	Universitas Negeri Surabaya **Faculty of Social Sciences and Law** **Sociology Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Environmental Sociology		6920102209	Study Program Elective Courses		T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator		
		....		....			Dr. Agus Machfud Fauzi, M.Si.		

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	1. Able to utilize IT to search for sources of information to study concepts, theories and environmental problems 2. Able to master concepts and theories to study environmental problems 3. Able to make decisions in applying concepts and theories in studying environmental problems 4. Responsible for learning performance and collaborating in conducting studies of environmental problems

References	**Main :**

1. Barry, John. 1998. Environment and Social Theory. Routledge.
2. Ellen, Parkes, and Bicker. 2005. Indigenous Environmental Knowledge and its Transformations Critical Anthropological Perspectives. University of Kent at Canterbury: Harwood Academic Publishers.
3. Hannigan, Irwin and Milton. 1996. Environment and Society. Routledge: Edited by Steven Yearley.
4. Iskandar, Johan. Ekologi Manusia dan Pembangunan Berkelanjutan. Bandung: Universitas Padjadjaran.
5. Jurnal Perempuan. Tubuh Perempuan dalam Ekologi. Vol. 19, No. 1, Februari 2014.
6. King, Leslie and Deborah McCarthy. 2009. Environmental Sociology From Analysis to Action. Rowman & Littlefield Publishers, inc.
7. Legowo, dkk. 2013. Hutan, Tumpangsari dan Ekowisata. Surabaya: Unesa Press.
8. Milton, Kay. 1993. Environmentalism: The View from Anthropology. Routledge.
9. Mitchell, Bruce. dkk. 2003. Pengelolaan Sumberdaya dan Lingkungan. Yogyakarta: Gadjah Mada University Press.
10. . Shiva dan Mies. 2005. Ecofeminism: Perspektif Gerakan Perempuan dan Lingkungan. Yogyakarta: IRE Press.
11. . Soemarwoto Otto. 1991. Ekologi, Lingkungan Hidup dan Pembangunan. Bandung: Djambatan.
12. . Soerjani, Moh., dkk. 1987. Lingkungan: Sumber Daya Alam dan Kependudukan dalam Pembangunan. Jakarta: UI Press.
13. . Sugandhi, Acha & Rustam Hakim. 2009. Prinsip Dasar Kebijakan Pembangunan Berkelanjutan Berwawasan Lingkungan. Jakarta: Bumi Aksara.
14. . Suka, I. Ginting. 2012. Teori Etika Lingkungan. Denpasar: Udayana University Press.
15. . Susilo, Rachmad K. Dwi. 2008. Sosiologi Lingkungan. Jakarta: Raja Grafindo Persada.
16. . Susilo, Rachmad K. Dwi. 2012. Sosiologi Lingkungan dan Sumber Daya Alam. Yogyakarta: Ar-Ruzz Media.
17. . Usman, Sunyoto. 2004. Studi Lingkungan dalam Perspektif Sosiologi: Pembangunan dan Pemberdayaan Masyarakat. Yogyakarta: Pustaka Pelajar.
18. . Zakaria, Y. R. 1994. Hutan dan Kesejahteraan Masyarakat. Jakarta: Penerbit Walhi.

	Supporters:

Supporting lecturer	Drs. Martinus Legowo, M.A. Dr. Refti Handini Listyani, S.Sos., M.Si. Kholida Ulfi Mubaroka, S.Sos., M.Sosio.

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	Master and apply RPS, Lecture Contract, and the definition and scope of environmental sociology	1.Explaining RPS 2.Explaining College Contracts 3.Explain the definition and scope of environmental sociology	**Criteria:** Formulation of UTS & UAS answers and contents of the Research Report	Behavioristic/Expository/Lecture Approach 2 X 50			6%
2	Master and apply environmental ethics theories	Explain environmental ethical theories	**Form of Assessment** : Participatory Activities	Behavioral/Expository/Lecture Approach 2 X 50			6%
3	Mastering and applying environmental disasters as a result of misalignment of system roles and functions	Explaining environmental disasters as a result of misalignment of system roles and functions	**Form of Assessment** : Participatory Activities	Behavioristic/Expository/Lecture Approach 2 X 50			5%
4	Mastering and applying coastal communities to the threat of global warming	Explaining coastal communities under the threat of global warming	**Form of Assessment** : Participatory Activities	Behavioral/Expository/Lecture Approach 2 X 50			6%
5	Mastering and applying neoliberalism and the mortgaged environment	Explaining neoliberalism and the mortgaged environment	**Form of Assessment** : Participatory Activities	Behavioristic/Expository/Lecture 2 X 50			5%
6	Master and apply water privatization versus locally based resource management	Explain water privatization versus locally based resource management	**Form of Assessment** : Participatory Activities	Behavioristic/Expository/Lecture 2 X 50			5%
7	Mastering and applying environmental movements	Explain the environmental movement	**Form of Assessment** : Participatory Activities	Behavioristic/Expository/Lecture 2 X 50			6%
8	Mastering and applying environmental movements	Explain the environmental movement	**Form of Assessment** : Participatory Activities	Behavioristic/Expository/Lecture 2 X 50			4%
9	Master and apply social conflict resolution	Explain social conflict resolution	**Form of Assessment** : Participatory Activities	Behavioristic/Expository/Lecture 2 X 50			6%
10	Mastering and applying community empowerment to care for the environment	Explaining community empowerment to care for the environment		Behavioristic/Expository/Lecture 2 X 50			6%
11	SmallResearch	small research	**Criteria:** Fill in the report, questions, rebuttals and logical answers **Form of Assessment** : Practice / Performance	Constructivist Approach/Cooperative Learning/Group Discussion 2 X 50			8%
12	SmallResearch	small research	**Criteria:** Fill in the report, questions, rebuttals and logical answers **Form of Assessment** : Participatory Activities, Practice/Performance	Constructivist Approach/Cooperative Learning/Group Discussion 2 X 50			9%
13	SmallResearch	small research	**Criteria:** Fill in the report, questions, rebuttals and logical answers **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Constructivist Approach/Cooperative Learning/Group Discussion 2 X 50			10%
14	SmallResearch	small research	**Criteria:** Fill in the report, questions, rebuttals and logical answers **Form of Assessment** : Project Results Assessment / Product Assessment	Constructivist Approach/Cooperative Learning/Group Discussion 2 X 50			10%
15	SmallResearch	small research	**Criteria:** Fill in the report, questions, rebuttals and logical answers **Form of Assessment** : Project Results Assessment / Product Assessment	Constructivist Approach/Cooperative Learning/Group Discussion 2 X 50			10%

| 16 | | | **Criteria:**
formulate complete answers along with supporting data

Form of Assessment :
Project Results Assessment / Product Assessment, Portfolio Assessment | 2 X 50 | | | 10% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Project Results Assessment / Product Assessment	30%
3.	Portfolio Assessment	5%
4.	Practice / Performance	12.5%
		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** 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.