SCHOOL OF SOCIAL SCIENCES

GA206 Overseas Project experience: Managing Diversity in Asia

Term 1, 2024/25
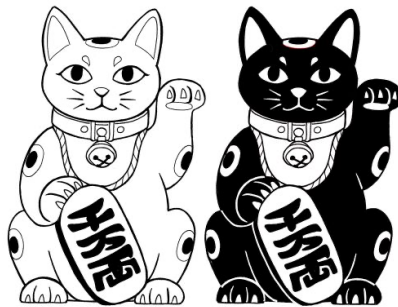
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PRE-REQUISITES

- This course is open to all SMU undergraduate students.
- Senior students will be prioritised over freshmen and sophomore students.
- The course will be capped at 25 students.

COURSE OVERVIEW

This SMU-X Overseas programme explores the challenges and promises of diversity through theoretical and applied approaches to the management of social differences in institutions and societies in Asia. Through discussions of the ways in which identity and multiculturalism have been understood and practiced, students will learn to apply strategies that consider individual, group and systemic factors that underlie the management of differences on the basis of socioeconomic status, sex, gender identity, citizenship, race, ethnicity, religion, sexual orientation, and disability.

The Term 1, 2024-25, run of the course will focus on Japan – a modern, globalised country that often finds itself at odds with deeply ingrained traditions and social norms. With more immigrants, more women in leadership, a rapidly ageing population, fewer marriages and births, Japan presents a complex and intriguing landscape for the study of diversity management as more people and groups encounter tensions with societal pressures to conform. Over the course of six seminars at SMU, students will learn about social differences, intergroup relations and multiculturalism. An eight-day fieldwork and cultural immersion trip to Japan will follow, where students will visit relevant sites, meet with local practitioners, and present project deliverables to the project partner.

LEARNING OBJECTIVES

By the end of the course, students should be able to:

- Express thoughts and ideas on diversity coherently and respectfully
- Evaluate theories that seek to explain equity and diversity
- Identify rhetoric, as well as dominant and normative discourses on diversity issues
- Analyse and evaluate the policies that relate to the managing of differences
- Understand the sociocultural nuances of diversity management in Japan

ASSESSMENT & EVALUATION

1. Course Participation   20%
2. Group Project   50%
3. Individual assignment   30%

UNIVERSITY POLICIES

Academic Integrity
All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences. All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offense. When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at https://oasis.smu.edu.sg/Pages/DOS-WKLSWC/UCSC.aspx.

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Accessibility
SMU strives to make learning experiences accessible for all. If you anticipate or experience physical or academic barriers due to disability, please let me know immediately. You are also welcome to contact the university's disability services team if you have questions or concerns about academic provisions: DSS@smu.edu.sg. Please be aware that the accessible tables in our seminar room should remain available for students who require them.

Digital Readiness for Teaching and Learning (DRTL)
As part of emergency preparedness, instructors may conduct lessons online via the Zoom platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the Zoom platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.

COURSE SCHEDULE: ON CAMPUS

Session	Topic	Readings
1	Diversity, Power, Privilege	Johnson, A.G. (2005) 'Chapter 2: Privilege, Oppression and Difference', in *Privilege, Power and Difference*, Boston: McGraw-Hill, pp. 12-40.
2	Identity, Tribalism, Belonging	Solomon, Andrew. (2012). "Son", in *Far from the Tree: Parents, Children, and the Search for Identity*, Scribner, New York, pp. 1-48. Patai D. (2018) Cultural Competence, Identity Politics, and the Utopian Dilemma. In: Frisby C., O'Donohue W. (eds) *Cultural Competence in Applied Psychology*. Springer, Cham. https://doi.org/10.1007/978-3-319-78997-2_17 Yamazaki, E.R. (2023, December 24). There's Not Just One Way to Be Japanese. *The New York Times. https://www.nytimes.com/2023/12/24/opinion/theres-not-just-one-way-to-be-japanese.html?searchResultPosition=2*
3	Managing Diversity in Public spaces	Nagy, S.R. (2014). Politics of multiculturalism in East Asia: Reinterpreting multiculturalism. *Ethnicities*. 14(1), 160-176. https://doi.org/10.1177/1468796813498078 Kage, R., Rosenbluth, F. M., & Tanaka, S. (2022). Varieties of Public Attitudes toward Immigration: Evidence from Survey Experiments in Japan. *Political Research Quarterly*, 75(1), 216-230. https://doi.org/10.1177/1065912921993552 Nakamatsu, T. (2014) Under the Multicultural Flag: Japan's Ambiguous Multicultural Framework and its Local Evaluations and Practices, *Journal of Ethnic and Migration Studies*, 40(1), 137154, http://dx.doi.org/10.1080/1369183X.2013.830498
4	Managing Diversity in Digital Spaces	Mundt, M., Ross, K., & Burnett, C. M. (2018). Scaling Social Movements Through Social Media: The Case of Black Lives Matter. *Social Media + Society*. https://doi.org/10.1177/2056305118807911 Dooley, B. & Ueno, H. (2022, April 24). This Man Married a Fictional Character. He'd Like You to Hear Him Out. *The New York Times*. https://www.nytimes.com/2022/04/24/business/akihiko-kondo-fictional-character-relationships.html Swisher, K., Coaston, J., Klein, E., & Manjoo, F. (2021, June 17). We need to talk about cancel culture. *The New York Times*. https://www.nytimes.com/article/cancel-culture-trevor-noah-event.html
5	Managing Diversity in Organisations	Acker, J. (2006). Inequality regimes: Gender, class, and race in organizations. *Gender & society*, 20(4), 441-464. https://doi.org/10.1177/0891243206289499 Barak, M. E. M. (1999) 'Beyond Affirmative Action,' Administration in Social Work, 2(3-4), 47-68. https://doi.org/10.1300/J147v23n03_04 Ferdman, B. M. (2017). Paradoxes of Inclusion: Understanding and Managing the Tensions of Diversity and Multiculturalism. The Journal of Applied Behavioral Science, 53(2), 235–263. https://doi.org/10.1177/0021886317702608 Japan Inc gingerly embraces more foreigners. (2017, November 4). *The Economist*. https://www-economist-com/business/2017/11/04/japan-inc-gingerly-embraces-more-foreigners
6	Managing Diversity Individually	Johnson, A.G. (2005) 'What Can We Do?' and 'Epilogue', in *Privilege, Power and Difference*, Boston: McGraw-Hill, pp. 107-141.
7	Preliminary Presentations	

COURSE SCHEDULE: JAPAN

Day	Activity	Place
1	Arrive & Check-in	TBC
	Fieldwork	TBC
2	Cultural Visit	TBC
3	Fieldwork	Partner site
4	Cultural Visit	TBC
5	Fieldwork	Partner site
6	Project Consultations	TBC
7	Final Presentations	Partner site
8	Individual work	TBC
9	Debrief	TBC
	Check-out	TBC