answers 2 X 50		<b>Material:</b> ancient African civilization through the theory of out of Africa <b>Reader:</b> <i>Hendra Kurniawan, 2019. Black enua: History of Africa from Ancient to Contemporary Ages</i> <hr/> <b>Material:</b> early culture of the African continent <b>Reference:</b> <i>Darsiti Soeratman, 2012. History of Africa. Yogyakarta: Ombak Publishers.</i>	5%
3	1. explains the process of entry and development of Islamic influence in North Africa 2. Map of the extent of Islamic influence in the African region. Images of Islamic communities in Africa	analyze the native culture of the African continent and the influence of Islam correctly	<b>Criteria:</b> Score Grading  <b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance	group discussion, performance 2 X 50		<b>Material:</b> concept of cultural interaction in Africa <b>Reference:</b> <i>Darsiti Soeratman, 2012. History of Africa. Yogyakarta: Ombak Publishers.</i> <hr/> <b>Material:</b> development of Islamic influence in northern Africa and western Africa. <b>Bibliography:</b> <i>Lothrof Stoddard. 1966. The Rising Tide of Color. New York: New York City Press.</i>	5%
4	Students are able to explain the history of the development of the Berber Tribe and the Kushite/Nubian Kingdom	Students are able to explain the history of the development of the Berber Tribe. Students are able to explain the history of the development of the Kushite/Nubian Kingdom	<b>Criteria:</b> Score Grading  <b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance	mapping map of western colonization on the African continent 2 X 50	analyze digital sources in the LMS	<b>Material:</b> development of Islamic influence in northern Africa and western Africa. <b>Bibliography:</b> <i>Lothrof Stoddard. 1966. The Rising Tide of Color. New York: New York City Press.</i>	7%

5	Students are able to identify the process of colonization and imperialism of the Portuguese-Spanish-Belgian people	Students are able to identify the process of colonization Students are able to identify the process of imperialism Students are able to characterize imperial colonialism from the Portuguese-Spanish-Belgian nation	<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	PBL- 2 X 50		<b>Material:</b> western colonization in 5 regions of the African continent. <b>Reference:</b> <i>Freund, Bill (1998). The Making of Contemporary Africa, Lynne Rienner, Boulder (including a substantial</i>  <b>Material:</b> impact of colonization on indigenous communities on the African continent. <b>Reference:</b> <i>Darsiti Soeratman, 2012. History of Africa. Yogyakarta: Ombak Publishers.</i>  <b>Material:</b> maps and boundaries of indigenous African regions/tribes. <b>Reference :</b> <i>Darsiti Soeratman, 2012. History of Africa. Yogyakarta: Ombak Publishers.</i>	7%
6	Students are able to identify the process of British-French colonization and imperialism	Students are able to identify the processes of colonization and imperialism according to the characteristics of imperial colonialism from the French, Belgian and British nations	<b>Criteria:</b> base learning project (group assignment)  <b>Form of Assessment :</b> Participatory Activities	Contextually, the project analyzes the routes and territorial boundaries of the 2 X 50 western colonization areas	online exploration of digital sources and images		5%
7	Students are able to discuss forms of indigenous resistance against Europeans in Africa and the growth of nationalist attitudes in Africa	Students can map the location of colonization and its impact on indigenous African communities. Students can review the interests of Europeans in Africa	<b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Assignment Demonstration (mapping the location of European colonies in Africa) 2 X 50			5%
8	UTS	Students are able to examine the scope of cultural evolution in Africa	<b>Criteria:</b> 1. Map of the extent of Islamic influence in the African region. Images of Islamic communities in Africa 2.10  <b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	2 X 50			10%

9	1.Describes the struggle for independence in Africa 2.Portuguese-Spanish ColonizationPortuguese-Spanish Colonization	Students are able to analyze the background to independence in several African regions	<b>Form of Assessment :</b> Participatory Activities, Practical Assessment	case study 2 X 50	digital interaction to get direct learning resources	<b>Material:</b> colonialism <b>Reader:</b> <i>Darsiti Soeratman, 2012. History of Africa. Yogyakarta: Ombak Publishers.</i>	5%
10	Sketching the influence of the two superpowers Russia and the United States	1. Analyze the entry of the two great powers in Africa 2. Understand their interests 3. Describe the impact of the emergence of these great powers on African countries	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	case study 2 X 50	browsing the internet		7%
11	Analyzing internal conflict in Africa	1.Analyzing awareness of determining the fate of one's own nation 2.Formulate needs and adapt to the colonial authorities 3.Understand the spirit of struggle of figures in their respective regions	<b>Form of Assessment :</b> Participatory Activities	case study 2 X 50			5%
12	Identifying agreement on regional unity and regional awareness within the OAU and Panafricanism	Students can analyze efforts to realize African unity as an African Union. Students can analyze the development of pan Africanism	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	case study 2 X 50			5%
13	Identifying agreement on regional unity and regional awareness within the OAU and Panafricanism	Students can analyze efforts to realize African unity as an African Union. Students can analyze the development of pan Africanism	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	case studies and lectures vary 2 X 50			7%
14			<b>Form of Assessment :</b> Participatory Activities, Tests	group discussion and presentation 2 X 50			5%
15	Students can think critically about Africa's role in the development of new countries in Africa and Asia	Students can think critically about Africa's role in the development of new countries in Africa and Asia. Students can analyze the impact of Africa's development on new countries in Asia	<b>Criteria:</b> score grading <b>Form of Assessment :</b> Participatory Activities	case study 2 X 50			5%
16	UAS		<b>Form of Assessment :</b> Test	2 X 50 evaluation test			10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	38.33%
2.	Project Results Assessment / Product Assessment	17.66%
3.	Portfolio Assessment	14.66%

4.	Practical Assessment	2.5%
5.	Practice / Performance	7.5%
6.	Test	19.33%
		99.98%

#### 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.