



**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
Sociology of Gender	6920102193	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Refti Handini Listyani, S.Sos., M.Si.	.....	Dr. Agus Machfud Fauzi, M.Si.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																		
	Program Objectives (PO)																		
	PO - 1	Able to utilize IT to search for sources of information to examine gender concepts, theories and issues 2. Able to master concepts and theories to examine gender issues 3. Able to make decisions in applying concepts and theories in examining gender issues 4. Responsible on learning performance and collaborating in conducting studies on gender issues																	
	PLO-PO Matrix																		
		P.O																	
		PO-1																	
	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	
		PO-1																	

Short Course Description	This course focuses on two things, namely: First, forming students' schemata about various concepts and theories about gender sociology. For this reason, this course provides an overview that provides an understanding of the meaning of gender, differences between gender and sex (sex), gender inequality, gender inequality, and gender equality. In androcentric mainstream sociology, the issue of gender relations is not touched upon so that an understanding of society as a whole is never obtained. This course also provides students with an understanding of various issues of gender inequality, language as a tool to perpetuate patriarchy and gender ideology, gender relations in the analysis of social stratification, theoretical perspectives of Western feminism, research with a gender perspective, gender data and statistics and gender mainstreaming in development as a critique, and alternative approaches to integrating women in development. 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 power point. This course uses an expository and exploratory approach.
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References	<b>Main :</b>

1. Abdullah, Irwan. 2006. Sangkan Paran Gender . Yogyakarta: Pustaka Pelajar.
2. Adams, Elliot C. 2006. American Feminist Manifestos and The Rhetoric of Whiteness. Dissertation: Bowling Green State University.
3. Armiwulan dan Noeswantari. 2005. Menggugat Hak Politik Perempuan. Jakarta: KSP
4. Atmaja, Jiwa. 2008. Bias Gender: Perkawinan Terlarang pada Masyarakat Bali . Bali: Udayana University Press.
5. Azis, Asmaeny. 2012. Perempuan di Persimpangan Parlemen: Studi dalam Perspektif Politik Hukum. Yogyakarta: Rangkang.
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7. Bernie Ward With John Strongman. 2011. Gender-Sensitive Approaches for the Extractive Industry in Peru: Improving the Impact on Women in Poverty and Their Families. Washington: The World Bank.
8. Chafetz, Janet Saltzman. 2006. Handbook of the Sociology of Gender . New York: Springer.
9. Emka, Heru. 2009. Perang Gender: Ejek Mengejek Lelaki dan Perempuan . Yogyakarta: Garasi.
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11. Fromm, Erich. 2011. Cinta, Seksualitas dan Patriarki. Yogyakarta: Jalasutra.
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13. Gamman dan Marshment. 2010. Tatapan Perempuan . Terjemahan. Yogyakarta: Jalasutra.
14. Handayani, Trisakti dan Sugiarti. 2008. Konsep dan Teknik Penelitian Gender . Malang: UMM Press.
15. Illich, Ivan. 2007. Matinya Gender . Yogyakarta: Pustaka Pelajar.
16. Karolus, Meyke L. 2013. Feminisme dalam Dongeng .Yogyakarta: Graha Ilmu.
17. Katjasungkana, Soka Handinah. 2005. Memutus Rantai Kekerasan terhadap Perempuan: Perempuan dan Kekerasan. Jakarta: KSP.
18. Kramer, Laura. 2005. The Sociology of Gender: A Brief Introduction . California: Roxbury.
19. Lansley, Renée N. 2004. College Women or College Girls? Gender, Sexuality, and in Loco Parentis on Campus. Dissertation: The Ohio State University.
20. Laurent dan Wishart. 2014. Male Order: Menguak Maskulinitas . Terjemahan.Yogyakarta: Jalasutra.
21. Marhumah, Ema. 2010. Konstruksi Sosial Gender di Pesantren: Studi Kuasa Kiai atas Wacana Perempuan. Yogyakarta: LKiS.
22. Mosse, Julia Cleves. 2007. Gender dan Pembangunan . Yogyakarta: Pustaka Pelajar.
23. Naqiyah Najlah. 2005. Otonomi Perempuan . Malang: Banyumedia.
24. Narwoko, J. Dwi dan Bagong Suyanto. Ed. 2004. Sosiologi: Teks Pengantar dan Terapan. Jakarta: Prenada Media.
25. Nugroho, Riant. 2008. Gender dan Strategi Pengarus-Utamannya di Indonesia .Yogyakarta: Pustaka Pelajar.
26. Press, The Editor of Salem. 2011. Gender Roles and Equality . Pasadena California: Salem Press.
27. Rahardjo, Yulfita. Ed. 2002. Pembangunan Berperspektif Gender: Melalui Perspektif Gender dalam Hak, Sumber Daya dan Aspirasi . Jakarta: Dian Rakyat.
28. Ruthann Elizabeth Mayes-Elma. 2003. A Feminist Literary Criticism Approach To Representations Of Women's Agency In Harry Potter A Dissertation. Ohio: Miami University Oxford.
29. Santoso, Widjajanti M. 2011. Sosiologi Feminisme: Konstruksi Perempuan dalam Industri Media. Yogyakarta: LKiS.
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31. Shade, Leslie Regan. 1997. Gender and Community in the Social Constitution of the Internet Graduate Program in Communications. Thesis: McGIU University.
32. Soekanto, Soerjono. 2003. Sosiologi Suatu Pengantar . Jakarta: Raja Grafindo Persada.
33. Sophie Soklaridis. 1997. A Feminist Content Analysis of the Popular and Health Professional Literatures on Infant Feeding, 1960-1996. Thesis. Canada: University of Ottawa.
34. Tong, Rosemarie Putnam. 2010. Feminist Thought: Pengantar Paling Komprehensif kepada Aliran Utama Pemikiran Feminis . Yogyakarta: Jalasutra.
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36. Judith Baxter. 2003. Positioning Gender in Discourse A Feminist Methodology. PALGRAVE MACMILLAN. New York.
37. Bonnie Berry. 2008. The Power of Looks Social Stratification of Physical Appearance. Ashgate Publishing. USA.
38. Jude Browne. 2007. The Future of Gender. Cambridge University Press. New York.
39. Janet Saltzman Chafetz. 2006. Handbook of the Sociology of Gender. Springer. USA.

**Supporters:**

1. <https://www.youtube.com/watch?v=UD9IOIUR4k>
2. [https://www.youtube.com/watch?v=AQMoTjB4\\_80](https://www.youtube.com/watch?v=AQMoTjB4_80)
3. <https://www.youtube.com/watch?v=LdEAz3mjaSw>

**Supporting lecturer** Dr. Refti Handini Listyani, S.Sos., M.Si.  
Silkania Swarizona, S.IP., 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	Master and apply the RPS and the agreed Lecture Contract	Explain the introduction	<p><b>Criteria:</b> Understanding Tuition &amp; RPS Contracts</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures 2 X 50	Lectures 2 x 50	<p><b>Material:</b> Introduction to gender concepts, theories and issues</p> <p><b>References:</b> . <i>Kramer, Laura. 2005. The Sociology of Gender: A Brief Introduction. California: Roxbury.</i></p>	5%
2	Master and apply the concepts of gender and sex	Explain the concepts of gender and sex	<p><b>Criteria:</b> 1. Understand the meaning of gender 2. Understand the meaning of gender 3. Understand the differences between gender and sex 4. Understand the birth of injustice</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Behavioristic / Expository Approach / Lectures 2 X 50	Behavioristic / Expository / Lecture Approach	<p><b>Material:</b> Understanding of Gender Understanding of gender Differences in Gender and Sex The Birth of Injustice</p> <p><b>Literature:</b></p>	5%

3	master and apply the concept of gender relations from a sociological perspective	Explaining gender relations from a sociological perspective	<p><b>Criteria:</b> 1. Understand Nature Theory to study gender relations 2. Understand Nurture Theory to study gender relations 3. Understand Structural-Functional Theory to study gender relations 4. Understand Conflict Theory to study gender relations</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Behavioristic/Expository/Lecture Approach 2 X 50	Behavioristic/Expository/Lecture Approach	<p><b>Material:</b> 1. Nature Theory 2. Nurture Theory 3. Structural-Functional Theory 4. Conflict Theory <b>Literature:</b> . Kramer, Laura. 2005. <i>The Sociology of Gender: A Brief Introduction</i>. California: Roxbury.</p>	5%
4	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining feminist thoughts	<p><b>Criteria:</b> Understand Liberal Feminism thought Understand Radical Feminist thought Understand Marxist Feminist thought Understand Social Feminist thought Understand Psychoanalytic Feminist thought Understand Existentialist Feminist thought Understand Postmodern Feminist thought Understand Multicultural and Global Feminist thought Understand Ecofeminist thought</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Behavioristic/Expository/Lecture Approach 2 X 50	Behavioristic/Expository/Lecture Approach	<p><b>Material:</b> 1. Liberal Feminism 2. Radical Feminist 3. Marxist Feminist 4. Socialist Feminist 5. Psychoanalytic Feminist 6. Existentialist Feminist 7. Postmodern Feminist 8. Multicultural and Global Feminist 9. Ecofeminism <b>Literature:</b> . Sophie Soklaridis. 1997. <i>A Feminist Content Analysis of the Popular and Health Professional Literatures on Infant Feeding, 1960-1996</i>. Thesis. Canada: University of Ottawa.</p>	5%
5	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining women from a historical perspective	<p><b>Criteria:</b> 1. Understand the History of Awareness in the Formation of the World Women's Movement 2. Understand the Contribution of the United Nations in the History of the World Women's Movement 3. Understand the International Conference on Women</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Behavioristic/Expository/Lecture Approach 2 X 50	Behavioristic/Expository/Lecture Approach	<p><b>Material:</b> 1. History of Awareness in the Formation of the World Women's Movement 2. Contribution of the United Nations in the History of the World Women's Movement 3. International Conference on Women <b>Literature:</b></p>	5%
6	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining the women's movement in Indonesia	<p><b>Criteria:</b> Understanding the women's movement in Indonesia in the period before the Proclamation of Independence, Understanding the women's movement in Indonesia in the period after the Proclamation of Independence (1945-1965), Understanding the women's movement in Indonesia in the Post-1965 Period (New Order), Understanding the women's movement in Indonesia in the Reformation Period (1998-Present)</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Behavioristic/Expository/Lecture 2 X 50	Behavioristic/Expository/Lecture	<p><b>Material:</b> Period before the Proclamation of Independence, Period after the Proclamation of Independence (1945-1965), Post-1965 Period (New Order), Reformation Period (1998-Now) <b>References:</b></p>	5%

7	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining Women's Identity	<b>Criteria:</b> 1. Understanding Familialism 2. Understanding the Female Body  <b>Form of Assessment :</b> Participatory Activities	Behavioristic/Expository/Lecture 2 X 50	Behavioristic/Expository/Lecture	<b>Material:</b> Familialism and the Women's Body <b>References:</b> Fromm, Erich. 2011. <i>Love, Sexuality and Matriarchy</i> . Yogyakarta: Jalasutra.	5%
8	UTS	UTS	<b>Criteria:</b> formulate answers correctly along with supporting data  <b>Form of Assessment :</b> Participatory Activities, Tests	Written Test 2 X 50	Written Test, take home	<b>Material:</b> concepts, theories and gender issues <b>Reader:</b> Jude Browne. 2007. <i>The Future of Gender</i> . Cambridge University Press. New York.	10%
9	Prepare research reports	Adapting the problem formulation to theory and research methods	<b>Criteria:</b> - Designing a research proposal - Collecting data in the field - Preparing a research report  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Constructivist Approach/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion Approach	<b>Material:</b> research proposal - data processing - data analysis - drawing conclusions <b>Bibliography:</b> Judith Baxter. 2003. <i>Positioning Gender in Discourse A Feminist Methodology</i> . PALGRAVE MACMILLAN. New York.	5%
10	Prepare research reports	Adapting the problem formulation to theory and research methods	<b>Criteria:</b> - Designing a research proposal - Collecting data in the field - Preparing a research report  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Constructivist Approach/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion Approach	<b>Material:</b> - research proposal - data processing - data analysis - drawing conclusions <b>References:</b> Handayani, Trisakti and Sugiarti. 2008. <i>Gender Research Concepts and Techniques</i> . Malang: UMM Press.	5%
11	Prepare research reports	Adapting the problem formulation to theory and research methods	<b>Criteria:</b> 1. Design a research proposal 2. Collect data in the field 3. Prepare a research report  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Constructivist Approach/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion Approach	<b>Material:</b> research proposal - data processing - data analysis - drawing conclusions <b>Reference:</b> Bernie Ward With John Strongman. 2011. <i>Gender-Sensitive Approaches for the Extractive Industry in Peru: Improving the Impact on Women in Poverty and Their Families</i> . Washington: The World Bank.	5%
12	Prepare research reports	Adapting the problem formulation to theory and research methods	<b>Criteria:</b> 1. Design a research proposal 2. Collect data in the field 3. Prepare a research report  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Constructivist Approach/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion Approach	<b>Material:</b> 1. research proposal 2. data processing 3. data analysis 4. drawing conclusions <b>References:</b> Lansley, Renée N. 2004. <i>College Women or College Girls? Gender, Sexuality, and Loco Parenting on Campus</i> . Dissertation: The Ohio State University.	5%

13	Prepare research reports	Adapting the problem formulation to theory and research methods	<b>Criteria:</b> 1. Design a research proposal 2. Collect data in the field 3. Prepare a research report  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Constructivist Approach/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion Approach	<b>Material:</b> 1. research proposal 2. data processing 3. data analysis 4. drawing conclusions <b>References:</b> . Ruthann Elizabeth Mayes-Elma. 2003. <i>A Feminist Literary Criticism Approach To Representations Of Women's Agency In Harry Potter A Dissertation.</i> Ohio: Miami University Oxford.	5%
14	Prepare research reports	Adapting the problem formulation to theory and research methods	<b>Criteria:</b> 1. Design a research proposal 2. Collect data in the field 3. Prepare a research report  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Constructivist Approach/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion Approach	<b>Material:</b> 1. research proposal 2. data processing 3. data analysis 4. drawing conclusions <b>References:</b> . Shade, Leslie Regan. 1997. <i>Gender and Community in the Social Constitution of the Internet Graduate Program in Communications.</i> Thesis: McGiU University.	5%
15	Master and apply sociological theories and research methods in carrying out small research	Present small research reports using power point	<b>Criteria:</b> formulate the results of a sociological analysis  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Constructivist Approach/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion Approach	<b>Material:</b> Seminar on small research report results <b>References:</b> . Sophie Soklaridis. 1997. <i>A Feminist Content Analysis of the Popular and Health Professional Literatures on Infant Feeding, 1960-1996.</i> Thesis. Canada: University of Ottawa.	15%
16	UAS	understand and explain all concepts, theories and methods of sociological research	<b>Criteria:</b> formulate answers appropriately and sociologically along with logical supporting data  <b>Form of Assessment :</b> Test	Written test 2 X 50	Written test, take home	<b>Material:</b> Gender: Concept, Theory, Methods, and Literature <b>Analysis:</b> . Walby, Silvia. 2014. <i>Theorizing Patriarchy.</i> Translation. Yogyakarta: Jalasutra.	10%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	62.5%
2.	Project Results Assessment / Product Assessment	7.5%
3.	Portfolio Assessment	15%
4.	Test	15%
		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.

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.