

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Economics and Business</b> <b>Bachelor of Economics Study Program</b>					<b>Document Code</b>																																																											
<b>SEMESTER LEARNING PLAN</b>																																																																		
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>		<b>SEMESTER</b>	<b>Compilation Date</b>																																																											
History of Economic Thought		8722003024		T=3	P=0	ECTS=4.77	4	July 18, 2024																																																										
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																												
		.....		.....		Dr. Tony Seno Aji, S.E., M.E.																																																												
<b>Learning model</b>	Case Studies																																																																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																	
	<b>Program Objectives (PO)</b>																																																																	
	<b>PLO-PO Matrix</b>																																																																	
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>																																																																
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																	
	P.O	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="16" style="text-align: center;">Week</th> </tr> <tr> <th style="width: 10%;"></th> <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> </thead> <tbody> <tr> <td style="width: 10%;"></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> </tbody> </table>															Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	
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<b>Short Course Description</b>	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, and (9) Islamic Economic Era. Learning is carried out using discussion, presentation, case studies and assignment methods																																																																	
<b>References</b>	<b>Main :</b>																																																																	
	<ol style="list-style-type: none"> <li>1. Anonim. 1981. Studies in Islamic Economics (Edited by Khurshid Ahmad). United Kingdom. International Centre for Research in Islamic Economics King Abdul Aziz University Jeddah and the Islamic Foundation.</li> <li>2. Chapra, M. Umer. 2001. The Future of Economics: An Islamic Perspective. Jakarta: Asy Syaamil Press &amp; Grafika</li> <li>3. Deliarov. 2012. Perkembangan Pemikiran Ekonomi. Jakarta: PT. Raja Grafindo Persada.</li> <li>4. Ekelund, Jr. Rebert B, Robert F Hebert. 1997. A History of Economic Theory and Method. 6th.</li> <li>5. Landreth, Harry, David C Colander. History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-Hill Companies, Inc</li> <li>6. Robbins, Lionel Robbins, Baron. 2000. A History of Economic Thought New Jersey: Princeton University Press</li> <li>7. Skousen, Mark. 2015. Sang Maestro Teori-teori Ekonomi Modern. Jakarta: Prenada Media</li> </ol>																																																																	
	<b>Supporters:</b>																																																																	
<b>Supporting lecturer</b>	Dr. Prayudi Setiawan Prabowo, S.E., M.E. Hendry Cahyono, S.E., M.E.																																																																	
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																											
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																													
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																											

1	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		Discussion and lecture 3 X 50			0%
2	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		Discussion and lecture 3 X 50			0%
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		Discussion and lecture 3 X 50			0%
4	Ability to understand the economic thought of the early classics; Smith, Malthus, Ricardo.	4.1. Explains the concept of Smith's economic thought		Discussion and lecture 3 X 50			0%
5	Ability to understand the economic thought of the early classics; Smith, Malthus, Ricardo.	5.2. Explain the concept of Malthusian economic thought		Discussion and lecture 3 X 50			0%
6	Ability to understand the economic thought of the early classics; Smith, Malthus, Ricardo.	6.3. Explain the concept of Ricardo's economic thought.		Discussion and lecture 3 X 50			0%
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.		Discussion and lecture 3 X 50			0%
8	UTS			3 X 50			0%
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		Discussion and lecture 3 X 50			0%
10	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		Discussion and lecture 3 X 50			0%
11	Ability to describe, analyze the economic thinking of Veblen, Fisher, Wicksell.	11.1 Explain the concept of institutional economic thinking by Veblen Fisher, Wicksell.		Discussion and lecture 3 X 50			0%

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.		Discussion and lecture 3 X 50			0%
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		Discussion and lecture 3 X 50			0%
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		Discussion and lecture 3 X 50			0%
15	Ability to describe and analyze Islamic economic thought	15.1 Explain the concept of Islamic economic thought		Discussion and lecture 3 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.

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.