



Universitas Negeri Surabaya
Faculty of Social Sciences and Law,
Social Sciences Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Social and Cultural Theory	8420703015	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	2	November 10, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies																																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 Able to master social and cultural theory to examine educational problems																																																																																																				
	PO - 2 Able to master social and cultural theory as a source of social studies learning material																																																																																																				
	PO - 3 Able to analyze the social and cultural environment and adapt to social and cultural structures																																																																																																				
	PO - 4 Able to examine educational problems and synthesize them into social and cultural theory																																																																																																				
	PLO-PO Matrix																																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
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Short Course Description This course provides an understanding of the explanation of various social and cultural theorist's thoughts ranging from classical, modern and postmodern theories. The discussion in this course includes a historical sketch of the development of social and cultural theory from time to time, the main schools of social and cultural theory, and the dynamics of social and cultural theories. The discussion themes are not only limited to core theories, but also develop to respond to issues regarding globalization, social change, multiculturalism/pluralism, gender, social equality and social policy. Lectures take place through reflection mechanisms and theoretical discussions.

References	<p>Main :</p> <ol style="list-style-type: none"> 1. Coser, Lewis A.1971. Master of Sociological Thought: Ideas in Historical and Social Context. New York: Harcourt Brace Jovanovich. 2. Giddens, Anthony. 2009. Sociology . Cambridge: Polity. 3. Johnson, Doyle Paul. 1994. Teori Sosiologi Klasik dan Modern (Jilid 1 dan 2). Jakarta: Gramedia. 4. Koentjaraningrat. 1990. Antropologi . Jakarta: UI Press. 5. Koentjaraningrat. 1987. Sejarah Teori Antropologi . Jakarta: UI Press. 6. Ritzer, George dan Douglas J. Goodman. 2010. Dari Teori Sosiologi Klasik Sampai Perkembangan Mutakhir Teori Sosial Postmodern . Yogyakarta: Kreasi Wacana. <p>Supporters:</p>
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Supporting lecturer		Prof. Dr. Sarmini, M.Hum. Ali Imron, S.Sos., M.A. Katon Galih Setyawan, S.Sos., M.Sosio.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain social and cultural theoretical paradigms	Students are able to explain social and cultural theoretical paradigms	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities, Tests	Group discussion 3 X 50		Material: Paradigm of Sociological Theory. Reference: <i>Giddens, Anthony. 2009. Sociology. Cambridge: Polity.</i>	7%
2	Students are able to explain social theory with a structural-functional paradigm	Students are able to explain the theory of integrative society (Emile Durkheim)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities, Tests	Group discussion 3 X 50		Material: Classical Sociological Theory Bibliography: <i>Coser, Lewis A. 1971. Master of Sociological Thought: Ideas in Historical and Social Context. New York: Harcourt Brace Jovanovich.</i> Material: Classical Sociological Theory Bibliography: <i>Johnson, Doyle Paul. 1994. Classical and Modern Sociological Theory (Volumes 1 and 2). Jakarta: Gramedia.</i>	7%
3	Students are able to explain social theory with a structural-functional paradigm	Students are able to explain the theory of functionalism (Robert King Merton and Talcott Parsons)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities, Tests	Group discussion 3 X 50		Material: Classical Sociological Theory Bibliography: <i>Coser, Lewis A. 1971. Master of Sociological Thought: Ideas in Historical and Social Context. New York: Harcourt Brace Jovanovich.</i> Material: Classical Sociological Theory Bibliography: <i>Johnson, Doyle Paul. 1994. Classical and Modern Sociological Theory (Volumes 1 and 2). Jakarta: Gramedia.</i>	7%

4	Students are able to explain social theory with a structural paradigm of conflict	Students are able to explain the theory of social class conflict (Karl Marx)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities, Tests	Group discussion 3 X 50		Material: Classical Sociological Theory Bibliography: Coser, Lewis A. 1971. <i>Master of Sociological Thought: Ideas in Historical and Social Context.</i> New York: Harcourt Brace Jovanovich. Material: Classical Sociological Theory Bibliography: Johnson, Doyle Paul. 1994. <i>Classical and Modern Sociological Theory (Volumes 1 and 2).</i> Jakarta: Gramedia.	7%
5	Students are able to explain social theory with a structural paradigm of conflict	Students are able to explain non-Marxian conflict theory (Ralf Dahrendorf)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities, Tests	Group discussion 3 X 50		Material: Classical Sociological Theory Bibliography: Coser, Lewis A. 1971. <i>Master of Sociological Thought: Ideas in Historical and Social Context.</i> New York: Harcourt Brace Jovanovich. Material: Classical Sociological Theory Bibliography: Johnson, Doyle Paul. 1994. <i>Classical and Modern Sociological Theory (Volumes 1 and 2).</i> Jakarta: Gramedia.	7%
6	Students are able to explain social theory with a structural paradigm of conflict	Students are able to explain the theory of conflict structuralism (Lewis Alfred Coser)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities, Tests	Group discussion 3 X 50		Material: Classical Sociological Theory Bibliography: Coser, Lewis A. 1971. <i>Master of Sociological Thought: Ideas in Historical and Social Context.</i> New York: Harcourt Brace Jovanovich. Material: Classical Sociological Theory Bibliography: Johnson, Doyle Paul. 1994. <i>Classical and Modern Sociological Theory (Volumes 1 and 2).</i> Jakarta: Gramedia.	7%

7	Students are able to explain social theory with the paradigm of symbolic interactionism	Students are able to explain the theory of social action and rationality (Max Weber)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities, Tests	Group discussion 3 X 50		Material: Classical Sociological Theory Bibliography: Coser, Lewis A. 1971. <i>Master of Sociological Thought: Ideas in Historical and Social Context.</i> New York: Harcourt Brace Jovanovich. Material: Classical Sociological Theory Bibliography: Johnson, Doyle Paul. 1994. <i>Classical and Modern Sociological Theory (Volumes 1 and 2).</i> Jakarta: Gramedia.	7%
8	Mid-Semester Exam (UTS)	Mid-Semester Exam (UTS)	Criteria: UTS Form of Assessment : Test	Midterm Exam (UTS) 3 X 50			1%
9	Students are able to explain the theory of symbolic interactionism	Students are able to explain the theory of symbolic interactionism (George Herbert Mead and Helbert Blumer)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities	group discussion		Material: Modern Sociological Theory Bibliography: Johnson, Doyle Paul. 1994. <i>Classical and Modern Sociological Theory (Volumes 1 and 2).</i> Jakarta: Gramedia. Material: Modern Sociological Theory Bibliography: Ritzer, George and Douglas J. Goodman. 2010. <i>From Classical Sociological Theory to Recent Developments in Postmodern Social Theory.</i> Yogyakarta: Discourse Creations.	7%

10	Students are able to explain phenomenological theory	Students are able to explain the theory of phenomenology (Alfred Schutz and Edmund Husserl)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities	group discussion		Material: Modern Sociological Theory Bibliography: Johnson, Doyle Paul. 1994. <i>Classical and Modern Sociological Theory (Volumes 1 and 2)</i> . Jakarta: Gramedia. Material: Modern Sociological Theory Bibliography: Ritzer, George and Douglas J. Goodman. 2010. <i>From Classical Sociological Theory to Recent Developments in Postmodern Social Theory</i> . Yogyakarta: Discourse Creations.	7%
11	Students are able to explain phenomenological theory	Students are able to explain ethnomethodological theory (Harold Garfinkel)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities	group discussion		Material: Modern Sociological Theory Bibliography: Johnson, Doyle Paul. 1994. <i>Classical and Modern Sociological Theory (Volumes 1 and 2)</i> . Jakarta: Gramedia. Material: Modern Sociological Theory Bibliography: Ritzer, George and Douglas J. Goodman. 2010. <i>From Classical Sociological Theory to Recent Developments in Postmodern Social Theory</i> . Yogyakarta: Discourse Creations.	7%

12	Students are able to explain social exchange theory	Students are able to explain social exchange theory (George Casper Homans and Peter Michael Blau)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities	group discussion		Material: Modern Sociological Theory Bibliography: Johnson, Doyle Paul. 1994. <i>Classical and Modern Sociological Theory (Volumes 1 and 2)</i> . Jakarta: Gramedia. ----- Material: Modern Sociological Theory Bibliography: Ritzer, George and Douglas J. Goodman. 2010. <i>From Classical Sociological Theory to Recent Developments in Postmodern Social Theory</i> . Yogyakarta: Discourse Creations.	7%
13	Students are able to explain structuration theory	Students are able to explain structuration theory (Anthony Giddens)	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities	group discussion		Material: Modern Sociological Theory Bibliography: Johnson, Doyle Paul. 1994. <i>Classical and Modern Sociological Theory (Volumes 1 and 2)</i> . Jakarta: Gramedia. ----- Material: Modern Sociological Theory Bibliography: Ritzer, George and Douglas J. Goodman. 2010. <i>From Classical Sociological Theory to Recent Developments in Postmodern Social Theory</i> . Yogyakarta: Discourse Creations.	7%
14	Students are able to explain the cultural theory of functionalism	Students are able to explain the cultural theory of functionalism	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities	group discussion		Material: Cultural Theory Library: Koentjaraningrat. 1987. <i>History of Anthropological Theory</i> . Jakarta: UI Press.	7%
15	Students are able to explain the cultural theory of functionalism	Students are able to explain the cultural theory of Levistraus' structuralism	Criteria: 1.Student participation 2.Quiz Form of Assessment : Participatory Activities	group discussion		Material: Cultural Theory Library: Koentjaraningrat. 1987. <i>History of Anthropological Theory</i> . Jakarta: UI Press.	7%
16	UAS	UAS	Criteria: UAS Form of Assessment : Test	UAS			1%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	73.5%
2.	Test	26.5%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.