



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Bachelor of History Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Sociology	8720102188		T=2 P=0 ECTS=3.18	1	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Dr. Wisnu, M.Hum.	

Learning model	Case Studies																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																
	Program Objectives (PO)																																
	PLO-PO Matrix																																
	<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>	P.O																															
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PO Matrix at the end of each learning stage (Sub-PO)																																	
<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	

Short Course Description Study the scope of Sociology, history of Sociology, social behavior, social actions, social interactions and social relations, social phenomena, social reality, social facts and social structures, groups, communities, assimilation, amalgamation, acculturation, socialization theory, social institutions, change social, sociological perspectives, namely functional structural, conflict structural, constructivist and postmodernist perspectives, quantitative and qualitative research. Lectures are held face to face in class, assignments (group and individual), presentations (group and individual).

References	<p>Main :</p> <ol style="list-style-type: none"> 1. Jacky, M. 2015. Sosiologi: Konsep, Teori dan Metode. Jakarta: Mitra Wacana Media. 2. Neuman, Lawrence. 2000. Social Research Methods: Qualitative and Quantitative Approaches, (Fourth Edition). Boston: Allyn and Bacon. 3. Sarantakos, S.1998. Social Research, (second edition). South Yarra: Macmillan Publishers Australia PTY LTD. 4. Ritzer, G. 2004. Teori Posmodern. Jakarta: Penerbit CV. Rajawali, hal. 141. 5. Ritzer, G. 1980. Sosiologi Ilmu Berparadigma Ganda, disunting oleh Alimandan. Jakarta: Penerbit CV. Rajawali, hal. 141. 6. Ritzer, G, dan Goodman, D. 2005. Teori Sosiologi Modern. Jakarta: Prenada Media. 7. Robert H. Lauer., 2001. Perspektif Tentang Perubahan Sosial. Jakarta: Bina Cipta. 8. Rowell, Katherine R. dan Sinclair Community College. 2006. Essentials of Sociology A Down-to-Earth Approach, (Sixth Edition). Boston: Pearson Education, Inc. 9. Durkheim, Emile.1982. The Rules of Sociological Method, diedit Steven Lukes, ditanslit W,D,Halls. New York: Free Press. 10. Giddens, Anthony. 1993. New Rules of Sociological Method, Second Edition With a New Introduction. California: Stanford University Press. 11. Poloma, M. 1984. Sosiologi Kontemporer. Jakarta: Rajawali. 12. Foucault, Michel. 1975. Discipline and Punish. New York: Random House. 13. Foucault, Michel. 1978. The History of Sexuality: An Introduction. Penguin Books. 14. Foucault, Michel. 1997. Sejarah Seksualitas: Seks dan Kekuasaan. Jakarta: Gramedia. 15. Foucault, Michel.1986. Discipline and Punish: The Birth of the Prison. Penguin Books. 16. Habermas, J.. 1981. The Theory of Communicative Action: Reason and The Rationalization of Society, Volume 1, Translated by Thomas McCarthy. Boston: Beacon Press. 17. Habermas, J.. 1981. The Theory of Communicative Action: Life World and system: A Critique of Functionalist Reason: Volume 2, Translated by Thomas McCarthy. Boston: Beacon Press. 18. Foucault, Michel. 1980. Power/Knowledge: Selected Interview and Other Writings diedit oleh Colin Gordon. Brighton: Harvester. <p>Supporters:</p>
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Supporting lecturer		YOHANES HANAN PAMUNGKAS Drs. Artono, M.Hum. THOMAS NUGROHO AJI Rojil Nugroho Bayu Aji, S.Hum., M.A.					
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	Distinguish between the Sociology of Durkheim, Marx, Weber and Foucault	1.Explaining Durkheim's Sociology Sociology of Positivism 2. Understanding Marx's Sociology 3.Explaining Weber's Sociology 4.Examining Foucault's Sociology	Criteria: task	Lectures and discussions 2 X 50			0%
2	Analyze the differences between social behavior, social actions, social interactions and social relationships	Explaining social behavior Understanding social action Examining social interactions Explaining social relationships,	Criteria: Completeness of the report, ability to present the concepts of social behavior, social action, social interaction and social relations are related to the phenomena encountered	Group presentation 2 X 50			0%
3	Know social phenomena, social reality, social facts and social structure	Explains social phenomena, social reality, social facts and social structure	Criteria: completeness of reports and presentation skills	Group presentation 2 X 50			0%
4	Distinguish between groups, communities, societies	Examining differences in groups, communities, society	Criteria: Accuracy of reports and smooth discussion	Group presentation 2 X 50			0%
5	Distinguish between social processes of assimilation, amalgamation, acculturation	Explain the differences between assimilation, amalgamation, and acculturation	Criteria: completeness of the report	Group presentation 2 X 50			0%
6	Identify socialization theories	Analyze the concept of socialization and personality theory	Criteria: completeness of the report	Discussion 2 X 50			0%
7	Identifying , social institutions	Understand the characteristics, types and manifest and latent functions of social institutions	Criteria: completeness of reports and discussion results	Discussion 2 X 50			0%
8	Review material 1 to 7	Analyze material 1 to 7	Criteria: Unesa rating scale	Test 2 X 50			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** 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.
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.