



**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																																
Social Stratification and Inequality	6920102233		T=2	P=0	ECTS=3.18	2	July 17, 2024																																
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																	
				Dr. Agus Machfud Fauzi, M.Si.																																	
Learning model	Project Based Learning																																						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
Short Course Description	After completing the Social Stratification and Inequality course, students are expected to be able to identify, map, describe, analyze, explain and make research reports regarding the phenomenon of social stratification and inequality in society using various analytical tools and also the implications regarding the existence of inequality in people's lives.																																						
	<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: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">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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References	Main :																																						
	<ol style="list-style-type: none"> 1. Shaun Best. 2005. Understanding Social Divisions. London: Sage Publications 2. Tim Butler and Paul Watt. 2007. Understanding Social Inequality. London: Sage Publications 3. Wendy Bottero. 2005. Stratification, Social Division and Inequality. London: Routledge 4. Peter Saunders. 1990. Social Class and Stratification. London: Routledge 5. Fiona Devine and Marry C Waters. 2004. Social Inequalities in Comparative Perspective. London: Blackwell Publishing 6. Kevin T Leicht. 2001. Research In Social Stratification and Mobility. London: Elsevier 7. Robert Mac Donald (Ed). 2001. Youth, The "UnderClass" and Social Exclusion. London: Routledge 8. William Labov. 2006. The Social Stratification of English in New York City. New York: Cambridge University Press 9. Leslie McCall. 2001. Complex Inequality, Gender, Class and Race in The New Economy. London: Routledge 10. David B Grusky and Ravi Kanbur. 2006. Poverty and Inequality. California:Stanford University Pres Charles 11. E. Hurst. 2004. Social Inequality, Form, Causes and Consequences. New York: Pearson 																																						
	Supporters:																																						
Supporting lecturer	Drs. Fransiscus Xaverius Sri Sadewo, M.Si. Arief Sudrajat, S.Ant., M.Si.																																						
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	Students can identify, understand and explain the existence and various forms of stratification in society.	Students can identify and predict the existence of stratification in the surrounding environment. Students can compare various stratifications in the surrounding environment. Students can choose, plan and design one of the stratification phenomena as a field research theme.	Form of Assessment : Participatory Activities	Pulpit lectures Questions and answers. Discussion 3 X 50			5%
2	Students can identify and explain the role of the state as a sponsor of the formation of stratification.	Students can identify how the state sponsors the formation of stratification in society. Students can analyze how the state sponsors the formation of stratification in society. Students can explain how the state sponsors the formation of stratification in society	Form of Assessment : Participatory Activities	Lecture pulpit Question and answer. Discussion 3 X 50		Material: . Reader: <i>Shaun Best. 2005. Understanding Social Divisions. London: Sage Publications</i> <hr/> Material: . Bibliography: <i>Tim Butler and Paul Watt. 2007. Understanding Social Inequality. London: Sage Publications</i> <hr/> Material: . Bibliography: <i>David B Grusky and Ravi Kanbur. 2006. Poverty and Inequality. California:Stanford University Pres Charles</i>	5%
3	Students can understand, master and apply perspectives in stratification studies.	Students can select, use, compare and criticize various perspectives in analyzing stratification phenomena in the field. Students can decide to choose one perspective in their field research design. Students can use the chosen perspective to explain the data they have in field research.	Form of Assessment : Participatory Activities	Lecture pulpit Question and answer. Discussion 3 X 50			5%

4	Students can understand, master and apply perspectives in stratification studies.	Students can select, use, compare and criticize various perspectives in analyzing stratification phenomena in the field. Students can decide to choose one perspective in their field research design. Students can use the chosen perspective to explain the data they have in field research.	Form of Assessment : Participatory Activities	Lecture pulpit Question and answer. Discussion 3 X 50			5%
5	Students can understand, master and apply perspectives in stratification studies.	Students can select, use, compare and criticize various perspectives in analyzing stratification phenomena in the field. Students can decide to choose one perspective in their field research design. Students can use the chosen perspective to explain the data they have in field research.	Form of Assessment : Participatory Activities	Lecture pulpit Question and answer. Discussion 3 X 50			5%
6	Students can explain and apply several perspectives in a stratification case.	Students can explain the phenomenon of stratification based on conditions of disability and mental illness. Students can compare stratification models based on disability conditions with other stratification models. Students can analyze the emergence of stratification based on disabled conditions and their implications. Students can apply various perspectives in explaining a stratification phenomenon	Form of Assessment : Participatory Activities	Lecture pulpit Question and answer. Discussion 3 X 50			5%

7	Students can explain and apply several perspectives in a stratification case.	Students can explain the phenomenon of stratification based on educational background conditions. Students can compare stratification models based on education with other stratification models. Students can analyze the emergence of stratification based on education and its implications. Students can apply various perspectives in explaining a stratification phenomenon.	Form of Assessment : Participatory Activities	Lecture pulpit Question and answer. Discussion 3 X 50		Material: . Reader: Wendy Bottero. 2005. <i>Stratification, Social Division and Inequality</i> . London: Routledge	5%
8	Students can explain and apply several perspectives in a stratification case.	UTS	Form of Assessment : Participatory Activities, Tests	UTS 3 X 50		Material: . Reader: Leslie McCall. 2001. <i>Complex Inequality, Gender, Class and Race in The New Economy</i> . London: Routledge Material: . Bibliography: William Labov. 2006. <i>The Social Stratification of English in New York City</i> . New York: Cambridge University Press	15%
9	Students can explain and apply several perspectives in a stratification case.	Students can explain the phenomenon of stratification based on gender and sexuality background conditions. Students can compare stratification models based on gender and sexuality with other stratification models. Students can analyze the emergence of stratification based on gender and sexuality and its implications. Students can apply various perspectives in explaining a stratification phenomenon.	Form of Assessment : Participatory Activities	Lecture pulpit Question and answer. Discussion 3 X 50			5%

10	Students can explain and apply several perspectives in a stratification case.	Students can explain the phenomenon of stratification based on linguistic background conditions. Students can compare stratification models based on language with other stratification models. Students can analyze the emergence of stratification based on language and its implications. Students can apply various perspectives in explaining a stratification phenomenon.	Form of Assessment : Participatory Activities	Lecture pulpit Question and answer. Discussion 3 X 50			5%
11	Students can explain and apply several perspectives in a stratification case.	- Students can explain the phenomenon of stratification based on ethnic and racial background conditions. - Students can compare stratification models based on ethnicity and race with other stratification models. - Students can analyze the emergence of stratification based on ethnicity and race and its implications. - Students can apply various perspectives in explaining a stratification phenomenon.	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 3 X 50			5%
12	Students can explain and apply several perspectives in a stratification case.	- Students can explain the phenomenon of stratification based on caste background conditions. - Students can compare stratification models based on caste with other stratification models. - Students can analyze the emergence of stratification based on caste and its implications. - Students can apply various perspectives in explaining a stratification phenomenon.	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 3 X 50			5%

13	Students can explain and apply several perspectives in a stratification case.	- Students can explain the basic concept of poverty. - Students can explain the size of poverty. - Students can differentiate concepts and measures of poverty. - Students can reconstruct the emerging stratification model.	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 3 X 50			5%
14	Students can explain and apply several perspectives in a stratification case.	- Students can explain the phenomenon of class death and the class reconstruction process. - Students can analyze the phenomenon of class death and the class reconstruction process.	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 3 X 50			5%
15	Students can explain and apply several perspectives in a stratification case.	- Students can explain the phenomenon of social mobility in post-industrial society. - Students can compare the phenomenon of social mobility in pre-industrial and post-industrial societies. - Students can analyze the emergence of social mobility.	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 3 X 50			5%
16			Form of Assessment : Test				15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	77.5%
2.	Test	22.5%
		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.

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.