

基本情報/Course Schedule Information	
開講区分(開講学期)/Semester	Spring and Summer Term
曜日・時間/Day and Period	Wed3
開講科目名/Course Name (Japanese)	多文化共生論
開講科目名(英)/Course Name	Seminar in Studies of Multicultural Societies
授業形態/Type of Class	講義科目/Lecture
単位数/Credits	2
担当教員/Instructor	Sainbayar Gundsambuu

※メディア授業科目について

授業回数の半数以上を、多様なメディアを高度に利用して教室等以外の場所で行う授業を「メディア授業科目」としています。

学部学生が「メディア授業科目」を卒業要件に算入できるのは60単位が上限です。

なお、非該当の場合であっても、メディアを利用した授業を実施する場合があります。

授業担当教員一覧

詳細情報/Detailed Syllabus Information	
授業サブタイトル/Course Subtitle	
開講言語/Language of the Course	English
学習方法/Learning Method	聴講・視聴/Listening and watching face-to-face/online class,読解/Reading,討論/Discussion,協同/Collaborative work,調査/Research,体験・実践/Experience/practice,発表/Presentation ☒ Listening and watching face-to-face/online class: Listening and watching a lecture, video, or demonstration, face-to-face or via online (e.g., attending a face-to-face lecture, watching an on-demand video) ☒ Reading: Reading books and academic papers (e.g., summarizing an academic paper, reading information on a website) ☒ Discussion: Learning through question-and-answer interactions and exchanges of opinions among students and between students and the instructor (e.g., pair/group discussion, online chat, one-on-one guidance for writing an academic paper) ☒ Collaborative work: Working as a pair or a group (e.g., producing a poster through group work) ☒ Research: Collecting information from books and academic papers; gathering and analyzing data by fieldwork (e.g., review of previous research, fieldwork) ☒ Experience/practice: Learning from experience- and practice-based activities, and feedback on such activities (e.g., solving problems; laboratory work using instruments; on-campus and off-campus practical training; skills practice including sporting skills; project-based learning; internship) ☒ Presentation: Writing papers, making presentations, and creating works (e.g., report writing, oral/poster presentation, creation of works, portfolio development) ☐ Others(free description)
授業の目的と概要/Course Objective	In an increasingly interconnected world, cultural diversity has become a defining characteristic of modern societies. This course introduces students to key concepts such as multiculturalism, assimilation, acculturation, nationalism, and citizenship, and encourages them to think critically about their implications. Through comparative case studies, we will analyze the dynamics of migration, diaspora communities, race, language, religion, and indigenous rights, as well as the role of education and media in shaping cultural identities. Special attention will be given to the United States as a historical model of multicultural society, Europe and its debates over the limits of multiculturalism, and East Asia, with a particular focus on Japan. By the end of the course, students will be able to identify challenges and opportunities of cultural diversity and evaluate different societal responses across regions.
履修条件・受講条件/Requirement / Prerequisite	Students in all grades other than first grade may take this course, as long as they have advanced English proficiency. Exchange students are welcome.
出欠席及び受講に関するルール/Attendance and Student Conduct Policy	Students must attend every class and submit all assignments on time. One unexcused absence is permitted; a second excused absence may be granted only in extenuating circumstances. Additional absences, including for conferences, will not be excused. Each absence beyond the limit will reduce the final grade by 3 points. Repeated lateness will also lower the final grade.
教科書・指定教材/Textbooks	There is no textbook.
参考図書・参考教材/Reference	All reading assignments and additional reference materials will be provided by the instructor.
成績評価に関する補足情報/Additional Information on Grading	Class participation (+web-forum participation; Cultural Artifact Presentation): 25% Class leading – 10% Class Debate: 10% Group project (+reflection paper): 40% Diversity Interview Paper – 15%
特記事項/Special Note	
オフィスアワー/Office Hour	Weds 10:00-12:00
実務経験のある教員による授業科目/Course conducted by instructors with practical experience	

※ 合理的配慮は定型文につき除外。

学習目標・成績評価詳細情報/Learning Goals &Grading Policy Information					
学習目標(1)/Learning Goal(1)	demonstrate the ability to critically evaluate various issues that culturally diverse societies face;				
学習目標(2)/Learning Goal(2)	develop the ability to identify, compare and interpret actions of individuals, groups and nation-states and present arguments on the topic;				
学習目標(3)/Learning Goal(3)	acquire an increased awareness of cultural differences and demonstrate the ability to question taken-for-granted issues;				
学習目標(4)/Learning Goal(4)	demonstrate the ability to critically interpret and evaluate source material, as well as confidence engaging with it;				
学習目標(5)/Learning Goal(5)	develop skills to accurately summarize key topics and present a clear argument;				

↑ 5行以上必要な場合は、行を挿入してください。					
		評価方法 / Evaluation Method (プルダウンで選択してください。「その他(自由記述)」を選択した場合は、カッコ内に具体的な内容を入力してください。)			
学習目標/Learning Goals	学習への参加度/Learning Engagement	その他(自由記述)/Others(Class leading)	その他(自由記述)/Others(Class debate)	その他(自由記述)/Others(Group project)	その他(自由記述)/Others(Interview paper)

学習目標(1)/Learning Goal(1)	○	○	○	○	
学習目標(2)/Learning Goal(2)	○	○	○	○	○
学習目標(3)/Learning Goal(3)	○		○	○	○
学習目標(4)/Learning Goal(4)	○	○	○	○	
学習目標(5)/Learning Goal(5)	○	○	○	○	
評価割合(%) / Grade Breakdown	25%	10%	10%	40%	15%

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5行以上必要な場合は、行を挿入してください。

評価割合/Allocation of Marks (%) : 100%

授業計画/Class Plan Detailed Information			
回/Time	題目/Title	内容/Content	授業時間外学習/ Independent Study Outside of Class
	1 Introduction	Expectations, overview of syllabus and discussion of core themes and issues in education. Signing up for different tasks and assignments	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	2 What is Multiculturalism?	This session introduces the foundations of multiculturalism as both a political idea and a lived reality. Students explore how multiculturalism differs from pluralism and assimilation, and why it remains a contested concept in political and social debates.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	3 Assimilation & Acculturation	We examine theoretical models of how migrants adapt to host societies, including assimilation, integration, separation, and marginalization. The class compares the strengths and limits of assimilationist vs. pluralist perspectives.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	4 Migration and Diaspora Communities	This week looks at migration and diasporas as transnational phenomena, highlighting identity, belonging, and the politics of "home" and "host." We analyze how diasporas challenge national borders and create new hybrid identities.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	5 Nation-State & Nationalism	This session explores the invention of the modern nation-state and the rise of nationalism. Students consider how nations are socially constructed and why nationalism can both unite and divide.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	6 Language, Identity, and Power	We focus on how language embodies identity and power, shaping cultural belonging and exclusion. The session highlights colonial and postcolonial language politics, and the challenges of language preservation.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	7 Race, Ethnicity, and Social Stratification	This week investigates how race and ethnicity are socially constructed and maintained. Students discuss how systemic inequalities shape opportunities, mobility, and identity formation.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.

	8	Education in Multicultural Contexts	Education is a central arena where multicultural issues are negotiated. The class examines multilingual education, equity, and inclusion, asking how schools can bridge differences.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	9	Religion and Pluralism	This session considers religious diversity and secularism in multicultural societies. Students compare approaches to managing pluralism and reflect on religious identity in the public sphere.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	10	Media, Representation, and Stereotypes	Media plays a key role in shaping multicultural perceptions. This class examines representation, stereotypes, and the politics of who gets to tell which stories.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	11	Indigenous Peoples and Cultural Preservation	This session addresses indigenous struggles for cultural preservation, rights, and self-determination. Students explore issues of colonialism, knowledge, and cultural survival.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	12	Multicultural Societies I (USA, Europe)	This week examines how the U.S. and European states have approached multiculturalism through immigration and integration policies. Case studies highlight tensions between national identity and diversity.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	13	Multicultural Societies II (East Asia)	The final session explores multiculturalism in East Asia, with a focus on Japan, Korea, and China. Students analyze how cultural homogeneity is constructed and challenged in the region.	Students are expected to keep current with the readings and be prepared to complete weekly assignments.
	14	Project I	Students will present their project.	
	15	Project II	Students will present their project.	

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授業担当教員/Instructor(s)					
教員氏名/Instructor Name	ふりがな/Name (hiragana)	所属・職名・講座名/Affiliation, Title, Course	居室/Office	内線/Extension	e-mail/E-mail
Sainbayar Gundsambuu	サインバ ヤル ゲンド サンブー	International College	Suita		sgundsam.hus@osaka-u.ac.jp

↑ 5行以上必要な場合は、行を挿入してください。