



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences,**  
**Pancasila and Citizenship Education Undergraduate Study**  
**Program**

Document  
Code

### SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
Social Theory	8720502148	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	January 5, 2023																																																																																			
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																				
	Prof. Dr. Warsono, M.S dan Maya Mustika Kartika Sari, S.Sos., M.IP.		Maya Mustika Kartika Sari, S.Sos., M.IP			Maya Mustika Kartika Sari, S.Sos., M.IP.																																																																																				
<b>Learning model</b>	<b>Case Studies</b>																																																																																									
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																									
	<b>PLO-5</b>	Having social sensitivity and concern for society and the environment, as well as tolerance, respecting the diversity of cultures, views, religions and beliefs, as well as other people's original opinions or findings																																																																																								
	<b>PLO-9</b>	Able to identify, develop solutions, organize and participate in resolving citizenship problems through critical thinking and action in national and state life.																																																																																								
	<b>PLO-11</b>	Able to master the basic and theoretical concepts of citizenship, politics, law, social, humanities, state and nation as well as Pancasila values, morals and culture.																																																																																								
	<b>Program Objectives (PO)</b>																																																																																									
	<b>PO - 1</b>	Able to identify the function of theory for the development of scientific thinking																																																																																								
	<b>PO - 2</b>	Able to explain social theories in various paradigms																																																																																								
	<b>PO - 3</b>	Able to analyze social phenomena with a theoretical basis																																																																																								
	<b>PLO-PO Matrix</b>																																																																																									
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">P.O</th> <th style="width: 15%;">PLO-5</th> <th style="width: 15%;">PLO-9</th> <th style="width: 15%;">PLO-11</th> <th colspan="3"></th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td colspan="3"></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td colspan="3"></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td colspan="3"></td> </tr> </tbody> </table>						P.O	PLO-5	PLO-9	PLO-11				PO-1			✓				PO-2							PO-3																																																													
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																										
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<b>Short Course Description</b>	Examines paradigms and theoretical developments in sociology, as well as concepts and basic assumptions from sociologists from three paradigms, starting from Auguste Comte, Durkheim, Karl Marx, Max Weber, Talcot Parson, Robert K. Merton, Dahrendorf, Coser, Herbert Mead, Erving Goffman, Blumer, Exchange Theory, and Rational Choice Theory, as well as examining educational problems from the views of sociologists.																																																																																									
<b>References</b>	<b>Main :</b>																																																																																									

1. Baert, Patrick; Silva, Filipe Carreira da. 2010. Social Theory in the Twentieth Century and Beyond . Cambridge, UK: Polity Press. 2 Bell, David. 2008. Constructing Social Theory . Lanham, MD: Rowman & Littlefield. 3 Berberoglu, Berch. 2005. An Introduction to Classical and Contemporary Social Theory: A Critical Perspective . Third Edition, Lanham, MD: Rowman & Littlefield. 4 Ritzer, George, Douglas J Goodman. 2003. Modern Sociological Theory . London: McGraw-Hill 5 Muhammad Basrowi, Soenyono. 2004. Teori Sosial dalam Tiga Paradigma. Surabaya: V de press. 6 Wirawan, Ida Bagus. 2012. teori-teori sosial dalam tiga paradigma: fakta sosial, definisi sosial, dan perilaku sosial. Jakarta: kencana
2. Bell, David (2008). Constructing Social Theory. Lanham, MD: Rowman & Littlefield. ISBN
3. Berberoglu, Berch (2005). An Introduction to Classical and Contemporary Social Theory: A Critical Perspective, Third Edition. Lanham, MD: Rowman & Littlefield.
4. Ritzer, George, Douglas J. Goodman (2003). Modern Sociological Theory. McGraw-Hill

**Supporters:**

1. Muhammad Basrowi, Soenyono, 2004, Teori Sosial dalam Tiga Paradigma, Surabaya :V de press.
2. Wirawan, Ida Bagus, 2012, teori-teori sosial dalam tiga paradigma, (fakta sosial, definisi sosial, dan perilaku sosial), Jakarta, kencana

**Supporting lecturer**

Prof. Dr. Warsono, M.S.  
Maya Mustika Kartika Sari, S.Sos., M.IP.

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	The ability to explain the relationship between concepts and theories, to the emergence of sociological studies	- Can differentiate between scientific studies and other sources of knowledge. - Can provide examples of theories and concepts - Can mention and explain the function of theories	<b>Criteria:</b> Use a comparative thinking framework appropriately  <b>Form of Assessment :</b> Participatory Activities	2 X 50 case study	2 x 20 minute case studies	<b>Material:</b> Understanding the function of theory <b>References:</b> <i>Ritzer, George, Douglas J. Goodman (2003). Modern Sociological Theory. McGraw-Hill</i>	5%
2	Outlining paradigms in sociology	- Can explain paradigms - Can identify types of paradigms (Social Facts, Social Definitions, and Social Behavior) - Can distinguish assumptions, figures, theories of each paradigm - Can explain the characteristics of social theories	<b>Criteria:</b> Logical aspects in explanation  <b>Form of Assessment :</b> Participatory Activities	Inquiry 2 X 50 minutes	Inquiry 2 x 50 minutes	<b>Material:</b> Social theory paradigms <b>References:</b> <i>Ritzer, George, Douglas J. Goodman (2003). Modern Sociological Theory. McGraw-Hill</i>	5%
3	Elaborating on theories based on social facts paradigm	- Can explain the relationship between social solidarity, collective consciousness, and social integration as social facts - Can differentiate between mechanical and organic solidarity - Can explain Durkheim's empirical studies on suicide.	<b>Criteria:</b> content and presentation skills  <b>Form of Assessment :</b> Participatory Activities	case study 2 X 50	case study 2 x 50	<b>Material:</b> Emile Durkheim's theory <b>Bibliography:</b> <i>Ritzer, George, Douglas J. Goodman (2003). Modern Sociological Theory. McGraw-Hill</i>	5%

4	Ability to explain Emil Durkheim's theory of social solidarity	- Can explain the relationship between social solidarity, collective consciousness, and social integration as social facts - Can differentiate between mechanical and organic solidarity - Can explain Durkheim's empirical studies on suicide.	<b>Criteria:</b> content and presentation skills  <b>Form of Assessment :</b> Participatory Activities	case study 2 X 50	case study 2 x 50	<b>Material:</b> Robert K Merton's theory <b>Bibliography:</b> <i>Ritzer, George, Douglas J. Goodman (2003). Modern Sociological Theory. McGraw-Hill</i>	5%
5	Ability to explain Emil Durkheim's theory of social solidarity	- Can explain the relationship between social solidarity, collective consciousness, and social integration as social facts - Can differentiate between mechanical and organic solidarity - Can explain Durkheim's empirical studies on suicide.	<b>Criteria:</b> content and presentation skills  <b>Form of Assessment :</b> Participatory Activities	case study 2 X 50	case study 2 x 50	<b>Material:</b> Robert K Merton's theory <b>Bibliography:</b> <i>Ritzer, George, Douglas J. Goodman (2003). Modern Sociological Theory. McGraw-Hill</i>	5%
6	Ability to explain Karl Marx's structural theory of conflict	- Can explain the factors driving social class in society - Can explain the relationship between capitalism and conflict. - Can identify dichotomous conflicts in the world of education	<b>Criteria:</b> Conceptual accuracy  <b>Form of Assessment :</b> Participatory Activities	Case Study 2 X 50		<b>Material:</b> Karl Marx's Theory <b>Bibliography:</b> <i>Ritzer, George, Douglas J. Goodman (2003). Modern Sociological Theory. McGraw-Hill</i>	5%
7	Ability to explain and apply Dahrendorf's theory of conflict dynamics	- Can identify types of conflict. - Can provide examples of vertical and horizontal conflicts - Can analyze conflict tendencies that occur in society.	<b>Criteria:</b> concept accuracy  <b>Form of Assessment :</b> Participatory Activities	Inquiry, case study 2 X 50		<b>Material:</b> Dahrendorf Theory <b>Bibliography:</b> <i>Ritzer, George, Douglas J. Goodman (2003). Modern Sociological Theory. McGraw-Hill</i>	5%
8	UTS	Question grid	<b>Criteria:</b> Accuracy of answers  <b>Form of Assessment :</b> Test	Test 2 X 50	Test	<b>Material:</b> Review of <b>Bibliographic Material:</b> <i>Ritzer, George, Douglas J. Goodman (2003). Modern Sociological Theory. McGraw-Hill</i>	15%

9	- Can analyze the function of conflict in society	Describe the drivers of conflict	<b>Criteria:</b> Content analysis  <b>Form of Assessment :</b> Participatory Activities	case studies 2x50	case studies 2x50	<b>Material:</b> Conflict theory <b>References:</b> <i>Baert, Patrick; Silva, Filipe Carreira da. 2010. Social Theory in the Twentieth Century and Beyond. Cambridge, UK: Polity Press. 2</i> <i>Bell, David. 2008. Constructing Social Theory. Lanham, MD: Rowman &amp; Littlefield. 3</i> <i>Berberoglu, Berch. 2005. An Introduction to Classical and Contemporary Social Theory: A Critical Perspective. Third Edition, Lanham, MD: Rowman &amp; Littlefield. 4</i> <i>Ritzer, George, Douglas J Goodman. 2003. Modern Sociological Theory. London: McGraw-Hill 5</i> <i>Muhammad Basrowi, Soenyono. 2004. Social Theory in Three Paradigms. Surabaya: V de press. 6</i> <i>Wirawan, Ida Bagus. 2012. Social theories in three paradigms: social facts, social definitions, and social behavior. Jakarta: Kencana</i>	5%
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10	- Can analyze the function of conflict in society	Describe the drivers of conflict	<b>Criteria:</b> Content analysis  <b>Form of Assessment :</b> Participatory Activities	case studies 2x50	case studies 2x50	<b>Material:</b> Conflict theory <b>References:</b> <i>Baert, Patrick; Silva, Filipe Carreira da. 2010. Social Theory in the Twentieth Century and Beyond. Cambridge, UK: Polity Press. 2</i> <i>Bell, David. 2008. Constructing Social Theory. Lanham, MD: Rowman &amp; Littlefield. 3</i> <i>Berberoglu, Berch. 2005. An Introduction to Classical and Contemporary Social Theory: A Critical Perspective. Third Edition, Lanham, MD: Rowman &amp; Littlefield. 4</i> <i>Ritzer, George, Douglas J Goodman. 2003. Modern Sociological Theory. London: McGraw-Hill 5</i> <i>Muhammad Basrowi, Soenyono. 2004. Social Theory in Three Paradigms. Surabaya: V de press. 6</i> <i>Wirawan, Ida Bagus. 2012. Social theories in three paradigms: social facts, social definitions, and social behavior. Jakarta: Kencana</i>	5%
11	- Can analyze social action patterns	Construction of social action	<b>Criteria:</b> Content Analysis  <b>Form of Assessment :</b> Participatory Activities	case studies 2x50	case study 2x3	<b>Material:</b> Paradigm theory social definition <b>References:</b> <i>Bell, David (2008). Constructing Social Theory. Lanham, MD: Rowman &amp; Littlefield. ISBN</i>	5%

12	- Can analyze social action patterns	Construction of social action	<b>Criteria:</b> Content Analysis  <b>Form of Assessment :</b> Participatory Activities	case studies 2x50	case study 2x3	<b>Material:</b> Paradigm theory Social definition <b>References:</b> <i>Bell, David (2008). Constructing Social Theory. Lanham, MD: Rowman &amp; Littlefield. ISBN</i>	5%
13	- Can analyze social action patterns	Construction of social action	<b>Criteria:</b> Content Analysis  <b>Form of Assessment :</b> Participatory Activities	case studies 2x50	case study 2x3	<b>Material:</b> Paradigm theory Social definition <b>References:</b> <i>Bell, David (2008). Constructing Social Theory. Lanham, MD: Rowman &amp; Littlefield. ISBN</i>	5%
14	Can abstract empirical reality in a theoretical framework	Develop a theoretical framework	<b>Criteria:</b> concept accuracy  <b>Form of Assessment :</b> Participatory Activities	case studies 2x50	case studies 2x50	<b>Material:</b> Social Reality <b>Bibliography:</b> <i>Muhammad Basrowi, Soenyono, 2004, Social Theory in Three Paradigms, Surabaya :V de press.</i>	5%
15	Can abstract empirical reality in a theoretical framework	Develop a theoretical framework	<b>Criteria:</b> concept accuracy  <b>Form of Assessment :</b> Participatory Activities	case studies 2x50	case studies 2x50	<b>Material:</b> Social Reality <b>Bibliography:</b> <i>Muhammad Basrowi, Soenyono, 2004, Social Theory in Three Paradigms, Surabaya :V de press.</i>	5%
16	UAS	Analyzing cases	<b>Criteria:</b> Conceptual accuracy  <b>Form of Assessment :</b> Test	Final Semester Exam 2x50	Final Semester Exam 2x50	<b>Material:</b> Final Review <b>of Literature:</b> <i>Ritzer, George, Douglas J. Goodman (2003). Modern Sociological Theory. McGraw-Hill</i>	15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Test	30%
		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.

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.