



Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Visual Communication Design Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Design and Culture	9024102057	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	6	May 10, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																				
	Program Objectives (PO)																																																																																				
	PO - 1	(1) Students are able to explain analytically and logically the development of theoretical aspects of culture																																																																																			
	PO - 2	(2) Students are able to explain cultural concepts from influential countries before the Enlightenment era until the modern era																																																																																			
	PO - 3	(3) Students are able to analyze the form of visual works found from the remains of the past and their relationship to current cultural developments.																																																																																			
	PLO-PO Matrix																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																					
	<table border="1" style="margin-left: 40px;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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																
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Short Course Description This course examines the development of scientific and technological culture in the world, in terms of the influence of religion, science, natural law, social background, and experiments that have given rise to various forms of fine art and architectural design. Understand the design concepts and philosophies of several influential countries which gave rise to industrialization and the division of design development periods

References

Main :

1. Widagdo. 2005. Desain dan Kebudayaan . Bandung: Penerbit ITB.
2. Ernst Cassirer. 1987. Manusia dan Kebudayaan Sebuah Esei Tentang Manusia. Jakarta: PT. Gramedia.
3. Prof. Dr. C. A. Van Peursen. 1988. Strategi Kebudayaan . Yogyakarta: Percetakan Kanisius.
4. Agus Sachari. 2007. Budaya Visual Indonesia . Jakarta: Erlangga.
5. John A. Walker. 2010. Desain, Sejarah, Budaya; Sebuah Pengantar Komprehensif . Yogyakarta: Jalasutra.
6. David Kaplan dan Robert A. Manners. 2002. Teori Budaya. Yogyakarta: Pustaka Pelajar.
7. Agus Sachari dan Yan Yan Sunarya. 2001. Wacana Transformasi Budaya. Bandung: Penerbit ITB.

Supporters:

Supporting lecturer Meirina Lani Anggapuspa, S.Sn., M.Sn.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials	Assessment Weight (%)
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	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)	[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the theoretical aspects of culture	1.Students define culture 2.Students differentiate culture & culture theory	Criteria: 1.Material suitability 2.Presentation creativity Form of Assessment : Participatory Activities, Practice/Performance	Deductive Approach, Lecture, discussion, question and answer 2 X 50		Material: Basic Theory of Design and Culture Library: <i>Widagdo. 2005. Design and Culture. Bandung: ITB Publishers.</i> Material: Types of Visual Culture in Indonesia Reader: <i>Agus Sachari. 2007. Indonesian Visual Culture. Jakarta: Erlangga.</i>	5%
2	Understanding Karl Jaspers' Axis Age Theory (Achszeit).	1.Students Describe the cultural stages of human history 2.Students describe the theoretical scheme of the axis era (Achszeit) 3.Students explain the culture of science and technology	Criteria: 1.Material suitability 2.Presentation creativity Form of Assessment : Participatory Activities	Contextual Approach: Focus Group Discussion, questions and answers 2 X 50		Material: Axis Age Theory Bibliography: <i>David Kaplan and Robert A. Manners. 2002. Cultural Theory. Yogyakarta: Student Library.</i>	5%
3	Greek Philosophy and Design Design Methods	1.Students Describe Greek philosophy 2.Students describe design design methods	Criteria: 1.Material suitability 2.Presentation creativity Form of Assessment : Participatory Activities	Contextual Approach: Focus Group Discussion, questions and answers 2 X 50		Material: Greek Philosophy Bibliography: <i>David Kaplan and Robert A. Manners. 2002. Cultural Theory. Yogyakarta: Student Library.</i> Material: Design Methods Design Library: <i>Widagdo. 2005. Design and Culture. Bandung: ITB Publishers.</i>	5%

4	The Age of Renaissance and Enlightenment, New Thoughts in Science	<ol style="list-style-type: none"> 1.Students Describe the Middle Ages and the Renaissance 2.Students Explain the meaning of the Age of Enlightenment in Science 3.Students describe the development of religion, science, art and culture during the enlightenment era 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Material suitability 2.Presentation creativity <p>Form of Assessment : Participatory Activities</p>	Contextual Approach: Focus Group Discussion, questions and answers 2 X 50		<p>Material: Renaissance and Enlightenment Ages Bibliography: <i>David Kaplan and Robert A. Manners. 2002. Cultural Theory. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Developments in the Middle Ages Bibliography: <i>John A. Walker. 2010. Design, History, Culture; A Comprehensive Introduction. Yogyakarta: Jalasutra.</i></p>	5%
5	The Age of Enlightenment and the History of Modern Science: Natural Law, Experiments, Scientific Progress, Social Conditions, Birth of Modern Science and Technology	<ol style="list-style-type: none"> 1.Students Identify natural laws and experiments that occurred during the enlightenment era 2.Students Describe the progress of science during the enlightenment era 3.Students Explain the social conditions that gave birth to modern science and technology 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Material suitability 2.Presentation creativity <p>Form of Assessment : Participatory Activities</p>	Contextual Approach: Focus Group Discussion, questions and answers 2 X 50		<p>Material: Age of Enlightenment Bibliography: <i>John A. Walker. 2010. Design, History, Culture; A Comprehensive Introduction. Yogyakarta: Jalasutra.</i></p> <hr/> <p>Material: Modern Science and Technology Reader: Ernst Cassirer. 1987. Man and Culture, An Essay About Man. Jakarta: PT. Scholastic.</p>	5%
6	The Age of Enlightenment and the History of Modern Science: Science and Technology before the Renaissance, Classical Technology, Science and Technology in China, Social Background	<ol style="list-style-type: none"> 1.Students Identify science and technology before the Renaissance 2.Students Describe classical technology 3.Students describe the development of science and technology in China 4.Students explain the social background of the enlightenment era 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Material suitability 2.Presentation creativity <p>Form of Assessment : Participatory Activities</p>	Contextual Approach: Focus Group Discussion, questions and answers 2 X 50		<p>Material: Classical Technology Bibliography: <i>John A. Walker. 2010. Design, History, Culture; A Comprehensive Introduction. Yogyakarta: Jalasutra.</i></p> <hr/> <p>Material: Science and Technology in China Reader: Agus Sachari and Yan Yan Sunarya. 2001. Cultural Transformation Discourse. Bandung: ITB Publishers.</p>	5%

7	Renaissance Fine Arts and Architecture	<ol style="list-style-type: none"> 1.Students Identify fine art during the Renaissance and its society 2.Students Explain the aesthetics of classical art 3.Students describe the elements and developments of architecture during the Renaissance 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Material suitability 2.Presentation creativity <p>Form of Assessment : Participatory Activities</p>	Contextual Approach: Focus Group Discussion, questions and answers 2 X 50		<p>Material: Renaissance fine art and architecture Reader: Agus Sachari. 2007. <i>Indonesian Visual Culture</i>. Jakarta: Erlangga.</p> <hr/> <p>Material: History and development of fine arts Readers: Agus Sachari and Yan Yan Sunarya. 2001. <i>Cultural Transformation Discourse</i>. Bandung: ITB Publishers.</p>	5%
8	Midterm Exam	Midterm Exam	<p>Criteria: Midterm Exam</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Midterm Exam 2 X 50		<p>Material: Design and Culture Reader: Widagdo. 2005. <i>Design and Culture</i>. Bandung: ITB Publishers.</p>	10%
9	Renaissance Aesthetic Concept	<ol style="list-style-type: none"> 1.Students identify the aesthetic concepts of the Renaissance era 2.Students explain harmony, order and continuity, the principles of Renaissance art 3.Students Describe art and numbers 4.Students Explain perspective 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Material suitability 2.Presentation creativity <p>Form of Assessment : Participatory Activities</p>	Contextual Approach: Focus Group Discussion, 2 X 50 Lectures		<p>Material: Renaissance Aesthetics Bibliography: David Kaplan and Robert A. Manners. 2002. <i>Cultural Theory</i>. Yogyakarta: Student Library.</p>	5%
10	Industrialization and 19th Century Design	<ol style="list-style-type: none"> 1.Students Identify 19th century styles 2.Students Explain politics, social and economics 3.Students Explain the relationship between art and engineering 4.Students Explain industrialization, rationalization and design 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Material suitability 2.Presentation creativity <p>Form of Assessment : Participatory Activities</p>	Contextual Approach: Student Presentation, Discussion, question and answer 2 X 50		<p>Material: Industrialization and 19th Century Design Bibliography: Agus Sachari and Yan Yan Sunarya. 2001. <i>Cultural Transformation Discourse</i>. Bandung: ITB Publishers.</p> <hr/> <p>Material: Industrial Revolution era designs Reader: John A. Walker. 2010. <i>Design, History, Culture; A Comprehensive Introduction</i>. Yogyakarta: Jalasutra.</p>	5%

11	Development of 19th Century Design (1850-1900)	Students describe the development of 19th century design (1850-1900)	Criteria: 1.Material suitability 2.Presentation creativity Form of Assessment : Participatory Activities	Contextual Approach: Student Presentation, Discussion, question and answer 2 X 50	Material: 19th Century Design Reader: Agus Sachari. 2007. <i>Indonesian Visual Culture</i> . Jakarta: Erlangga. Material: 19th Century Design Bibliography: Agus Sachari and Yan Yan Sunarya. 2001. <i>Cultural Transformation Discourse</i> . Bandung: ITB Publishers.	5%
12	Industrialization in America	1.Students describe industrialization in America 2.Students identify the discovery of new materials 3.Students describe American design	Criteria: 1.Material suitability 2.Presentation creativity Form of Assessment : Participatory Activities	Contextual Approach: Student Presentation, Discussion, question and answer 2 X 50	Material: Industrialization in America Reference: Agus Sachari and Yan Yan Sunarya. 2001. <i>Cultural Transformation Discourse</i> . Bandung: ITB Publishers.	5%
13	20th Century Design (1900-1945)	1.Students describe 20th century design 2.Students identify a general overview of 20th century design 3.Students describe designs from the 1900-1945 century	Criteria: Suitability of material Creativity of presentation Form of Assessment : Participatory Activities	Contextual Approach: Student Presentation, Discussion, question and answer 2 X 50	Material: 20th Century Design Bibliography: John A. Walker. 2010. <i>Design, History, Culture; A Comprehensive Introduction</i> . Yogyakarta: Jalasutra.	5%
14	Review of Science and Philosophy	1.Students describe an overview of science and philosophy 2.Student Describes design review 3.Students Explain the period of protomodernism 4.Students Explain the pioneers of industrial design 5.Students Explain the Bauhaus journey	Criteria: 1.material suitability 2.Presentation creativity Form of Assessment : Participatory Activities	Contextual Approach: Student Presentation, Discussion, question and answer 2 X 50	Material: Review of Science and Philosophy Reader: Ernst Cassirer. 1987. <i>Man and Culture, An Essay About Man</i> . Jakarta: PT. Scholastic.	5%
15	Indonesia and Modern Technology	1.Students Describe design in Indonesia 2.Students Identify Western material looking at the East 3.Students Explain modern art in Indonesia 4.Students Describe design criticism	Criteria: 1.Material suitability 2.Presentation creativity Form of Assessment : Participatory Activities	Contextual Approach: Focus Group Discussion, 2 X 50 Lectures	Material: Indonesia and Modern Technology Reader: Agus Sachari. 2007. <i>Indonesian Visual Culture</i> . Jakarta: Erlangga.	5%
16	Final exams	Final exams	Criteria: Final exams Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	Final exams	Material: Design and Culture Reader: Widagdo. 2005. <i>Design and Culture</i> . Bandung: ITB Publishers.	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	74.17%
2.	Project Results Assessment / Product Assessment	11.67%
3.	Practice / Performance	7.5%
4.	Test	6.67%
		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.