



**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										
Classical Sociological Theories	6920103252	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	2	January 3, 2022										
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator											
		Dr. Sugeng Harianto, M.Si. dan Mohammad Mudzakir, S.Sos, M.A., Ph.D.	-			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 students' schemata about the growth and development of Sociological theories which began in the Ancient Greek Ages, the Middle Ages, the 19th Century, and grew rapidly in the 20th Century. Classic Sociology theories are discussed starting from the definition of theory, theory construction, biography, social, economic and political context, influencing thoughts, and propositions, as well as criticism of theory. The thoughts and theories discussed range from the thoughts of Socrates, Plato, Aristotle, Saint Augustine, Thomas van Aquinas, the theories of Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto, and Antonio Gramsci. Second, provide learning experiences for students to theoretically examine social problems developing in society. The study was written in paper form and presented 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. Turne, Bryan S.. 1999. Classical Sociology . New Delhi. Sage Publication. 3. Ritzer, George dan Barry Smart. 2011. Handbook Teori Sosial. Terjemahan. Bandung: Penerbit Nusa Media. 4. Ashley, David and David Michael Orenstein. 2005. Sociological Classical Statements. Sixth Edition . New York: Pearsons Prentice Hall. 5. Johnson, Doyle Paul. 1994. Teori Sosiologi Klasik dan Modern. Jilid I . Terjemahan. Jakarta: Gramedia Pustaka Utama. 																
	Supporters:																
Supporting lecturer	Dr. Sugeng Harianto, M.Si. Moh. Mudzakir, S.Sos., M.A., Ph.D.																
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 the birth of Classical Sociology theories	<ol style="list-style-type: none"> 1.Explain the meaning of theory 2.Analyzing the social and economic background to the birth of Classical Sociology theories 3.Analyzing the process of the birth of Classical Sociology theories 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Reference Benchmark assessment 2.Knowledge 45%, Skills 45%, and Attitude 10% <p>Form of Assessment : Participatory Activities</p>	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		7%
2	Mastering ideas about society and the state in Ancient Greece	<ol style="list-style-type: none"> 1.Explains the biographies of Socrates and Plato 2.Explains the thinking methods of Socrates and Plato 3.Explain the social philosophy of Socrates and Plato 	<p>Criteria:</p> <p>Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		5%
3	Mastering ideas about society and the state in Ancient Greece	<ol style="list-style-type: none"> 1.Describes the biography of Aristotle 2.Explain Aristotle's method of thinking 3.Analyzing Aristotle's social philosophy 	<p>Criteria:</p> <p>Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		5%
4	Analyze thoughts about society and the state in the Middle Ages	<ol style="list-style-type: none"> 1.Explains the biographies of Saint Augustine and Thomas van Aquinas 2.Explains the thinking methods of Saint Augustine and Thomas van Aquinas 3.Explains the social philosophy of Saint Augustine and Thomas van Aquinas 	<p>Criteria:</p> <p>Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		7%
5	Analyze thoughts about society and the state in the Middle Ages	<ol style="list-style-type: none"> 1.Explains the biographies of Thomas Hobbes and Nicolo Machiaveli 2.Explains the thinking methods of Thomas Hobbes and Nicolo Machiaveli 3.Analyzing the thoughts of Thomas Hobbes and Nicolo Machiaveli 	<p>Criteria:</p> <p>Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		6%

6	Analyzing Auguste Comte's theoretical thoughts	<ol style="list-style-type: none"> 1.Describes the biography of Auguste Comte 2.Explains Auguste Comte's method of thinking 3.Analyzing the legal theory of Auguste Comte's Three Stages of Societal Development 4.Analyzing Auguste Comte's humanistic theory of religion 	Form of Assessment : Participatory Activities, Practice/Performance	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		6%
7	Analyzing Emile Durkheim's theoretical thoughts	<ol style="list-style-type: none"> 1.Explains the biography of Emile Durkheim 2.Explaining Emile Durkheim's method of thinking 3.Analyzing Emile Durkheim's division of labor theory 4.Analyzing the theory of Mechanical and Organic Solidarity Type Societies 	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		7%
8	With the MIDDLE SEMESTER EXAMINATION you can measure students' knowledge regarding CPMK 1 - CPMK 7		Criteria: <ol style="list-style-type: none"> 1. 2.Reference Assessment Benchmark Knowledge 20% Form of Assessment : Test	3 X 50			10%
9	Analyzing Emile Durkheim's theoretical thoughts	<ol style="list-style-type: none"> 1.Analyzing Emile Durkheim's functionalist theory 2.Analyzing Emile Durkheim's variable pattern theory 3.Analyzing Emile Durkheim's theory of religion 	Form of Assessment : Participatory Activities	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		6%

10	Analyzing Herbert Spencer's theoretical thoughts	<ol style="list-style-type: none"> 1.Describes the biography of Herbert Spencer 2.Explain Herbert Spencer's method of thinking 3.Analyzing Herbert Spemcer's 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 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		5%
11	Analyzing George Simmel's theories	<ol style="list-style-type: none"> 1.Describes the biography of George Simmel 2.Explain George Simmel's method of thinking 3.Explains the theory of society as a result of George Simmel's interactions 	<p>Form of Assessment : Participatory Activities</p>	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		5%
12	Analyzing Max Weber's theoretical thoughts	<ol style="list-style-type: none"> 1.Explains the biography of Max Weber 2.Explains Max Weber's method of thinking 3.Analyzing Max Weber's theory of social action 4.Analyzing Max Weber's theory of protest ethics and the spirit of capitalism 	<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 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		5%
13	Analyzing Karl Marx's theoretical thoughts	<ol style="list-style-type: none"> 1.Explains the biography of Karl Marx 2.Explain Karl Marx's method of thinking 3.Analyzing Karl Marx's theory of religion 4.Explaining Karl Marx's theory of Historical Materialism 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		6%
14	Analyzing Karl Marx's theoretical thoughts	<ol style="list-style-type: none"> 1.Analyzing Karl Marx's class theory 2.Analyzing Karl Marx's theory of social change 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		5%

15	Analyzing Antonio Gramsci's theoretical thinking	1.Explains the biography of Antonio Gramsci 2.Explains Antonio Gramsci's method of thinking 3.Explaining Antonio Gramsci's theory of hegemony	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructive Approach/Case Method 3 X 50 Learning Model	Constructive Approach/Case Method 3 x 50 Learning Model		5%
16	With the FINAL SEMESTER EXAM you can measure CPMK 9 - CPMK 15		Criteria: Reference Assessment Benchmark Knowledge 30% Form of Assessment : Test	3 X 50			10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	59.5%
2.	Practice / Performance	20.5%
3.	Test	20%
		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.
- 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.