

2014年度 立命館大学大学院 <2014年2月実施>

国際関係研究科
博士課程前期課程入学試験問題

《 一般・社会人 入試用 》

第1時限 外国語(英語)

試験時間 : 9時00分～10時30分

(途中退室はできません)

* 解答にあたっての注意

1. 問題(I・II)ごとに解答用紙を分けてください。
2. 用紙ごとに受験番号、氏名を記入してください。
3. 一般的な英和辞書(1冊)の使用は許可しますが、
専門語辞典、電子辞書等の使用は認めません。

*問題は試験終了後に回収します。

下記の問題に答えなさい。解答は全て解答用紙に記入すること。ただし、問題Ⅰと問題Ⅱについては、それぞれ別の解答用紙を使うこと。

問題Ⅰ 次の英文を読み、設問に答えなさい。

The most important event of 2013 was the change in the relationship between the U.S. and Iran (through the nuclear talks). I have always said that a new kind of civil society has emerged in Iran, so there is nothing new as far as that country is concerned. The new American policy is a dramatic shift.

My prediction of a decline in American power turned out to be absolutely correct. But what we are seeing is that this reduction in power is producing, at last, a more reasonable attitude toward the outside world. In the days of President George W. Bush, there was something unbearable about the U.S., about the idea that there is just one form of democracy with a specific type of financial capitalism, and that this must be extended all over the world. Perhaps the emergence of a new, more reasonable American foreign policy is important in terms of geopolitical balance. It means the risk of war and the risk of conflict, or hysterical conflict, is lower or nil.

I was not very impressed by the election of Barack Obama as the first black president. I took it as a gimmick. At the time, there was a sort of panic over the financial collapse, and I thought the election was used to trick us into forgetting the incredible financial mess the U.S. produced.

Obama's re-election was something different, however. The social security debate in the U.S., such as the one over Obamacare healthcare reform, is something very important to me. When you start discussing these things, people will tell you, "Look at how the tea party is taking control of the Republican Party." But I know that the tea party receives most of its support from Americans over 60, the aging generation.

Perhaps the U.S. is again turning into something different. Perhaps we are on the verge of a new phase where America tries to think again in terms of equality. I have no conclusion, but one must not miss the turning points in history.

It is obvious we need the U.S. and the American imperial system. The period from 1945 to perhaps 1980 was good for the "free world" when there was the Soviet threat. But after the Cold War, the U.S. was losing industrial might and tended to compensate by using military action. This produced negative reactions everywhere and produced the defeat or disaster in Iraq in the George W. Bush era.

When Bush was in power, Americans became — by pretending to be so militarily powerful — completely repulsive. But as soon as they admit that their power is waning, people on the periphery of the empire can start worrying about a world without the U.S. Army. And what they imagine is not very pleasant. Once the U.S. acknowledges that it is not the ruler of the world, once it acts reasonably, then many, many nations will realize that they need the U.S. This is the paradox.

Once the U.S. admits this, the decline in America's hard economic and military power will produce a rise in its soft power.

Adapted from an article by Emmanuel Todd (2014). "The Paradox of America's Fading Empire." *Nikkei Asian Review*, January 16, 2014.

- 設問 1 アメリカとイランとの関係の変化について著者の感想はどのようなものか説明しなさい。
- 設問 2 G. W. ブッシュ政権下でのアメリカについて著者はどのような見方をしているか。
- 設問 3 オバマ大統領の1期目と2期目について著者はどのような感想を抱いている（いた）か。
- 設問 4 文中にある「歴史の転換期」とは具体的にどのようなことか説明しなさい。
- 設問 5 下線部のパラドックスとは具体的にどのようなことか説明し、最後のパラグラフの趣旨を説明しなさい。

問題 II

Read the following passage and answer all the questions in English in your own words. Answer in as much detail as possible and please do not copy from the reading.

次の英文を読み、以下の設問に英語でできる限り詳細に答えなさい。本文をそのまま引用する解答は認めません。

In the US in 2002, 58% of bachelor's degrees went to women, up from 44% in 1971. Women's numbers crossed men's in 1982. Before the 1970s, women getting a college degree often saw their choices as confined to a few traditionally female fields such as nursing and teaching. Research shows that gender segregation of fields of college degrees decreased substantially during the 1970s and some during the 1980s. This article will not explain why some fields have consistently graduated more women than men—for example, why more math-intensive fields graduate more men whereas fields involving more use of language and study of humans graduate more women. Rather, the focus is on change in the gender composition of fields and of baccalaureate degree recipients at large.

In making predictions about change, this research draws heavily on the devaluation perspective. The central idea is that culture devalues women, and this leads to devaluation or stigmatization of all things associated with women—styles of clothing, leisure activities, fields of study, or jobs. This perspective was developed to explain the relatively low pay of occupations filled largely by women. A large body of research shows that jobs filled largely by women are paid less than jobs filled by men, even when the jobs under comparison require the same amount (though different types) of education and skill.

The devaluation perspective implies an asymmetry in gender-related change. The stigma of a nontraditional choice is stronger for men than women, because when men make a nontraditional choice, they are entering the devalued sphere of things associated with women. When women make a nontraditional choice, they are entering a sphere the culture values more. This has two implications for change. First, integration of fields is more likely to come from women entering predominantly male fields than from men entering predominantly female fields. This is because men have little incentive to enter fields of study or work whose status and pay have been lowered by their association with women. By contrast, although many forces of socialization and

discrimination push women in a traditional direction, women nonetheless have some incentive to make nontraditional moves, given the pay and status associated with men's fields. Consistent with this reasoning, change in the gender system has involved more women's movement into men's previous strongholds than men's movement into women's traditional pursuits. This is true of occupations, leisure activities, and modes of dress, and changes in men's and women's fields of college study where integration came mostly from women increasingly choosing fields traditional for men, not from more men entering predominantly female fields. This research examined whether this is true for fields of bachelor's degrees.

A second implication of the devaluation perspective for change is that if women enter some formerly male-dominated or integrated fields in large numbers, these fields will become less attractive to men precisely because they will be increasingly seen as a woman's major. This research assessed whether the gender composition of a field at one point in time discourages the men graduating a few years later from getting a degree in that field.

A second theoretical perspective on gender-related change in education and occupations distinguishes between gender-integrative change along two dimensions—vertical and horizontal. The vertical dimension refers to the level of degree one gets—grade school, high school, baccalaureate, or graduate degree. The horizontal dimension is field of study. In many countries, as women have increased their representation among those getting college degrees, the segregation of fields of study has decreased little, if at all. Cross-national analyses show little correlation between how well women are represented among those getting college degrees and how segregated they are in fields of study. Why don't the two forms of universalism—women catching up to men in getting college degrees and desegregation of fields of study—go together? Opening higher education to women flows from diffusion of two beliefs—that education of a higher proportion of citizens is good for economic growth and that men and women should have equal opportunity to any given level of education. At the same time, cultural ideas featuring gender essentialism—beliefs that men and women are interested in and suitable for different kinds of study and work—remain strong in modernity.

Predictions from the devaluation perspective are that any desegregation that has occurred comes more from women's than men's nontraditional moves and that as women increase their representation in fields, this discourages men from entering them. Trends in segregation relate to trends in women's

increased representation among those receiving degrees, and increasing representation of women relative to men getting college degrees is associated with desegregation, although the former has changed much more than the latter. Desegregation did not come from men entering traditionally female fields. Rather desegregation came from increasing proportions of successive cohorts of women entering traditionally male fields, and desegregation stalled when new cohorts of women did not continue the trend.

The devaluation perspective helps us to understand why gender-related change is deeply asymmetric. While desegregation could come from women's abandoning predominantly female for predominantly male fields or from men's abandoning predominantly male for predominantly female fields, almost all the change was of the former type. We believe that this is because any field associated with women has been culturally devalued, so that women have more to gain than men in status and rewards from majoring in fields nontraditional for their gender; feminization of fields deters men from entering.

by Paula England and Su Li, Desegregation Stalled: The Changing Gender Composition of College Majors, 1971-2002, Reprinted by Permission of SAGE Publications.

1. What is the main focus of this article?
2. What does this article NOT explain and why do you think the author would mention this?
3. What are the two implications for change of the devaluation hypothesis?
4. Apart from the devaluation theory, what other theoretical perspective did the author consider to be relevant?
5. What are the overall results of the research?