

グローバル人材創成支援ゼミ
討論テーマの事前準備（第1回、9月28日29日）

(全般的な留意点)

ゼミ参加者は、日頃から、英語ニュース記事などに触れる機会を出来る限り多く持ち、報道内容の理解とともに、Vocabularyと英語表現力の強化のため自己研鑽に努めること。

(参考資料の例) インターネットでアクセス可能

- *Japan Times* 紙, *NY Times* 紙など
- “えいごネット (EIGO-NET)” 英語教育協議会のポータルサイト
- NHK 国際報道 BS1
 - ・ “ABC ニュースシャワー”
 - ・ “World Lounge”
 - ・ “CNN Student News”

* 赤字部分の発表者を事前に募集します。積極的に申し出てください。

- ・ 討論テーマの Initial Commentators (各3人, 合計9人)
- ・ Essay Writing 演習 (テーマは自由。合計3人)

9月28日午前 (3時間)

討論テーマ1 Hiroshima: Atomic Weapons 及び Internment

(ゼミの流れ)

- (1) 全員による DVD Unit 8 と DVD Unit 7 の Viewing, Reading (添付資料参照)
- (2) **Initial Commentators (3人) によるコメント (各自5~6分)**
- (3) 全員による討論
- (4) 本テーマの Moderator によるサマリー (2~3分)
- (5) **最後の30分で Essay 吟味 (3人のうちの一人目のエッセイ)**

以上の流れの中で講師 (大島, Lauer) による適宜コメント

(討論のポイントー参考)

- ・ 広島 (と長崎) が米国による原爆投下目標に選定された経緯に何が合ったか
- ・ ポツダム宣言を日本が早期に受諾していれば広島 (と長崎) の悲劇は避け得たか/何がポツダム宣言の早期受諾を妨げたか
- ・ 核兵器廃絶は可能か, 廃絶に向けての取り組み, 広島はこのために何をなすべきか
- ・ 核の平和利用は「是」だが軍事利用は「非」/「核」の利用そのものが「悪」だから軍事・平和の区別なく止めるべし/日本は核兵器所有のオプションを捨てるべきではないーといった議論があるが, どう思うか

- ・日本人強制収容所についての感想
- ・近隣国（中，韓）と東南アジア諸国に対する戦争謝罪の問題，戦後 70 年の談話

(参考資料等)

- ・上記の NHK 国際報道 “World Lounge” 所収のシリーズ戦後 70 年 (1) ~ (5)
- ・日本への原子爆弾投下，原子爆弾投下都市の選定経緯 (Wikipedia)
- ・ポツダム宣言 (Potsdam Declaration, 1945 年 7 月 26 日)
- ・オバマ大統領のプラハ演説 (2009 年 4 月)
- ・「平和拠点ひろしま構想」(広島県ウェブサイト)
- ・核不拡散条約 (NPT) と，運用についての再検討会議
- ・戦後 70 年の談話，村山談話，河野談話等

9 月 28 日午後 (3 時間)

討論テーマ 2 Global Warming 及び Poverty and Hunger

(ゼミの流れ)

- (1) 全員による DVD Unit 2 及び DVD Unit 4 の Viewing, Reading (添付資料参照)
- (2) **Initial Commentators (3 人) によるコメント (各自 5~6 分)**
- (3) 全員による討論
- (4) 本テーマの Moderator によるサマリー (2~3 分)
- (5) **最後の 30 分で Essay 吟味 (3 人のうちの二人目のエッセイ)**

講師 (大島, Lauer) による適宜コメント

(討論のポイントー参考)

- ・地球温暖化現象の現れ方/地球温暖化現象の進行によるプラス面とマイナス面 / 損する国・得する国
- ・京都議定書 (Kyoto Protocol, 1997 年 12 月, COP3) が達成した成果, 限界
- ・温暖化ガス 2 大排出国 (中, 米) の責任
- ・日本の取り組み
- ・飢餓・貧困削減のための政府開発援助 (ODA) の役割, 非政府機関の役割
- ・国連の MDG (ミレニアム開発目標), SDG (持続可能開発目標) について

(参考資料等)

- ・ゴア米副大統領のノーベル賞スピーチ (2007 年 12 月)
 - ・オバマ大統領スピーチ (2015 年 8 月)
 - ・外務省ホームページ (気候変動, 枠組み条約締約国会議 COP20, MDG など)
-

9月29日午前 (3時間)

討論テーマ3 Education and Gender

(ゼミの流れ)

- (1) 全員による DVD Unit 1 の Viewing, Reading (添付資料参照)
- (2) パキスタン出身マララ・ユスフザイさんのスピーチ 2 本を鑑賞 (動画・英語)
国連本会議場演説 (2014 年 10 月)
ノーベル平和賞授賞演説 (2014 年 12 月)
- (3) **Initial Commentators (3 人) によるコメント (各自 5~6 分)**
- (4) 全員による討論
- (5) 本テーマの Moderator によるサマリー (2~3 分)
- (6) 最後の 30 分で **Essay** の吟味 (3 人のうちの三人目のエッセイ)

以上の流れの中で講師 (大島, Lauer) が適宜コメント

9月29日午後 (3時間)

まとめ

- ・本ゼミの運営のあり方, 取り上げるテーマについての希望などについて, 参加者より忌憚のない意見を徴する
- ・広島大学の学生による模擬国連, 英語ディベート大会 (日本英語交流連盟主催, University Debating Competition) などへの参加目標について

(注) グローバル人材創成支援ゼミでは, 発表, 討論での発言等は原則として英語により行う。但し, ゼミの目的は (1) 英語によるコミュニケーション能力の向上とともに, (2) 諸課題についての一般教養的理解の促進にもあるので, 英語表現力が十分伴わない場合には, 部分的に日本語の使用を認める。

Unit 8: Atomic Weapons

Hiroshima 核兵器

During the final stages of World War II, two atomic bombs were dropped on the cities of Hiroshima and Nagasaki. “Little Boy” was dropped on Hiroshima on August 6th 1945, followed by “Fat Man” over Nagasaki on August 9th. They destroyed these two cities instantaneously.

At 8:15 on August 6th 1945, Little Boy exploded above a domed building. Hiroshima became the first city in the world to be the target of an atomic bomb. It is estimated that around 78,000 people, approximately 30 percent of the population of Hiroshima, were killed immediately. Another 62,000 died due to fatal injuries from the radiation by the end of 1945. In addition, over 200,000 more people suffered from the effects of the atomic bombing. Most of the casualties were civilians.

Hiroshima Peace Memorial Park is in the center of Hiroshima City. The park was built to remember those who died and as a place to pray for the realization of lasting world peace. The location of Hiroshima Peace Memorial

Park was once the city’s busiest downtown and residential district. The memorial park was built on an open area that was made by the explosion. Today, it contains a number of memorials, monuments, museums, and lecture halls. At one corner of the park stands the A-Bomb Dome. The building has been preserved in its ruined state with its collapsed walls and bare ironskeleton. The ruin serves as a memorial to the people who were killed by the atomic bomb. In December 1996, the A-Bomb Dome was registered on the UNESCO World Heritage List.

Every year on August 6th, the Hiroshima Peace Memorial Ceremony is held in the park. The ceremony takes place in the morning from 8:00, in front of the Memorial Cenotaph. It is attended by many citizens, including the families of the deceased. During the ceremony, a one-minute silence is observed at 8:15 for the victims of the atomic bomb. In the evening of the same day, the lantern ceremony is held to honor their spirits. The lanterns, with their messages of peace, float on the waters of the Motoyasu River.

Reading Activities



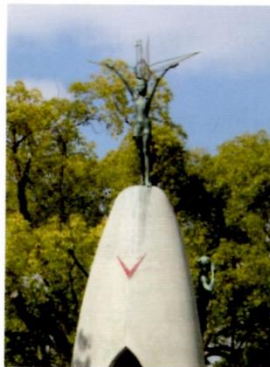
9

Read the following passage.

Sadako Sasaki (January 7, 1943-October 25, 1955) was about one mile away from where the atomic bomb was dropped on August 6th, 1945. She was two years old at that time.

In January 1955, she was diagnosed with leukemia, caused
 5 by radiation exposure. She spent her time in hospital making *origami* (folded paper) cranes. Sadako believed that if she could fold 1,000 paper cranes, she would recover to live a long and happy life. In Japanese tradition, anyone who makes a thousand *origami* cranes will be granted a wish. Her wish was
 10 simply to live. At that time, *origami* paper was too expensive and she used medicine wrappings and whatever else she could find.

During her time in the hospital, her condition gradually got worse.
 15 She folded only 644 before her death. Unfortunately, her wish did not come true. On the morning of October 25th, 1955, Sadako requested *ochazuke* (tea over rice) and said,
 20 “It’s good.” Those were her last words. Sadako was 12 years old.



After her death, Sadako’s friends raised funds to build a memorial to her and all of the children who had died from the effects of the atomic bomb. A statue of Sadako holds a giant
 25 golden *origami* crane in Hiroshima Peace Memorial Park. Each year, thousands of Japanese and foreign visitors go to the Children’s Peace Monument, and thousands of *origami* cranes from all over the world are placed around the monument every day.

➤ NOTES ◀

be diagnosed with ...:

～と診断される

leukemia: 白血病

radiation exposure:

放射線被ばく

be granted a wish:

願いが叶えられる

gradually: 次第に

raise funds:

基金を集める

9月28日午前 討論テーマ1: Hiroshima: Atomic Weapons 及び Internment

Unit 7: Internment

Japanese Camps in the North-America after Pearl Harbor 日本人強制収容所

Nobby Hayashi is a living reminder of Canada's history. Seventy years after the bombing of Pearl Harbor, he hasn't forgotten the day police came to arrest his father.

"Why do we get treated this way when I fought for your country in the First World War? Is this what we get?" he asked them. And there were no answers for that.

Within days of the attack on the US base in Hawaii, Canada had a new policy: No Japs from the Rockies to the seas. Some 22,000 Japanese-Canadians were living in British Columbia at the time. And in February 1942, they were arrested and shipped off to inland camps, most for the duration of the war.

The Canadian government thought the Japanese were spies. Therefore, the Canadian government ordered us to move away from the Pacific coast.

Citing national security, the government confiscated and sold their belongings, and held them in one of the 10 camps in the Rockies. For three years, thousands lived there, their children studying in one-room schools, the men laboring as farm hands, timbermen or construction workers. Money was tight, and so were the living quarters.

Each house had to have a minimum of five persons, a minimum of five and we were only three. So we had one side, and another ... lady and a gentleman came on the other side—that's how we lived.

At the end of the war, Japanese-Canadians were given a choice: stay east of the Rockies and far from the Pacific coast, or as the government called it, accept 'voluntary deportation' to Japan. Irene still remembers her father's reaction.

That's the first time I've ever seen him have tears rolling down his cheeks. And he just said, "What an insult! What an insult!"

Irene and her fellow internees had to wait three years before being allowed back on Canadian soil, and another forty before Ottawa issued an official apology to the families it sent away.

Reading Activities



8

Read the following passage.

On December 8, 1941
(Japan Time), Japanese
aircraft made a surprise
attack on the American
5 naval base of Pearl Harbor
in Hawaii. Nine warships
were sunk and 21 others
were severely damaged.



Over 2,000 people were killed. The following day, President
10 Franklin D. Roosevelt stated, “December 7th, 1941, a date
that will live in infamy.” In response to the attack, the U.S.A.
declared war. The Second World War had now expanded into
the Pacific.

At this time, many Japanese-Americans and Japanese
15 immigrants were living in Hawaii and on the west coast of
the U.S.A. The American government considered them to be
a risk. About 116,000 people of Japanese descent were sent
to internment camps. The internment camps were built in
remote places such as deserts. They were not allowed to leave
20 the camps unless they were seriously sick or badly injured.
Hygiene was also a problem, so many people suffered from
poor health.

On August 15, 1945, Japan surrendered unconditionally
and World War II ended. Following this, all the camps
25 were gradually closed. With the spread of the Civil Rights
movements in the U.S.A., young Japanese Americans began
the “Redress Movement.” They wanted to obtain an official
apology and compensation from the federal government. In
1976, President Gerald Ford stated that the internment was
30 “wrong” and “a national mistake which shall never again be
repeated.” In 1988, President Ronald Reagan made an official
apology to the interned Japanese-Americans. Compensation
was also paid to many of them, and a fund was established to
teach the history of the internment camps at schools nationwide.

> NOTES <

naval base: 海軍基地

infamy:

屈辱, 破廉恥行為

descent: 家系

internment camp:

強制収容所

remote: 人里離れた

hygiene: 衛生 (状態)

surrender: 降伏する

unconditionally:

無条件に

redress:

正す, 賠償させる

compensation: 補償

fund: 基金

Unit 2: Global Warming

Environmental Threats to Our Planet 地球温暖化

2007—just a year of environmental disasters or did the world finally wake up to going green?

This is a planetary emergency. This is our home—we must defend it.

Global warming is happening—and faster than many feared—hundreds of scientists say they have no doubts left. Billions of the world’s poorest people face shortages of food and water as deserts spread, lakes dry up and sea levels rise even further.

And the effects are already plain to see: “droughts, heavy precipitation, heat waves and the intensity of tropical cyclones”; flooding forced hundreds of thousands from their homes across Asia, Africa and Mexico; forest fires struck California and Greece. And we spilt thousands of tons of oil into our waters. We’re also encroaching on our neighbors more than ever. 200 new species joined 16,000 others on the endangered list—including the Sumatran orangutan, the Banggai cardinal fish and the Egyptian vulture.

But there has been some good news. The world’s just about agreed in Bali to set out a road map for reducing greenhouse gas emissions. Many Parisians have switched from four to two wheels—the city launched an armada of communal bikes. And Australia’s new government ratified the Kyoto protocol. Also from down under a novel idea to combat global warming. Unlike cattle or sheep, when kangaroos pass wind they don’t give off any environmentally harmful methane gas. So, forget your roast beef—go green by eating Skippy the Kangaroo instead.

Reading Activities



Read the following passage.

Global warming is the rise in the average temperature of Earth's atmosphere and oceans. Most scientists agree that humans are contributing to observed global warming. In the last 130 years, the Earth's average surface temperature has increased by about 0.8°C, with about two-thirds of the increase occurring since 1980. Scientists are more than 90 percent certain that it is primarily caused by human activities such as the burning of the fossil fuels and deforestation.



The Intergovernmental Panel on Climate Change (IPCC) has predicted that during the 21st century the Earth's surface temperature is likely to rise a further 1.1 to 2.9°C for their lowest emissions scenario and 2.4 to 6.4°C for their highest. According to the Fourth Assessment Report (AR4) by the IPCC, warming and related changes will vary from region to region around the world. For example, the effects of an increase in global temperature include a rise in sea levels and a change in the amount and pattern of precipitation, as well as expansion of subtropical deserts. Global warming is expected to be strongest in the Arctic and is likely to be associated with the continuing retreat of glaciers and sea ice. Other likely effects of warming include the more frequent occurrence of extreme-weather events such as heat waves, droughts, ocean acidification and species extinction due to shifting temperature regimes.

Most countries are now parties to the United Nations Framework Convention on Climate Change (UNFCCC). Their ultimate objective is to prevent dangerous human-induced climate change. They have adopted a range of plans to reduce greenhouse gas emissions. The UNFCCC members have stated that deep cuts in emissions are required.

> NOTES <

fossil fuel: 化石燃料

deforestation:

森林伐採

subtropical desert(s):

亜熱帯砂漠

Arctic: 北極圏

retreat of glacier(s):

氷河の後退

acidification: 酸化

species extinction:

種の絶滅

regimes:

気候などの一定の型

human-induced:

人によってもたらされた

Unit 4: Poverty and Hunger

***Child Malnutrition in Niger* 貧困と飢餓**

These are regular visits to identify children suffering from malnutrition. Members of a local aid agency measure the circumference of children's arms. If they're unusually thin, it can be a sign of poor health.

We came to do a large-scale screening, to see which children suffer from moderate malnutrition, which from severe malnutrition, and which are healthy. So now we're sorting them.

Malnourished children who show no other complications are referred to treatment centres. Here children are weighed and given a check up. Mothers receive weekly rations including this special nutritious high-energy paste. It's key to helping their children get back on the right track.

First, he had diarrhea. Then he started to suffer from malnutrition.

I think my child will get better. We hope God will give us food to eat, that God will give us plenty to eat so that these problems of malnourishment can be resolved.

Niger has one of the highest rates of childhood malnutrition in the world, with more than 12 percent of under-fives acutely affected. That increases the risk of catching deadly diseases like malaria and pneumonia. To give these children a chance, this district hospital has set up an intensive care unit where they can be cared for, for up to a month.

The children who come here, well, their chance of survival is, I would say, 99%.

Niger remains in the grip of a food crisis, due to persistent drought and high food prices. A recent report by Save the Children said the lives of one million children in Niger are at risk. At least for these children, treatment has come in time. But they need to maintain good levels of nutrition if they want to hope for a better future.

Reading Activities



5

Read the following passage.

‘Save the Children’ is the leading nongovernmental organization for children in need. It provides programs in over 120 countries, including developed countries such as the United States and Japan. It aims to improve children’s health, education and economic opportunities. To help children recover from the effects of war, conflict and natural disasters, Save the Children sends rapid assistance and provides food, medical care and education. It also helps communities rebuild through long-term recovery programs. In 2010, Save the Children improved the lives of over 64 million children around the world. It has been working to resolve the ongoing struggles children face every day such as poverty, hunger, illiteracy and disease, and replace them with hope for the future.



The organization sets up opportunities for you to help children in need. One of the programs is called ‘Sponsor A Child’. A special feature of the program is that you can develop a relationship between you and the children you help. Through the program, you can improve the health and well-being of children. The program also fosters a meaningful relationship through letters and other correspondence across borders and boundaries. At the website of Save the Children, you can actually see a photo of a child you can help. If you would like to help children in a particular area or of a particular age range, you can specify these to some extent before you register for the program. Sponsor A Child enables you to gain a special experience as a benefactor and to witness how your support helps a child in need.

> NOTES <

leading: 先頭に立つ

in need: 助けが必要な

conflict: 紛争

disaster: 災害

rebuild: 再建する

long-term: 長期の

illiteracy:

読み書きができないこと, 非識字

replace: 置き替える

foster: 育成する

correspondence:

通信手段

border: 国境

boundary: 境界

benefactor:

後援者, 恩人

Unit 1: Education and Gender

Creating Opportunities for Learning in Afghanistan and India 教育とジェンダー

The luckiest girls in Afghanistan. At least, that's what the students at Kabul's Totia High School believe. They're amongst the rare few who go to school. Women's education was banned under the Taliban, who confined girls to their homes. But almost a decade on, prejudices and fear are still keeping them away from classrooms.

In rural areas these problems still exist. They only let girls go to school till the sixth grade. They still have this fixed idea in their mind that girls should stay at home.

It's not just attitudes that are preventing girls from learning. In 2008 alone, the humanitarian agency CARE reported 670 attacks against education centers and students. The targets were mostly girls' schools. Still these young women remain undaunted.

We will always continue our education because we have Afghan courage. Whatever they do, it will not stop our education. We will never be afraid.

In Afghanistan these are not hollow sentiments. Fourteen-year-old Nazira and almost 60 of her classmates and teachers were taken to hospital in August after their school was hit by a severe gas leak. No one has been charged, but many, including Nazira's father, suspect it was a deliberate attack.

Why didn't this happen to boys' schools? Why were only girls' schools affected? It's because they don't want girls to go out of the house.

Progress is being made slowly despite the dangers. More than two million Afghan girls are defying the odds and going to school, quietly paving the way for the students who will come after them.

Reading Activities



2

Read the following passage.

Dr. Madhav Chavan won the World Innovation Summit for Education (WISE) Prize in 2012, which is known as the “Nobel Prize for Education.” He is the co-founder and CEO of one of the largest education NGOs in the world. Dr. Chavan was awarded the prize not only for his innovative work in bringing basic literacy and numeracy skills to India’s children, but also for his education support to millions of poor families in India.



Dr. Chavan started helping uneducated slum dwellers in Mumbai in the late 1980s after studying in the United States. He was a chemistry lecturer at university. He said, “I had friends working for women’s liberation. I had friends working for the popularization of science. I said to them—none of these things you want to do are possible if people cannot read and write.” He just wants every Indian to be literate.

After working with UNICEF and the city authorities, he devised a method for providing an education to a huge number of people in India at minimum cost. Dr. Chavan’s charity, Pratham, organized lessons and recruited volunteers from the local community. It brought business, government, and civil society together to solve the problems of education in Mumbai. Under the Pratham model, literate local people in slums and villages teach illiterate children within their own communities. Through this approach, he tackles a fundamental problem of access to educational opportunity among India’s poor by providing basic teaching salaries. The classrooms can be anywhere: under shady trees, on stones next to a pavement, or just in front of a blackboard in the narrow alleys of slums.

“Just like you need air, just like you need water,
just like you need food, you need education.”

Dr. Madhav Chavan

> NOTES <

- innovative: 革新的な
- literacy: 識字能力
- numeracy: 計算能力
- dwellers: 住人たち

- women’s liberation: 女性解放
- popularization: 普及
- literate: 読み書きできる
- city authorities: 市当局
- devise a method: 方法を考案する
- charity: 慈善団体

- tackle a fundamental problem: 根本的な問題に取り組む
- pavement: 歩道
- alley: 路地