



<b>Short Course Description</b>		Study of the structure, concepts, culture and development of Japanese society. The study includes the theory of classifying Cultural Institutions based on 8 human life needs (Koentjaraningrat, 1994: 14-17). 日本文化と社会Nihon Shakai to Bunka is a science that studies Japanese culture starting from clothing, culture, celebrations, clothes, etc. (and also touches a little on the Japanese way of thinking). This course is only studied to get to know Japanese culture in general. So, we can understand the differences in culture and habits of Japanese society and Indonesia (in general). The main reason we study 日本文化と社会Nihon Shakai to Bunka is as a starting point for understanding Japan as a whole. As an inducement to explore and learn more about everything Japanese. Especially the mindset of Japanese people related to their language. Because learning a language cannot be separated from the culture which is the background for understanding the language. We hope that in the future, by studying Nihon Shakai to Bunka, we will be able to open the gate to understanding the norms that must be adhered to when dealing directly with Japanese society. For example, if there is an opportunity to live or go to Japan, so that you don't make the wrong move. 日本文化と社会Nihon Shakai to Bunka is a science that studies Japanese culture starting from clothing, culture, celebrations, clothes, etc. (and also touches a little on the Japanese way of thinking). This course is only studied to get to know Japanese culture in general. So, we can understand the differences in culture and habits of Japanese society and Indonesia (in general). The main reason we study 日本文化と社会Nihon Shakai to Bunka is as a starting point for understanding Japan as a whole. As an inducement to explore and learn more about everything Japanese. Especially the mindset of Japanese people related to their language. Because learning a language cannot be separated from the culture which is the background for understanding the language. We hope that in the future, by studying Nihon Shakai to Bunka, we will be able to open the gate to understanding the norms that must be adhered to when dealing directly with Japanese society. For example, if there is an opportunity to live or go to Japan, so that you don't make the wrong move. These classifications are as follows: Domestic Institutions: institutions that aim to fulfill the needs of kinship life. For example, applications, marriage, divorce, childcare, and so on. Economic Institutions: institutions that aim to fulfill human needs for the pursuit of life, producing, hoarding and distributing property. For example, agriculture, animal husbandry, hunting, feudalism, industry, etc. Educational Institutions: institutions that aim to fulfill humans' needs for information and education so that they become useful members of society. For example, childcare, education and teaching, religious education, libraries, and others. Scientific Institutions: institutions that aim to fulfill human scientific needs, to explore the universe. For example, research, scientific methodology, developments in science and technology and others. Aesthetic and Recreational Institutions: institutions that aim to fulfill human needs to express a sense of beauty and for recreation. For example, fine arts, sound arts, movement arts, dramatic arts, literature, sports, celebrations, festivals and so on. Religious Institutions: institutions that fulfill human needs related to God or the supernatural. For example, places of worship, prayer, religious broadcasting, magic and so on. Political Institutions: institutions that aim to fulfill human needs to regulate group life on a large scale or state life. For example, government, democracy, judiciary, politics, army, police, and others. Somatic Institutions: institutions that take care of the physical needs of humans. For example, maintaining beauty, maintaining health, developing medical science, and so on.													
<b>References</b>		<table border="1"> <tr> <td><b>Main :</b></td> <td></td> </tr> <tr> <td></td> <td> <ol style="list-style-type: none"> <li>1. Sasaki, Mizue. 1992. Japanese Life Today. Tokyo: ALF</li> <li>2. Tsuboyama, Yumiko &amp; Yanashima, Fumie. 2010. 日本事情・日本文化を教える. Tokyo: Hitsujishobou</li> <li>3. 国際日本語研究所編. 1992. たのしく読める・日本の暮らし12か月. Tokyo: Kyobundoh</li> <li>4. Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</li> </ol> </td> </tr> <tr> <td><b>Supporters:</b></td> <td></td> </tr> <tr> <td></td> <td> <ol style="list-style-type: none"> <li>1. Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</li> </ol> </td> </tr> </table>						<b>Main :</b>			<ol style="list-style-type: none"> <li>1. Sasaki, Mizue. 1992. Japanese Life Today. Tokyo: ALF</li> <li>2. Tsuboyama, Yumiko &amp; Yanashima, Fumie. 2010. 日本事情・日本文化を教える. Tokyo: Hitsujishobou</li> <li>3. 国際日本語研究所編. 1992. たのしく読める・日本の暮らし12か月. Tokyo: Kyobundoh</li> <li>4. Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</li> </ol>	<b>Supporters:</b>			<ol style="list-style-type: none"> <li>1. Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</li> </ol>
<b>Main :</b>															
	<ol style="list-style-type: none"> <li>1. Sasaki, Mizue. 1992. Japanese Life Today. Tokyo: ALF</li> <li>2. Tsuboyama, Yumiko &amp; Yanashima, Fumie. 2010. 日本事情・日本文化を教える. Tokyo: Hitsujishobou</li> <li>3. 国際日本語研究所編. 1992. たのしく読める・日本の暮らし12か月. Tokyo: Kyobundoh</li> <li>4. Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</li> </ol>														
<b>Supporters:</b>															
	<ol style="list-style-type: none"> <li>1. Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</li> </ol>														
<b>Supporting lecturer</b>		Dra. Parastuti, M.Pd. Miftachul Amri, M.Pd., M.Ed., Ph.D.													
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		capable students	<b>Criteria:</b> capable students  <b>Form of Assessment :</b> Portfolio Assessment	2 X 50		<b>Material:</b> unit 1 <b>Reader:</b> Tsuboyama, Yumiko & Yanashima, Fumie. 2010. 日本事情・日本文化を教える. Tokyo: Hitsujishobou	6%								

2		<p>1.1. Cultural Knowledge: Students are able to explain and identify the characteristics of Japanese culture, such as traditions, art, language, values, and social norms.</p> <p>2.2. Historical Understanding: Students are able to explain the development of Japanese history, including important periods, social changes, and their influence on Japanese culture and society today.</p> <p>3.3. Language Skills: Students are able to use Japanese correctly and appropriately in the context of Japanese culture and society, such as saying greetings, saying traditional names, or conveying polite expressions.</p> <p>4.4. Cultural Analysis: Students are able to analyze aspects of Japanese culture, such as social structure, hierarchy, gender, and value systems, and compare them with their own culture and society.</p> <p>5.5. Presentation Skills: Students are able to compose and deliver presentations on topics related to Japanese culture and society using relevant resources and clear arguments.</p> <p>6.6. Cultural Sensitivity: Students are able to demonstrate sensitivity to cultural differences, such as respecting Japanese customs and traditions, and practicing ethics in interactions with Japanese people.</p> <p>7.7. Intercultural Understanding: Students are able to understand and appreciate cultural differences between Japan and their own country, and have an openness to building harmonious relationships with Japanese society.</p>	<p><b>Criteria:</b> 2. Assessment: a. Written Exam: Tests knowledge of history, cultural values, and aspects of Japanese society. b. Individual Assignment: Write an essay or report on a selected Japanese cultural topic. c. Presentation: Individual or group presentation about an aspect of Japanese culture that interests students. d. Class Discussion: Active participation in class discussions and the ability to provide critical insight. e. Research Project: Group research on the influence of Japanese culture in other countries.</p> <p><b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment</p>	2 X 50		<p><b>Material:</b> unit 2 <b>Reader:</b> Sasaki, Mizue. 1992. <i>Japanese Life Today</i>. Tokyo: ALF</p>	10%
3		capable students	<p><b>Criteria:</b> capable students</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	2 X 50		<p><b>Material:</b> unit 3 <b>Reader:</b> Tsuboyama, Yumiko &amp; Yanashima, Fumie. 2010. <i>日本事情・日本文化を教える</i>. Tokyo: Hitsujishobou</p>	10%

4		<p>Identify Japanology YouTube videos related to 1. Domestic Institutions: institutions that aim to fulfill the needs of kinship life. For example, applications, marriage, divorce, childcare, and so on. 2. Economic Institutions: institutions that aim to fulfill human needs for the pursuit of life, producing, hoarding and distributing property. For example, agriculture, animal husbandry, hunting, feudalism, industry, etc. 3. Educational Institutions: institutions that aim to fulfill human needs for information and education so that they become useful members of society. For example, childcare, education and teaching, religious education, libraries, etc. 4. Scientific Institutions: institutions that aim to fulfill human scientific needs, to explore the universe. For example, research, scientific methodology, developments in science and technology and so on</p>	<p><b>Criteria:</b>  1.capable students  2.2. Assessment: a. Written Exam: Tests knowledge of history, cultural values, and aspects of Japanese society. b. Individual Assignment: Write an essay or report on a selected Japanese cultural topic. c. Presentation: Individual or group presentation about an aspect of Japanese culture that interests students. d. Class Discussion: Active participation in class discussions and the ability to provide critical insight. e. Research Project: Group research on the influence of Japanese culture in other countries.</p> <p><b>Forms of Assessment :</b>  Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment</p>	2 X 50		<p><b>Material:</b> 1. Befu, H. (2001). Hegemony of Homogeneity: An Anthropological Analysis of Nihonjinron. Routledge.  <b>References:</b></p> <p><b>Material:</b> 2. Iwabuchi, K. (2002). Recent Globalization: Popular Culture and Japanese Transnationalism. Duke University Press.  <b>References:</b></p> <p><b>Material:</b> 3. Robertson, J. (2012). Japan's Emerging Youth Policy: Getting Young Adults Back to Work. Routledge.  <b>References:</b></p> <p><b>Material:</b> 4. Sugimoto, Y. (2017). An Introduction to Japanese Society. Cambridge University Press.  <b>References:</b></p>	5%
---	--	--	---	--------	--	--	----

5		<p>1. Identify Japanology YouTube videos related to 1. Domestic Institutions: institutions that aim to fulfill the needs of kinship life. For example, applications, marriage, divorce, childcare, and so on. 2. Economic Institutions: institutions that aim to fulfill human needs for the pursuit of life, producing, hoarding and distributing property. For example, agriculture, animal husbandry, hunting, feudalism, industry, etc. 3. Educational Institutions: institutions that aim to fulfill human needs for information and education so that they become useful members of society. For example, childcare, education and teaching, religious education, libraries, etc. 4. Scientific Institutions: institutions that aim to fulfill human scientific needs, to explore the universe. For example, research, scientific methodology, developments in science and technology and so on</p> <p>2. capable students</p>	<p><b>Criteria:</b> capable students</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	2 X 50		<p><b>Material:</b> unit 5 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</p>	5%
6		<p>Identify Japanology YouTube videos related to 1. Domestic Institutions: institutions that aim to fulfill the needs of kinship life. For example, applications, marriage, divorce, childcare, and so on. 2. Economic Institutions: institutions that aim to fulfill human needs for the pursuit of life, producing, hoarding and distributing property. For example, agriculture, animal husbandry, hunting, feudalism, industry, etc. 3. Educational Institutions: institutions that aim to fulfill human needs for information and education so that they become useful members of society. For example, childcare, education and teaching, religious education, libraries, etc. 4. Scientific Institutions: institutions that aim to fulfill human scientific needs, to explore the universe. For example, research, scientific methodology, developments in science and technology and so on</p>	<p><b>Criteria:</b> capable students</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	2 X 50		<p><b>Material:</b> unit 6 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</p>	5%

7		Write a report to deepen one of the points related to the points below. Write a report comparing one of the points related to the points below 1. Domestic Institutions 2. Economic Institutions 3. Educational Institutions 4. Scientific Institutions	<b>Criteria:</b> capable students  <b>Form of Assessment :</b> Participatory Activities	2 X 50		<b>Material:</b> unit 7 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken	1%
8		1. Write a report to deepen one of the points related to the points below. Write a report comparing one of the points related to the points below 1. Domestic Institutions 2. Economic Institutions 3. Educational Institutions 4. Scientific Institutions 2. capable students	<b>Criteria:</b> capable students  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	2 X 50		<b>Material:</b> unit 8 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken	3%
9		1. Aesthetic and Recreational Institutions: institutions that aim to fulfill human needs to express their sense of beauty and for recreation. For example, fine arts, sound arts, movement arts, dramatic arts, literature, sports, celebrations, festivals and so on. 2. Religious Institutions: institutions that fulfill human needs related to God or the supernatural. For example, places of worship, prayer, religious broadcasting, magic and so on. 3. Political Institutions: institutions that aim to fulfill human needs to regulate group life on a large scale or state life. For example, government, democracy, judiciary, politics, army, police, and others. 4. Somatic Institutions: institutions that take care of the physical needs of humans. For example, maintaining beauty, maintaining health, developing medical science, and so on.	<b>Criteria:</b> capable students  <b>Form of Assessment :</b> Practice/Performance, Test	2 X 50		<b>Material:</b> unit 9 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken	5%

10		<p>1. Aesthetic and Recreational Institutions: institutions that aim to fulfill human needs to express their sense of beauty and for recreation. For example, fine arts, sound arts, movement arts, dramatic arts, literature, sports, celebrations, festivals and so on.</p> <p>2. Religious Institutions: institutions that fulfill human needs related to God or the supernatural. For example, places of worship, prayer, religious broadcasting, magic and so on.</p> <p>3. Political Institutions: institutions that aim to fulfill human needs to regulate group life on a large scale or state life. For example, government, democracy, judiciary, politics, army, police, and others.</p> <p>4. Somatic Institutions: institutions that take care of the physical needs of humans. For example, maintaining beauty, maintaining health, developing medical science, and so on.</p>	<p><b>Criteria:</b> capable students</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	2 X 50		<p><b>Material:</b> unit 10  <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</p>	5%
----	--	--	--	--------	--	--	----

11		<p>1. Aesthetic and Recreational Institutions: institutions that aim to fulfill human needs to express their sense of beauty and for recreation. For example, fine arts, sound arts, movement arts, dramatic arts, literature, sports, celebrations, festivals and so on.</p> <p>2. Religious Institutions: institutions that fulfill human needs related to God or the supernatural. For example, places of worship, prayer, religious broadcasting, magic and so on.</p> <p>3. Political Institutions: institutions that aim to fulfill human needs to regulate group life on a large scale or state life. For example, government, democracy, judiciary, politics, army, police, and others.</p> <p>4. Somatic Institutions: institutions that take care of the physical needs of humans. For example, maintaining beauty, maintaining health, developing medical science, and so on.</p>	<p><b>Criteria:</b> capable students</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	2 X 50		<p><b>Material:</b> unit 11 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</p>	5%
----	--	--	---	--------	--	---	----



12		<p>1. Aesthetic and Recreational Institutions: institutions that aim to fulfill human needs to express their sense of beauty and for recreation. For example, fine arts, sound arts, movement arts, dramatic arts, literature, sports, celebrations, festivals and so on.</p> <p>2. Religious Institutions: institutions that fulfill human needs related to God or the supernatural. For example, places of worship, prayer, religious broadcasting, magic and so on.</p> <p>3. Political Institutions: institutions that aim to fulfill human needs to regulate group life on a large scale or state life. For example, government, democracy, judiciary, politics, army, police, and others.</p> <p>4. Somatic Institutions: institutions that take care of the physical needs of humans. For example, maintaining beauty, maintaining health, developing medical science, and so on.</p>	<p><b>Criteria:</b> capable students</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	2 X 50		<p><b>Material:</b> unit 12 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</p>	1%
13		<p>1. Write a report to deepen one of the points related to the points below. Write a report comparing one of the points related to the points below. Aesthetic and Recreational Institutions Religious Institutions Political Institutions Somatic Institutions</p> <p>2. capable students</p>	<p><b>Criteria:</b> capable students</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Test</p>	2 X 50		<p><b>Material:</b> unit 13 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</p>	14%
14		<p>Write a report to deepen one of the points related to the points below. Write a report comparing one of the points related to the points below. Aesthetic and Recreational Institutions Religious Institutions Political Institutions Somatic Institutions</p>	<p><b>Criteria:</b> capable students</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	2 X 50		<p><b>Material:</b> unit 14 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</p>	10%
15		<p>UAS preparation 1. Writing papers 2. Post on IG and Youtube</p>	<p><b>Criteria:</b> capable students</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	2 X 50		<p><b>Material:</b> unit 15 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</p>	5%
16		<p>UAS preparation 1. Writing papers 2. Post on IG and Youtube</p>	<p><b>Criteria:</b> capable students</p> <p><b>Form of Assessment :</b> Test</p>	2 X 50		<p><b>Material:</b> unit 16 <b>Reader:</b> Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken</p>	10%

No	Evaluation	Percentage
1.	Participatory Activities	7%
2.	Project Results Assessment / Product Assessment	25.67%
3.	Portfolio Assessment	38.67%
4.	Practical Assessment	4.17%
5.	Practice / Performance	5%
6.	Test	19.5%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.**