



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Political Science Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Introduction to Cultural Anthropology	6720102004	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	September 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Eko Satriya Hermawan		Eko Satriya Hermawan			Dr. Moch. Mubarak Muharam, M.IP.	

Learning model	Case Studies
----------------	--------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
---------------------------------	---

PLO-5	Contribute to improving the quality of life in society, nation, state and civilization based on Pancasila;
-------	--

Program Objectives (PO)	
-------------------------	--

PO - 1	Mastering cultural concepts to become an analyst and researcher of development and education problems
--------	---

PO - 2	Mastering anthropological concepts and theories to understand development and education problems
--------	--

PO - 3	Mastering cultural concepts to become an analyst and researcher of development and education problems
--------	---

PO - 4	Mastering anthropological concepts and theories to understand development and education problems
--------	--

PO - 5	Mastering cultural concepts to become an analyst and researcher of development and education problems
--------	---

PO - 6	Mastering anthropological concepts and theories to understand development and education problems
--------	--

PO - 7	Mastering cultural concepts to become an analyst and researcher of development and education problems
--------	---

PLO-PO Matrix	
---------------	--

	<table border="1"> <tr> <td>P.O</td> <td>PLO-5</td> </tr> <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> </table>	P.O	PLO-5	PO-1		PO-2		PO-3		PO-4		PO-5		PO-6		PO-7	
P.O	PLO-5																
PO-1																	
PO-2																	
PO-3																	
PO-4																	
PO-5																	
PO-6																	
PO-7																	

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																
		PO-5																
		PO-6																
		PO-7																
Short Course Description	Study of the stages of development of anthropology, material and formal objects of anthropology, branches of anthropology, methods, theories of evolution, evolution and human variation, culture and its changes, cultural framework and mapping. Lectures are carried out using a system of case analysis, presentations and discussions																	
References	Main :	<ol style="list-style-type: none"> 1. Brinx, James H. 2011. 21th Century Anthropology A Reference Handbook. London: Sage 2. Briller, Sherlyn H., dan Amy Goldmacher. 2012. Designing an Anthropology Career . Lanham: Altamira Press 3. Miller, Barbara ., 2009. Cultural Anthropology . Toronto: Prentice Hall 4. Haviland,et.al. 2008. Cultural Anthropology The Human Challenge. Belmont, CA: Thomson Wadsworth 5. Ferraro, Gary. dan Susan Andreas. 2010. Cultural Anthropology An Applied Perspective. Belmont, CA: Thomson Wadsworth 6. Smith, Cameron C., dan Evan T. Davies. 2008. Anthropology for Dummies. NJ: Wiley Publishing 7. Gezon, Hea, dan Conrad Philip Kottak. 2012. Culture. NY: MC Graw Hill. 8. Kottak, Conrad Philip. 2011. Anthropology Appreciating Human Diversity. NY: Mc Graw Hill 9. Koentjaraningrat. 2009. Pengantar Ilmu Antropologi. Jakarta: Djembatan 																
	Supporters:	1. ppt,jurnal dan modul																
Supporting lecturer	Eko Satriya Hermawan, S.Hum., M.A. Silkania Swarizona, S.IP., M.IP.																	
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	Mastering cultural concepts to become an analyst and researcher of development and education problems	Students' accuracy in analyzing cultural concepts to become analysts and researchers of development and education problems	Criteria: Student participation in questions and answers and conveying ideas Form of Assessment : Participatory Activities	lecture 270		Material: cultural concept Bibliography: 3. Miller, Barbara., 2009. Cultural Anthropology. Toronto: Prentice Hall	3%											
2	Mastering cultural concepts to become an analyst and researcher of development and education problems	The accuracy of cultural-concept students to become analysts and researchers of development and education problems	Criteria: Student participation in questions and answers and conveying ideas Form of Assessment : Participatory Activities	lecture 270		Material: cultural concept Bibliography: 8. Kottak, Conrad Philip. 2011. Anthropology Appreciating Human Diversity. NY: McGraw Hill	3%											

3	Mastering cultural concepts to become an analyst and researcher of development and education problems	The accuracy of cultural-concept students to become analysts and researchers of development and education problems	Criteria: Student participation in questions and answers and conveying ideas Form of Assessment : Participatory Activities	lecture 270		Material: cultural concept Bibliography: 8. Kottak, Conrad Philip. 2011. <i>Anthropology Appreciating Human Diversity</i> . NY: McGraw Hill Material: cultural concept Bibliography: 5. Ferraro, Gary. and Susan Andreas. 2010. <i>Cultural Anthropology An Applied Perspective</i> . Belmont, CA: Thomson Wadsworth	3%
4	Students are able to analyze the culture of pluralism	Students' accuracy in analyzing the culture of pluralism	Criteria: Student participation in questions and answers and conveying ideas Form of Assessment : Participatory Activities	lecture 270		Material: pluralism Bibliography: 3. Miller, Barbara.. 2009. <i>Cultural Anthropology</i> . Toronto: Prentice Hall	3%
5	Students are able to analyze the culture of multiculturalism	Students' accuracy in analyzing the culture of multiculturalism	Criteria: Student participation in questions and answers and conveying ideas Form of Assessment : Participatory Activities	lecture 270		Material: pluralism Bibliography: 3. Miller, Barbara.. 2009. <i>Cultural Anthropology</i> . Toronto: Prentice Hall Material: multiculturalism Bibliography: 9. Koentjaraningrat. 2009. <i>Introduction to Anthropology</i> . Jakarta: Bridge Material: multiculturalism Bibliography: 7. Gezon, Hea, and Conrad Philip Kottak. 2012. <i>Culture</i> . NY: Graw Hill MC.	3%

6	Students are able to analyze urban culture	Students' accuracy in analyzing urban culture	<p>Criteria: Student participation in questions and answers and conveying ideas</p> <p>Form of Assessment : Participatory Activities</p>	lecture 270		<p>Material: pluralism Bibliography: 3. Miller, Barbara., 2009. <i>Cultural Anthropology</i>. Toronto: Prentice Hall</p> <p>Material: multiculturalism Bibliography: 9. Koentjaraningrat. 2009. <i>Introduction to Anthropology</i>. Jakarta: Bridge</p> <p>Material: multiculturalism Bibliography: 7. Gezon, Hea, and Conrad Philip Kottak. 2012. <i>Culture</i>. NY: Graw Hill MC.</p> <p>Material: urban culture Bibliography: 7. Gezon, Hea, and Conrad Philip Kottak. 2012. <i>Culture</i>. NY: Graw Hill MC.</p>	3%
7	Students are able to analyze rural culture	Students' accuracy in analyzing rural culture	<p>Criteria: Student participation in questions and answers and conveying ideas</p> <p>Form of Assessment : Participatory Activities</p>	lecture 270		<p>Material: pluralism Bibliography: 3. Miller, Barbara., 2009. <i>Cultural Anthropology</i>. Toronto: Prentice Hall</p> <p>Material: multiculturalism Bibliography: 9. Koentjaraningrat. 2009. <i>Introduction to Anthropology</i>. Jakarta: Bridge</p> <p>Material: multiculturalism Bibliography: 7. Gezon, Hea, and Conrad Philip Kottak. 2012. <i>Culture</i>. NY: Graw Hill MC.</p> <p>Material: urban culture Bibliography: 7. Gezon, Hea, and Conrad Philip Kottak. 2012. <i>Culture</i>. NY: Graw Hill MC.</p> <p>Material: rural culture Bibliography: 7. Gezon, Hea, and Conrad Philip Kottak. 2012. <i>Culture</i>. NY: MC Graw Hill.</p>	3%

8	uts	uts	Criteria: uts Form of Assessment : Participatory Activities	offline		Material: uts References: 4. Haviland, et.al. 2008. <i>Cultural Anthropology The Human Challenge</i> . Belmont, CA: Thomson Wadsworth	20%
9	Students are able to analyze ethnic groups	accuracy of analyzing ethnic groups	Criteria: Student participation in questions and answers and conveying ideas Form of Assessment : Participatory Activities	lectures and questions and answers 270		Material: ethnic groups Reference:	3%
10	Students are able to analyze ethnicity	accuracy of analyzing ethnicity	Criteria: Student participation in questions and answers and conveying ideas Form of Assessment : Participatory Activities	lectures and questions and answers 270		Material: ethnic groups Reference:	3%
11	Students are able to analyze Javanese culture	accuracy of analyzing Javanese culture	Criteria: Student participation in questions and answers and conveying ideas Form of Assessment : Participatory Activities	lectures and questions and answers 270		Material: ethnic groups Reference: <hr/> Material: Javanese culture Bibliography: 5. Ferraro, Gary. and Susan Andreas. 2010. <i>Cultural Anthropology An Applied Perspective</i> . Belmont, CA: Thomson Wadsworth	3%
12	Students are able to analyze the concept of abangan	accuracy of analyzing Abangan culture	Criteria: Student participation in questions and answers and conveying ideas Form of Assessment : Participatory Activities	lectures and questions and answers 270		Material: ethnic groups Reference: <hr/> Material: Javanese culture Bibliography: 5. Ferraro, Gary. and Susan Andreas. 2010. <i>Cultural Anthropology An Applied Perspective</i> . Belmont, CA: Thomson Wadsworth <hr/> Material: abangan culture Bibliography: 3. Miller, Barbara., 2009. <i>Cultural Anthropology</i> . Toronto: Prentice Hall	3%

13	Students are able to analyze the concept of priyayi	accuracy of analyzing priyayi culture	<p>Criteria: Student participation in questions and answers and conveying ideas</p> <p>Form of Assessment : Participatory Activities</p>	lectures and questions and answers 270		<p>Material: ethnic groups Reference:</p> <hr/> <p>Material: Javanese culture Bibliography: 5. Ferraro, Gary. and Susan Andreas. 2010. <i>Cultural Anthropology An Applied Perspective.</i> Belmont, CA: Thomson Wadsworth</p> <hr/> <p>Material: abangan culture Bibliography: 3. Miller, Barbara,. 2009. <i>Cultural Anthropology.</i> Toronto: Prentice Hall</p> <hr/> <p>Material: priyayi References: 7. Gezon, Hea, and Conrad Philip Kottak. 2012. <i>Culture.</i> NY: MC Graw Hill.</p>	3%
14	Students are able to analyze the concept of santri	accuracy of analyzing santri culture	<p>Criteria: Student participation in questions and answers and conveying ideas</p> <p>Form of Assessment : Participatory Activities</p>	lectures and questions and answers 270		<p>Material: ethnic groups Reference:</p> <hr/> <p>Material: Javanese culture Bibliography: 5. Ferraro, Gary. and Susan Andreas. 2010. <i>Cultural Anthropology An Applied Perspective.</i> Belmont, CA: Thomson Wadsworth</p> <hr/> <p>Material: abangan culture Bibliography: 3. Miller, Barbara,. 2009. <i>Cultural Anthropology.</i> Toronto: Prentice Hall</p> <hr/> <p>Material: priyayi References: 7. Gezon, Hea, and Conrad Philip Kottak. 2012. <i>Culture.</i> NY: MC Graw Hill.</p> <hr/> <p>Material: students References: 4. Haviland, et.al. 2008. <i>Cultural Anthropology The Human Challenge.</i> Belmont, CA: Thomson Wadsworth</p>	3%

15	Students are able to analyze the concept of santri	accuracy of analyzing santri culture	Criteria: Student participation in questions and answers and conveying ideas Form of Assessment : Participatory Activities	lectures and questions and answers 270		Material: ethnic groups Reference: Material: Javanese culture Bibliography: 5. Ferraro, Gary. and Susan Andreas. 2010. <i>Cultural Anthropology An Applied Perspective</i> . Belmont, CA: Thomson Wadsworth Material: abangan culture Bibliography: 3. Miller, Barbara.. 2009. <i>Cultural Anthropology</i> . Toronto: Prentice Hall Material: priyayi References: 7. Gezon, Hea, and Conrad Philip Kottak. 2012. <i>Culture</i> . NY: MC Graw Hill. Material: students References: 4. Haviland, et.al. 2008. <i>Cultural Anthropology The Human Challenge</i> . Belmont, CA: Thomson Wadsworth Material: sa Bibliography: 3. Miller, Barbara.. 2009. <i>Cultural Anthropology</i> . Toronto: Prentice Hall	4%
16	uas	uas	Criteria: uas Form of Assessment : Test	offline		Material: Bibliography :	37%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	63%
2.	Test	37%
		100%

Notes

- 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.
- 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.
- 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.
- 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.