



Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Economics Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																											
History of Economic Thought	8722003081	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	July 4, 2023																																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																												
	Dr. Prayudi Setiawan Prabowo, S.E., M.E.		Hendry Cahyono, S.E., M.E.			Dr. Tony Seno Aji, S.E., M.E.																																																												
Learning model	Project Based Learning																																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																
	PLO-4	Develop yourself continuously and collaborate.																																																																
	PLO-5	Able to analyze overall economic theoretical concepts																																																																
	PLO-7	Able to communicate effectively orally and in writing in the field of economics																																																																
	Program Objectives (PO)																																																																	
	PO - 1	Students are able to master the basic concepts of economic thought including Preclassical, Classical, Institutionalism/Chamberlin and Robinson, Keynes, Monetarism and Rational Expectations as a basis for policy analysis as well as critical thinking in decision making for solving economic problems in everyday life.																																																																
	PLO-PO Matrix																																																																	
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-3</td> <td>PLO-4</td> <td>PLO-5</td> <td>PLO-7</td> </tr> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table>						P.O	PLO-3	PLO-4	PLO-5	PLO-7	PO-1	✓	✓	✓	✓																																																	
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PO-1	✓	✓	✓	✓																																																														
PO Matrix at the end of each learning stage (Sub-PO)																																																																		
	<table border="1" style="width: 100%; text-align: center;"> <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> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
P.O	Week																																																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																		
PO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																		
Short Course Description	Discussing economic thought includes (1) Pre-13classics; (2) Classic; (3) Marxism/Socialism; (4) Neoclassical; (5) Chamberlin and Robinson; (6) Keynes; (7) Institutionalism; (8) Monetarism and rational expectations. Learning is carried out using discussion, presentation, case studies and assignment methods																																																																	
References	Main :																																																																	
	<ol style="list-style-type: none"> 1. Deliarnov. 2012. Perkembangan Pemikiran Ekonomi. Jakarta: PT. Raja Grafindo Persada. 2. Landreth, Harry, David C Colander. History of Economic Thought . 3rd Boston. Houghton Mifflin Company. New York: The McGraw-HillCompanies, Inc 3. Robbins, Lionel Robbins, Baron. 2000. A History of Economic Thought. New Jersey: Princeton University Press 4. Skousen, Mark. 2015. Sang Maestro Teori-teori Ekonomi Modern . Jakarta: Prenada Media 5. Ekelund, Jr. Rebert B, Robert F Hebert. 2013. A History of EconomicTheory and Method 6th. 																																																																	
	Supporters:																																																																	
Supporting lecturer	Hendry Cahyono, S.E., M.E. Dr. Mohammad Wasil, S.Pd., M.E. Kukuh Arisetyawan, S.Pd., M.E.																																																																	

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	Ability to understand the history of pre-classical economic thought	1.1.1. Can explain history and thinking 2.1.2. Can explain the economic views of Plato and Aristotle	Criteria: according to scoring guidelines Form of Assessment : Participatory Activities	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies	Material: material about ancient Greek economic thought and the era of French thought. Reference: Skousen, Mark. 2015. <i>The Maestro of Modern Economic Theories</i> . Jakarta: Prenada Media	3%
2	Ability to understand the history of pre-classical economic thought	1.3. Can explain the economic views of physiocratism	Criteria: according to scoring guidelines Form of Assessment : Portfolio Assessment	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies		4%
3	Ability to understand the history of pre-classical economic thought	1.1. Can explain history and thinking 1.2. Can explain the economic views of Plato and Aristotle 1.3. Can explain the economic views of physiocratism	Criteria: according to scoring guidelines Form of Assessment : Portfolio Assessment	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies		4%
4	Ability to understand the economic thought of the early classics; Smith, Malthus, Ricardo.	4.1. Explains the concept of Smith's economic thought	Criteria: according to scoring guidelines Form of Assessment : Portfolio Assessment	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies		3%
5	Ability to understand the economic thought of the early classics; Smith, Malthus, Ricardo.	5.2. Explain the concept of Malthusian economic thought	Criteria: according to scoring guidelines Form of Assessment : Portfolio Assessment	interactive lectures, discussions, and case studies 3 X 50			3%
6	Ability to understand the economic thought of the early classics; Smith, Malthus, Ricardo.	6.3. Explain the concept of Ricardo's economic thought.	Criteria: according to scoring guidelines Form of Assessment : Portfolio Assessment	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies		4%
7	Ability to understand the economic thinking of socialists; Mill and Marx.	7.1 Explaining Mill's concept of economic thought 7.2 Explaining Marx's concept of economic thought.	Criteria: according to scoring guidelines Form of Assessment : Participatory Activities	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies		4%
8	UTS	Take the UTS test well and correctly	Criteria: according to scoring guidelines Form of Assessment : Test	3 X 50 test			20%

9	Ability to understand and analyze the Austrian School of economics and the era of scientific economics.	9.1. Explains the concept of economic thought of the Austrian School and the era of scientific economics	Criteria: according to scoring guidelines Form of Assessment : Portfolio Assessment	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies		4%
10	Ability to understand and analyze the economic school of institutionalist thought	9.1. Explains the concept of economic thought of the Austrian School and the era of scientific economics	Criteria: according to scoring guidelines Form of Assessment : Participatory Activities	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies	Material: explaining institutional economic thinking. Reference: Skousen, Mark. 2015. <i>The Maestro of Modern Economic Theories</i> . Jakarta: Prenada Media	4%
11	Ability to describe, analyze the economic thinking of Veblen, Fisher, Wicksell. Wicksell.	11.1 Explain the concept of institutional economic thinking by Veblen Fisher, Wicksell.	Criteria: according to scoring guidelines Form of Assessment : Portfolio Assessment	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies	Material: concept of institutional economic thinking Veblen Fisher, Wicksell, Robinson Reference: Skousen, Mark. 2015. <i>The Maestro of Modern Economic Theories</i> . Jakarta: Prenada Media	4%
12	Ability to describe, analyze the economic thinking of Veblen, Fisher, Wicksell. Wicksell.	11.1 Explain the concept of institutional economic thinking by Veblen Fisher, Wicksell.	Criteria: according to scoring guidelines Form of Assessment : Participatory Activities	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies	Material: material about Keynes's economic thought. Reader: Robbins, Lionel Robbins, Baron. 2000. <i>A History of Economic Thought</i> . New Jersey: Princeton University Press	3%
13	Ability to describe and analyze the thinking of the macroeconomic era	13.1 Explain the concept of Keynesian economic thought and Samuelson's economic thought 13.2 Explain the concept of Friedman's economic thought 13.3 Explain Schumpeterian economics	Criteria: according to scoring guidelines Form of Assessment : Participatory Activities	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies	Material: Explaining Friedman's thinking. Reference: Landreth, Harry, David C Colander. <i>History of Economic Thought</i> . 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc	3%

14	Ability to describe and analyze the thinking of the macroeconomic era	13.1 Explain the concept of Keynesian economic thought and Samuelson's economic thought 13.2 Explain the concept of Friedman's economic thought 13.3 Explain Schumpeterian economics	Criteria: according to scoring guidelines Form of Assessment : Portfolio Assessment	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies	Material: explains the thinking of Robert Lucas, Jr. Bibliography: Landreth, Harry, David C Colander. <i>History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</i>	4%
15	Ability to describe and analyze Islamic economic thought	15.1 Explain the concept of Islamic economic thought	Criteria: according to scoring guidelines Form of Assessment : Participatory Activities	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies	Material: Explaining the thinking of the Islamic Economic Era Reader: Deliarnov. 2012. <i>Development of Economic Thought. Jakarta: PT. Raja Grafindo Persada.</i>	3%
16			Criteria: according to scoring guidelines Form of Assessment : Test	Final Test 3 x 50			30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Portfolio Assessment	30%
3.	Test	50%
		100%

Notes

- 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.
- 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.
- 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.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

