



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

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
History of Economic Thought	8720302276	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	November 17, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Eka Hendi Andriansyah, S.Pd., M.Pd		Albrian Fiky Prakoso, S.Pd., M.Pd.			Dr. Retno Mustika Dewi, S.Pd., M.Pd.	

<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																				
	<b>PLO-8</b>	Able to communicate well orally and in writing in learning activities																																																																																			
	<b>Program Objectives (PO)</b>																																																																																				
	<b>PO - 1</b>	Able to demonstrate a responsible attitude towards work both independently and in groups																																																																																			
	<b>PO - 2</b>	Able to analyze historical concepts of pre-classical, classical, neo-classical and Islamic economic thought																																																																																			
	<b>PO - 3</b>	Able to explain orally and in writing related to the development of Economic History																																																																																			
	<b>PLO-PO Matrix</b>																																																																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> </table>	P.O	PLO-8	PO-1		PO-2		PO-3																																																																												
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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<b>Short Course Description</b>	Discussing economic thought includes (1) Preclassical; (2) Classic; (3) Marxism/Socialism; (4) Neoclassical; (5) Chamberlin and Robinson; (6) Keynes; (7) Institutionalism; (8) Monetarism and rational expectations, and (9) Islamic Economic Era. Learning is carried out using discussion, presentation, case studies and assignment methods / Discussing economic thinking includes (1) pre-classic; (2) Classic; (3) Marxism / Socialism; (4) Neoclassical; (5) Chamberlin and Robinson; (6) Keynes, (7) Institutionalism; (8) Monetarism and rational expectations, and (9) Islamic Economic Era. Learning is carried out by the method of discussion, presentation, case studies and assignments
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<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>1. Deliarnov. 2012. Perkembangan Pemikiran Ekonomi. Jakarta: PT. Raja Grafindo Persada.</li> <li>2. Skousen, Mark. 2015. Sang Maestro Teori-teori Ekonomi Modern. Jakarta: Prenada Media</li> <li>3. Chapra, M. Umer. 2001. The Future of Economics: An Islamic Perspective. Jakarta: Asy Syaamil Press &amp; Grafika</li> </ol>
	<b>Supporters:</b>	

1. Anonim. 1981. Studies in Islamic Economics (Edited by Khurshid Ahmad). United Kingdom. International Centre for Research in Islamic Economics
2. Landreth, Harry, David C. Colander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc
3. Robbins, Lionel Robbins, Baron. 2000. A History of Economic Thought. New Jersey: Princeton University Press
7. Skousen, Mark. 2015. Sang Maestro Teori-teori Ekonomi Modern. Jakarta: Prenada Media
4. Ekelund, Jr. Robert B., Robert F. Hebert. 1997. A History of Economic Theory 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 (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	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.	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> 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	-	<b>Material:</b> Preclassical economic development <b>Bibliography:</b> <i>Deliarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i>	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.	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	- Lecture - Group discussion 2 X 50	-	<b>Material:</b> Economic development of mercantilism <b>Reference:</b> <i>DeLiarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i> <hr/> <b>Material:</b> Mercantilism <b>Bibliography:</b> <i>Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</i>	5%
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.	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> 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	-	<b>Material:</b> Economic development of mercantilism <b>Reference:</b> <i>DeLiarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i> <hr/> <b>Material:</b> Mercantilism <b>Bibliography:</b> <i>Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</i>	5%

4	Able to contextually study and explain the history of classical economic thought	<p>1.Explains the views of Adam Smith, Maltus and Ricardo.</p> <p>2.Distinguishing the views of the Classicists (Adam Smith, Maltus and Ricardo)</p>	<p><b>Criteria:</b> Scoring guidelines</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>- Lecture - Group discussion 2 X 50</p>	-	<p><b>Material:</b> Classical School <b>Library:</b> <i>Dejiarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i></p> <hr/> <p><b>Material:</b> views of Adam Smith, Maltus and Ricardo. <b>Reference:</b> <i>Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media</i></p> <hr/> <p><b>Material:</b> Classical school <b>of literature:</b> <i>Robbins, Lionel Robbins, Baron. 2000.A History of Economic ThoughtNew Jersey: Princeton University Press7. Skousen, Mark. 2015. The Maestro of Modern Economic Theories. Jakarta: Prenada Media</i></p>	5%
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5	Able to contextually study and explain the history of classical economic thought	<p>1.Explains the views of Adam Smith, Maltus and Ricardo.</p> <p>2.Distinguishing the views of the Classicists (Adam Smith, Maltus and Ricardo)</p>	<p><b>Criteria:</b> Scoring guidelines</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>VLearning Unesa, Googlemeet, Interactive videos, hands-on learning and discussions / VLearning Unesa, Googlemeet, Interactive videos, hands-on learning and discussions 2 X 50</p>	-	<p><b>Material:</b> Classical School <b>Library:</b> <i>Deliarinov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i></p> <hr/> <p><b>Material:</b> views of Adam Smith, Maltus and Ricardo. <b>Reference:</b> <i>Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media</i></p> <hr/> <p><b>Material:</b> Classical school <b>of literature:</b> <i>Robbins, Lionel Robbins, Baron. 2000.A History of Economic ThoughtNew Jersey: Princeton University Press7. Skousen, Mark. 2015. The Maestro of Modern Economic Theories. Jakarta: Prenada Media</i></p>	5%
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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)	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	- Lecture - Group discussion 2 X 50	-	<b>Material:</b> Neo Classical Views <b>Bibliography:</b> <i>Dejiarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i> <hr/> <b>Material:</b> Neo Classical Views <b>Bibliography:</b> <i>Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media</i> <hr/> <b>Material:</b> Neoclassical <b>Bibliography:</b> <i>Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</i>	7%
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)	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> 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	-	<b>Material:</b> Neo Classical Views <b>Bibliography:</b> <i>Dejiarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i> <hr/> <b>Material:</b> Neo Classical Views <b>Bibliography:</b> <i>Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media</i> <hr/> <b>Material:</b> Neoclassical <b>Bibliography:</b> <i>Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</i>	8%

8	UTS / Middle Test	-	<b>Criteria:</b> -  <b>Form of Assessment :</b> Test	Offline test 2 X 50	-	<b>Material: - Library:</b> ----- <b>Material: - Library:</b>	0%
9	Able to contextually examine and explain the history of socialist economic thought	Explaining and Describing the Thought of Socialist Economics (Marxism)	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> 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	-	<b>Material: understanding Marxisme</b> <b>Reader:</b> <i>Deliarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i> ----- <b>Material:</b> Socialist school of thought <b>Reference:</b> <i>Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media</i> ----- <b>Material:</b> Marxism <b>Bibliography:</b> <i>Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</i>	8%

10	Able to contextually examine and explain the history of socialist economic thought	Explaining and Describing the Thought of Socialist Economics (Marxism)	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Participatory Activities	- Lecture - Group discussion 2 X 50	-	<b>Material:</b> understanding Marxisme <b>Reader:</b> <i>Dejiarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i> <hr/> <b>Material:</b> Socialist school of thought <b>Reference:</b> <i>Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media</i> <hr/> <b>Material:</b> Marxism <b>Bibliography:</b> <i>Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</i>	7%
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11	Able to contextually study and explain the history of scientific economic thought	Explain and describe the concept of Austrian School of thought	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	- Lecture - Group discussion 2 X 50	-	<b>Material:</b> Scientific economic thinking <b>Bibliography:</b> <i>Delianov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i> <hr/> <b>Material:</b> Austrian school of thought <b>Reference:</b> <i>Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media</i> <hr/> <b>Material:</b> Austrian school of literature: <i>Robbins, Lionel Robbins, Baron. 2000. A History of Economic Thought New Jersey: Princeton University Press. Skousen, Mark. 2015. The Maestro of Modern Economic Theories. Jakarta: Prenada Media</i>	10%
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12	Able to contextually examine and explain the history of institutional economic thought	<p>1.Explain and describe the thought concepts of Veblen, Weber &amp; Fisher, Mises &amp; Wicksell</p> <p>2.Distinguishing the concepts of thought by Veblen, Weber &amp; Fisher, Mises &amp; Wicksell</p>	<p><b>Criteria:</b> Scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>- Lecture - Group discussion 2 X 50</p>	-	<p><b>Material:</b> thoughts of Veblen, Weber &amp; Fisher, Mises &amp; Wicksell <b>Library:</b> <i>Dejiarnov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i></p> <hr/> <p><b>Material:</b> thoughts of Veblen, Weber &amp; Fisher, Mises &amp; Wicksell <b>Bibliography:</b> <i>Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media</i></p> <hr/> <p><b>Material:</b> thoughts of Veblen, Weber &amp; Fisher, Mises &amp; Wicksell <b>Library:</b> <i>Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</i></p> <hr/> <p><b>Material:</b> thoughts of Veblen, Weber &amp; Fisher, Mises &amp; Wicksell <b>Library:</b> <i>Robbins, Lionel Robbins, Baron. 2000.A History of Economic ThoughtNew Jersey: Princeton University Press7. Skousen, Mark. 2015. The Maestro of Modern Economic Theories. Jakarta: Prenada Media</i></p>	5%
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13	Able to contextually examine and explain the history of institutional economic thought	<p>1.Explain and describe the thought concepts of Veblen, Weber &amp; Fisher, Mises &amp; Wicksell</p> <p>2.Distinguishing the concepts of thought by Veblen, Weber &amp; Fisher, Mises &amp; Wicksell</p>	<p><b>Criteria:</b> Scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>- Lecture - Group discussion 2 X 50</p>	-	<p><b>Material:</b> thoughts of Veblen, Weber &amp; Fisher, Mises &amp; Wicksell <b>Library:</b> Deliarnov. 2012. <i>Development of Economic Thought.</i> Jakarta: PT. Raja Grafindo Persada.</p> <hr/> <p><b>Material:</b> thoughts of Veblen, Weber &amp; Fisher, Mises &amp; Wicksell <b>Bibliography:</b> Skousen, Mark. 2015. <i>The Maestro Modern Economic Theories.</i> Jakarta: Prenada Media</p> <hr/> <p><b>Material:</b> thoughts of Veblen, Weber &amp; Fisher, Mises &amp; Wicksell <b>Library:</b> Landreth, Harry, David CColander. <i>History of Economic Thought. 3rd Boston.</i> Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</p> <hr/> <p><b>Material:</b> thoughts of Veblen, Weber &amp; Fisher, Mises &amp; Wicksell <b>Library:</b> Robbins, Lionel Robbins, Baron. 2000.A <i>History of Economic Thought</i>New Jersey: Princeton University Press7. Skousen, Mark. 2015. <i>The Maestro of Modern Economic Theories.</i> Jakarta: Prenada Media</p>	5%
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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	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	- Lecture - Group discussion 2 X 50	-	<b>Material:</b> Samuelson <b>Bibliography:</b> <i>Skousen, Mark. 2015. The Maestro of Modern Economic Theories. Jakarta: Prenada Media</i>  <b>Material:</b> Samuelson <b>Bibliography:</b> <i>Robbins, Lionel Baron. 2000. A History of Economic Thought New Jersey: Princeton University Press. Skousen, Mark. 2015. The Maestro of Modern Economic Theories. Jakarta: Prenada Media</i>	10%
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15	Ability to describe and analyze Islamic economic thought	Explain and describe the concept of Ibn Khaldun's Islamic economic thought	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	- Lecture - Discussion in groups - Assignment 4 (Individual) Reviewing Video/Paper Results on Economic Development related to Socialist Economic Thought to Islamic Economics 2 X 50	-	<b>Material:</b> Islamic economic thought <b>Bibliography:</b> <i>Deliarinov. 2012. Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i> <hr/> <b>Material:</b> Islamic economic views <b>References:</b> <i>Skousen, Mark. 2015. The Maestro Modern Economic Theories. Jakarta: Prenada Media</i> <hr/> <b>Material:</b> Ibn Khaldun <b>Bibliography:</b> <i>Landreth, Harry, David CColander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</i> <hr/> <b>Material:</b> Ibn Khaldun <b>Bibliography:</b> <i>Anonymous. 1981. Studies in Islamic Economics (Edited by Khurshid Ahmad). United Kingdom. International Center for Research in Islamic Economics</i>	15%
16	UAS / FINAL TEST	-	<b>Criteria:</b> -  <b>Form of Assessment :</b> Test	writing test	-	<b>Material:</b> - <b>Library:</b>	0%

#### 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.

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.