

**Description of Course Unit according to
the ECTS User's Guide 2015**

Course unit title	Minorities and National Integration
Course unit code	HI191316
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle Bachelor
Year of study (if applicable)	
Semester/trimester when the course unit is delivered	7 st semester
Number of ECTS credits allocated	4.83 ects
Name of lecturer(s)	1. Ario Bimo Utomo, MIR email: ariobimo.hi@upnjatim.ac.id Office hours: mon-fri, 09.00-16.00
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Students demonstrate sufficient knowledge and understanding on the issues pertaining minority peoples as a global issue 2. Students demonstrate sufficient knowledge and understanding of key concepts about national integration within a diverse society 3. Students can utilise concepts on the minority studies and apply them within a relevant context through case studies
Mode of delivery (face-to-face, distance learning)	Face to face / Online learning (ilmu.upnjatim.ac.id)
Prerequisites	N/A
Course contents	<p>For 14 weeks, students will learn:</p> <ol style="list-style-type: none"> 1. Key concepts in minority studies 2. How do minority groups emerge within a state

	<ol style="list-style-type: none"> 3. Key concepts about tolerance and peace 4. Conflict management in the diverse society 5. Affirmative action 6. Key concepts about discrimination and violence against minority groups 7. Multiculturalism and the resilience of the nation-state 8. Civil war, colonialism, and imperialism
<p>Recommended or required reading</p>	<p>Required reading:</p> <ol style="list-style-type: none"> 1. (2A) Dunn, R. (2010). Part I – Dominant and Minority Groups? Dalam <i>Minority Studies: A Brief Sociological Text</i>. Houston: Connexions, University of Texas, h. 3-78. 2. (2B) Amundson, R. H., Simpson, G. E., & Yinger, J. M. (1958). Chapter 1: Types of Majority-Minority Situations, dalam <i>Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination</i>. <i>The American Catholic Sociological Review</i> (Vol. 19). https://doi.org/10.2307/3708293, h. 3-26. 3. (3A) Moreno-Riano, G. (2002). Political Tolerance, Culture, and the Individual. <i>Faculty Books</i>. 107, 7–13. Diambil dari https://digitalcommons.cedarville.edu/faculty_books/107/?utm_source=digitalcommons.cedarville.edu%2Ffaculty_books%2F107&utm_medium=PDF&utm_campaign=PDFCoverPages 4. (3B) Isac, M. M., Sandoval-Hernández, A., & Miranda, D. (2018). Teaching Tolerance in a Globalized World: Final Remarks, 125–135. https://doi.org/10.1007/978-3-319-78692-6_8 5. (4A) Finke, R., Martin, R. R., & Fox, J. (2017). Explaining Discrimination against Religious Minorities. <i>Politics and Religion</i>, 10(2), 389–416. https://doi.org/10.1017/S1755048317000037

6. (4B) Buck, C. (2008). Religious Minority Rights. In A. Rippin (Ed.), *The Islamic World* (1st ed., hal. 642–658). Routledge.
7. (4C) Ghanea, N. (2012). Are Religious Minorities Really Minorities? *Oxford Journal of Law and Religion*, 1(1), 57–79.
<https://doi.org/10.1093/ojlr/rwr029>
8. (5A) Verkuyten, M. (2010). European Review of Social Psychology Multicultural recognition and ethnic minority rights: A social identity perspective. *European Review of Social Psychology*, 17(1), 148–184.
9. (5B) Bisarya, S. (2020). *Protecting Ethnic Minorities within Minorities*. Stockholm.
- 10.(5C) United Nations. (2018). Indigenous peoples and ethnic minorities: Marginalization is the norm. In *Report on the World Social Situation 2018: Promoting Inclusion Through Social Protection* (hal. 97–108). New York.
<https://doi.org/10.18356/14642ccc-en>
- 11.(6A) Shakir, M. (1982). On National Integration. *Social Scientist*, 10(4), 36–45.
- 12.(6B) Shulman, S. (1998). National integration and foreign policy in multiethnic states. *Nationalism and Ethnic Politics*, 4(4), 110–132.
<https://doi.org/10.1080/13537119808428548>
- 13.(7A) Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Second). London: Verso.
<https://doi.org/10.1075/eww.5.2.15bai>
- 14.(7B) Lecours, A. (2000). Ethnic and civic nationalism: Towards a new dimension. *Space and Polity*, 4(2), 153–166.
<https://doi.org/10.1080/13562570020013672>
- 15.(7C) Tamir, Y. Y. (2019). Not so civic: Is there a difference between ethnic and civic nationalism? *Annual Review of Political Science*, 22, 419–434.
<https://doi.org/10.1146/annurev-polisci-022018-024059>
- 16.(8A) Benet-Martínez, V. (2012). Multiculturalism: Cultural, Social, and Personality Processes. *The Oxford Handbook of Personality and Social Psychology*.
<https://doi.org/10.1093/oxfordhb/9780195398991.013.0025>

- 17.(8B) Colombo, E. (2014). Multiculturalisms. *Sociopedia*, 1–17.
<https://doi.org/10.1177/2056846014101>
- 18.(8C) Hurn, B. J., & Tomalin, B. (2013). Multiculturalism and Diversity. *Cross-Cultural Communication*, 191–207.
<https://doi.org/10.1057/9780230391147.0017>
- 19.(9A) Stepan, A. (2008). Comparative theory and political practice: Do we need a “state nation” model as well as a “nation-state” model? *Government and Opposition*, 43(1), 1–25. <https://doi.org/10.1111/j.1477-7053.2007.00241.x>
- 20.(9B) Rejai, M., & Enloe, C. H. (1969). Nation-States and State-Nations. *International Studies Quarterly*, 13(2), 140–158.
- 21.(10A) Jefremovas, V. (2010). Acts of Human Kindness : Tutsi, Hutu and the Genocide. *African Studies*, 23(2), 28–31.
- 22.(10B) Taufiq, H. A. (2019). Rohingya Refugee Crisis and the State of Insecurity in Bangladesh. In I. Ahmed (Ed.), *Genocide and Mass Violence: Politics of Singularity* (hal. 277). Dhaka: Centre for Genocide Studies, University of Dhaka. Diambil dari https://www.academia.edu/41818670/Rohingya_Refugee_Crisis_and_the_State_of_Insecurity_in_Bangladesh
- 23.(11A) Omaka, A. O. (2014). The Forgotten Victims: Ethnic Minorities in the Nigeria Biafra War, 1967-1970. *Journal of Retracing Africa*, 1(1), 25.
- 24.(11B) Downes, A. B. (2004). The problem with negotiated settlements to ethnic civil wars. *Security Studies*, 13(4), 230–279.
<https://doi.org/10.1080/09636410490945893>
- 25.(12A) Persoon, G. (1998). Isolated Groups or Indigenous Peoples: Indonesia and the International Discourse. *Bijdragen tot de Taal-, Land- en Volkenkunde*, 154(2), 281–304.
 Diambil dari <http://www.jstor.org/stable/27865431>
- 26.(12B) Steinman, E. W. (2016). Decolonization Not Inclusion. *Sociology of Race and Ethnicity*, 2(2), 219–236.
<https://doi.org/10.1177/2332649215615889>

Planned learning activities and teaching methods	Lecture and blended-learning consists of discussions, case studies and project-based examination. Mid-term exam : 1000 words essay with open-ended questions. Final exam: 2000 words essay with open-ended questions.
Language of instruction	Indonesia-English
Work placement(s)	N/A