



**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>																
Critical Theories	6920103245		T=3	P=0	ECTS=4.77	4	August 11, 2022																
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																	
		.....	Dr. M. Jacky, S.Sos., M.Si			Dr. Agus Machfud Fauzi, M.Si.																	
<b>Learning model</b>	Case Studies																						
<b>Program Learning Outcomes (PLO)</b>	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: 10%; text-align: center;">P.O</td> <td colspan="16"></td> </tr> </table>							P.O															
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<b>Short Course Description</b>	Critical Theory is one of the mandatory courses for Sociology students after they have taken Classical and Modern Sociological Theory. This course discusses history, critical thinking, the position of critical theory in the sociology paradigm, the main issues of critical theory, the thinking of the first and second generations of the Frankfurt School, as well as the thinking of critical figures outside the Frankfurt School with the spirit of enlightenment, humanitarian and emancipatory projects. . Lectures are carried out using a system of case analysis, presentations and discussions.																						
	<b>References</b>																						
<b>Supporting lecturer</b>	<b>Main :</b>																						
	<ol style="list-style-type: none"> <li>1. Adorno dan Horkheimer. 2013. Dialektika Pencerahan. Jakarta: Ircisod</li> <li>2. Budi Hardiman. 2009. Kritik Ideologi. Yogyakarta: Kanisius</li> <li>3. Ben Agger. 2008. Teori Sosial Kritis. Yogyakarta: Kreasi Wacana</li> <li>4. Imanuel Kant. 2007. Kritik Atas Akal Budi Praktis. Yogyakarta: Pustaka Pelajar</li> <li>5. George Ritzer. 2010. Teori Sosiologi: Dari Klasik hingga Posmodern. Yogyakarta: Kreasi Wacana</li> <li>6. K. Bertens. 2005. Filsafat Barat Kontemporer: Inggris-Jerman. Jakarta: Gramedia</li> <li>7. Heru Nugroho. 2008. Menumbuhkan Ide-Ide Kritis. Yogyakarta: Pustaka Pelajar</li> <li>8. George Ritzer dan Douglas J. Goodman. 2013. Teori Marxian dan Neo Marxian. Yogyakarta: Kreasi Wacana</li> <li>9. Franz Magnis Suseno. 1999. Pemikiran Karl Marx. Jakarta: Gramedia</li> <li>10. Franz Magnis Suseno. 2014. Dari Mao ke Marcuse. Jakarta: Gramedia</li> <li>11. Ken Budha Kusumandaru. 2003. Karl Marx, Revolusi, dan Sosialisme. Yogyakarta: Resist</li> </ol>																						
	<b>Supporters:</b>																						
1. M Jacky. 2022. Teori Postmodern dan Teori Kritis. Surabaya: Unesa Press																							
Dr. M. Jacky, S.Sos., 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	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	1.Explaining the History of Critical Theory (Frankfurt School) 2.5	<b>Criteria:</b> 1.Able to provide empirical and theoretical reviews 2.5  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Behavioristic/Expository/Lecture Approach 3 X 50	Presentation		5%																

2	1.Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems 2.Able to select and use critical theory to analyze the cultural industry	1.Explain the principles of critical philosophy 2.5	<b>Criteria:</b> 1.Able to explain theoretically 2.5 <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Behavioristic/Expository/Lecture Approach 3 X 50	Presentation	5%
3	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	1.Explain the position of critical theory in the Sociological paradigm 2.5	<b>Criteria:</b> 1.Able to explain theoretically 2.5 <b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Behavioristic/Expository/Lecture Approach 3 X 50	Presentation	5%
4	1.Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems 2.Able to select and use critical theory to analyze the cultural industry	1.Explains the main issues in critical theory 2.5	<b>Criteria:</b> 1.Able to explain theoretically 2.5 <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	Behavioristic/Expository/Lecture Approach 3 X 50	Presentation	5%
5	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	1.Explaining the influence of Critical Philosophical Thinking 2.5	<b>Criteria:</b> 1.Able to explain theoretically 2.5 <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Behavioristic/Expository/Lecture Approach 3 X 50	Presentation	5%
6	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	1.Explaining the influence of Critical Philosophical Thinking 2.5	<b>Criteria:</b> 1.Able to explain theoretically 2.5 <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Behavioristic/Expository/Lecture Approach 3 X 50	Presentation	5%
7	Master the concepts, theories and methods of Sociology, and be able to formulate solutions to development and education problems procedurally. Explain the thinking of the main figures of critical theory (Frankfurt School)	1.Explaining the thinking of the main figures of critical theory (Frankfurt School) 2.5	<b>Criteria:</b> 1.Able to explain theoretically 2.5 <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	Behavioristic/Expository/Lecture Approach 3 X 50	Presentation	5%
8	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	1.Midterm exam 2.5	<b>Form of Assessment :</b> Portfolio Assessment, Test	Discussion 3 X 50	Presentation	10%
9	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	1.Explains the thinking of the main figures of critical theory (Frankfurt School) and paper presentation 2.5	<b>Criteria:</b> 1.Able to explain theoretically 2.5 <b>Form of Assessment :</b> Participatory Activities	Behavioristic/Expository/Lecture Approach Constructivist/cooperative learning/discussion approach 3 X 50	Presentation	7%
10	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	Explains the thinking of the main figures of critical theory (Frankfurt School)	<b>Criteria:</b> Able to explain theoretically <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Behavioristic/Expository/Lecture/Discussion Approach 3 X 50	Presentation	7%

11	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	Explaining the thinking of the main figures of critical theory (Frankfurt School)	<b>Criteria:</b> Able to explain theoretically  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Behavioristic/Expository/Lecture Approach 3 X 50	Presentation		7%
12	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	Explaining the thinking of the main figures of critical theory (Frankfurt School)	<b>Criteria:</b> Able to explain theoretically  <b>Form of Assessment :</b> Portfolio Assessment	Behavioristic/Expository/Lecture Approach 3 X 50	Presentation		6%
13	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	Explains the thinking of the main figures of critical theory (Frankfurt School) and paper presentation	<b>Criteria:</b> Able to explain theoretically  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Behavioristic/Expository/Lecture Approach Constructivist/cooperative learning/discussion approach 3 X 50	Presentation	<b>Material:</b> . <b>Bibliography:</b> <i>Adorno and Horkheimer. 2013. Dialectics of Enlightenment. Jakarta: Ircisod</i>  <b>Material:</b> . <b>Reader:</b> <i>Budi Hardiman. 2009. Critique of Ideology. Yogyakarta: Kanisius</i>  <b>Material:</b> . <b>Reader:</b> <i>M Jacky. 2022. Postmodern Theory and Critical Theory. Surabaya: Unesa Press</i>	5%
14	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems	Explains the thinking of the main figures of critical theory (Frankfurt School) and paper presentation	<b>Criteria:</b> Able to explain theoretically  <b>Form of Assessment :</b> Participatory Activities	Behavioristic/Expository/Lecture Approach Constructivist/cooperative learning/discussion approach 3 X 50	Presentation		5%
15	Master the concepts, theories and methods of Sociology, and be able to formulate procedural solutions to development and education problems effectively	Explains the ideas of critical theorists outside the Frankfurt school	<b>Criteria:</b> Able to explain theoretically  <b>Form of Assessment :</b> Portfolio Assessment	Behavioristic/Expository/Lecture Approach 3 X 50	Presentation		7%
16	Final exams	Final exams	<b>Form of Assessment :</b> Test	Discussion 2 X 50	Presentation		10%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	23.67%
2.	Project Results Assessment / Product Assessment	22.34%
3.	Portfolio Assessment	30.09%
4.	Practice / Performance	6.67%
5.	Test	16.25%
		99.02%

#### 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.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

