	Universitas Negeri Surabaya Faculty of Social Sciences and Law Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Political Economy	6310102008	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	February 1, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	TIM MBKM	TIM MBKM	Dr. Tjitjik Rahaju, M.Si.

Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Students are able to differentiate various thoughts in the study of political economy
	PO - 2	Students are able to provide arguments about the relationship between economics and politics
	PLO-PO Matrix	

P.O
PO-1
PO-2

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																
PO-2																

Short Course Description	The Political Economy course is a mandatory subject in semester 1 offered for the Local Politics program. This course will examine the relationship between political and economic studies. To analyze this specifically, this course will discuss various developing economic thoughts, approaches to the study of political economy, the rise and fall of markets, as well as political institutions and economic institutions.

References

Main :

1. 1. Adam Przeworski. 2003. States and Markets: A Primer in Political Economy (Cambridge University Press)
2. 2. James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press)
3. 3. Barry Eichengreen and Torben Iversen. 1999. “Institutions and Economic Performance: Evidence from the Labour Market.” Oxford Review of Economic Policy 15: 121-138.
4. 4. Carsten Jensen. 2010. “Conditional contraction: Globalisation and capitalist systems.” European Journal of Political Research 50: 168-189

Supporters:

1. 1. Daron Acemoglu and James Robinson. 2012. Why Nations Fail: Origins of Power, Prosperity, and Poverty (Crown Business)
2. 2. Deliarnov. 1992. Perkembangan Pemikiran Ekonomi. Jakarta: Raja wali Press
3. 3. Jude Hays. 2003. “Globalization and Capital Taxation in Consensus and Majoritarian Democracies.” World Politics 56 (October): 79-113.

Supporting lecturer	

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	Students are able to clarify the relationship between economic and political studies	Accuracy in explaining the relationship between economics and political science	**Criteria:** □ Attendance: 0-1 □ Explanation according to indicator: 0- 2 □ Student explains comprehensively: 2 □ Student explains in general: 1, FORM: Non-Test **Form of Assessment** : Participatory Activities		- Lectures - Questions and Answers - 100 Minutes structured assignments	**Material:** The relationship between economics and politics **References:** *2. James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press)*	5%
2	Students are able to explain pre-classical political economy	1.1. Accuracy in explaining pre-classical economic thought 2.2. Accuracy in explaining the position and role of the country in the preclassical economy	**Criteria:** □ Attendance: 0-1 □ Explanation according to indicator: 0- 2 □ Student explains 2 points: 2 □ Student explains 1 point: FORM: Non-Test **Form of Assessment** : Participatory Activities		Meet Zoom Lecture □ Learning Method (MP) = Interactive lecture □ Lecturer explanation (1x50 minutes) □ Discussion (1x50 minutes) 100 minutes	**Material:** Preclassical economic thought **Bibliography:** *2. Deliarnov. 1992. Development of Economic Thought. Jakarta: Raja wali Press*	5%
3	Students are able to explain classical political economy	1. Accuracy in explaining classical political economy	**Criteria:** □ Attendance: 0-1 □ Explanation according to indicator: 0- 2 □ Student explains 2 points: 2 □ Student explains 1 point: FORM: Non-Test **Form of Assessment** : Participatory Activities		Meet Zoom Lecture □ Learning Method (MP) = Interactive lecture □ Lecturer explanation (1x50 minutes) □ Discussion (1x50 minutes) 100 minutes	**Material:** Keynes' criticism of neoclassical **References:** *2. James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press)*	5%
4	Students are able to explain the flow of neoclassical political economy	1. Accuracy in explaining neo-classical political economy	**Criteria:** □ Attendance: 0-1 □ Explanation according to indicator: 0- 2 □ Student explains 2 points: 2 □ Student explains 1 point: FORM: Non-Test **Form of Assessment** : Participatory Activities		Meet Zoom Lecture □ Learning Method (MP) = Interactive lecture □ Lecturer explanation (1x50 minutes) □ Discussion (1x50 minutes) 100 minutes	**Material:** Neoclassical political economic thought **Bibliography:** *2. James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press)*	5%
5	Students are able to explain the Keynesian school in political economy	1.1. Accuracy in explaining Keynes's criticism of neo-classical political economy 2.2. Accuracy in explaining political economy from a Keynesian perspective	**Criteria:** □ Attendance: 0-1 □ Explanation according to indicator: 0- 2 □ Student explains 2 points: 2 □ Student explains 1 point: FORM: Non-Test **Form of Assessment** : Participatory Activities		Meet Zoom Lecture □ Learning Method (MP) = Interactive lecture □ Lecturer explanation (1x50 minutes) □ Discussion (1x50 minutes) 100 minutes	**Material:** Keynes' criticism of neoclassical **References:** *2. James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press)*	5%

6	Students are able to clarify the economic approach to politics	Accuracy in explaining various economic approaches to explain political phenomena that occur	**Criteria:** □ Attendance: 0-1 □ Explanation according to indicator: 0- 2 □ Student explains 2 points: 2 □ Student explains 1 point: FORM: Non-Test **Form of Assessment** : Participatory Activities		Meet Zoom Lecture □ Learning Method (MP) = Interactive lecture □ Lecturer explanation (1x50 minutes) □ Discussion (1x50 minutes) 100 minutes	**Material:** Economic approach in looking at political phenomena/policies **References:** *2. James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press)*	5%
7	Students are able to explain the rise and fall of markets	Accuracy in explaining society and economic systems as well as market evolution	**Criteria:** □ Attendance: 0-1 □ Explanation according to indicator: 0- 2 □ Student explains 2 points: 2 □ Student explains 1 point: FORM: Non-Test **Form of Assessment** : Participatory Activities		Meet Zoom Lecture □ Learning Method (MP) = Interactive lecture □ Lecturer explanation (1x50 minutes) □ Discussion (1x50 minutes) 100 minutes	**Material:** Discussing society and economic systems **References:** *1. Daron Acemoglu and James Robinson. 2012. Why Nations Fail: Origins of Power, Prosperity, and Poverty (Crown Business)*	5%
8	Midterm exam	Accuracy, completeness, clarity and depth of description and analysis of answers to midterm exam questions	**Criteria:** □ Attendance: 0-1, FORM: Test **Form of Assessment** : Participatory Activities		100 minute test	**Material:** Material 1-7 **References:** *1. Adam Przeworski. 2003. States and Markets: A Primer in Political Economy (Cambridge University Press)*	5%
9	Students are able to clarify the rational choice perspective in political economy	The accuracy of using a rational choice perspective in political economy	**Criteria:** Attendance: 0-1 □ Explanation according to indicator: 0- 2 □ Student explains rational choice perspective correctly: 2 □ Student explains rational choice perspective 1 □ Critical review assignment: 0-2 FORM: Non-Test **Form of Assessment** : Participatory Activities		Online Face-to-Face Lecture (TM) (1x2x50 Minutes) □ Learning Method (MP)= Interactive Lecture □ Learning Time : Lecturer Explanation (1x50 Minutes) □ Discussion (1x50 minutes) 100 Minutes	**Material:** Rational choice perspective **References:** *3. Jude Hays. 2003. "Globalization and Capital Taxation in Consensus and Majoritarian Democracies." World Politics 56 (October): 79-113.*	5%
10	Students are able to clarify the power approach in political economy	Accuracy in explaining the urgency of power in political economy	**Criteria:** Attendance: 0-1 □ Explanation according to indicator: 0- 2 □ Student explains rational choice perspective correctly: 2 □ Student explains rational choice perspective 1 □ Critical review assignment: 0-2 FORM: Non-Test **Form of Assessment** : Participatory Activities		Online Face-to-Face Lecture (TM) (1x2x50 Minutes) □ Learning Method (MP)= Interactive Lecture □ Learning Time : Lecturer Explanation (1x50 Minutes) □ Discussion (1x50 minutes) 100 Minutes	**Material:** Interpretation of power and importance **References:** *2. James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press)*	5%

11	Students are able to clarify the State-centered approach in political economy	Accuracy in explaining the state used to achieve personal goals	**Criteria:** Attendance: 0-1 Explanation according to indicator: 0- 2 Student explains rational choice perspective correctly: 2 Student explains rational choice perspective 1 Critical review assignment: 0-2 FORM: Non-Test **Form of Assessment** : Participatory Activities		Online Face-to-Face Lecture (TM) (1x2x50 Minutes) Learning Method (MP)= Interactive Lecture Learning Time : Lecturer Explanation (1x50 Minutes) Discussion (1x50 minutes) 100 Minutes	**Material:** Interpretation of power and importance **References:** *2. James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press)* **Material:** The state as an instrument of individual or class power **. Reference:** *4. Carsten Jensen. 2010. "Conditional contraction: Globalization and capitalist systems." European Journal of Political Research 50: 168-189*	5%
12	Students are able to explain economic institutions	Accuracy in explaining existing economic institutions and their roles and functions	**Criteria:** Attendance: 0-1 Explanation according to indicator: 0- 2 Student explains rational choice perspective correctly: 2 Student explains rational choice perspective 1 Critical review assignment: 0-2 FORM: Non-Test **Form of Assessment** : Participatory Activities		Online Face-to-Face Lecture (TM) (1x2x50 Minutes) Learning Method (MP)= Interactive Lecture Learning Time : Lecturer Explanation (1x50 Minutes) Discussion (1x50 minutes) 100 Minutes	**Material:** Interpretation of power and importance **References:** *2. James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press)* **Material:** The state as an instrument of individual or class power **. Reference:** *4. Carsten Jensen. 2010. "Conditional contraction: Globalization and capitalist systems." European Journal of Political Research 50: 168-189* **Material:** Economic institutions in countries **References:** *3. Jude Hays. 2003. "Globalization and Capital Taxation in Consensus and Majoritarian Democracies." World Politics 56 (October): 79-113.*	5%

13	Students are able to explain economic institutions	Accuracy in explaining existing economic institutions and their roles and functions	**Criteria:** Attendance: 0-1 Explanation according to indicator: 0- 2 Student explains rational choice perspective correctly: 2 Student explains rational choice perspective 1 Critical review assignment: 0-2 FORM: Non-Test **Form of Assessment** : Participatory Activities		Online Face-to-Face Lecture (TM) (1x2x50 Minutes) Learning Method (MP)= Interactive Lecture Learning Time : Lecturer Explanation (1x50 Minutes) Discussion (1x50 minutes) 100 Minutes	**Material:** Interpretation of power and importance **References:** *2. James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press)* **Material:** The state as an instrument of individual or class power **. Reference:** *4. Carsten Jensen. 2010. “Conditional contraction: Globalization and capitalist systems.” European Journal of Political Research 50: 168-189* **Material:** Economic institutions in countries **References:** *3. Jude Hays. 2003. “Globalization and Capital Taxation in Consensus and Majoritarian Democracies.” World Politics 56 (October): 79-113.*	5%
14	Students are able to explain the welfare state	Accuracy in explaining the State's efforts to modify market impacts on society	**Criteria:** Attendance: 0-1 Explanation according to indicator: 0- 2 Student explains rational choice perspective correctly: 2 Student explains rational choice perspective 1 Critical review assignment: 0-2 FORM: Non-Test **Form of Assessment** : Participatory Activities		Online Face-to-Face Lecture (TM) (1x2x50 Minutes) Learning Method (MP)= Interactive Lecture Learning Time : Lecturer Explanation (1x50 Minutes) Discussion (1x50 minutes) 100 Minutes	**Material:** Efforts to organize forces in the market **Reference:** *3. Jude Hays. 2003. “Globalization and Capital Taxation in Consensus and Majoritarian Democracies.” World Politics 56 (October): 79-113.* **Material:** Efforts to organize forces in the market **Reference:** *3. Jude Hays. 2003. “Globalization and Capital Taxation in Consensus and Majoritarian Democracies.” World Politics 56 (October): 79-113.*	5%

15	Students are able to explain globalization, domestic politics and social spending	Accuracy in explaining international regimes that will influence domestic economic conditions and society	**Criteria:** Attendance: 0-1 Explanation according to indicator: 0- 2 Student explains rational choice perspective correctly: 2 Student explains rational choice perspective 1 Critical review assignment: 0-2 FORM: Non-Test **Form of Assessment** : Participatory Activities		Online Face-to-Face Lecture (TM) (1x2x50 Minutes) Learning Method (MP)= Interactive Lecture Learning Time : Lecturer Explanation (1x50 Minutes) Discussion (1x50 minutes) 100 Minutes	**Material:** Efforts to organize forces in the market **Reference:** *3. Jude Hays. 2003. "Globalization and Capital Taxation in Consensus and Majoritarian Democracies." World Politics 56 (October): 79-113.* **Material:** The relationship between globalization, domestic politics and people's social spending. **Reference:** *4. Carsten Jensen. 2010. "Conditional contraction: Globalization and capitalist systems." European Journal of Political Research 50: 168-189*	5%
16	Final Semester Exam	Accuracy, clarity, completeness and depth of description of answers to final semester exam questions	**Criteria:** Attendance: 0-1 FORM: Test **Form of Assessment** : Participatory Activities		100 Minute Test	**Material:** Efforts to organize forces in the market **Reference:** *3. Jude Hays. 2003. "Globalization and Capital Taxation in Consensus and Majoritarian Democracies." World Politics 56 (October): 79-113.* **Material:** Material 1-15 **References:** *1. Adam Przeworski. 2003. States and Markets: A Primer in Political Economy (Cambridge University Press)*	25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	100%
		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** 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.