SILABUS MATA KULIAH
PM WASANTANNAS

ANALISIS KEBIJAKAN PUBLIK
(PUBLIC Policy Analysis)

This course is designed to help you learn how to prepare a report with recommendations on issues like these. Using a variety of policy problems, you will hone your ability to analyze complex issues and develop concise reports of your findings and recommendations. You will also sharpen your ability to develop team synergies in order to craft uniquely suitable policy alternatives.

The Policy Analysis Process. Standard policy analysis begins with a careful definition of the policy problem and proceeds through the set of steps listed below, culminating with the policy report. The course will spend time on each of these steps.

- Define and frame a policy problem,
- Identify the key stakeholders (individuals and groups) for an issue,
- Identify the relevant criteria needed to choose the "best" policy, including those related to political/power,
- Identify or create alternative solutions,
- Assess the outcome of each alternative in terms of each criterion,
- Assess the tradeoffs between alternatives,
- Identify barriers to implementation,
- Recommend the best alternative,
- Communicate your recommendation and the reasoning behind it to a client/decisionmaker.

Policy Analysis Project. Student will learn a variety of tools and concepts in this course. All of them are designed to help produce well-reasoned and thorough policy reports. In order to cement your learning, you will use their skills in producing just such a report. Part of the report will be done individually and part of the report will be done as a team. Each individual will begin the process of defining the policy problem and working out the beginnings of the policy analysis. In the real world, groups of experts from relevant fields are brought together to develop a comprehensive policy solution to the problems that face us. We will reflect this reality by having groups work together once individuals have set the foundation.

Referensi

Benchmarking : THE UNIVERSITY OF NORTH CAROLINE

COMPLEX SYSTEMS AND SOCIAL SIMULATIONS

Sociologists have long believed that psychology alone can't explain what happens when people work together in complex modern societies. In contrast, most psychologists and economists believe that we can explain much about social life with an accurate theory of how individuals make choices and act on them. The societies are complex dynamical systems, and that the best way to resolve these debates is by developing the concept of emergence, paying attention to multiple levels of analysis--individuals, interactions, and groups--with a dynamic focus on how social group phenomena emerge from communication processes among individual members.

This course will give an overview of social dynamic models. The concepts and methods of dynamical systems theory have been applied for understanding very different social phenomena (e.g. war dynamics, economic cycles and chaos, biological and social epidemics, opinion changes etc). Both temporal phenomena (which assume perfect mixing of 'players', i.e. spatial homogeneity) and spatiotemporal processes (which lead to homogenization in closed systems, and pattern formation – including waves – in opens system) were investigated.

This course will introduce the audience into the study of complex social systems. After a short overview of the approach and general problems of the field, the focus will be on the methods and methodology of complex systems studies. Since complex social systems consist of many intertwining components, whose interdependence is typically non-linear, typical models of such systems are generally beyond the means of formal analysis. Therefore, the standard method to study them involves computational simulation.

The course will discuss computational modeling in detail, with special focus on agent-based simulation. Agent-based modeling is a new branch of computer simulation, especially suited for the modeling of complex social systems. Its main tenet is to model the individual, together with its imperfections (e.g., limited cognitive or computational abilities), its idiosyncrasies, and personal interactions. Thus, the approach builds the model from 'the bottom-up', focusing mostly on micro rules and seeking the understanding of the emergence of macro behavior.

Referensi

Flaminio Squazzoni, Riccardo Boero. 2005. Towards an Agent-Based Computational Sociology. Good Reasons to Strengthen a Cross-Fertilization Between Complexity and Sociology", in (ed) Stoneham P. M., *Advances in Sociology Research II*, Nova Science Publishers Inc., New York, USA, 2005, pp. 103-133

Lars-Erik Cederman. 2005. Computational Models of Social Forms: Advancing Generative Process Theory. *American Journal of Sociology*, volume 110 (4), pages 864–893.

László Gulyás. 2002. On the Transition to Agent-Based Modeling: Implementation Strategies From Variables To Agents", *Social Science Computer Review*, Vol. 20, No. 4, Winter 2002, pp. 389-399.

Mark Granovetter. 2001. A Theoretical Agenda for Economic Sociology", in M. F. Guillen, R. Collins, P. England, and M. Meyer (eds.), *Economic Sociology at the Millenium*, Russell Sage Foundation, New York, 2001.

Michael W. Macy and Robert Willer: „FROM FACTORS TO ACTORS: Computational Sociology and Agent-Based Modeling", *Annual Review of Sociology*, Vol. 28: 143-166

Nigel Gilbert, Klaus G. Troitzsch: „Simulation for the Social Scientist", *Open University Press*, 2005, pp312

Benchmarking: CEU **: CENTRAL EUROPEAN University in Budapest**

Community Development

The purpose of this course is to explore the notion of community development in general, and the notion of sustainable community development more specifically. The course is not designed to give you the answer on how to achieve sustainable community development, but rather to expose you to a variety of elements and viewpoints about it. As future planners, part of the skill set you are learning is the capacity to integrate and synthesize a multitude of perspectives into a coherent idea - this class is ideally suited to push you in that direction. This class will hopefully enlarge your conception about what community development is and how it is pursued, as well as push you to look inward, challenge your assumptions and stereotypes about the world, and leave you with a richer (if not more confused) notion of how the world works and what can be done to make things better.

Course content:
Introduction. Understanding basic concepts - community, development, sustainability, neighborhood. Understanding basic concepts - community, development, sustainability, neighborhood .Community development - who does it?. Community needs and assets. Community Development Issues – Environment. Community Development Issues – Housing. Community Development Issues - Jobs . Community Development Issues – Transportation. Community Development Issues – Sustainability. Other Community Development Models. Institutional roles. Community organizing - models & approaches. Community organizing - working together. Social capital. Measurement and evaluation - community indicators. Community-based GIS. International Community Development

Referensi:

Connor, Joseph A. and Stephanie Kadel-Taras (2000). The Community Support Organization: Linking Not-for-Profits to Community Impact. The Not-for-Profit CEO Monthly Letter (Vol. 7, No. 8).

Green, G. P. and A. Haines (2002). Asset building & community development. Thousand Oaks, Calif., Sage Publications.

Kretzmann, J. P., J. McKnight, et al. (1993). Building communities from the inside out : a path toward finding and mobilizing a community's assets, Center for Urban Affairs and Policy Research Neighborhood Innovations Network Northwestern University.

On-line: http://comnet.org/collaboratorycs/paper4.html

On-line: http://www.nwu.edu/IPR/publications/Introd.building.html

On-line: http://www.prospect.org/print-friendly/print/V7/26/26-cnt2.html

On-line: http://www.uoregon.edu/~schlossb/PPPM/gis/gis_uw.pdf

Portes, Alejandro and Patricia Landolt (1996). Unsolved Mysteries: The Tocqueville Files II, The Downside of Social Capital. American Prospect 7(26).

Schlossberg, Marc A. (1998) "Asset Mapping and Community Development Planning with GIS: A Look at the Heart of West Michigan United Way's Innovative Approach". Paper presented to the Association for Research on

Nonprofit Organizations and Voluntary Action (ARNOVA), Seattle. Annual conference, 1998.

Benchmarking: University of Oregon, Department of Planning, Public Policy, & Management

COMMUNITY DEVELOPMENT & URBAN POLICY

Course Goals: By the end of this course, we hope you will be able to do the following: (1) Define, in multiple ways, the process of urban redevelopment and neighborhood change in all their complexity, contradictions, and paradoxes ; (2) Understand in some detail the forces and organizations that are both driving and resisting these processes ; (3) Understand the impact that urban public policy is having on communities and development in urban areas across the United States, surveying a range of domains ; (4) Produce and present two seminar papers demonstrating an in-depth understanding of different community development or urban policy topics; (5) Complete a community development research project and contribute to a report analyzing the results of the project [see below; more information will be provided]. (6) A major goal of this course is to prepare students for work in the complex field of community development occurring in cross-cultural settings, and in organizations characterized by diversity, or in institutional contexts which serve a culturally diverse clientele.

Referensi:

Biddle, W. W. (1965). *The community development process: The rediscovery of local initiative*. New York: Holt Rinehart & Winston.

Blakely, E. J., & Bradshaw, T. K. (2002). *Planning local economic development: Theory and practice* (3rd ed.). Thousand Oaks, CA: Sage.

Campfens, H. (1997). Community development around the world: practice, theory, research, training. Toronto: University of Toronto Press.

DeFilippis, James & Saegert, Susan. (2007). *The community development reader.* New York: Routledge.

DeFilippis, James & Saegert, Susan. (2007). *The community development reader.* New York: Routledge.

DeFilippis, James. (2003). *Unmaking Goliath: Community control in the face of global capital.* NY: Routledge.

Friedmann, J. (1992). *Empowerment: The politics of alternative development.* Blackwell.

Ife, J. (1995). *Community development: Creating community alternatives- vision, analysis and practice*. Melbourne: Longman.

Kretzman, J.P., & McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets.* Chicago: ACTA.

Lees, Loretta, Slater, Tom, & Wyly, Elvin. (2007). *Gentrification*. New York: Routledge.

Mitchell, Don. (2003). *The Right to the City: Social Justice and the Fight for Public Space.* New York: Guilford Press.

Nation, M., Wandersman, A., & Perkins, D. D. (2002). Promoting healthy communities through community development. In L. A. Jason & D. S. Glenwick (Eds.), *Innovative strategies for promoting health and mental health across the life span* (pp. 324-344). New York, NY: Springer.

Pattillo, Mary. (2007). *Black on the block: The politics of race and class in the city.* Chicago: University of Chicago Press.]

Perkins, D. D., Crim, B., Silberman, P., & Brown, B. B. (2004). Community development as a response to community-level adversity: Ecological theory and research and strengths-based policy. In K. I. Maton, et al (Eds.), *Investing in children, youth, families, and communities: Strengths based research and policy* (pp. 321-340). Washington, DC: APA. http://www.people.vanderbilt.edu/~douglas.d.perkins/cdchap10.htm

Schwartz, Alex. (2006). *Housing policy in the United States: An introduction.* New York: Routledge. [

Bencmarking: Vanderbilt **University, Nashville, Tennessee**

CYBERCRIME, CYBERTERRORISM, AND DIGITAL LAW ENFORCEMENT

This course explores how a "networked" world has bred new crimes and new responses, and investigates how information and communication technology (ICT) has become a tool, a target, and a place of criminal activity and national security threats, as well as a mechanism of response. This course addresses such questions as how emerging technologies challenge existing laws and criminal procedures; how nation-states regulate criminal conduct across traditional geographic and political boundaries; what reasonable expectations of privacy are in cyberspace; and how control is shifting from traditional mechanisms of law enforcement to new regulatory regimes, including technology.

The subtext of this course is how the emergence of advanced information societies challenges certain prevailing social and philosophical constructs of criminal justice, social control and individual freedom..

Specific topics covered include the information environment as crime scene; hacking and unauthorized access; computer use in traditional crimes like financial fraud, drug trafficking, extortion, securities fraud, and political terrorism; identity theft and online fraud; electronic interception, search and seizure, and surveillance; cyberterror; "hactivism"; censorship and free speech; economic espionage; and information warfare.

Course Outline:
1. Overview, What is Cybercrime?
2. Computer Intrusions and Attacks (Unauthorized Access)
3. Computer Viruses, Time Bombs, Trojans, Malicious Code (Malware)
4. Online Fraud and Identity Theft; Intellectual Property Theft; Virtual Crime
5. Online Vice: Gambling; Pornography; Child Exploitation
6. International Aspects and Jurisdiction
7. Infrastructure and Information Security; Risk Management
8. Investigating Cybercrime: Digital Evidence and Computer Forensics
9. Interception, Search and Seizure, and Surveillance
10. Information Warfare, Cyberterrorism, and Hacktivism
11. Terrorism, Radicalization, and The War of Ideas
12. Trade Secret Theft and Economic Espionage
13. National Security
14. Case Study.

Referensi

David J. Loundy, COMPUTER CRIME, INFORMATION WARFARE, AND ECONOMIC ESPIONAGE, Carolina Academic Press (2003) (ISBN:0890891109).

Jack Balkin, et al. eds., CYBERCRIME: Digital Cops in a Networked World (NYU Press 2007) (ISBN:0814799833).

Joel McNamara, SECRETS OF COMPUTER ESPIONAGE: TACTICS AND COUNTERMEASURES (2003) (ISBN:0764537105).

Orin S. Kerr, COMPUTER CRIME LAW: AMERICAN CASEBOOK SERIES (2006) (ISBN:0314144005).

Peter Stephenson, INVESTIGATING COMPUTER RELATED CRIME (2000) (ISBN:0849322189).

Ralph D. Clifford, CYBERCRIME: THE INVESTIGATION, PROSECUTION AND DEFENSE OF A COMPUTER-RELATED CRIME (Second Edition 2006) (ISBN:0890897239).

Samuel C. McQuade, III, UNDERSTANDING AND MANAGING CYBERCRIME (2006) ().

Benchmarking: THE NEW YORK LAW SCHOOL

ECONOMICS, ETHICS AND THE ENVIRONMENT

Referensi

Benchmarking

EKONOMI POLITIK PEMBANGUNAN
(*Political Economy*)

This course quotes suggests the conflict, contradiction and ambiguity that result when the words "politics" and "economics" are thrown together. Conflict, contradiction and ambiguity result when the words "politics" and "economics" are thrown together. The intersection of politics and economics raises questions - and sparks conflicts - about the fundamental issues of politics: freedom, security, order, sovereignty, fairness, and democracy. In *Political Economy & Public Policy*, we will examine how the struggles for power and for wealth affect one another and the realization of these values. Specifically, we will compare and contrast political and market solutions to collective problems; the politics of economic crises; corporations and labor in the political economy; regulation, monetary policy; and fiscal policy.

Referensi:

David W. Brady and Craig Volden, *Revolving Gridlock: Politics and Policy from Jimmy Carter to George W. Bush* (Westview Press, 2005) ISBN 0-8133-4320-8

Douglass North, *Institutions, Institutional Change and Economic Performance* (New York: Cambridge University Press, 1990). ISBN: 0521397340

James P. Caporaso and David P. Levine. *Theories of Political Economy* (New York: Cambridge University Press, 1992) ISBN 0521425786

Kathleen Thelen *How Institutions Evolve: The Political Economy of Skills in Germany, Britain, the United States, and Japan* (Cambridge University Press, 2004) (Paperback) ISBN-10: 0521546745

Monica Prasad, *The Politics of Free Markets: The Rise of Neoliberal Economic Policies in Britain, France, Germany, and the United States* (University of Chicago Press, 2006)(Paperback) ISBN-10: 0226679020

Peter A. Gourevich, *Politics in Hard Times* (Cornell University Press, 1988) ISBN: 0801494362

Benchmarking: University of Missouri St. Louis

FILSAFAT ILMU (*Phylosophy of Science)*

The course will provide an overview of traditional problems and some recent developments in the philosophy of science. While a number of specific theories and agenda (e.g., relativity theory, quantum mechanics, sociobiology, artificial intelligence) are discussed, emphasis is placed on the conceptual consequences modern science imposes generally on our basic philosophies of knowledge and nature. Topics in both the natural and social sciences will be

covered; after considering the experimental and/or theoretical results obtained by selected research communities within the special sciences, students will be encouraged to advance and criticize a variety of philosophical views concerning the aims, methods, and achievements of these sciences.

Referensi:

Dawkins, Richard. *The Blind Watchmaker: Why the Evidence of Evolution Reveals a Universe without Design,* Reissue. New York: W.W. Norton & Co., 1996.

Flanagan, Owen J. *The Science of the Mind,* 2nd Ed., Revised and Expanded. Cambridge: MIT Press, 1991.

Hacking, Ian. *Representing and Intervening: Introductory Topics in the Philosoophy of Natural Science.* Cambridge: Cambridge University Press, 1983.

Jauch, Josef. M. *Are Quanta Real?: A Galilean Dialogue.* Bloomington, IN: Indiana University Press (Midland Books: No. 545), 1990.

Kuhn, Thomas. *The Structure of Scientific Revolutions.* Third Edition. University of Chicago Press, 1996.

Lewontin, R.C. *Biology as Ideology: The Doctrine of DNA.* Harper Collins, 1991.

Martin Curd and J.A. Cover (Ed). 1998. *Philosophy of Science: The Central Issues.* (W.W. Norton and Company, 1998).

Reichenbach, Hans. *From Copernicus to Einstein.* New York: Dover Publications, 1980.

Benchmarking: Middle Tennessee State University

GEOPOLITIK KRITIS INDONESIA
(Critical *Geopolitics*)

This course is an introduction to the critical examination and analysis of geopolitics. The term geopolitics in notoriously difficult to define but in this course we will specify it as the practice by which intellectuals of statecraft and political cultures give meaning to 'world politics' and the place of their state in the interstate system. Geopolitics, thus, requires us to examine state cultures and the mechanisms by which these construct the world. This active social representation of the world has been termed 'worlding' by certain theorists or 'geo-graphing' by others, literally the writing of global political space. To examine this will require asking philosophical questions about how cultures construct meanings, how these meanings are central to the development of state institutions, how states develop geopolitical cultures, what debates and traditions characterize these geopolitical cultures and how these cultures operate on a daily basis, at 'high' or formalized sites, like in universities and think tanks, and 'low' sites, like in newspapers, films, magazines and popular culture. It also requires thinking through the relationship between geopolitical discourses and foreign policy institutions and practices. And it requires thinking about the relationship of these discourses and institutional practices to process of globalization and transnationalization.

Referensi:

David Campbell, *Writing Security*. Revised edition. Minneapolis: University of Minnesota, 1998.

Derek Gregory, *The Colonial Present*. Oxford: Blackwell, 2004.

Edward Said, *Orientalism*. New York: Vintage, 1979.

Gearóid Ó Tuathail, Simon Dalby and Paul Routledge, *The Geopolitics Reader*. Second edition. Routledge, 2006.

John Agnew, *Geopolitics: Revisioning World Politics*. Routledge. Second edition.

Klaus Dodds and James Sidaway, "Locating Critical Geopolitics," *Society and Space*. (1994) 12(5): 515-524.

Lene Hansen, *Security as Practice: Discourse Analysis and the Bosnian War.* Routledge, 2006.

Matt Sparke, *In the Space of Theory: Postfoundational Geographies of the Nation-State*. University of Minnesota, 2005.

Michael Shapiro, "Language and Power: The Spaces of Critical Interpretation." *Reading the Postmodern Polity*, 1992.

Tzvetan Todorov, *The Conquest of America: The Question of the Other*. New York: Harper Perennial, 1997.

Benchmarking: VIRGINIA TECH GRADUATE SCHOOL.

GLOBALISASI: ANCAMAN, PELUANG DAN TANTANGAN
(*Globalization: Threats, Opportunities and Challenges*

Globalization refers to a variety of political, economic, cultural, and social changes that are currently transforming our world. Countries are increasingly interconnected by flows of information, trade, money, immigrants, technology, and culture. Trans-national corporations and political organizations (e.g., the UN) have grown in size and influence, as have the organized social movements that lobby or oppose them. The goal of the course is clarify what globalization is and how it is affecting societies around the world. For instance, how does global trade affect jobs and the economy? And, how do those effects differ depending upon whether you live in the U.S., India, or Indonesia? How does the spread of political ideologies affect politics in the countries of Africa, Asia, and Latin America? How do international social movements and protesters affect government policies in different societies? This course provides an overview of globalization and its consequences, drawing on new theoretical ideas from sociology and related fields

Referensi:

Brawley, Mark. 2002. *The Politics of Globalization*. Broadview Press.

Ellwood, Wayne and John McMurty. 2001. *The No-Nonsense Guide to Globalization*. Verso.

Online readings can be found by following the links, below. Some links go directly to the articles, while others connect you to the UMN e-reserve system, which requires a password that I will provide. You can also get to the e-reserve system by typing in the following URL: http://eres.lib.umn.edu/eres/coursepage.aspx?cid=258

Benchmarking: THE UNIVERSITY OF MINNESOTA

HANKAMRATA

Pertahanan Keamanan Rakyat Semesta adalah sistem pertahanan negara yang dianut oleh Indonesia. Sesuai Undang-Undang RI No 34 Tahun 2004, Hankamrata adalah sistem pertahanan yang bersifat semesta, yang melibatkan seluruh warga negara, wilayah dan sumber daya nasional lainnya serta dipersiapkan secara dini oleh pemerintah dan diselenggarakan secara total, terpadu, terarah, berkesinambungan dan berkelanjutan untuk menegakkan kedaulatan negara, mempertahankan jeutuhan wilayah Negara Kesatuan Republik Indonesia dan melindungi keselamatan segenap bangsa dari setiap ancaman.

HEALTH AND COMMUNITY DEVELOPMENT

Course is designed to introduce students to the historical, theoretical, and practical framework of community development (CD), and to the implementation of CD programs or projects conducted in communities in Indonesia. This course further examines the effectiveness of the community development process in addressing the social and economic needs faced by people in these countries. Finally, the course examines how community development relates to primary health care.

Primary Health Care and Community Development . Community Organizing for Development Process . Primary Health Care and Community Development Part 3: Primary Health Care

Referensi:

Bernard Turnock, *Public Health What It Is and How It Works*, Chapter 1, pp. 11-14

Best, A. et al (2003). Health Promotion Dissemination and Systems Thinking: Towards an Integrative Model. *American Journal of Health Behavior*, 27(Suppl 3), 206-216.

Bierema, L. (2003). Systems Thinking: A New Lens for Old Problems. *Journal of Continuing Education in the Health Professions*, 23(1).

Braun, K., et al. (2003) Empowerment Through Community Building: Diabetes Today in the Pacific. *Journal of Public Health Management and Practice*, Nov. 2003 (Suppl.), S19-S25

Campfens, H. (Ed.). (1999). *Community development around the world: Practice, theory, research, training*. Toronto: University of Toronto Press, Inc.

Freire, P. (2007). *Education for critical consciousness*. New York: Continuum.

Homer J.B. & G. B. Hirsch. (2006). System Dynamics Modeling for Public Health: Background and Opportunities. *American Journal of Public Health,* 96(3), pp 452-458.

Ife, J., & Tesoriero, F. (2006). *Community development: Community-based alternatives in an age of globalisation* (3rd ed.). Frenchis Forest, Australia: Pearson Education Australia.

Levy, D.T., J. E. Bauer, & H. Lee. (2006). Simulation Modeling and Tobacco Control: Creating More Robust Public Health Policies. *American Journal of Public Health*, 96(3), pp 495-498.

Paul K. Halversons & Glen P. Mays, "Public Health Assessment," Chapter 11, *Public Health Administration: Principles for Population-Based Management.* Novick, L. & Mays, G. (editors)

Schumacher, E. F. (1993). *Small is beautiful: Economics as if people mattered.* Vancouver, BC: Hartley & Marks Publishers Inc.

Srinivasan, Shobha , O'Fallon, Liam and Dearry, Allen, eds. *Built Environment -- Healthy Communities, Healthy Homes, Healthy People.* Final Report, July 15 - 16, 2002, Research Triangle Park, NC.

Benchmarking: ATHABASCA UNIVERSITY, CANADA

HUMAN TRAFFICIKING & KDRT

Trafficking in persons (TIP), or human trafficking, is a regrettably widespread form of modern-day slavery. Traffickers often prey on individuals, predominantly women and children in certain countries, who are poor, frequently unemployed or underemployed, and who may lack access to social safety nets. Victims are often lured with false promises of good jobs and better lives, and then forced to work under brutal and inhuman conditions. It is difficult to accurately estimate the extent of victimization in this crime whose perpetrators go to great lengths to keep it hidden.

The purpose of this course is t provide the student with a comprehensive understanding of global human trafficking. In addition to an overview we will examine, causes, costs, political and other means of reducing the problem, and ways to personally impact this world-wide disgrace and disregard for human dignity.

Course content:
· Size and scope of the problem
· Industry profits and debt bondage
· Criminal Networks and corrupt guardians
· Trafficking laws and economic conditions that drive them
· Militarized rape and other patriarchal hostilities
· What must be done….
· Think globally and act locally

Referensi

Jesse Sage and Liora Kasten, 2006. Enslaved: True Stories of Modern Day Slavery, Palgrave Macmillian, 2006

Franics Bok, 2003. Escape from Slavery: The True Story of My Ten Years in Captivity and My Journey to Freedom in AmericaSt. Martin's Griffin Press, 2003

Jean-Robert Cadet, 1998. Restavec: From Haitian Slave Child to Middle-Class American, University of Texas Press, 1998

Jimmie Briggs, 2006. Innocents Lost: When Child Soldiers Go to War, Basic Books, 2006

O'Toole, Laura L., Jessica R. Schiffman, and Margie L. Kiter Edwards. 2007. *Gender Violence: Interdisciplinary Perspectives, 2nd ed.* New York: New York University Press.

Benchmarking: The University of Rhode Island

HUMAN SECURITY

This course will explore a series of human security issues drawing on the perspectives of key governmental, international and non-governmental actors. It will examine substantive policy agendas designed to increase the safety of individuals from physical violence and armed conflict including: cluster munitions and small arms; the protection of civilians and the responsibility to protect; women, peace and security; international criminal justice and war economies. The bulk of the emphasis will be placed on the processes through which a diverse set of actors develop global public policy responses by articulating new policy agendas, defining policy recommendations, building governmental and non-governmental coalitions, negotiating international agreements, and monitoring and evaluating policy implementation. Attention will be given to assessing policy development strategies appropriate to the various stages of the public policy cycle, and to results-based approaches to effectively utilizing scarce resources.

Referensi

Brian Rawson, "Aiming for Prevention: Medical and Public Health Approaches to Small Arms, Gun Violence, and Injury, Croatian Medical Journal, 2002

Caroline Moser, Urban Violence and Insecurity: An Introductory Institute for Environment and Development, 2004

Fancesco Checchi and Les Roberts, Interpreting and Using Mortality Data in Humanitarian Emergencies: A Primer for Non-Epidemiologists, Humanitarian Policy Group, 2005, esp. pp. 1-18.

Frederick Berkle, The Epidemiology of War and Conflict, Handbook on Bioterrorism and Disaster Medicine, Springer, 2006

Jeanne Ward and Wendy Marsh, "Sexual Violence against Women and Girls in War and its Aftermath," Symposium on Sexual Violence in Conflict and Beyond, 2006

Lynda Doll *et. al.* "Injury and Violence Prevention Interventions: An Overview," Handbook of Injury and Violence Prevention, Springer, 2006

Paul Spiegel and Peter Salama, War and Mortality in Kosovo, 1998-99: An Epidemiological Testimony, The Lancet, 2000.

Richard Garfield, Violence and Victimization in South Sudan, Small Arms Survey, 2007

Stepehn Garret, Models of Transitional Justice: A Comparative Analysis, International Studies Association, 2000

Benchmarking: University of Ottawa

ICT = INFORMATION AND COMMUNICATION TECHNOLOGIES: PRINCIPLES AND PERSPECTIVES

Aims and objectives. The main aims of this unit are to:

- introduce students to three key, complementary elements of ICTs in an integrated manner
- develop understanding of how ICTs can be designed to be as usable as possible by studying the field of human-computer interaction
- develop understanding of how data can be represented and stored in an ICT by studying the theory and application of databases
- develop understanding of how ICT applications use networking technology to communicate.

There are three topics in this unit. However, rather than approaching these as separate, individual themes, this unit presents them as a single, integrated topic that will assist you in the creation of ICT supported applications. This COURSE therefore considers these topics to be key elements of ICTs. These are:

Human Computer Interaction (HCI):
This will introduce you to HCI and interactive systems design from an ICT perspective and show how psychological issues in HCI are fundamental to good ICT design. It will also examine how issues for interactive systems design arise from the ICT context (social and organisational interactivity), along with a review of the tools and techniques for interaction design, as well as user-centred design, prototyping and evaluation. Finally, current research issues in HCI will also be considered where they impact on the use and future development of ICTs.

Databases: From an ICT perspective, database systems, DBMS and architectural issues will be introduced. Creation of databases, specifically the relational model, database design, data protection and current trends will also be investigated.

Networking: In ICTs, communication is fundamental. This element will consider this from the perspective of Intranets and the Internet by introducing networking application requirements, the client-server model and networking and internetworking technologies such as LANs, WANs and MANs.

The organisation of communication will also be considered including protocols and middleware support.

Referensi:
Preece, J., Y. Rogers, H. Sharp, D. Benyon, S. Holland and T. Carey *Human–Computer Interaction*. (Wokingham, England: Addison-Wesley Publishing Company, 1994) [ISBN 9780201627695].

Connolly, M.T. and E.C. Begg. *Database Systems: A Practical Approach to Design, Implementation and Management*. (Harlow: Addison-Wesley, 2009) fifth edition [ISBN 9780321523068].

Comer, D.E. *Computer Networks and Internets*. (New Jersey: Prentice Hall International, 2009) fifth edition [ISBN 9780136061274]

Benchmarking: UNIVERSITY OF LONDON

INTERDICIPLINARY STUDIES

Interdisciplinary is designed to develop the learning, thinking and adaptive skills, as well as a global awareness that **ALL** students, will need as they face the tasks and problems of the future. Integrated liberal arts resources will be used to explore fundamental questions and issues. Teams of students working with an interdisciplinary focused instructor will gain a broad inquisitive view of the planet, its inhabitants, the problems/issues they will face as global citizens.

First, through assigned readings and class discussions, we will explore both theoretical approaches and practical applications of interdisciplinarity in today's world. We will look at the historical development of the academic disciplines in the university, and interrogate the strengths and weaknesses of both disciplinary and interdisciplinary thinking. Second, you will conceptualize your own interdisciplinary goals and begin to develop your own degree program as a bis student while grounding that understanding in theories of adult education. In working toward these goals, you will be expected to build community, use technology, communicate well, identify and analyze problems, and gain an appreciation for multiple perspectives and points of view.

Referensi:

Benson, T.C. (1998). Five arguments against **Interdisciplinary Studies**. In W.H. Newell (Ed.), *Interdisciplinarity: Essays from the literature* (pp. 108-113). New York, NY: The College Board. (Reader)

Boyle, T. Coraghessan. *A Friend of the Earth*. New York: Penguin, 2001.

Clark, T. (2001). **Interdisciplinary** problem-solving in species and ecosystem conservation. *Yale School of Forestry and Environmental **Studies** Bulletin Series* (Number 105). New Haven, CT: Yale University. (Reader)

Davis, J.R. (1995). **Interdisciplinary** courses and team teaching: Definitions and examples (excerpt). In J.R. Davis, ***Interdisciplinary** courses and team teaching: New arrangements for learning* (pp. 3-6). Phoenix, AZ: Oryx Press. (Reader)

Mansila, V.B., Miller, W.C. & Gardner, H. (2000). On disciplinary lenses and **interdisciplinary** work. In S. Wineburg & P. Grossman (Eds.), ***Interdisciplinary** curriculum: Challenges to implementation* (pp. 17-38). New York, NY: Teachers College Press. (Reader)

Newell, W.H. (1998). The case for **interdisciplinary studies**: Response to Professor Benson's five arguments. In W.H. Newell (Ed.) *Interdisciplinarity: Essays from the literature* (pp. 109-122). New York, NY: The College Board. (Reader)

Benchmarking: University of Hawaii .

KAJIAN SISTEM IDEOLOGI: KOMPARASI
(*Ideology System: Comparative Study*

The study of ideologies makes clear the impact that ideas can and do have on the lives of millions of people around the world. Without an understanding of the major ideologies and their philosophical underpinnings, a student literally cannot understand

nineteenth and twentieth century political history, nor can she or he fully understand current events. A study of ideologies should impress the student with the fact that ideas are often the most potent forces in the political world-- ideas as justifications and as unifying banners. This course will explore the ideologies themselves, but it will also explore the source of their appeal, and their practical impact on people's lives.

Required Paper:

Using at least three and no more than five scholarly sources (books or journal articles--the sources must be found in Hale Library), and up to five articles in popular sources (newspapers, magazines) defend or oppose a particular ideology as it is manifested in the world today. Clearly state the position *you* wish to defend, as well as that to which you are opposed. If you choose to use a larger work from which a reader selection comes as one of your library sources, this will count as one of your required sources. You must meaningfully incorporate all of your sources into the paper and cite them using a standard method. The finished paper should be 7-10 pages long, double spaced with one inch margins on all sides. Any endnotes and a bibliography are in addition to the required 7-10 pages.

Referensi:

Terence Ball and Richard Dagger, 2002. Political Ideologies and the Democratic Ideal, HarperCollins, 2002 (5th Edition).

Terence Ball and Richard Dagger, 2002. Ideals and Ideologies: A Reader, HarperCollins, 2002 (5th Edition).

Milton Cummings – Cultural Diplomacy and the United States Government [online]

Sue Curry Jansen – "Foreign Policy, Public Diplomacy, and Public Relations: Selling America to the World" in *Bring 'Em On: Media and Politics in the Iraq War.*

Cohn, Norman. *The Pursuit of the Millennium*. 2d ed. New York: Oxford University Press, 1990. ISBN: 13**:** 9780195004564.

Jonas, Hans. *The Gnostic Religion*. 3d ed. Boston: Beacon Press, 2001. ISBN: 13: 9780807058015.

Voegelin, Eric, *Science Politics and Gnosticism*, (ISI Books, 2004) ISBN: 13**:** 9781932236484.

Benchmarking: KANSAS STATE UNIVERSITY.

KAJIAN STRATEGIS DAN PERTAHANAN
Defence and Strategic Studies

Course contents : International Relations and Foreign Policy: International Relations; Introduction; Meaning and Concept; Nature, Scope and Subject-Matter. Foreign Policy : Introduction; Meaning and Concept; Basic Tenets of India' Foreign Policy; Determinants of Foreign Policy. Approaches to the Study of International Relations : Idealist Theory; Realist Theory. National Power : Introduction; Meaning and Concepts; Elements of National Power; Its Role in Making of Foreign Policy; Its Role in International Relations. National Interest : Introduction; Meaning and Nature; Functions and Purpose of National Interests; Types of National Interest

Elements of National Security: Introduction: Concept of Nation, State and Nation State; Concept, Meaning, Definition and Objectives of National Security (With clear distinction between traditional and modern approach). Threats to national security: External and Internal threat; Strategic and non Strategic threat.. Spectrum and Instruments of national security: Economic Sustainability; Technological Capability and Research & Development; Politico- Military Diplomacy; Military Capability and nuclear elements. Determinants of Defence policy. National Defence and Security Planning. GEOPOLITICS: Geopolitics: Definition Meaning, Nature, Factors; Strategic Minerals and Resources: Definition, Meaning, Nature and its Utility. Geostrategic Position and Importance: Andaman Nicobar: Lakshdweep, Diego Garcia Islands, Jammu and Kashmir, Siachen Glacier, Kuwait Afghanistan and Antarctica. Nation State: Meaning Definition Basic Elements for creation of State, Land Locked and Buffer State-Problems and Solutions. Maritime and Land Boundaries: Frontier Border and Boundaries,Delimitation and Demarcation of Boundaries, Classification and role of boundaries, Maritime Boundaries: Territorial Sea and Exclusive Economic zone.

Referensi:

Adhikari Sudeepta "Political Geography"Rawat Publication Jaipur, Mumbai, New Delhi- 2002

Buza B, Peoples, States and Fear: The National Security Problem in International Relations, Wheatsheat Books, Brigston, England 1983.

Dixit R. D. "Political Geography:- The Discipline and Its Dimensions" Tata Mc Graw Hill Publishers New Delhi1982.

Dwivedi R. L. "Fundamental of Political Geogrphy"Chaitanya Publishing House Allahbad 1990.

Keswani K.B. "International Relations in Modern World" (1900-1955) Himalaya Publishing House, Bombay, 1996.

Klaus Knorr, Power, Strategy and Security, 1983, Princeton University Presss.

Louis C. Peltier and G. Etzel Pearcy "Military Geography"East-West Press Montieth Road Chennai 1981.

Malhotra VK, "International Relations" Anmol Publications Pvt. Ltd. New Delhi, 2001.

Martin Ira and Hami Blij "Systematic Political Geogrphy"John Willey and Sons New York Toranto 1973.

Michael Clarke, New Perspective on Security, London, 1993.

Morganthu HJ. "Politics Among Nations" Kalyani Publishers, New Delhi 1985.

Norman J. Pounds 'Political Geography"Mc Graw Hill Book Company New York 1972.

Palmer & Perkins, "International Relations" AITBS Publisher, Krishna Nagar, New Delhi, 2000.

Sali M. L. "India-China Border-Dispute" Ashish Publishing New Delhi- 1998.

Sali M. L. "Military Geography"Manas Publication New Delhi 2008.

Sen Samir K. Military Technology and Defence Industrialisation: The Indian Experience, Manas Publications, New Delhi 2000.

Sharma R. C. "Growing Faces on Antarctica"Rajesh Publication New Delhi 1968.

Sharma R. C. and Arya D. K. "Management, Issues and Operational Planning for Indian Borders "Scholar Publishing Forum New Delhi 1991.

Sinha S. D., Security in the New World Order, 1993, Chanakya Publications, Delhi.

Subramanyam K. Perspective in Defence Planning, Abhinav Publications, New Delhi 1972.

Vandana A, "Theory of International Relations" Vikas Publishing House, Newl Delhi, 1996.

Benchmarking: University of Pune

LEGAL STRATEGY

Legal Strategy is a course for students to consider various theoretical aspects of strategy and then to apply those theories in the context of a legal problem. There will be five sessions devoted to theory, three sessions of student presentations, and six sessions dealing with a problem.

The theory sessions . The first four sessions will engage the concept of "strategy" in multiple contexts and attempt to derive a uniform "strategy process" that has universal applicability. The first two classes will be devoted to readings in non-legal contexts that provide the basis for a systematic process for devising a strategy. The third class will involve the application of the first three classes in the context of several legal situations. The fourth class will focus on persuasion involving logic, intuition, and rhetoric. The final class of the semester will be a discussion of the integration of theory into practice and a development of "rules" that are generally applicable in strategic decision-making.

The student presentation sessions. The three sessions will concentrate on decision-making with student presentations on cognitive psychology, social psychology, decision theory, statistics/risk assessment, game theory, economics, organization management, graphics, and body language. Students will be assigned one of the nine topics for a twenty (20) minute class presentation based upon the knowledge gained from reading relevant articles assigned individually by Professor McGovern.

The problem sessions. There will be two (2) problems based upon substantive and procedural issues learned in the first year of law school. Students will choose to participate in one of the problems. The subject matter of the problems will be described in the first class. The problems will be relatively simple in order for the students to concentrate on strategic rather than legal concerns. Each class will be devoted to a new set of materials as the problem evolves. The first problem session will require each student to participate individually, but the remainder of the problem sessions will be conducted by teams of students in order to mimic the normal strategy sessions conducted at law firms and law departments.

Referensi

Bob de Wit & Ron Meyer, *Strategy: Process, Content, Context*, 3rd ed., Thomson, 2004, pp. 138–150.

David Wilkinson & Mike Pedler, "Strategic Thinking in the Public Services," in Bob Garratt, ed., *Developing Strategic Thought: A Collection of the Best Thinking on Business Strategy*, 2d ed., Profile Books, 2003, pp. 227–261.

Francis E. McGovern, "Strategic Mediation: The Nuances of ADR in Complex Cases," *Dispute Resolution Magazine*, Summer 1999, vol. 5, no. 4, pp. 4–6, 12.

Jill Schachner Chanen, The Strategic Lawyer, ABA Journal, July 2005, pp. 43–47.

Leigh Jones, "Firms Lend Out Lawyers to Gain Trial Experience; Agencies Save Cash, Lawyers Get Savvy," *The National Law Journal*, vol. 27, no. 44, July 11, 2005.

Robert D. Cooter, *The Strategic Constitution*, Princeton Univ. Press, 2000, pp. 195–209, pp. 225–234.

Ruth Lammert-Reeves, Get into Law School: A Strategic Approach, Simon & Schuster, 2004, cover page and table of contents.

Tresa Baldas, "Business Turns to Plaintiffs' Lawyers: Trial Skills, Lower Costs Get Attention," *The National Law Journal*, vol. 27, no. 44, July 11, 2005.

Benchmarking: Duke University School of Law

MANAJEMEN KONFLIK
Conflict Management

Course Objectives:

1. To analyze conflicts in terms of:
     a. Structure and dynamics of conflict episodes
     b. Underlying motivational elements
     c. Escalation /de-escalation behaviors
     d. Integrative and distributive choices and behaviors
     e. Interventionist strategies and techniques
     f. Underlying conflict party characteristics and organizational structures relevant for increasing the potential for integrative solutions.
2. To apply conflict management concepts, principles, strategies and techniques to one's own workplace conflict.
3. To identify possible integrative 'solution spaces' for collaborative resolution of conflict.
4. To map and apply collaborative strategies and techniques to get to those integrative spaces.

FINAL PAPER FOR CONFLICT MANAGEMENT CLASS
1. **Basic Background**
    Introduce the main characters and provide whatever background information you think the reader needs to understand the *context* of your conflict story. Such information may include, but need not be limited to, names, occupations/duties, organizational units/functions, formal structural relationships, informal relationships affecting the story, etc. You may use charts if you find that helpful.
2. **The Conflict Issue(s) and original positions**
    Describe for the reader the conflict issue in one brief, terse, compact sentence (ok, but no more than three sentences. Also give an equally compact description of the main parties' original positions on the issue.
3. **The Conflict Story**
    Relate as fully as needed the detailed story of the conflict in chronological order. Use names, time frames, basic actions/conversations, reactions/responses, etc. As you describe this story apply either phase analysis or Glasl's escalation framework in your account. Apply only the minimum of other analysis to get the story told. Tell the story all the way through as far as it went or as far as it has gone so far.
4. **The Conflict Elements**

Give a thorough account of the conflict elements for the main parties to the dispute. Analyze each parties' goal/interest, cognition/judgement, and normative/value elements. Show how these elements lead to the conflict. Discuss how each parties' position(s) reflect their ICN concerns.

5. **The Strategic and Tactical intent and behaviors**

   Analyze each parties' initial strategic assessment of likely outcomes (integrative or distributive) – give evidence for your assessment based on the specific kinds of behaviors that both parties engaged in. Use the two dimensional model that we relied on so heavily in class to help the reader understand the changing dynamics of the conflict. Be sure to keep the ICN elements visible in your analysis. If the parties did not or have not yet reached a collaborative solution then assess the distributive settlement ranges possibilities for each party. As part of your analysis discuss the rational instrumental issues in terms of the beneficiary (three kinds) and the time frame (2 kinds) for each party as appropriate.

6. **Collaboration assessment**

   Analyze those aspects of the conflict that make a collaborative outcome more or less likely. Follow the categories , use as many of the categories as you think are helpful for the reader to get a clear picture. At a minimum, discuss some "location" factors for each of the three theoretical variables.

7. **Intervening for collaborative outcomes**

   Finally assume you have been chosen to intercede to help the parties reach a collaborative solution. What kind of actions would you take to increase the likelihood of an integrative solution? You may make suggestions for intervention at any stage of the conflict. You may use either process or strategic interventions. Using the criteria in Thomas, describe how the use of a third party intervention would address normative and rational/instrumental systemic criteria for conflict management.Defend your course of actions.

Referensi

Goodwin, Cliff and Griffith, Daniel B. (2007) *The Conflict Survival Kit: Tools for Resolving Conflict at Work,* Prentice Hall, ISBN: 0-13-118303-6.

Leu, L. (2003). *Nonviolent communication: Companion workbook – A practical guide for individual, group, or classroom study* (2nd ed.). Encinitas, CA: Puddle Dancer Press.

Littauer, F., & Littauer, M. (2003). *Personality Puzzle* (Spire Ed.). Grand Rapids, MI: Baker Books.

Rosenberg, M. B. (2003). *Nonviolent communication: A language of life* (2nd ed.). Encinitas, CA: Puddle Dancer Press.

Wrench, J. S. (2004). *Conflict and communication: A workbook.* [Available in the OUE Copy Center]

Benchmarking: PURDUE UNIVERSITY

MANAJEMEN SISTEM INFORMASI & KOMUNIKASI
Management of Information system and Communication Technology

The primary objective of the course is to provide students with a deep understanding of what is involved in the Management of IT. We will accomplish that by reviewing a set of conceptual frameworks of IT management, and by developing a critical view of two levels of IT management -- strategic and tactical. We will address the value/importance of IT from strategic and tactical perspectives, and the IT management challenges of managing people, processes and technology.

The strategic content of the course will feature a broad review of significant management challenges before proceeding into assessing value of IT and MIS applications through case studies and empirical research articles. The tactical content will focus on a triad which gives a basic foundation in IT including technology, general organizational challenges (e.g., governance, sourcing), and specific skills in managing IT projects including a brief overview of PMI. The course will conclude with an analysis of IS change and leadership strategies.

At the end of the course, students should be able to answer the following questions:

- What is the value of IT to organizations?
- What are the basic types of information systems and how are they really used?
- Who are the players in IT: Leaders or Managers? the CIO, the project manager, the technical staff, and process manager
- What are the major management trends that affect IT deployment and management?
- What major knowledge and skill sets are available from the Project Management field that could be applied to IT (including offshore) management?
- What are the variables that impact outsourcing of IT? For example, how does off-shoring affect IT Governance.

Referensi:

Broadbent, M and Kitzis, E. *The New CIO Leader: Setting the Agenda and Delivering Results*, Harvard Business School Press, 2004 (Summary Only)

Carr, N. *Does IT Matter?,* Boston, MA: Harvard Business School Press, 2004.

Schwalbe, K. *Information Technology Project Management*, Course Technology, 4th edition, 2005

Weill, P., and Ross, J. *IT Governance*, Harvard Business School Press, 2004

Benchmarking: Claremont Graduate University.

METODOLOGI PENELITIAN
Research Methods in the Social Sciences

The purpose of this course is to train students in how to analyze social phenomena in a rigorous and scientific manner. This knowledge requires an understanding of two different components: **research** design and statistics.

In the first component, students will learn how to discriminate between theories, pose proper **research** questions, construct a relevant hypothesis, make valid causal inferences, operationalize concepts, and test their hypotheses. The latter component offers the student a "statistical toolbox" to use as he or she pursues the scientific study of the

social sciences. This component covers quantitative topics such as central tendency and dispersion, measures of association, and regression analysis, using both manual computation and computer software.

Above all else, it is my hope that this course will whet your appetite for the study of politics and sociology as a *science*, and thus prepare you to better understand the content of future classes in the social sciences and perform your own inquiries into political and social phenomena.

To succeed in this class, you should have already completed the college's requirement of six hours in college-level mathematics, including at least one course in college algebra.

Student Learning Objectives: Ideally, at the conclusion of this course, you will have a greater understanding of
◁ the scientific foundations of social inquiry.
◁ the problems associated with measuring social phenomena.
◁ how to translate abstract concepts into measurable variables.
◁ how to test hypotheses about the relationships between variables.
◁ the appropriate tests for relationships among variables.
◁ how to consume and produce social scientific research.
◁ how to select appropriate research topics.
◁ how to produce a *literature review* of existing research.

Referensi

W. Phillips Shively. 2009. *The Craft of Political Research,* 7th ed. Upper Saddle River, N.J.: Pearson Prentice Hall. ISBN 978-0-13-602948-9.

Stephen P. Schacht and Jeffery E. Aspelmeier. 2005. *Social and Behavioral Statistics: A User-Friendly Approach,* 2nd ed. Boulder, Col.: Westview. ISBN 978-0-8133-4168-2

Benchmarking: Texas A&M International University (TAMIU)**.**

NATIONAL DEFENSE STRATEGY

Introduction. The Strategic Environment . The Strategic Framework . Objectives . Defend the Homeland . Win the Long War . Promote Security . Deter Conflict . Win our Nation's Wars . Achieving Our Objectives . Shape the Choices of Key States . Prevent Adversaries from Acquiring or Using Weapons of Mass Destruction (WMD). Strengthen and Expand Alliances and Partnerships . Secure U.S. strategic access and retain freedom of action. Integrate and unify our efforts: A new "Jointness" . DoD Capabilities and Means . Managing Risk . Operational Risk . Future Challenges Risk . Force Management Risk . Institutional Risk .

Referensi

Cohen, William S., "The Defense Strategy," Annual Report of the Secretary of Defense to the President and the Congress, 2000, Chapter 1, pp. 1-16.

Kenichi, Ito, Iokibe Makoto, Tanaka Akihiko, Japan's Grand Strategy for the 21st Century: From Insular Nation to a Maritime Nation, February 2000, pp. 1-24.

Kohn, Richard H., "The Erosion of Civilian Control of the Military in the United States Today," Naval War College Press, Internet Article, 2002.

Rhodes, Melvin, Germany and Russia- Shifting Balance of Power, World News and Prophesy, Internet Article, February 2001, pp. 1-4

Singh, Jaswant, "Against Nuclear Apartheid," Foreign Affairs, Vol 77, No. 4, September/October 1998, pp. 41-52.

Benchmarking:

NATIONAL SECURITY

The term ─security has many shifting meanings, nuances, and interpretations. This course will begin by exploring alternative and mainstream definitions of security.

Foundational Concepts and Principles:

This section introduces (or reviews) the concepts and principles of international relations theory and then challenges those principles with the effects of globalization. It then goes from the general to the specific by examining American traditions and predilections. The war powers of the executive and legislative branches are presented including historical examples

National Security Strategy. The meaning of grand strategy is provided before presenting the 8 variations of the Cold War containment strategy, the post-Cold War strategic alternatives, and the strategies of the post-Cold War administrations. A number of strategic concepts are introduced.

Instruments and Actors. This block first presents the departments and agencies of the executive branch that house the capacities to act. The relevant congressional committees are identified and covered briefly.

Orchestrating the Instruments of National Power. We now turn to the problem of orchestrating all the instruments of power. The National Security Council is the highest level organization charged with integrating responsibilities. Each administration's NSC is reviewed to identify what works and what doesn't.

Referensi
Brainard, Lael and Derek Chollet, eds. 2007. *Too Poor for Peace? Global Poverty, Conflict, and Security in the 21st Century*. Washington, DC: Brookings Institution Press. (not yet in bookstore) Davis, Mike. 2006. *Planet of Slums*. London: Verso Books. (not yet in bookstore) Raspail, Jean. 1973. *The Camp of the Saints*. Petoskey, Michigan: The Social Contract Press.

Cohen, William S., "The Defense Strategy," Annual Report of the Secretary of Defense to the President and the Congress, 2000, Chapter 1, pp. 1-16. Hoffman, Bruce. 1999. *Inside Terrorism*. New York: Columbia University Press.

Douglas P. Lackey, *The Ethics of War and Peace* (Englewood Cliffs, NJ: Prentice Hall, 1989), Chapter 3, pp. 28-57.

Laqueur, Walter. 2000. *The New Terrorism: Fanaticism and the Arms of Mass Destruction*. New York: Oxford University Press.

Marc Sageman, "Understanding Terror Networks," E-Notes, Foreign Policy Research Institute (FPRI), November 1, 2004, pp.1-5.

Robert Art and Kenneth Waltz, *The Use of Force,* 6th Edition (New York, NY: Rowman & Littlefield, 2004).

Robert Kagan, "Power and Weakness," *Policy Review* (June 2002), pp. 1-21

Robert Powell, *In The Shadow of Power: States and Strategies in International Politics* (Princeton, NJ: Princeton University Press, 1999), pp. 3-39.

Russell, Howard and Reid Sawyer. eds. 2002. *Terrorism and Counterterrorism: Understanding the New Security Environment, Readings and Interpretations*. New York: McGraw Hill.

Russell, Howard and Reid Sawyer. eds. 2004. *Defeating Terrorism: Shaping the New Security Environment*. Guilford, CT: Dushkin/McGraw Hill.

Stephen Van Evera, "Offense, Defense, and the Causes of War," reprinted from *InternationalSecurity* (Spring 1998), pp. 23-44.

Walter Laqueur, "The Changing Face of Terror," reprinted from James F. Hoge and Gideon Rose, *How Did This Happen?: Terrorism and the New War* (New York, NY: Perseus Books, 2001), pp. 450-457.

Benchmarking: The **Johns Hopkins University**

ORGANISATION THEORY: AN INTERDISCIPLINARY APPROACH

Learning outcomes

At the end of this unit and having completed the essential reading and activities students should be able to:

 describe the essential features of organisations
 understand the factors shaping these features
 appreciate the evolution of different organisational designs/types
 understand how managers may build and change organisations
 understand how different organisational forms impact on the individual within organisations.

Introduction

 Attempts to define organisations of differing types and differing objectives. Normative and positive theories.

 Division of labour, specialisation, productivity, economies of scale and the problem of co-ordination (motivations/incentives and information).

 Markets and organisations as alternative coordinating mechanisms. Contrasting market and employment contracts (incentives, risk sharing and information assets).

 The market organisational contractual continuum. Competitive markets, 'real' markets, long term contracts (fixed cost to cost plus), joint ventures, alliances, informal networks, franchising etc.

 Coordination and role of: motivation/incentives, communication/ information/knowledge, bargaining power and authority, culture/ norms/trust/commitment, democratic process.

 Introduction to the nature of Hierarchical organisations.

 Vertical boundaries (make-buy).

 Horizontal boundaries (Divisional, conglomerates etc).

 Hierarchical structures (size, span, depth).

- Ownership/governance. Theories of boundaries:
- Transaction costs; assumptions, bounded rationality, opportunism, incomplete contracts; transactional characteristics, asset specificity, uncertainty, complexity, frequency. Team production and externalities.
- Property rights theory.
- Monopoly power, information knowledge and rents, competitive advantage.
- Role of managerial objectives/motivation.
- Role of legislation (national variations).
- Ideology.

The evolution of organisations
- Evolution of contracts.
- Evolution of organisational types: peer groups, multifunctional; multi-divisional, conglomerates, Alliances, networks, long term (relational), contacting. Centralised v decentralised organisation (discretion).

Studying organisations
- Organisation, group and individual levels of study and their inter-relationship.
- Contribution of statistical models and case studies.
- Contribution of elementary game theory (one-shot and repeated).
- Contribution of network (graph theoretic) models.
- Critical theories of organisation.

Organisations as contractually coordinated mechanisms.
- Taylor, standardisation, rationalisation and scientific management; "Fordism".
- Theories and critiques of bureaucracy.
- Centralisation, decentralisation and discretion/incomplete contracts.
- Organisation as an algorithm.
- Control loss, coordination loss.

Organisations as Incentive/ Motivationally coordinated mechanisms.
- Introduction to principal agent theory.
- Team production and externalities.
- Psychological models of motivation: Human relations; Human resource management; Group and team context (production); Motivational reactions to organisational design.

Organisations as authority/ power/coordinated mechanisms
- Nature of power. Authority and influence.
- Bargaining power.
- Sources of power.
- Power and participation/decentralisation.

Organisations as Information/ Knowledge distributively coordinated mechanisms
- Coordination and information (games).
- Theory of teams.
- Hidden information/action.
- Demand for information and participation.

Organisations as 'Culturally' coordinated mechanisms
- Nature of culture.
- Trust, leadership, sacrifice and commitment.
- Social capital.

☐ Corporate culture/ambient cultures.
☐ National business systems.

Determinants of hierarchal structures (shape).
☐ Contingency theory.
☐ Population ecology/institutional theory.
☐ Hierarchy (or hybrid organisation) as an optimal mechanism – given operating environment - for combining: rules/contracts, incentives, authority, information, culture.

Corporate Governance
☐ Ownership and control; participation and organisational democracy.

Referensi
Buchanan, D. and A. Huczynski *Organizational behaviour: an introductory text.* (London: Prentice Hall, 2008) sixth edition [ISBN 9780273708353].
Douma, S. and H. Schreuder *Economic approaches to organisations*. (London: Prentice Hall, 2008) fourth edition [ISBN 9780273681977].

Benchmarking: UNIVERSITY OF LONDON.

PEMBENTUKAN MODEL DAN ANALISIS SISTEM
(*System analysis and Modelling*)

The primary objectives of this course are to:
- to present fundamental concepts such as systems, requirements, events, and objects;
- to establish the role of information systems in organizations and how they relate to organizational objectives and organizational structure;
- to present the system development life cycle as a basic concept for managing and controlling application development;
- to study the life cycle phases leading to the development of system requirements;
- to examine methods, techniques, and models that can be used to determine and document the requirements for an information system;
- to examine that initial stages in the transition from analysis to design;
- to study various diagrams that are used to construct models of an information system including use case diagrams, interaction diagrams, object diagrams, state-transition diagrams, attribute dictionaries, decision tables and trees.

This course examines methods and models that can be used to determine and document the requirements for an information system. Although the focus is on object-oriented development, much of the material is also applicable to structured systems development. Major topics include:
- **Fundamental concepts.** Systems, requirements, events, and objects.
- **Requirements specification.** Problem analysis, use cases, usage scenarios, interaction diagrams, and event identification.
- **Requirements analysis.** Event stimuli, business rules, event responses, system context models, domain object models, and state transition diagrams.
- **Preliminary design.** Mapping essential events into practical events and mapping domain object models into design object models.

Systems analysis concepts and techniques will be presented using a combination of lectures and readings. The lectures will provide depth and emphasize object-oriented analysis. The readings will provide breadth and augment the lectures. These presentations will be reinforced by class discussion of problems and short case studies. In addition, you will apply the concepts and techniques that we study by completing several graded problems or mini-cases.

Referensi

Gause, D.C. and G.M. Weinberg, *Are Your Lights On? How to Figure Out What the Problem REALLY Is*, New York: Dorset House, 1990.

Hoffer, J.A., J.F. George and J.S. Valacich, *Modern Systems Analysis and Design*, Fifth Edition, Reading, MA: The Benjamin/Cummings Publishing Company, 2007.

Karl E. Wiegers, *Software Requirements,* Microsoft Press, (1999, ISBN 0-7356-0631-5).

Martin Fowler, *UML Distilled,* Second Edition, Addison-Wesley, (2000, ISBN 0-201-65783-X).

Nelson, B. and P. Economy, *Consulting for Dummies*, Foster City, CA: IDG Books,1997.

Benchmarking: UNIVERSITY OF MISSOURI.

Pengembangan dan MANAJEMEN SISTEM INFORMASI
Information systems development and management

Learning outcomes

At the end of this unit and having completed the essential reading and activities students should be able to:

- discuss the process of information systems development as an innovation process, that is as an endeavour that comprises social and technical activities in order to promote both technological and organisational change
- describe and discuss the nature of the tasks involved in information systems innovation
- critically evaluate some of the most frequently used methods for the development or implementation of information systems
- recognise the different types of technologies contemporary organisations endeavour to introduce, and the different kinds of organisational changes that may be associated with them
- recognise the bias in the work of theorists and practitioners in this area, whether intended or not
- understand the issues involved in the debate over methodologies and the issues characterising current professional practice
- discuss the challenges facing information systems management
- describe the fundamental structures of information systems management
- discuss the strategic value of information systems for organisations and know some of the methods used for information systems planning

- critically evaluate alternative theoretical perspectives of ICT innovation and organisational change.

Social and organisational aspects of systems development: The nature of information systems; the value of information systems; concepts and theories for the study of information systems.

Information systems development: Tasks and methods; information systems development contexts (in-house systems development, sub-contracting, packaged software product); the life cycle; beginning an information systems development project; Soft Systems Methodology for the identification of organisational problems; information requirements determination; systems analysis; systems design and coding; implementation; maintenance; evaluation; critique of the life-cycle; models, approaches and methodologies.

Information systems management: Management of information systems resources; outsourcing; information systems planning; information systems and organisational change.

Referensi

Avgerou, C. and T. Cornford *Developing Information Systems : Concepts, Issues and Practice*. (Basingstoke: Macmillan, 1998) second edition [ISBN 9780333732311].

Laudon, J.P and K.C. Laudon *Management Information Systems: Managing the Digital Firm*. (New Jersey: Prentice-Hall, 2010) eleventh edition [ISBN 9780136078463].

Benchmarking: UNIVERSITY OF LONDON

PENGEMBANGAN SDM
(*Human Resources Development*)

This is an advanced course which emphasizes the importance of strategic, effective, high quality employee training and development in the workplace. The objective of this course is to provide students with the ability to develop and effectively assess programs which orient, train and develop workers by improving the knowledge, skills, abilities and competencies necessary for individual and organizational efficiency and effectiveness. Productivity in the workplace developed through proper training is emphasized.

This course is uses a participatory approach to learning. Students are expected to develop and present training opportunities in the classroom utilizing the skills and techniques for human resource development as presenting in the course. This course serves as a human resource management required course. The course will also serve other COBA majors needing or disiring the course. This course would be a good elective for any student having achieved junior level status wanting a better understanding of the functions of training and development in public and private organizations.

Referensi
Carrell, M., Elbert N. and Hatfield, R. (1995). Human Resource Management. Prentice Hall.

DeCenzo, David A. and Robbins, Stephen P. (2006). Fundamentals of Human Resource Management, Ninth Edition. New York: John Wiley and Sons, Inc. (ISBN 978-0-470-00794-5)

Noe, Hollenbeck, Gerhart, and Wright. Fundamentals of Human Resource Management McGraw-Hill Irwin.

Benchmarking: Tarleton State University Department: Management, Marketing and Administrative Systems

POLICY ANALYSIS AND DECISION MAKING
Analytic Techniques for Public Policy Analysis

Course Description:

This course provides students with a practical orientation and a "hands-on" approach to public policy analysis. The role of the policy analyst is explained in the context of the Indonesian public policy process and its institutional framework. Recognizing the need for students to develop specific work skills as they enter the public and not-for-profit sectors, attention is particularly focused upon the actual techniques required to perform policy analysis. Different policy areas are utilized to demonstrate the application of these techniques and afford the student experiences performing policy analysis.

Topics to be covered in the course include:
1. The Process of Policy Analysis
2. Policy Analysis in the Policy-Making Process
3. Structuring Policy Problems
4. Forecasting Expected Policy Outcomes
5. Benefit Cost Analysis
6. Cost Effectiveness Analysis
7. Linking Policy Analysis to Cost Analysis and Activity Based Costing
8. Fundamentals of Cost Analysis
9. Using Cost Analysis for Government/Not-for-Profit Decisions
10. Activity-based Costing and Information Systems
11. Recommending Preferred Policies
12. Monitoring Observed Policy Outcomes
13. Evaluating Policy Performance
14. Developing Policy Arguments
15. Communicating Policy Analysis

Referensi:

Eugene Bardach, 2005. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, (2005) 2nd Edition, CQ Press, Washington D.C. ISBN: 1-56802-923-3

Gregory Michel, R. 2004. Cost Analysis and Activity-Based Costing for Government, (2004).   GFOA Budgeting Series Volume 6,

Government Finance Officers Association, Chicago, Il. Washington, D.C. ISBN 0-89125-268-1

William N. Dunn, 2004. Public Policy Analysis: An Introduction, Third Edition (Pearson/Prentice Hall, Upper Saddle River, New Jersey ISBN 0-13-097639-3.

Benchmarking: UNIVERSITY OF WEST FLORIDA.

POLITICAL ECONOMY OF ENERGY POLICY

The class will introduce students to the major theoretical frameworks used by political scientists, sociologists, economists, and other intellectual disciplines to understand how societies design and implement public policies related to energy, and how the energy industry responds. Topics covered will include theories of the state, monopoly and regulation, public choice, organizational behavior, international agreements, and innovation. The class will apply these theories to major current and historical issues in energy policy, such as ethanol, climate change, energy security, the role of national oil companies in the world oil market, the functioning of OPEC, and the California electricity crisis.

The course is intended for advanced undergraduates and graduate students in Public Policy, Political Science, the School of Engineering, and Earth Systems, as well as the Law School and Graduate School of Business. Students will be expected to have basic familiarity with energy technologies and concepts as well as basic understanding of economics.

Referensi

Barry Weingast and Donald A. Wittman (2006). "The Reach of Political Economy." In *The Oxford Handbook of Political Economy*.

Lawrence Livermore National Laboratory (2004). "U.S. Energy Flow Trends – 2002."

Philip Keefer. (2004). "What Does Political Economy Teach Us About Economic Development—And Vice Versa." *World Bank Policy Research Working Paper. Supplemental Readings*

Gary King, Robert Keohane, and Sidney Verba (1994), *Designing Social Inquiry*, Princeton University Press.

Intergovernmental Panel on Climate Change (1995), "Energy Primer." *In Climate Change 1995*.

International Energy Agency (2007). "World Energy Outlook 2007."

Petroleum Council, (2007), "Facing the Hard Truths About Energy: A Comprehensive View to 2030 of Global Oil and Natural Gas" July 18.

William Mitchell and Michael Munger, (1991). "Economic Models of Interest Groups: An Introductory Survey." *American Journal of Political Science* 35: 512-546.

Jonathan Stern (2006), "The New Security Environment for European Gas," *Oxford Institute for Energy Studies*, NG 15.

David G. Victor (2007). "Three Reasons for Getting Scared: Energy Markets and the Tremendous Lack of Political Strategies." *Newsletter of the Institut fur die Wissenschaften Vom Menschen, Vienna and the Institute for Human Sciences at Boston University*.

Ryan Wiser, et al. (2007). "Renewables Portfolio Standards: A Factual Introduction to Experience from the United States." Lawrence Berkeley National Lab. *Working Paper*. LBNL-62569.

Cliff Chen, Ryan Wiser, and Mark Bolinger. (2007. *"*Weighing the Costs and Benefits of State Renewables Portfolio. Standards: A Comparative Analysis of State-Level Policy Impact Projections." Executive Summary. Lawrence Berkeley

David Newbury. (1999). *Privatization. Restructuring, and Regulation of Network Utilities.* Chapter 5: Introducing Competition into Network Utilities.

Michael Ross (2001). "Does Oil Hinder Democracy?" *World Politics*.

David von Hippel and Peter Hayes, "Energy Security for North Korea," *Science*, 1 June 2007. Vol. 316, pp. 1288-1289.

David G. Victor, (2005). "The Effects of Power Sector Reform on Energy Services for the Poor." United Nations Department of Economic and Social Affairs.

Benchmarking: STANDFORD UNIVERSITY

POLITIK HAM
The Politics of Human Rights

There are few areas of politics or society where human rights- based claims are not now regularly made. We pride ourselves on living in an age when human rights standards are taken for granted, and worry only about how best to implement them. But what constitutes these standards, and what do they aim to accomplish? How and why have they appeared, especially over the past several generations, and what are their prospects for the future? This course will explore these questions, paying special attention to the relationship between human rights standards and humanitarian protection, and their defence inside and outside the context of a state -centric system.

Referensi

Alison Brysk, *Human Rights and Private Wrongs: Constructing Global Civil Society* (Routledge, 2005).

Amartya Sen, " Freedoms and Needs: An Argument for the Primacy of Political Rights," *The New Republic*, January 10 and 17, 1994, pp. 31-38

Amartya Sen, "More Than 100 Million Women Are Missing," *New York Reviewof Books*, Vo. 37, No. 20 December 20, 1990, pp. 1-13.

Amartya Sen, "Thinking About Human Rights and Asian Values," *Human Rights Dialogue* 1.4 (Spring 1996).

Antonio Cassesse, "Are Human Rights Truly Universal?" in Obrad Savić, ed. *ThePolitics of Human Rights* (Verso 1999), pp. 149- 165.

Geneva Call, *Engaging Armed Non-State Actors in a Landmine Ban: The Geneva Call Progress Report* (200-2007).

Harvard University Program on Humanitarian Policy and Conflict Research and University of Geneva Graduate Institute of International Studies, *Empowered Groups, Tested Laws and Policy Options: The Challenge of Transnational and Non-State Armed Groups,* 2007.

International Council on Human Rights Policy, *Ends & Means: Human RightsApproaches to Armed Groups*, 2001.

Jack Donnelly, *Universal Human Rights in Theory & Practice* (Cornell, 2003).

Jenny S. Martinez, "Slave Trade on Trial," *Boston Review*, September/October 2007.

Joshua Cohen, "Minimalism About Human Rights: The Most We Can Hope For?" *The Journal of Political Philosophy* (2004) 12:2, pp. 190-213.

Joshua Muravchik, "The Democratic Ideal," American Enterprise Institute for Public Policy Research, February 2005.

Richard Falk, *Human Rights Horizons: The Pursuit of Justice in a Globalizing World* (Routledge, 2000).

Robert Dahl, "Democracy and Human Rights Under Different Conditions of Development," in Obrad Savić, ed. *The Politics of Human Rights*, pp. 166- 180.

Thomas M. Franck, "Are Human Rights Universal?" *Foreign Affairs* 80:1 (January/February 2001).

Benchmarking: The University of Calgary, Department of Political Science

POLITIK KETAHANAN SDA DAN LINGKUNGAN
NATURAL RESOURCES MANAGEMENT AND POLICY

The course will be taught in an interdisciplinary fashion addressing the institutional, economic, and legal issues related to natural resource allocation. The course will begin with a conceptual overview of key issues and trace the evolution of natural resource policy development. The primary focus will be on the U.S. experience followed by an examination of global resource issues and policy development. Particular attention will be given to options and tools for affecting resource allocation and environmental quality. Specific policy issues addressed will include water resources, air pollution, waste management, energy and climate change. These issues will be discussed, and policy prescriptions to deal with these issues will be examined. Students will select an individual topic area and prepare a background paper. That paper will examine the relevant issues and current policy and provide a policy framework and viable policy recommendations.

Referensi:
David W. Pearce and R. Kerry Turner. Economics of Natural Resources and the Environment. Baltimore: The Johns Hopkins University Press, 1990.

Paul R. Portney and Robert N. Stavins. eds. Public Policies for Environmental Protection. Washington, DC: Resources for the Future, 2000.

Stephen H. Schneider, et al. eds. Climate Change Policy: A Survey. Washington, D.C.: Island Press, 2002.

Thomas Prugh. Natural Capital and Human Economic Survival. Solomans. MD: International Society for Ecological Economics, 1995.

Thomas Sterner. Policy Instruments for Environmental and Natural Resource Management. Washington, DC: Resources for the Future, 2003.

Tom Tietenberg. Environmental Economics and Policy. New York: Harper Collins College Publishers, 1994.

Vaclav Smil. Energy at the Crossroads. Cambridge: MIT Press, 2003.

William J. Baumol & Wallace E. Oates. The Theory of Environmental Policy. Cambridge, UK: Cambridge University Press, 1988.

Zachary A. Smith. The Environmental Policy Paradox. Upper Saddle River, NJ: Prentice-Hall, Inc., 2000.

Benchmarking: Clemson University

POLITIK DAN PERUBAHAN SOSIAL
(***Politics and Social Changes***

The aim of the course is that the students should acquire familiarity with Social Science theories that address political and social change in developing countries. The students should be able to make critical assessments of the theories, and develop the ability to use the theories for the analysis of issues related to political and social change in developing countries.

A number of current key issues in the study of political and social change are discussed and analysed. The course includes the broad themes of: 1) different types of regimes and modes of regime change (i.e. democratisation, democratic consolidation, democratic erosion and breakdown); the design of political institutions in relation to state-building, peace-building, and democracy-building; issues of rule of law, accountability, and citizenship; 2) issues of state capacity, (neo-)patrimonialism, and the weak state syndrome in relation to policy process and implementation; 3) the various and complex roles of civil society and social movements in a globalised context.

Referensi:

Collins, Kathleen, 2004.” The Logic of Clan Politics. Evidence from the Central Asian Trajectories”, World Politics, vol 56, pp 224-261

Elliott, Carolyn, M (ed.) (2003). Civil Society and Democracy. A Reader. New Delhi: Oxford University Press. (508 p.)

Erikson, Daniel P & Adam Minson, 2005. The Caribbean: Democracy Adrift? Journal of Democracy, vol 16, no 4, pp 159-171

Haynes, Jeff, 2004. ”Religion and Democratization in Africa”, Democratization, vol 11, no 4, pp 66-89

Howell, Jude & Jenny Pearce (2002). Civil Society and Development. A Critical Exploration. Boulder: Lynne Rienner. (266 p.)

Jean Grugel, 2002. Democratization. A Critical Introduction. Houndmills: Palgrave.

Keck, Margaret E. & Kathryn Sikkink (1999) ”Transnational Advocacy Networks in International and Regional Politics”, International Social Science Journal, vol. 51, no. 159, pp. 89-102 (13 p.) http://elin.lub.lu.se/cgi-bin/linker/ebsco_local?1748510

Leheny, David (2005) ”Terrorism, Social Movements, and International Security: How Al Qaeda affects Southeast Asia”, Japanese Journal of Political Science, vol. 6, no. 1 pp. 87-109 (22 p.)

McMillan, John, 2005. ”Promoting Transparency in Angola”, Journal of Democracy, vol 16, no 3, pp 155-169

Reynolds, Andrew, ed., 2002. The Architecture of Democracy. Constitutional Design, Conflict Management, and Democracy. Ch 1-9, 13, 15. Oxford: Oxford University Press (312 p.)

Schedler, Andreas, ed., 2006. Electoral Authoritarianism: The Dynamics of Unfree Competition. Boulder: Lynne Rienner (267 p.)

Scholte, Jan Aart (2004) "Civil Society and Democratically Accountable Global Governance", Government and Opposition, vol. 39, no. 2, pp. 211-233 (22 p.) http://www.blackwell-synergy.com/doi/pdf/ 10.1111/j.1477-7053.2004.00121.x

Tendler, Judith, 1997. Good Government in the Tropics. Boulder: Lynne Rienner (191 p.)

van Cott, Donna Lee, 2005. Building Inclusive Democracies: Indigenous Peoples and Ethnic Minorities in Latin America. Democratization, vol 12, pp 820-837

Benchmarking: Faculty of Social Sciences, Lund University.

POLITIK PEMBANGUNAN NASIONAL:
Politics of The National Development

There are three parts to this course as explained below.

Part I - Underdevelopment: We will study the politics of underdevelopment with a particular geographic focus on Africa. We will try to understand why some countries are perennially poor. We will discuss the technological levels of traditional ("pre-modern") societies, the nature of predatory states, and the roles geography, war, imperialism, colonialism, neo-imperialism, and other international linkages can play in making it difficult for societies to escape poverty.

Part II – National Development: We will study some of the political factors that have been crucial to development success in the now developed countries (NDCs). We will begin by analyzing some of the attributes that may have allowed Western Europe to develop ahead of the rest of the world. We will also examine what contributed to the East Asian Miracle and how/why the countries that have developed have differed from those with less success in South Asia or Latin America. We will also explore the roles of political leadership, culture, religion, social capital, property rights, propaganda, public administration, and industrial policies.

Part III – Global Development: We will look at recent developments in international development over the last ten to twenty years (since 1990) particularly 1) the social democracy vs. neo-liberalism debate, 2) the sustainable human development paradigm, 3) the fourth wave of global democratization, and 4) the role of the international community in promoting the millennium development goals.

Referensi:
George B.N. Ayittey. 2005. Africa Unchained: The Blueprint for Africa's Future. New York: Palgrave Macmillan, pp. 1-32 (Chapter 1: "Why Africa is Poor")

Atul Kohli. 2004. State-Directed Development: Political Power and Industrialization in the Global Periphery. New York: Cambridge

University Press, pp. 291-366 (Chapter 8: "Colonial Nigeria" and Chapter 9: "Sovereign Nigeria")

Joel S. Migdal. 1988. Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World. Princeton: Princeton University Press, pp. 3-41

Arturo Escobar. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54

William K. Tabb. 1970. *The Political Economy of the Black Ghetto*. New York: W.W. Norton, pp. 21-34

Walt W. Rostow. 1990 (1960). *The Stages of Economic Growth: a Non-Communist Manifesto*. New York: Cambridge University Press.

Douglass North. 1990. *Institutions, Institutional Change and Economic Performance*. New York: Cambridge University Press, pp. 107-140

Robert Putnam. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press

Huntington, Samuel P. 1968. *Political Order in Changing Societies*. New Haven: Yale

Friedrich List. 1904 (1841). *The National System of Political Economy*. London: Longmans, Green, and Company, pp. 77-157

Benchmarking: UNIVERSITY OF DENVER

POVERTY ALLEVIATION STRATEGIES

Indonesia has been involved in local resource-based rural infrastructure projects for many years. To a large degree this has concentrated on the promotion and use of community works. There have been many successful projects, which have improved the accessibility situation of the population of many of our communities, and have created significant numbers of jobs both short and long term. They also have ensured that public funds have been invested within the country, and in particular in the rural areas, rather than being spent on imports while depleting the foreign exchange reserves.

Despite the successes however, it has to be recognized that local-resource based infrastructure development in general and labour based technology in particular have rarely been mainstreamed in regular investment programmes, institutionalized or sustained after the funding from donors or financing agencies has been withdrawn. KIMPRASWIL now believes that in order to mainstream these poverty alleviation strategies, which have proven to be successful within the rural infrastructure sectors, it is necessary to concentrate on a more general framework. Our strategy now is to influence the overall policy and implementation of rural infrastructure works. Our aim is to maximize the use of local resources within the constraints of technical and economic viability. Creating jobs, alleviating poverty while developing good quality, cost-efficient, infrastructure. Moreover, our proposed strategy is concerned with the fact that the infrastructure implemented is Mainstreaming Poverty Alleviation Strategies through Sustainable Rural Infrastructure Development sustained, thus ensuring not only short term employment benefits but also long term potential for the improvement of access, sustainable employment opportunities, the development of skills and, hence, the reduction of poverty.

Referensi

International Monetary Fund November 2005. Bangladesh: Poverty Reduction Strategy Paper. IMF Country Report No. 05/410

International Monetary Fund November 2009. Poverty Reduction Strategy Papers (PRSP). Last updated: August 3, 2009

Benchmarking

SISTEM MANAJEMEN NASIONAL
National Management Systems

Manajemen nasional pada dasarnya merupakan sebuah sistem, sehingga lebih tepat jika kita menggunakan istilah "sistem manajemen nasional". Orientasinya adalah pada penemuan dan pengenalan (identifikasi) faktor-faktor strategis serta menyeluruh dan terpadu.

Pada dasarnya sistem manajemen nasional merupakan perpaduan antara tata nilai, struktur, dan proses untuk mencapai kehematan, daya guna, dan hasil guna sebesar mungkin dalam menggunakan sumber dana dan daya nasional demi mencapai tujuan nasional.

TEORI DAN STRATEGI KETAHANAN PANGAN
Food Safety and Security

Food safety: Causes of foodborne diseases; Effects and Extent of foodborne diseases; Microbial hazards in food; Chemical hazards in food; Risk assessment; Emerging food control issues; HACCP & enforcement.

Food security: Definition of food security and insecurity; World food supply; World food demand; Globalisation and impact on food security; Agricultural and rural development as key to food security; Food and Nutrition security and infections (including HIV); Food and Nutrition security in emergencies; Ethical considerations regarding food security; Care and Food Security; Millenium Development Goals and food security.

Referensi:

Green Suzan (2001). The Science and technology of Foods. 4th. Edition. Forbes Publications.

Grillenberger M et al (2006). Intake of micronutrients high in animal source foods is associated with better growth in rural Kenyan school children. BJN No. 95.

Hughes, L.J. (2002). "Food Safety for the Pediatric Population: The 'Handle With Care' Project". Journal of Nutrition Education. Vol. 34, No. 2.

Kaiser, L.; Melgar-Quinonez, H.; Townsend, M.; Nicholson, Y.; Fujii, M. (2003). "Food Insecurity and Food Supplies in Latino Households with Young Children". Journal of Nutrition Education.Vol. 35, No. 3.

McCullum, C., Pelletier, D., Barr, D., Wilkins, J. (2003). "Agenda Setting within a Community- Based Food Security Planning Process: The Influence of Power". Journal of Nutrition Education. Vol. 35, No. 4.

Nord, M., Andrews, M., Winicki, J. (2002). "Frequency and Duration of Food Insecurity and Hunger in US Households". Journal of Nutrition Education. Vol. 34, No. 4.

Sprenger R. (2004). Hygiene for Management. A text for food safety courses. Doncaster, UK.: Highfield. Co.

Underwood B. (2000). Overcoming micronutrient deficiencies in developing countries: is there a role for agriculture? Food and Nutrition Bulletin vol 21 no 4 UNU.

Benchmarking: Copenhagen's school of food science and nutrition.

KETAHANAN SOSIAL BUDAYA
Socio-cultural Resilience

What is Cultural Resilience? Many human cultures have come and gone, others have survived; the longer surviving cultures can be said to be resilient. Cultural resilience refers to a culture's capacity to maintain and develop cultural identity and critical cultural knowledge and practices. Despite challenges and difficulties, a resilient culture is capable of maintaining and developing itself. A resilient culture engages with other challenges such as natural disasters and encounters with other cultures, and manages to continue.

Referensi

.Benard, B. (1994, December). Application of resilience: Possibilities and promise. Paper presented at the Conference on the Role of Resilience in drug Abuse, Alcohol Abuse and Mental Illness, Washington, DC.

Alford, R. D. (1988). Naming and identity: A cross-cultural study of personal naming practices. New Haven, CT: Hraf Press.

Angell, G. B., Dennis, B. G. & Dumain, (1997). Spirituality, resilience, and narrative: Coping with parental death. Families in Society: The Journal of Contemporary Human Services, 79 (6), 615-630.

Benard, B. (1991, August). Fostering resiliency in kids: Protective factors in the family, school, and community. San Francisco, CA: Far West Laboratory for Educational Research and Development.

Felson, R. B. (1981). Social sources of information in the development of self. Sociological Quarterly, 22, 69-79.

Goldstein, H. (1981). Social learning and change: A cognitive approach to human services. New York, NY: Tavistock Publications.

Kirby, L. D. & Fraser, M. W. (1997). Risk and resilience in childhood. In M. W. Fraser (Ed.). Risk and resilience in childhood: An ecological perspective. Washington, DC: NASW Press.

Locust, C. (1988). Wounding the spirit: Discrimination and traditional North American Indian belief systems. Harvard Educational Review, 58(3), 315-330.

Rutter, M. (1987). Psychosocial resilience and protective mechanisms. American Journal of Orthopsychiatry, 57, 316-331.Werner, E. E. (1984). Resilient children. Young Children, 40, 68-72.

Smith, C., Lizotte, A. J., Thronberry, T. P. & Krohn, M. D. (1995). Resilient youth: Identifying factors that prevent high-risk youth from engaging in delinquency and drug use. Current Perspectives of Aging and the Life Cycle, 4, 217-247.

Benchmarking: The University of Minnesota

TEORI KETAHANAN NASIONAL
National Resilience Theory

Ketahanan Nasional adalah suatu kondisi dinamis suatu bangsa yang terdiri atas ketangguhan serta keuletan dan kemampuan untuk mengembangkan kekuatan nasional dalam menghadapi segala macam dan bentuk ancaman, tantangan, hambatan dan gangguan baik yang datang dari dalam maupun luar, secara langsung maupun yang tidak langsung yang mengancam dan membahayakan integritas, identitas, kelangsungan hidup bangsa dan negara serta perjuangan dalam mewujudkan tujuan perjuangan nasional.

Resilience theory is a multifaceted field of study that has been addressed by social workers, psychologists, sociologists, educators and many others over the past few decades. In short, resilience theory addresses the strengths that people and systems demonstrate that enable them to rise above adversity.

The emergence of resilience theory is associated with a reduction in emphasis on pathology and an increase in emphasis on strengths .

Referensi

Adrian DuPlessis VanBreda.2001. Resilience Theory: A Literature Review. South African Military Health Service, Military Psychological Institute, Social Work Research & Development

Brian H. Walker, John M. Anderies , Ann P. Kinzig , and Paul Ryan. 2006. Studies and Theory Development: Introduction to the Special Issue. *Ecology and Society* **11**(1): 12.

Burns, M.E.R., (2007), Resilience theory as an approach to sustainability analysis of the petroleum energy economy. *International Journal of Environmental, Cultural, Economic and Social Sustainability*, Vol 3, 2007

Carpenter, S., Walker, B., Anderies, J.M., and Abel, N. 2001. From metaphor to measurement: resilience of what to what? Ecosystems 4: 765-781.

CHARLES L. REDMAN . Resilience Theory in Archaeology. International Institute for Sustainability, Arizona State University, Tempe, AZ 85287-3211

DOUG CLARK, NANCY DOUBLEDAY. 2003. RESILIENCE THEORY IN OCEAN MANAGEMENT: FINDING NEW BRIDGES, AVOIDING BARRIER REEFS. 16 OCT 2003. OCEAN MANAGEMENT RESEARCH NETWORK.

Benchmarking:

WAWASAN NUSANTARA

Wawasan Nusantara adalah cara pandang dan sikap bangsa Indonesia diri dan lingkungannya, dengan mengutamakan persatuan dan kesatuan wilayah dalam penyelenggaraan kehidupan bermasyarakat, berbangsa, dan bernegara.

Pokok bahasan:

Pengertian wawasan nusantara.
Tantangan dari implementasi wawasan nusantara.
Unsur-unsur dasar wawasan nusantara.
Hakikat wawasan nusantara
Arah pandang wawasan nusantara.
Kedudukan, fungsi dan tujuan wawasan nusantara.
Implementasi wawasan nusantara.
Sosialisasi/pemasyarakatan wawasan nusantara.
Tantangan dari implementasi wawasan nusantara.