Document Code



Supporters:

Universitas Negeri Surabaya Faculty of Economics and Business Economic Education Undergraduate Study Program

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		CODE				Co	urse F	amil	у	C	Cred	it We	ght		SEMES	STER			on
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ION		SP Develop	er						Cou	rse C	Clust	ter Co	ordinat	or	Study	Progra	am Co	ordina	tor
		Eka Hendi <i>i</i>	Andria	ansya	h, S.I	Pd., I	M.Pd				iky P	rakos	o, S.Pd.	,	Dr. I	Dr. Retno Mustika Dewi, S.Pd., M.Pd.		,	
Case Studies																			
PLO study prog	gram t	that is char	ged 1	to the	e cou	ırse													
PLO-8	Able t	to communic	ate w	ell ora	ally ar	nd in	writin	g in le	earnir	ig act	tivitie	es							
Program Objec	tives	(PO)																	
PO - 1 Able to demonstrate a responsible attitude towards work both independently and in groups																			
PO - 2 Able to analyze historical concepts of pre-classical, classical, neo-classical and Islamic economic thought																			
PO - 3	Able t	o explain ora	lly an	d in w	vriting	rela	ted to	the c	levelo	pme	nt of	Econ	omic His	story					
PLO-PO Matrix																			
PO Matrix at the	e end	PO-1 PO-2 PO-3 of each learning stage (Sub-PO)																	
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Main :																			
Deliarnov. 2012.Perkembangan PemikiranEkonomi.Jakarta: PT. Raja Grafindo Persada. Skousen, Mark. 2015.Sang MaestroTeori-teori Ekonomi Modern. Jakarta: Prenada Media Chapra, M. Umer. 2001.The Future of Economics: An Islamic Perspective.Jakarta: Asy Syaamil Press & Grafika																			
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Dr. Retno Mustik S.Pd., M.Pd	CODE Course Family Credit Weight SEMESTER Compilation Date

- 1. Anonim. 1981.Studies in Islamic Economics(Edited byKhurshid Ahmad). United Kingdom. International Centre for Research in IslamicEconomics
- 2. Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-HillCompanies, Inc
- Robbins, Lionel Robbins, Baron. 2000.A History of Economic ThoughtNewy Jersey: Princeton University Press7. Skousen, Mark. 2015.Sang Maestro Teori-teori Ekonomi Modern. Jakarta: Prenada Media
- 4. Ekelund, Jr. Rebert B, Robert FHebert. 1997.A History of EconomicTheory and Method.6th.

Supporting lecturer

Eka Hendi Andriansyah, S.Pd., M.Pd. Albrian Fiky Prakoso, S.Pd., M.Pd.

Week-	Final abilities of each learning stage	Evalu	uation	Learı Studer	lp Learning, ning methods, nt Assignments, timated time]	Learning materials [References	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to contextually study and explain the history of pre-classical economic thought	1.Explain the meaning of the views of Mercantilist physiocratism. 2.Distinguishing the views of Mercantilism physiocratism.	Criteria: Scoring guidelines Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	- Lecture - Reviewing Economic Development articles related to Classical to Modern Economic Thought - Case based learning approach through creating material in the form of interactive and contextual videos/papers and PPTs on the History of Pre-Classical - Neo Classical Economic Thought . 2 X 50		Material: Preclassical economic development Bibliography: Deliarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.	5%

2	Able to contextually study and explain the history of pre-classical economic thought	1.Explain the meaning of the views of Mercantilist physiocratism. 2.Distinguishing the views of Mercantilism physiocratism.	Criteria: Scoring guidelines Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	- Lecture - Group discussion 2 X 50		Material: Economic development of mercantilism Reference: Deliarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada. Material: Mercantilism Bibliography: Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-	5%
2	Ablo to	4	Criteria	Magazina		Hill Companies, Inc	F0/
3	Able to contextually study and explain the history of pre-classical economic thought	1.Explain the meaning of the views of Mercantilist physiocratism. 2.Distinguishing the views of Mercantilism physiocratism.	Criteria: Scoring guidelines Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	VLearning Unesa, Googlemeet, Powerpoint, hands-on learning and discussions / VLearning Unesa, Googlemeet, Powerpoint, hands-on learning and discussions 2 X 50	-	Material: Economic development of mercantilism Reference: Deliarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada. Material: Mercantilism Bibliography: Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw- Hill Companies, Inc	5%

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4	Able to contextually study and explain the history of classical economic thought	1.Explains the views of Adam Smith, Maltus and Ricardo. 2.Distinguishing the views of the Classicists (Adam Smith, Maltus and Ricardo)	Criteria: Scoring guidelines Form of Assessment: Project Results Assessment / Product Assessment	- Lecture - Group discussion 2 X 50	of Econ Thoug Jakarta Raja G Persac Materi views of Smith, and Ri Refere Skouse Mark. i The Mi Moden Econo Theori Jakarta Prenac Media Materi Classic school of liter Robbir	cal y: nov. ppment nomic ht. aa: PT. brafindo da. al: of Adam Maltus cardo. en, 2015. aestro mic ht. cal cal cal cature: ns, 2000.A of mic ht. cen, cen, color cen, color cen, color cen, cen	5%

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5	Able to contextually study	1.Explains the	Criteria: Scoring guidelines	VLearning Unesa,	-	Material: Classical	5%
	and explain the	views of	ocorning galacinics	Googlemeet,		School	
	history of classical	Adam Smith,	Form of	Interactive		Library:	
	economic thought	Maltus and	Assessment :	videos,		Deliarnov.	
		Ricardo.	Project Results	hands-on		2012.	
		2.Distinguishing	Assessment /	learning and		Development	
		the views of	Product	discussions /		of Economic	
		the Classicists	Assessment	VLearning		Thought.	
		(Adam Smith,	7.000001110111	Unesa,		Jakarta: PT.	
		Maltus and		Googlemeet,		Raja Grafindo	
		Ricardo)		Interactive		Persada.	
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		videos,		r croada.	
				hands-on		Motorial	
				learning and		Material: views of Adam	
				discussions		Smith, Maltus	
				2 X 50		and Ricardo.	
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						Robbins,	
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6	Able to contextually study and explain the history of neo- classical economic thought	Explaining and Describing Neo Classical Thought (Carl Menger and William Stanley Jevons)	Criteria: Scoring guidelines Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	- Lecture - Group discussion 2 X 50	-	Material: Neo Classical Views Bibliography: Deliarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada. Material: Neo	7%
						Classical Views Bibliography: Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media	
						Material: Neoclassical Bibliography: Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw- Hill Companies, Inc	
7	Able to contextually study and explain the history of neo-classical economic thought	Explaining and Describing Neo Classical Thought (Carl Menger and William Stanley Jevons)	Criteria: Scoring guidelines Form of Assessment: Project Results Assessment / Product Assessment	VLearning Unesa, Googlemeet, Interactive videos, hands-on learning and discussions / VLearning Unesa, Googlemeet, Interactive videos, hands-on learning and discussions 2 X 50		Material: Neo Classical Views Bibliography: Deliarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada. Material: Neo Classical Views Bibliography: Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media	8%
						Material: Neoclassical Bibliography: Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw- Hill Companies, Inc	

8	UTS / Middle Test	-	Criteria: - Form of Assessment: Test	Offline test 2 X 50	-	Material: - Library: Material: - Library:	0%
9	Able to contextually examine and explain the history of socialist economic thought	Explaining and Describing the Thought of Socialist Economics (Marxism)	Criteria: Scoring guidelines Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	- Lecture - Review articles on Economic Development related to socialist thought to Islamic economics - Assignment 3: Product assignment Creation of material in the form of interactive and contextual videos/papers and PPTs on the History of Socialist Economic Thought - Islamic Economics. 2 X 50		Material: understanding Marxixme Reader: Deliarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada. Material: Socialist school of thought Reference: Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media Material: Marxism Bibliography: Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw- Hill Companies, Inc	8%

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10	Able to contextually examine and explain the history of socialist economic thought	Explaining and Describing the Thought of Socialist Economics (Marxism)	Criteria: Scoring guidelines Form of Assessment: Participatory Activities	- Lecture - Group discussion 2 X 50		Material: understanding Marxixme Reader: Deliarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada. Material: Socialist school of thought Reference: Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media Material: Marxism Bibliography: Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin	7%
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11	Able to contextually study	Explain and describe the	Criteria: Scoring guidelines	- Lecture - Group	-	Material: Scientific	10%
	and explain the history of scientific	concept of Austrian School		discussion		economic	
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14	Able to contextually study and explain the history of macro/modern economic thought	Explain and describe Samuelson's concept of thought	Criteria: Scoring guidelines Form of Assessment: Participatory Activities, Project Results Assessment /	- Lecture - Group discussion 2 X 50	Material: Samuelson Bibliography: Skousen, Mark. 2015. The Maestro Modern Economic Theories.	10%
			Product Assessment		Jakarta: Prenada Media Material: Samuelson Bibliography: Robbins, Lionel	
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Ability to describe and sanetzername thought with the statement of the property of the propert
16 UAS / FINAL TEST - Criteria: writing test - Material: - 0% Library:

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	39.5%
2.	Project Results Assessment / Product Assessment	60.5%
		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.

- 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.
- 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.
- 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.
- 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.