



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	6920104269		T=4 P=0 ECTS=6.36	3	July 18, 2024																																																													
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																													
		Dr. Agus Machfud Fauzi, M.Si.																																																													
Learning model	Case Studies																																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	Program Objectives (PO)																																																																	
	PLO-PO Matrix																																																																	
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <td></td> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>														P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	
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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. Homan and Peter Blau, modern feminist theories, phenomenological theories initiated by Edmund Husserl and Alfred Schutz, Peter L. Berger, Coleman's racial choice theory, Harold Garffinkel'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. p> 2. Turner, Bryan S.. 2012. <i>Teori Sosial dari Klasik sampai Postmodern</i>. Terjemahan. Yogyakarta: Pustaka Pelajar. 3. Ritzer, George dan Barry Smart. 2011. <i>Handbook Teori Sosial</i>. Terjemahan. Bandung: Penerbit Nusa Media. 4. Ritzer, George and Douglas J. Goodman. 2003. <i>Modern Sociological Theory</i>. Sixth Edition. New Jersey: McGraw-Hill. 5. Delaney, Tim. 2005. <i>Contemporary Social Theory. Investigation and Application</i>. New York: Pearsons Prentice Hall. 6. Johnson, Doyle Paul. 1994. <i>Teori Sosiologi Klasik dan Modern. Jilid II</i>. Terjemahan. Jakarta: Gramedia Pustaka Utama. 7. Poloma, Margaret. 2010. <i>Sosiologi Kontemporer</i>. 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	Master and apply sociological theories to become an analyst and researcher of development and education problems	Explaining Talcott Parsons' theories	Criteria: Completeness of correct answers and illustrative examples is given a score of 5 Form of Assessment : Practice / Performance	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%																																																											

2	Master and apply sociological theories to become an analyst and researcher of development and education problems	1.Explains Robert K. Merton's theory 2.Explaining Jeffrey Alexander's theory	Criteria: able to explain the theory of functionalism and neo-functionalism is worth a score of 5	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
3	Master and apply sociological theories to become an analyst and researcher of development and education problems	1.Explaining C. Wright Mills' theory 2.Explaining Randall Collins' Theory	Criteria: Are you able to explain conflict theory according to Randall Colling and explain concrete examples? (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
4	Master and apply sociological theories to become an analyst and researcher of development and education problems	Explains Ralf Dahrendorf's theory	Criteria: Be able to explain conflict theory according to Dahrendorf and provide concrete examples. (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
5	Master and apply sociological theories to become an analyst and researcher of development and education problems	Explaining Lewis A. Coser's theory	Criteria: Able to explain the functionalism theory of conflict according to Lewis A Coser. (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
6	Master and apply sociological theories to become an analyst and researcher of development and education problems	Explaining the theory of Modern Feminism	Criteria: Able to explain the differences between liberal feminism, socialist feminism and Marxist feminism. (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
7	Master and apply sociological theories to become an analyst and researcher of development and education problems	1.Explaining George C. Homans Theory 2.Explaining Peter L. Blau's theory	Criteria: Able to explain the theory of social exchange according to George Homans. (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
8	Sub Summative Exam	Explain various theories and concepts from sociological figures that have been presented in class	Criteria: Able to explain sociological theories and concepts from figures that have been presented in class and able to provide concrete examples.	Sub Summative Exam 4 X 50			0%
9	Master and apply sociological theories to become an analyst and researcher of development and education problems	1.Explaining Herbert Blumer's theory 2.Explaining Herbert Mead's theory	Criteria: Able to answer correctly and completely the theory of symbolic interactionism according to Hernert Blumer and Herbert Mead. (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
10	Master and apply sociological theories to become an analyst and researcher of development and education problems	1.Explaining the theory of Edmund Husserl 2.Explains Alfred Schuzt's theory 3.Explaining Peter L. Berger's theory	Criteria: Able to describe the differences and similarities in phenomenology according to Husserl, Schutz and Berger. (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%

11	Master and apply sociological theories to become an analyst and researcher of development and education problems	1.Explaining the theory of Edmund Husserl 2.Explains Alfred Schuzt's theory 3.Explaining Peter L. Berger's theory	Criteria: Able to describe the differences and similarities in phenomenology according to Husserl, Schutz and Berger. (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
12	Master and apply sociological theories to become an analyst and researcher of development and education problems	Explains Harold Garfinkel's theory	Criteria: Are you able to describe ethnomethodology according to Ganfinkel? (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
13	Master and apply sociological theories to become an analyst and researcher of development and education problems	Explain Erving Goffman's theory	Criteria: able to explain dramaturgical theory according to Goffman. (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
14	Master and apply sociological theories to become an analyst and researcher of development and education problems	Explaining Anthony Giddens' theory	Criteria: Able to explain structuration theory according to Giddens. (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
15	Master and apply sociological theories to become an analyst and researcher of development and education problems	Explaining Anthony Giddens' theory	Criteria: Able to explain structuration theory according to Giddens. (score 5)	Constructivist/Expository and exploratory approaches/Lectures and discussions 4 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** 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.**

