

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

Document Code

SEMESTER LEARNING PLAN																		
	CODE			Cours	se Farr	nily				Cre	dit Wei	ght	5	SEMEST				tion
Sociology of Family and Gender										T=3	P=0	ECTS=	4.77	4		July	18, 2	2024
AUTHORIZATION			SP Developer					Course	Cluste	er Coo	rdinato	r	5	Study Program				
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Case Studies																		
PLO study program that is charged to the course																		
Program Objectives (PO)																		
PLO-PO Matrix																		
	P.0)																
PO Matrix at the e	end of ea	ach learn	ning s	tage (S	Sub-P	0)												
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this reason, this course provides an overview to understand the meaning of family from various paradigms, the importance of the family as a social institution, social system and social group. Students are also invited to understand the social structure and function of the family as a group of a work of the causes of family as a social institution. Apart from that, the changes that occur from outside the family institution also study the impact on the family institution, and vice versa. This course provides students with an understanding of the social relations between the family as a social institution and other institutions such as economics, politics, health, religion, etc. Second, this course also provides learning experiences for students to carry out small research in the field. Students are also asked to prepare written reports and present them using PowerPoint media. This course uses an expository and exploratory approach.											mily onal mily ocial urse							
Main :																		
 Main : 1. Baptist, Joyce Alexandria. Coming Out: One Familys Story. Dissertation: Faculty of Virginia Polytechnic Institute and State University. 2. Boykin, Esther Laree. 2004. Successful Teenage Marriages: A Qualitative Study of How Some Couples Have Made it Work. Thesis. Virginia: Falls Church. 3. Coltrane, Scott and Randall Collins. 2001. Sociology of The Marriage and The Family. Canada: Wadsworth 4. Dietzman, Tina M. 2002. The Role of Parental Support in the Home Environment and Student Academic Achievement. Thesis: The Graduate College University of Wisconsin-Stout. 5. Ekaterina, Korobtseva. 2003. Late Marriages in Contemporary Japan. Dissertation: Department of Sociology University of Oxford. 6. Goode, William J. 2007. Sosiologi Keluarga. Jakarta: Bumi Aksara. 7. Huraerah, Abu. 2012. Kekerasan terhadap Anak. Bandung: Nuansa Cendekia. 8. Khairudin. 2008. Sosiologi Keluarga. Yogyakarta: Liberty. 9. Kitala, Fatuma S. 2005. Family Policy In Lithuania: Changes And Problems. Thesis: Stockholm Oxford 10. McIntosh and Bauer. 2006. Working Mothers Vs Stay At Home Mothers: The Impact On Children. Thesis: Marietta College. 11. Mustakim. 2012. Cakrawala KB Kependudukan dan Pemberdayaan Keluarga. Jakarta: Prenada Media. 13. Oinonen, Eriikka. 2008. Families in Converging Europe: A Comparison of Forms, Structures and Ideals. New Jersey: Palgrave MacMillan. 14. Sadewo dan Legowo. 2009. Wanita dan Keluarga dalam Masyarakat yang Berubah. Surabaya: Unesa Press. 15. Schiff, Sarah Eden. 2004. Family Sitems Theory as Literary Analysis: The Case of Philip Roth. Thesis: University of Florida. 16. Schanzel, Heike Annette. 2010. Family Time And Own Time On Holiday: Generation, Gender, And Group Dynamic Perspectives From New Zealand. Thesis: Victoria University of Wellington 17. Scott, Lisa Renette. 2004. Family Time And Own Time On Holiday: Generation, Gender, And Group Dynamic Pe											rave							
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and Ethnology. Uppsala University

		Supporters:							
Support lecturer		Drs. Fransiscus Dr. Refti Handii	s Xaverius Sri S ni Listyani, S.So						
Week- ea		al abilities of h learning ge b-PO)	Ev	valuation	Help Learni Learning metl Student Assign [Estimated t	Learning materials [References	Assessmen Weight (%)		
	(Su	5-1-0)	Indicator	Criteria & Form	Offline (offline)	Online (online)	1	ļ	
(1)	(2)		(3)	(4)	(5)	(6)	(7)	(8)	
1	& Syllabus Master and apply the definition and scope of family		Introduction: Explains the definition and scope of family sociology.	Criteria: Formulates completely the definition and scope of family sociology	Behavioristic / Expository Approach / Lectures 2 X 50			0%	
2	the far so pe be an res de ed	aster and apply e concept of mily from a ciological rspective to come an alyst and searcher of velopment and ucation oblems	Explaining the family from a sociological perspective	Criteria: Completely formulate the family from a sociological perspective	Behavioristic/Expository/Lecture Approach 2 X 50			0%	
3	the far co rel be an res de ed	aster and apply e concept of mily and mmunity ations to come an alyst and searcher of velopment and ucation oblems	Explain the relationship between family and society	Criteria: Completely formulate family and community relations,	Constructivist/Cooperative Learning/Discussion 2 X 47			0%	
4	ap co nu so to an res de ed	astering and plying the ncept of clear family cial institutions become an alyst and searcher of velopment and ucation oblems	Identify the social institutions of the nuclear family	Criteria: Contents of the paper, questions, rebuttals and logical answers.	Constructivist/Cooperative Learning/Discussion 2 X 50			0%	
5	the far be an res de ed	aster and apply e concept of nily forms to come an alyst and searcher of velopment and ucation oblems	Explain the forms of family	Criteria: Contents of the paper, questions, rebuttals and logical answers.	Constructivist/Cooperative Learning/Discussion 2 X 50			0%	
6	the far be an res de ed	aster and apply e concept of mily types to come an alyst and searcher of velopment and ucation oblems	Identify family types	Criteria: Contents of the paper, questions, rebuttals and logical answers.	Constructivist/Cooperative Learning/Discussion 2 X 50			0%	
7	the far be an res de ed	aster and apply e concept of mily function to come an alyst and searcher of velopment and ucation oblems.	Identify family functions.	Criteria: Contents of the paper, questions, rebuttals and logical answers.	Constructivist/Cooperative Learning/Discussion 2 X 50			0%	
8					MID SEMESTER EXAMINATION 2 X 50			0%	
9	ap co so	astering and plying the ncept of cialization in e family	Explain socialization in the family	Criteria: formulate completely socialization in the family	Behavioristic/ Expository/Lecture 2 X 50			0%	
10	ap co ch	astering and plying the ncept of ange to family tterns	Explain changes in family patterns	Criteria: fully formulate changes in family patterns	Constructivist/Cooperative Learning/Discussion 2 X 50			0%	

11	Master and apply the concepts of social problems for children and adolescents	Explain the social problems of children and adolescents	Criteria: Answer completely along with supporting data	LECTURE HD DISCUSSION 2 X 50		0%
12	Master and apply concepts and theories in preparing small research	Carrying out data collection	Criteria: contents of the report, questions, objections, answers	Constructivist Approach/Problem Based Learning Model/Exploration 2 X 50		0%
13	Mastering and applying basic concepts of sociology to become an analyst and researcher of development and education problems	Carry out data processing and prepare reports to present report results	Criteria: contents of the report, questions, answers, rebuttal	Constructivist Approach/Cooperative Learning Model/Exploration 2 X 50		0%
14	Mastering and applying basic concepts of sociology to become an analyst and researcher of development and education problems	Carry out data processing and prepare reports to present report results	Criteria: contents of the report, questions, answers, rebuttal	Constructivist Approach/Cooperative Learning Model/Exploration 2 X 50		0%
15	Mastering and applying basic concepts of sociology to become an analyst and researcher of development and education problems	Carry out data processing and prepare reports to present report results	Criteria: contents of the report, questions, answers, rebuttal	Constructivist Approach/Cooperative Learning Model/Exploration 2 X 50		0%
16	UAS	UAS		UAS 2 X 50		0%

Evaluation Percentage Recap: Case Study

No Evaluation Percentage

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.
- 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.