



**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										
Modern Sociological Theories	6920103287	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	January 5, 2022										
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator											
		Dr. Sugeng Harianto, M.Si.			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	The study of this course is focused on two things, namely: First, forming student schemata about the growth of the theory of structural functionalism which was developed by Talcott Parsons, Robert K. Merton, and Jeffrey Alexander, then discussing conflict theories initiated by Ralf Dahrendorf, Lewis A. Coser, Randall Collins, Wright Mills. Also discussed are social exchange theories initiated by George C. Homans and Peter Blau, modern feminist theories, phenomenological theories initiated by Edmund Husserl and Alfred Schutz, Peter L. Berger, Coleman's racial choice theory, Harold Garfinkel's ethnomethodology, Erving Goffman's dramaturgy, and structuration theories developed by Anthony Giddens. Second, provide learning experiences for students to theoretically study social problems developing in society using modern sociological theories. The study is written in the form of a paper and students present it using power point. This course uses an expository and explanatory approach.																
References	Main :																
	<ol style="list-style-type: none"> 1. Turner, Bryan S.. 2012. Teori Sosial dari Klasik sampai Postmodern . Terjemahan. Yogyakarta: Pustaka Pelajar. 2. Ritzer, George dan Barry Smart. 2011. Handbook Teori Sosial. Terjemahan. Bandung: Penerbit Nusa Media. 3. Ritzer, George and Douglas J. Goodman. 2003. Modern Sociological Theory . Sixth Edition. New Jersey: McGraw-Hill. 4. Delaney, Tim. 2005. Contemporary Social Theory. Investigation and Application . New York: Pearsons Prentice Hall. 5. Johnson, Doyle Paul. 1994. Teori Sosiologi Klasik dan Modern. Jilid II . Terjemahan. Jakarta: Gramedia Pustaka Utama. 6. Poloma, Margaret. 2010. Sosiologi Kotemporer. Terjemahan. Jakarta: Rajawali Press. 																
	Supporters:																
Supporting lecturer	Dr. Sugeng Harianto, 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	Analyzing Talcott Parsons' theories	<ol style="list-style-type: none"> 1.Describes the biography of Talcott Parsons 2.Explaining Talcott Parsons' thinking method 3.Analyzing Talcott Parsons' theory of social action 4.Analyzing Talcott Parsons' structural functionalism theory 5.Analyzing Talcott Parsons' AGIL Theory 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructive Approach/Case Method 4 X 50 Learning Model	Constructive Approach/Case Method 4 x 50 Learning Model		5%
2	Analyzing Robert K. Merton's Functionalism theories	<ol style="list-style-type: none"> 1.Explains the biography of Robert K. Merton 2.Explaining Robert K. Merton's thinking method 3.Analyzing Robert K. Merton's middle level functionalism theory 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructive Approach/Case Method 4 X 50 Learning Model	Constructive Approach/Case Method 4 x 50 Learning Model		5%
3	Analyzing Jeffrey Alexander's neo-functional theory	<ol style="list-style-type: none"> 1.Explains the biography of Jeffrey Alexander 2.Explaining Jeffrey Alexander's thinking method 3.Analyzing Jeffrey Alexander's neo-functional theory 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Constructive Approach/Case Method 4 X 50 Learning Model	Constructivistic Approach/Case Method Learning Model	<p>Material: Alexander</p> <p>Bibliography: <i>Ritzer, George and Douglas J. Goodman. 2003. Modern Sociological Theory. Sixth Edition. New Jersey: McGraw Hill.</i></p>	5%
4	Analyzing Ralf Dahrendorf's Conflict theories	<ol style="list-style-type: none"> 1.Describes Dahrendorf's biography 2.Explains Ralf Dahrendorf's method of thinking 3.Analyzing Ralf Dafrendorf's Structural Theory of Conflict 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Constructivist Approach/Case Method 4 X 50 Learning Model	Constructivist Approach/Case Method 4 x 50 Learning Model	<p>Material: dahrendorf</p> <p>Bibliography: <i>Ritzer, George and Douglas J. Goodman. 2003. Modern Sociological Theory. Sixth Edition. New Jersey: McGraw Hill.</i></p>	7%
5	Analyzing Lewis A. Coser's conflict functionalism theory	<ol style="list-style-type: none"> 1.Explains the biography of Lewis A. Coser 2.Explaining Lewis A. Coser's thinking method 3.Analyzing Lewis A. Coser's conflict functionalism theory 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Constructive Approach/Case Method 4 X 50 Learning Model	Constructive Approach/Case Method 4 x 50 Learning Model	<p>Material: Coser</p> <p>Bibliography: <i>Ritzer, George and Barry Smart. 2011. Handbook of Social Theory. Translation. Bandung: Nusa Media Publishers.</i></p>	7%
6	Analyzing George C. Homans' social exchange theory	<ol style="list-style-type: none"> 1.Describes the biography of George C. Homans 2.Explaining George C. Homans' method of thinking 3.Analyzing George C. Homans' social exchange theory 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructive Approach/Case Method 4 X 50 Learning Model	Constructivistic Approach/Case Method Learning Model	<p>Material: Homans</p> <p>Bibliography: <i>Delaney, Tim. 2005. Contemporary Social Theory. Investigation and Application . New York: Pearson's Prentice Hall.</i></p>	5%

7	Analyzing Peter Blau's social exchange theory	<ol style="list-style-type: none"> 1.Explains the biography of Peter L. Blau 2.Explains Peter L. Blau's thinking method 3.Analyzing Peter L. Blau's social exchange theory 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Constructive Approach/Case Method 4 X 50 Learning Model	Constructive Approach/Case Method 4 x 50 Learning Model	<p>Material: Peter Blau Bibliography: Turner, Bryan S.. 2012. <i>Social Theory from Classics to Postmodern. Translation.</i> Yogyakarta: Student Library.</p> <p>Material: Readers: Ritzer, George and Barry Smart. 2011. <i>Handbook of Social Theory. Translation.</i> Bandung: Nusa Media Publishers.</p>	5%
8	With the Mid-Semester Exam you can measure CPMK 1 - CPMK 7	Explain various theories and concepts from sociological figures that have been presented in class	<p>Criteria: Able to explain sociological theories and concepts from figures that have been presented in class and able to provide concrete examples.</p> <p>Form of Assessment : Test</p>	Sub Summative Exam 2 X 50	Sub Summative Exam 2 x 50		10%
9	Analyzing Herbert Blumer's Symbolic Interactionism Theory	<ol style="list-style-type: none"> 1.Describes the biography of Herbert Blumer 2.Explaining Herbert Blumer's method of thinking 3.Analyzing Herbert Blumer's Symbolic Interactionism Theory 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist Approach/Case Method 4 X 50 Learning Model	Constructivist Approach/Case Method 4 x 50 Learning Model	<p>Material: Blumer Bibliography: Ritzer, George and Douglas J. Goodman. 2003. <i>Modern Sociological Theory. Sixth Edition.</i> New Jersey: McGraw Hill.</p> <p>Material: Blumer Bibliography: Ritzer, George and Douglas J. Goodman. 2003. <i>Modern Sociological Theory. Sixth Edition.</i> New Jersey: McGraw Hill.</p>	7%
10	Analyzing Herbert Mead's theory of symbolic interactionism	<ol style="list-style-type: none"> 1.Describes the biography of Herbert Mead 2.Explaining Herbert Mead's method of thinking 3.Analyzing Herbert Mead's Symbolic Interactionism Theory 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Constructivist Approach/Case Method 4 X 50 Learning Model	Constructivist Approach/Case Method 4 x 50 Learning Model	<p>Material: Mead Bibliography: Delaney, Tim. 2005. <i>Contemporary Social Theory. Investigation and Application .</i> New York: Pearson's Prentice Hall.</p> <p>Material: Herbert Mead Bibliography: Turner, Bryan S.. 2012. <i>Social Theory from Classics to Postmodern. Translation.</i> Yogyakarta: Student Library.</p>	6%

11	Analyzing the Phenomenological Theory of Edmund Husserl and Alfred C. Schutz	1.Explains the biographies of Edmund Husserl and Alfred Schutz 2.Explains the thinking methods of Edmund Husserl and Alfred Schutz 3.Analyzing the phenomenological theory of Edmund Husserl and Alfred Schutz	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities	Constructivist Approach/Case Method 4 X 50 Learning Model	Constructivist Approach/Case Method 4 x 50 Learning Model	Material: Schlutz Bibliography: Turner, Bryan S.. 2012. <i>Social Theory from Classics to Postmodern. Translation.</i> Yogyakarta: Student Library.	5%
12	Analyzing Peter L. Berger's social construction theory	1.Explains the biography of Peter L. Berger 2.Explaining Peter L. Berger's thinking method 3.Analyzing Peter L. Berger's social construction theory	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructivist Approach/Case Method 4 X 50 Learning Model	Constructivist Approach/Case Method 4 x 50 Learning Model	Material: Peter Berger Bibliography: Delaney, Tim. 2005. <i>Contemporary Social Theory. Investigation and Application .</i> New York: Pearson's Prentice Hall.	6%
13	Analyzing Erving Goffman's dramaturgical theory	1.Explains the biography of Erving Goffman 2.Explain Erving Goffman's method of thinking 3.Analyzing Erving Goffman's dramaturgical theory	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructivist Approach/Case Method 4 X 50 Learning Model	Constructivist Approach/Case Method 4 x 50 Learning Model		6%
14	Analyzing Harold Garfinkel's ethnomethodological theory	1.Describes the biography of Harold Garfinkel 2.Explains Harold Garfinkel's method of thinking 3.Analyzing Harold Garfinkel's ethnomethodological theory	Criteria: Able to explain structuration theory according to Giddens. (score 5) Form of Assessment : Participatory Activities, Practice/Performance	Constructivist Approach/Case Method 4 X 50 Learning Model	Constructivist Approach/Case Method 4 x 50 Learning Model	Material: garfinkel Bibliography: Ritzer, George and Barry Smart. 2011. <i>Handbook of Social Theory. Translation.</i> Bandung: Nusa Media Publishers.	6%
15	Analyzing Anthony Giddens' structuration theory	1.Explains the biography of Anthony Giddens 2.Explains Anthony Giddens' method of thinking 3.Analyzing Anthony Giddens' structuration theory	Criteria: Able to explain structuration theory according to Giddens. (score 5) Form of Assessment : Participatory Activities	Constructivist Approach/Case Method 4 X 50 Learning Model	Constructivist Approach/Case Method 4 x 50 Learning Model	Material: Giddens Bibliography: Ritzer, George and Douglas J. Goodman. 2003. <i>Modern Sociological Theory. Sixth Edition.</i> New Jersey: McGraw Hill.	5%
16	With the Final Semester Exam you can measure CPKM 9 - CPMK 15	Knowledge 30%	Criteria: Knowledge 30% Form of Assessment : Test	Online Final Semester Exam 2 x 50	Final Semester Exam in Class 2 x 50		10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	56%
2.	Practice / Performance	24%
3.	Test	20%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.