令和4年度入学者一般選抜入学試験問題

（A日程　国際地域学部）

英　　語

注 意 事 項

1　試験時間は、午前 10 時から午前 11 時 30 分までである。

2　試験開始の合図があるまで、問題冊子を開かないこと。

3　この試験では、問題冊子（4ページ）、解答用紙2枚及び下書き用紙1枚を配付する。

4　試験開始の合図があってから、解答用紙に**受験番号を必ず記入すること（氏名の記入は不要）。解答用紙は2枚あるので、必ず2枚すべてに記入すること。**

5　解答は、解答用紙の所定の欄に横書きで記入すること。所定の解答欄以外に記入した解答は無効である。

6　問題冊子及び解答用紙にページの欠落や印刷不鮮明な部分等がある場合は、手をあげて、試験監督者がそばに来てからその旨申し出ること。

7　原則として、試験時間中の途中退室は認めない。ただし、具合が悪くなった場合、トイレに行きたくなった場合等は、手をあげて、試験監督者がそばに来てからその旨申し出ること。

8　試験終了の合図があったら直ちに筆記用具を置くこと。

9　試験終了の合図があって筆記用具を置いたら、机の上に問題冊子と下書き用紙を重ねて置き、その上に表にした解答用紙を問①と②の解答用紙が上になるように重ねて置くこと。

10　試験監督者の許可があるまで退室しないこと。

1 Read the passage and answer the question below. Write a paragraph of about 150 words in English. (語数を記入する必要はありません。)

Barrier-Free Design in Japan

In Japan's aging society, it is becoming increasingly necessary to create spaces where the elderly can move freely. Not only they, but also people with disabilities, need to be considered in modern-day Japan. After the Barrier-Free Act* was passed in 2006, guidelines for creating barrier-free areas were provided to places such as train stations, airports, shopping centers, and public spaces including parks, etc. Examples of barrier-free design include tactile paving*, which helps blind people to move around in public, and portable ramps*, which enable wheelchair access to trains and buses. While Japan is a leader in barrier-free design in Asia, more needs to be done.

* Barrier-Free Act：バリアフリー法
* tactile paving：視覚障害者誘導用ブロック ➡
* ramps：スロープ

Question: In what **other** ways can we create a more barrier-free society? Please write a **paragraph of about 150 words** in English containing **your original ideas** for achieving this goal.

Reference:
Nippon.com. (2016, August 28). *Barrier-free design in Japan*. https://www.nippon.com/en/features/jg00087/

2 Read the following article and choose the correct words below to fill the spaces.

Simpler is Harder

In a famous essay, George Orwell argued, "If it is possible to cut a word out, always cut it out." Simple writing, Orwell felt, was clearer and more (1)_____. While many of us may agree, it often seems to take (2)_____ effort to make things simple, but less to do the opposite. A recent study found that people ignore (3)_____ to improve things by removing and instead rely on adding. In an (4)_____ asking people to improve the design of objects or essays, most of them added features rather than removing them. Told to make the image below on the left（ア）symmetrical*, most people added three (5)_____ （イ）rather than taking one away（ウ）. In the past, when we taught children to ride bicycles, we added something – training wheels. These days, we remove pedals and chains and call the (6)_____ "balance bikes."

（ア）　　　　　　（イ）　　　　　　（ウ）
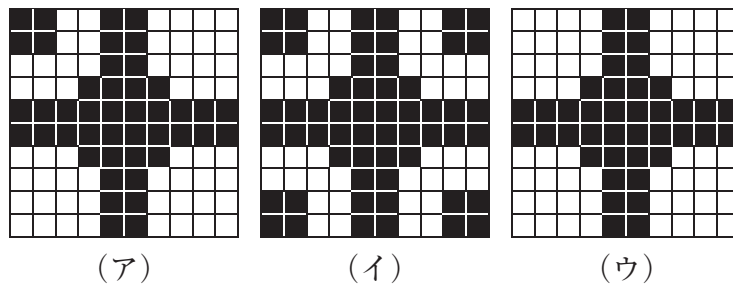
* symmetrical: 対称的

(1)　A. artificial　　　B. complicated　C. efficient　　　D. extreme
(2)　A. enormous　　　B. fantastic　　　C. tiny　　　　　D. untrained
(3)　A. arrangements　B. fences　　　　C. opportunities　D. properties
(4)　A. action　　　　B. experiment　　C. instant　　　　D. understanding
(5)　A. functions　　　B. ideas　　　　C. plans　　　　　D. shapes
(6)　A. discipline　　　B. image　　　　C. result　　　　　D. transportation

Reference:

Kluth, A. (2021, April 24). *Science shows why simplifying is hard and complicating is easy.* Bloomberg. https://www.bloomberg.com/opinion/articles/2021-04-24/research-shows-why-simplifying-is-hard-and-complicating-is-easy

3

Read the following article and do the task below.

Who Freed American Slaves?

Racial slavery was established in English colonies in the late 17th century. It used the labor of enslaved people for roughly two centuries in the southern part of the United States. Who freed the slaves from this system of exploitation in the mid-19th century following the Civil War?

The New Social History* movement has provided several different interpretations on agency* regarding the emancipation* of slaves. Before this, American history textbooks called the 16th President Abraham Lincoln the most well-known "emancipator" because he issued the Emancipation Proclamation* in 1863. Of course, Lincoln's leadership in having slavery abolished* in the written constitution is significant. In addition to this, there were scholars who acknowledged the contribution of Union* (northern) soldiers. This narrative viewed the Union army soldiers as the "heroes" of the story of emancipation, since without the Union's victory over the Southern Confederacy*, the emancipation of slaves would not have taken place.

However, in the Total War* theory, which defines the American Civil War as the first Total War in the modern period, new attention is paid to the people at the home-front. These were people who did not actually fight in the battles but who nonetheless significantly contributed to the course of the war. This line of study examines the roles of women, widows, children, deserters*, slaves, and people who assisted slaves' escape to freedom.

Therefore, we should no longer only recognize northern forces for their victory and Lincoln's Emancipation Proclamation for freeing the slaves. As historians have made clear, Lincoln did not start the war to free slaves or to abolish slavery, but to preserve the Union of states. In other words, Lincoln valued the Union over anything else. In his famous letter to journalist Horace Greeley, Lincoln declared that if he could save the Union by keeping the slavery system, then he would keep it. For Lincoln, the issues of abolition* of slavery and the emancipation of slaves were secondary.

In the meantime, the closely fought major battles had forced changes of the Union army's strategies, which resulted in black people being accepted into the Union army as the most reliable soldiers. There are numerous historical documents showing that black people improved the war situation for the Union. Thousands of both (ex-)slaves and free blacks (both men and women, in the North and South, and on the battleground as well as the home-front) sacrificed their lives to shift the

war's cause toward emancipation.

Thus, had we known about the significant contributions and sacrifices made by black people, we would have realized that it was not just Lincoln or the Union soldiers, but ordinary blacks who freed the slaves. Based on this development within historical studies, we should focus not only on the actions of famous leaders during important historical events, but also on the efforts of ordinary people. The argument over "who freed the slaves" offers new perspectives on historical agency in one of the most crucial turning points in US history.

* New Social History：社会史

* agency：主体性

* emancipation / Emancipation Proclamation：解放 / 奴隷解放宣言

* abolish/abolition：廃止する / 廃止

* Union：連邦

* Southern Confederacy：南部連合（軍）

* Total War：総力戦

* deserters：脱走兵

問：本文の内容を **500 字以内の日本語**で要約しなさい。解答は解答欄に**横書き**し、数字や句読点は１字と数えなさい。（文字数を記入する必要はありません。）

Adapted from Araki, W. (2011). Historical agency and the black self-emancipation thesis: A historiographical approach to the arguments of "who freed slaves." *Journal of International Studies and Regional Development, 2*, 33-42.

Reference:

Fields, B. J. (1990). Who Freed the Slaves? In G. C. Ward, R. Burns, & K. Burns (Eds.), *The civil war* (pp. 178-181). Vintage Books.