

各 位

立教大学入学センター

出典の補足について
(2025 年度 IrG 小論文問題)

2025 年度 IrG 小論文問題について、下記の通り出典を補足いたします。

記

<出典情報>

Affirmative Action Was Banned at Two Top Universities. They Say They Need It.
by Stephanie Saul. © The New York Times Company

以上

2025年度

I r G 小論文問題 Question sheet

注意 Notes

1. 試験開始の指示があるまでこの問題冊子を開いてはいけません。

Do not turn the page until the start of the examination is announced.

2. 解答用紙はすべて黒鉛筆または黒のシャープペンシルで記入することになっています。
鉛筆またはシャープペンシル・消しゴムを忘れた人は監督に申し出てください。(万年筆・ボールペン・サインペンなどを使用してはいけません。)

The answer sheet must be completed with either a black pencil or a black mechanical pencil. If you have forgotten to bring either of them and eraser, please notify the proctor. (Do not use other types of writing implements, such as a fountain pen, ballpoint pen or felt-tip pen.)

3. この問題冊子は8頁までとなっています。試験開始後、ただちにページ数を確認してください。

The question sheet consists of 8 pages. Right after the start of examination, check that you have all the pages.

4. 解答用紙にはすでに受験番号が記入されていますので、あなたの受験票の番号であるかどうかを確認してください。

Your examinee number is already printed on your answer sheet. Confirm that the number is the same as the number printed on your admission card.

5. 解答は解答用紙の指定された解答欄に記入し、その他の部分には何も書いてはいけません。

Please ensure that you write only in the specified boxes on the answer sheet. Do not write anything in other parts.

6. 解答用紙を折り曲げたり、破ったり、傷つけたりしないように注意してください。

Do not fold, tear or damage the answer sheet.

7. この問題冊子とメモ用紙は持ち帰ってください。

You may keep the question sheet and memo paper.

Read Reading 1, 2, and Table, which is related to Reading 2. Write your answer for Questions 1 to 3 in English within the word limit suggested in the spaces given on the answer sheet. All questions and word limit are printed after the Table.

Reading 1: What is the Affirmative Action? A Brief Explanation and the Background

Affirmative action is the proactive effort to amend discrimination. It tackles racism in different social opportunities, most importantly, in employment and education. Many countries, including the U.S., the U.K., France, and Japan adopt this action in admission for higher education. In the U.S., this policy has served as a legal ground for social minorities to protect them against racism and maintain equal opportunities since its official introduction in 1965. However, this action in higher education admission has been at the centre of debate for the last few decades. While making the action ‘fair’, competition among different social groups seeking the chance to enter universities became intense, and its original intension has been shifted from addressing racism to creating diverse communities, which forced colleges to make general limits in the size of each racial group on campus. It’s said that, although Asian-Americans often form the majority of top scorers among applicants, they are cut off due to those limits, being ignored for their academic accomplishments, and become victims of affirmative action.

Reading 2: An Extract from *The New York Times* (26 August 2022)

The following extract shows the challenges that two top U.S. universities experienced after the U.S. Supreme Court ordered them to stop using affirmative action in their entrance admissions in the early 2000s. After the publication of the present article in August 2022, the U.S. Supreme Court finally banned universities and colleges nationwide using the action in June 2023.

It has been over 15 years since the University of Michigan (UM) and the University of California (UC) were forced to stop using affirmative action in admissions. Since then, both universities have tried to build racially diverse student bodies through extensive outreach and major financial investment. Those

efforts have fallen extremely short, the universities admitted in two legal briefs filed recently at the Supreme Court, which is set to consider the future of affirmative action in college admissions in fall 2022.

Lawyers' brief for the universities argues that achieving racial diversity is virtually impossible at highly selective universities without affirmative action. "Despite persistent, vigorous and varied efforts to increase student body racial and ethnic diversity by race-neutral means, ... the admission and enrollment of underrepresented minority students have fallen precipitously in many of UM's schools and colleges" since the end of affirmative action. Justin Driver, a professor at Yale Law School, said the stories of California and Michigan illustrate the fallout that can take place when affirmative action is banned in admissions.

On October 31, 2022, the Supreme Court is scheduled to hear the lawsuits brought by the anti-affirmative action organization Students for Fair Admissions that challenge the race-conscious methods that Harvard and the University of North Carolina use to pick freshman classes. The organization says that Harvard discriminates against Asian-Americans and that North Carolina gives an admission boost to underserved racial minorities. The group argues that ending affirmative action nationwide would help improve diversity at two universities, "because they could better compete with universities who currently use race." With the Supreme Court's recent shift to the right, the affirmative action cases could upset 40 years of precedent that says race can be considered as one factor in determining university admission. Such a shift could have significant implications for universities, many of which have argued that diverse environments enhance learning by exposing students to a variety of perspectives.

In nine states, including Michigan and California, affirmative action is banned by local edit. Some states without affirmative action programs, like Oklahoma, have taken the opposite position in briefs to the court, arguing that the University of Oklahoma "remains just as diverse today than it was when Oklahoma banned affirmative action in 2012." Thirteen other states joined the Oklahoma brief. The state's brief says that a large number of students identified as "two or more races" and that the number of those who were part Black would increase the Black percentage to more than 6%. Black residents make up 7.8% of the state's

population.

UM and UC are both known for highly rated schools that receive thousands of applications from across the country. With admissions extremely competitive, applicants from underrepresented groups face higher obstacles to enrollment. Some prospective students have said they view the low undergraduate Black enrollment at Michigan as a reason to go elsewhere, illustrating how low numbers can further deter the enrollment of students of color.

Table: The proportions (%) of freshmen enrollment by ethnicity/race and the chronology of the major bans on using affirmative actions.

2006: Ban in Michigan (State)
2012: Ban in Oklahoma (State)

1996: Ban in California (State)

2022: Over 15 years since UM & UC stopped using affirmative action
2023: The Supreme Court’s final ban on using affirmative action in college & university admissions nationwide

University	Ethnicity/Race	1995	1997	2006	2018	2020	2021
UC (Berkeley)	*B						3.7
	**NA						0.4
UM (Ann Arbor)	B			7.0			4.0
	NA	The highest rate was 1% until the ban applied to the State					0.1
Cf. California State Univ.	B		8.0		4.0		
	NA	1.2			0.2		
Cf. Oklahoma	White					61.0	
	Hispanic					12.0	
	B					3.7	
	NA					2.1	

*B: Black, **NA: Native American

Question 1: Write your answer. Word limit: 20-35 words.

What efforts did UM and UC do to secure ethnic/racial diversity of their student bodies after the ban on their using affirmative action?

Question 2: Write your answer. Word limit: 30-40 words.

What result did UM and UC get in achieving ethnic/racial varieties in the enrollment of freshman class in 2021?

Question 3: Write your opinion. Word limit: about 300 words.

Maintaining the original aim of affirmative action—amend discrimination and tackle racism—is not easy because eliminating discrimination and keeping diversity can conflict with each other (Reading 1). Whether securing diversity must always be a top priority is debatable, but accepting people with various backgrounds on campus and promote harmony among them seems desirable. It lets students be exposed to a variety of ideas and stimulate academic progress. Based on this premise, please consider and propose a strategy to promote equal opportunities for students with diverse backgrounds and maintain an inspiring learning environment in higher educational institutions such as universities.

When writing, please clearly state:

A. Your strategy.

B. A social position or role from which you will propose a strategy.

The following are the examples of positions and roles: a student, the president of the student union, a teacher/professor, the head of the university, a lawyer, an activist, an administrative officer, a parent, etc. You can create a position or role as you think it's better to propose your unique solution for one of the most debatable social issues in the world.

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