



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

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Social Problems	6920102100	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
	.....		.....			Dr. Agus Machfud Fauzi, M.Si.																																											
<b>Learning model</b>	Project Based Learning																																																
<b>Program Learning Outcomes (PLO)</b>	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)																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
<b>Short Course Description</b>	This study is about concepts, theories and methodologies in development and education issues; health development problems, crime problems due to development inequality, poverty problems, gender and sexuality problems, elderly problems in development, education problems, work and economic problems, occupation and immigration problems, technology and environmental problems, war problems and global insecurity. Lectures are conducted with case analysis system through field studies, presentations and discussions.																																																
<b>References</b>	<b>Main :</b>																																																
	<ol style="list-style-type: none"> <li>1. Kornblum, William. Julian, Joseph. and Carolyn D. Smith. 2012. Social Problems . Boston: Pearson Education Inc.</li> <li>2. Krohn, Marvin D., Lizotte, Alan J. and Hall, Gina Penly. 2009. Handbook on Crime and Deviance . Dordrecht: Springer.</li> <li>3. Marsh, Ian. 2006. Theories of Crime . Oxon and New York: Routledge.</li> <li>4. Rose-Ackerman, Susan. 2006. International Handbook on the Economics of Corruption. Cheltenham, UK: Edward Elgar.</li> <li>5. Clinard, Marshall B. dan Robert F. Meler. 2011. Sociology of Deviant Behavior. Belmont, CA.: Wadsworth Cengage Learning.</li> <li>6. Parrillo, Vincent N. 2005. Contemporary Social Problems. Boston: Pearson.</li> <li>7. Mooney, Linda A. David Knox dan Caroline Schacht. 2011. Understanding Social Problems. Belmont, CA.: Wadsworth Cengage Learning.</li> <li>8. Sadewo. FX Sri. 2007. Masalah-masalah Kemiskinan di Surabaya. Surabaya: Unesa University Press.</li> <li>9. Settersten, Richard A., Jacqueline L. Angel. 2011. Handbook of Sociology of Aging . Dordrecht: Springer.</li> </ol>																																																
	<b>Supporters:</b>																																																
<b>Supporting lecturer</b>	Drs. Martinus Legowo, M.A. Pambudi Handoyo, S.Sos., M.A.																																																
<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	Able to analyze social and development problems	Mastering theoretical concepts and perspectives that explain social and development problems	<p><b>Criteria:</b> If it is correct, then the score is 100. If it is wrong, the score is reduced.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion and face to face 3 X 50		<p><b>Material:</b> Functional Structural, Conflict, Interpretative and Social Behavioral, Postmodern Perspectives on Development and Education Issues</p> <p><b>References:</b> <i>Kornblum, William. Julian, Joseph. and Carolyn D. Smith. 2012. Social Problems. Boston: Pearson Education Inc.</i></p> <hr/> <p><b>Material:</b> Functional Structural, Conflict, Interpretative and Social Behavioral, Postmodern Perspectives on Development and Education Issues</p> <p><b>Library:</b> <i>Sadewo. FX Sri. 2007. Poverty Problems in Surabaya. Surabaya: Unesa University Press.</i></p>	5%
2	Able to analyze social and development problems	Mastering theoretical concepts and perspectives that explain social and development problems	<p><b>Criteria:</b> 1.If it is correct, then the score is 100. If it is wrong, the score is reduced. 2.3</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion and face to face 3 X 50		<p><b>Material:</b> Functional Structural, Conflict, Interpretative and Social Behavioral, Postmodern Perspectives on Development and Education Issues</p> <p><b>References:</b> <i>Kornblum, William. Julian, Joseph. and Carolyn D. Smith. 2012. Social Problems. Boston: Pearson Education Inc.</i></p> <hr/> <p><b>Material:</b> Functional Structural, Conflict, Interpretative and Social Behavioral, Postmodern Perspectives on Development and Education Issues</p> <p><b>Library:</b> <i>Sadewo. FX Sri. 2007. Poverty Problems in Surabaya. Surabaya: Unesa University Press.</i></p>	5%

3	Able to master the problem of social inequality in development	Explains the problems of social inequality in development, access to health, crime and poverty	<p><b>Criteria:</b> If correct, then the value is 100. The value will decrease according to the level of error.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Social investigation 3 X 50		<p><b>Material:</b> Health and Healthcare, AIDS, Mental Illness and Treatments, Alcohol and Drugs Abuse/Addiction and Health Policy</p> <p><b>References:</b> <i>Kornblum, William. Julian, Joseph. and Carolyn D. Smith. 2012. Social Problems. Boston: Pearson Education Inc.</i></p> <hr/> <p><b>Material:</b> Health and Healthcare, AIDS, Mental Illness and Treatments, Alcohol and Drugs Abuse/Addiction and Health Policy</p> <p><b>References:</b> <i>Krohn, Marvin D., Lizotte, Alan J. and Hall, Gina Penly. 2009. Handbook on Crime and Deviance. Dordrecht: Springer.</i></p>	5%
4	Able to master the problem of social inequality in development	Explains the problems of social inequality in development, access to health, crime and poverty	<p><b>Criteria:</b> If correct, then the value is 100. The value will decrease according to the level of error.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Social investigation 3 X 50		<p><b>Material:</b> Theory of Crime, Crime, Violence, Corruption, Gangs and Weapon Abuse, Juvenile Delinquency, Social Control, Policy on Crime</p> <p><b>Library:</b> <i>Sadewo. FX Sri. 2007. Poverty Problems in Surabaya. Surabaya: Unesa University Press.</i></p> <hr/> <p><b>Material:</b> Theory of Crime, Crime, Violence, Corruption, Gangs and Weapon Abuse, Juvenile Delinquency, Social Control, Policy on Crime</p> <p><b>Literature:</b> <i>Parrillo, Vincent N. 2005. Contemporary Social Problems. Boston: Pearson.</i></p>	6%

5	Able to master the problem of social inequality in development	Explains the problems of social inequality in development, access to health, crime and poverty	<p><b>Criteria:</b> If correct, then the value is 100. The value will decrease according to the level of error.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Social investigation 3 X 50		<p><b>Material:</b> Theories about Crime, Crime, Violence, Corruption, Gangs and Weapon Abuse, Juvenile Delinquency, Social Control, Policy on Crime</p> <p><b>Literature:</b> <i>Marsh, Ian. 2006. Theories of Crime. Oxon and New York: Routledge.</i></p> <hr/> <p><b>Material:</b> Theories about Crime, Crime, Violence, Corruption, Gangs and Weapon Abuse, Juvenile Delinquency, Social Control, Policy on Crime</p> <p><b>Literature:</b> <i>Marsh, Ian. 2006. Theories of Crime. Oxon and New York: Routledge.</i></p>	6%
6	Mastering issues in the areas of race and sexuality	Explains issues of race, racism and prejudice and discrimination. Explains issues of sex, gender, sexuality and sexual orientation	<p><b>Criteria:</b> If correct, then the score is 100. If incorrect, the score is reduced according to the level of error.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Social investigation 3 X 50		<p><b>Material:</b> Poverty Theories, Structural Poverty, Culture of Poverty and Poverty Trap</p> <p><b>Reader:</b> <i>Sadewo. FX Sri. 2007. Poverty Problems in Surabaya. Surabaya: Unesa University Press.</i></p> <hr/> <p><b>Material:</b> Theories of Poverty, Structural Poverty, Culture of Poverty and Poverty Trap</p> <p><b>References:</b> <i>Kornblum, William. Julian, Joseph. and Carolyn D. Smith. 2012. Social Problems. Boston: Pearson Education Inc.</i></p>	6%

7	Mastering issues in the areas of race and sexuality	Explains issues of race, racism and prejudice and discrimination. Explains issues of sex, gender, sexuality and sexual orientation	<p><b>Criteria:</b> If correct, then the score is 100. If incorrect, the score is reduced according to the level of error.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Social investigation 3 X 50		<p><b>Material:</b> Poverty Theories, Structural Poverty, Culture of Poverty and Poverty Trap <b>Reader:</b> <i>Sadewo. FX Sri. 2007. Poverty Problems in Surabaya. Surabaya: Unesa University Press.</i></p> <hr/> <p><b>Material:</b> Theories of Poverty, Structural Poverty, Culture of Poverty and Poverty Trap <b>References:</b> <i>Kornblum, William. Julian, Joseph. and Carolyn D. Smith. 2012. Social Problems. Boston: Pearson Education Inc.</i></p>	7%
8	Able to analyze social problems starting from the 1st to 7th meeting with the theories used	Analyze social problems in meetings 1 to 7	<p><b>Criteria:</b> If it is good, then the score is 100. If the answer is less than perfect, the score will decrease according to the level of error.</p> <p><b>Form of Assessment :</b> Test</p>	Assignment 3 X 50			10%
9	Able to analyze social and development problems at local, national and global levels based on the perspective of Sociological theory	Analyzing educational problems and the internationalization of education. Analyzing current population problems, especially the problems of the elderly,	<p><b>Criteria:</b> If correct, the answer will be scored 100.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion and face to face 3 X 50		<p><b>Material:</b> Theories of Racism, Prejudice and Discrimination, Racism and Discrimination in Economics, Politics and Social Culture <b>Bibliography:</b> <i>Parrillo, Vincent N. 2005. Contemporary Social Problems. Boston: Pearson.</i></p> <hr/> <p><b>Material:</b> Theories of Racism, Prejudice and Discrimination, Racism and Discrimination in Economics, Politics and Social Culture <b>Bibliography:</b> <i>Mooney, Linda A. David Knox and Caroline Schacht. 2011. Understanding Social Problems. Belmont, CA.: Wadsworth Cengage Learning.</i></p>	5%

10	Able to analyze social and development problems at local, national and global levels based on the perspective of Sociological theory	Analyzing educational problems and the internationalization of education. Analyzing current population problems, especially the problems of the elderly,	<p><b>Criteria:</b> If correct, the answer will be scored 100.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Discussion and face to face 3 X 50	<p><b>Material:</b> Theories about Gender and Sexuality, Gender Discrimination and Equality, Sexual Harassment, Sexual Deviance, Disability</p> <p><b>Literature:</b> <i>Clinard, Marshall B. and Robert F. Meler. 2011. Sociology of Deviant Behavior. Belmont, CA.: Wadsworth Cengage Learning.</i></p> <hr/> <p><b>Material:</b> Theories about Gender and Sexuality, Gender Discrimination and Equality, Sexual Harassment, Sexual Deviance, Disability</p> <p><b>Bibliography:</b> <i>Kornblum, William. Julian, Joseph. and Carolyn D. Smith. 2012. Social Problems. Boston: Pearson Education Inc.</i></p>	5%
11	Able to analyze social and development problems at local, national and global levels based on the perspective of Sociological theory	Explains economic problems, global economic inequality, migrant workers, and technology and global security	<p><b>Criteria:</b> If correct, the answer will be scored 100.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Discussion and face to face 3 X 50	<p><b>Material:</b> Theories about Gender and Sexuality, Gender Discrimination and Equality, Sexual Harassment, Sexual Deviance, Disability</p> <p><b>Literature:</b> <i>Clinard, Marshall B. and Robert F. Meler. 2011. Sociology of Deviant Behavior. Belmont, CA.: Wadsworth Cengage Learning.</i></p> <hr/> <p><b>Material:</b> Theories about Gender and Sexuality, Discrimination and Gender Equality, Sexual Harassment, Sexual Deviance, Disability</p> <p><b>Literature:</b> <i>Parrillo, Vincent N. 2005. Contemporary Social Problems. Boston: Pearson.</i></p>	6%

12	Able to analyze social and development problems at local, national and global levels based on the perspective of Sociological theory	Explains economic problems, global economic inequality, migrant workers, and technology and global security	<p><b>Criteria:</b> If correct, the answer will be scored 100.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Discussion and face to face 3 X 50		<p><b>Material:</b> Theories about Population, Seniors in Economic, Political and Socio-Cultural Access <b>Bibliography:</b> <i>Rose-Ackerman, Susan. 2006. International Handbook on the Economics of Corruption. Cheltenham, UK: Edward Elgar.</i></p> <hr/> <p><b>Material:</b> Theories about Population, Seniors in Economic, Political and Socio-Cultural Access <b>Bibliography:</b> <i>Rose-Ackerman, Susan. 2006. International Handbook on the Economics of Corruption. Cheltenham, UK: Edward Elgar.</i></p>	7%
13	Able to carry out simple research on social problems, especially those related to development	Create proposals, instruments, field notes and reports and articles	<p><b>Criteria:</b> If correct, the answer will be scored 100.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	social investigation 3 X 50		<p><b>Material:</b> Education and Educational Inequality, Village People's Education, Disabled Education. <b>References:</b> <i>Parrillo, Vincent N. 2005. Contemporary Social Problems. Boston: Pearson.</i></p> <hr/> <p><b>Material:</b> Education and Educational Inequality, Village People's Education, Disabled Education. <b>References:</b> <i>Kornblum, William. Julian, Joseph. and Carolyn D. Smith. 2012. Social Problems. Boston: Pearson Education Inc.</i></p>	5%

14	Able to carry out simple research on social problems, especially those related to development	Create proposals, instruments, field notes and reports and articles	<p><b>Criteria:</b> If correct, the answer will be scored 100.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	social investigation 3 X 50		<p><b>Material:</b> State Economic Policy Issues, Economic Inequality, Rural and Urban Employment Opportunities <b>References:</b> <i>Rose-Ackerman, Susan. 2006. International Handbook on the Economics of Corruption. Cheltenham, UK: Edward Elgar.</i></p> <p><b>Material:</b> Problems of State Economic Policy, Economic Inequality, Rural and Urban Employment Opportunities <b>References:</b> <i>Parrillo, Vincent N. 2005. Contemporary Social Problems. Boston: Pearson.</i></p>	5%
15	Able to carry out simple research on social problems, especially those related to development	Create proposals, instruments, field notes and reports and articles	<p><b>Criteria:</b> If correct, the answer will be scored 100.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	social investigation 3 X 50		<p><b>Material:</b> Growth, Family Planning Policy, <b>Bibliography:</b> <i>Kornblum, William. Julian, Joseph. and Carolyn D. Smith. 2012. Social Problems. Boston: Pearson Education Inc.</i></p> <p><b>Material:</b> Growth, Family Planning Policy, <b>Bibliography:</b> <i>Mooney, Linda A. David Knox and Caroline Schacht. 2011. Understanding Social Problems. Belmont, CA.: Wadsworth Cengage Learning.</i></p>	7%
16	Able to carry out simple research on social problems, especially those related to development	Present proposals, instruments, field notes to reports and articles	<p><b>Criteria:</b> If correct, the answer will be scored 100.</p> <p><b>Form of Assessment :</b> Test</p>	social investigation 3 X 50		<p><b>Material:</b> Social problems <b>Bibliography:</b> <i>Clinard, Marshall B. and Robert F. Meler. 2011. Sociology of Deviant Behavior. Belmont, CA.: Wadsworth Cengage Learning.</i></p>	10%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	20%



### 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.