平成30年度

大学院文学研究科博士課程前期2年の課程入学試験

（春期・一般選抜）問題

外国語 ＿英語Ｂ＿

試験開始の合囲があるまで、この問題冊子を開いてはいけない。
Nearly 50 years after the passage of the Equal Pay Act of 1963, women continue to earn less than men do in nearly every occupation. Because pay is a fundamental part of everyday life, enabling individuals to support themselves and their families, the pay gap evokes passionate debate. Although the data confirming the persistence of the pay gap are incontrovertible, the reasons behind the gap remain the subject of controversy.

Education and occupational differences between men and women help explain the pay gap. (1) *Explaining or accounting for a portion of the pay gap simply means that we understand the effect of certain factors, not that the gender differences related to those factors are necessarily fair or problem-free.* Both discrimination and cultural gender norms can play a role in the “explained” portion of the pay gap. With that in mind, we find that college major is an important factor driving pay differences. Men are more likely than women to major in fields like engineering and computer science, which typically lead to higher-paying jobs. Women are more likely than men to major in fields like education and the social sciences, which typically lead to lower-paying jobs. But college major is not the full story. One year after graduation, a pay gap exists between women and men who majored in the same field.

Occupational factors also drive differences in pay. Although the choice of major is related to occupation, (2) *the relationship is not strict.* For example, male engineering majors are more likely than their female counterparts to work as engineers after graduation. Women are more likely than men to work in business support and administrative assistance occupations and as teachers, social services professionals, and nurses and other health care providers one year after college graduation. Men are more likely than women to work in business and management occupations, computer and physical science occupations, and as engineers. The jobs that primarily employ men tend to pay more than the jobs that primarily employ women.

Differences in the number of hours worked also affect earnings and contribute to the pay gap. Economic sector is another part of the equation. Men were more likely than women to work in higher-paying sectors of the economy.

Yet, when we control for each of these factors, women still tended to earn less than their male peers did. Within a number of occupations, women already earned less than men earned just one year out of college. When we compare the earnings of men and women who reported working the same number of hours, men earned more than women did.

Finally, when we control for economic sector, again men typically earned more than women did. In the two largest economic sectors—the for-profit and government sectors—men earned significantly more than women did one year after college graduation. Occupation, hours worked, and economic sector help us understand the pay gap, but these differences do not fully explain it.

Consider a hypothetical pair of graduates—one man and one woman—from the same university who majored in the same field. One year later, both were working full time, the same number of hours each week, in the same occupation and sector. Our analysis shows that despite these similarities, the woman would earn about 7 percent less than the man would earn. Why do women still earn less than men do after we control for education and employment differences?
Gender discrimination is one potential contributor to the unexplained pay gap. The increasing numbers of claims filed with the Equal Employment Opportunity Commission and the millions of dollars employers pay annually in awards, settlements, and other legal fees make clear that gender discrimination remains a serious problem in American workplaces. Experimental evidence confirms that many people continue to hold biases against women in the workplace, especially those who work in traditionally male fields. Thus, there are (3) solid reasons to believe that gender discrimination is a problem in the workplace.

(4) Yet discrimination is impossible to measure directly, and many who discriminate—both men and women—may not be aware that they are doing so. For all of these reasons, it is likely that at least part of the unexplained gap results from discrimination.

Another possible explanation for the unexplained portion of the pay gap is a gender difference in willingness and ability to negotiate salary. Negotiating a salary can make a difference in earnings, and men are more likely than women to negotiate their salaries. (5) In part, this difference may reflect women’s awareness that employers are likely to view negotiations by men more favorably than negotiations by women. Nonetheless, negotiation may account for some portion of the unexplained gap.

—from, American Association of University Women (AAUW), *Graduating to a Pay Gap*

問1 下線部（1）を日本語に訳しなさい。

問2 下線部（2）の内容を本文に即して説明しなさい。
問3 下線部（3）の内容を本文に即して説明しなさい。


問4 下線部（4）を日本語に訳しなさい。


問5 下線部（5）を日本語に訳しなさい。
If we look at the languages spoken in the world today, we notice very wide differences in the use to which they are put. Most languages are the first language of some community and serve the everyday functions of that community perfectly well. A few languages have a more restricted range of uses, for instance, until recently, Latin was restricted to certain uses within the Roman Catholic Church, particularly the conduct of services and formal communication internationally within the Church. Now its use is even more restricted and it is really only now used by a few people to read the literature originally written in that language.

On the other hand, some languages have wider functions than that of everyday communication and are used as official languages in the administration of whole states and nations, in education to the highest levels and in literature of all kinds. Yet other languages enjoy an international role, English perhaps being the best example of this at the moment. English is the language of international air traffic, business communication, scientific publication and the lingua franca of tourism. Unfortunately, the differences in the range of roles that languages play frequently lead some people to believe that some languages which do not fulfill a wide range of functions are in fact incapable of doing so. In the view of some people, some languages are just not good enough. Not only do they not act as languages of science, of international communication, of high literature, they are inherently inferior and could not be used in these ways.

This sort of opinion can be seen particularly strikingly in societies where a minority language is spoken alongside a major language. A case of this kind is the situation of Maori, the indigenous Polynesian language of New Zealand. Linguists estimate that English is the first language of some 95 per cent of the New Zealand population and the only language of about 90 per cent. People who identify themselves as Maori make up about 12 per cent of the New Zealand population of just over 3 million, but although the Maori language is regarded as a very important part of identity as a Maori, it is spoken fluently by perhaps 30,000 people. Because of social changes in New Zealand within the past five decades or so, Maori has seen its uses increasingly restricted in many places it is now only used at formal institutionalized events.

Over the last twenty years or so, there have been a number of initiatives in the areas of politics, education and broadcasting to try to reverse the trend and, as a result, Maori is now an official language of New Zealand, is used in radio and television broadcasting and is not only a subject of study but also the language in which teaching is carried out at a number of schools and even at one university.

As these initiatives have progressed, it has been possible to notice in the reaction of some people the very attitude I have been referring to, that Maori is simply not capable of being used as an official language or as the language of education beyond the very basic level. Sometimes, the expression of this opinion reveals that it is in fact not based on logic. I recall a comment in a New Zealand newspaper some years ago, which tried to make the point that Maori was no good as a language because it had to borrow words from English in order to express new ideas. English on the other hand could be seen to be a very flexible and vital language because it had throughout its history been able to draw resources from all over the place to express new ideas!

However, it is not only in this sort of situation that we can encounter the idea that some languages are just not up to it. Cicero, the Roman orator, politician and philosopher of the first century BC, composed his philosophical works in Latin partly to make Greek philosophy available to a Latin-speaking audience, but also partly to show that it could be done. This was because some of his contemporaries were sceptical about the possibility of Latin being able to express the ideas and trains of thought of the Greeks! In their view, Latin was just not good enough. However, this was a language which went on to be the language of scholarship, science, international diplomacy and literature for well over a millennium! Sir Isaac Newton, the famous scholar of the seventeenth century, published his ideas in Latin.
The same sort of thing occurred again in Western Europe at the end of the Middle Ages, as the so-called vernacular languages took over functions that had previously been the domain of Latin. At this time, there were people who believed that the emerging languages like French, English, Italian, and so on were too unpolished, immature and lacking in resources to be able to convey the abstract thought and breadth of knowledge usually expressed in the ancient languages of Latin and Greek.

Let's look briefly at the ways in which languages are supposed to be inadequate, in what respects they are not good enough and also at the question: 'Not good enough for what?'

In some instances, it is features of the structure of a language which are picked on as the reason why another language is to be preferred for a particular function. In the south-east of Switzerland, many people still speak a language descended from the Latin of the Roman colonists. It is called Romansh and is still the everyday language in a number of villages and regions, though German has been making inroads in the area for centuries. As with Maori, which I mentioned above, there has been a push in recent decades to increase the areas of life and activity in which Romansh is used. Now, German is a language which can very easily combine words into what are called 'compounds'. Romansh is a language which cannot do this so readily and instead uses phrases as a way of combining ideas. Some speakers of Romansh have reacted to this structural difference by believing that Romansh is not good enough to be used in really technical areas of life because 'German is able to construct clearly defined single words for technical ideas, Romansh is not.' This notion ignores the facts that other languages such as French and Italian are in exactly the same boat as Romansh yet obviously have no problem in being precise in technical areas, and that Romansh had for centuries been the language in which all the aspects, some of them 'technical', of an alpine agricultural society were dealt with.

—from Laurie Bauer and Peter Trudgill (eds.) Language Myths
問3 下線部(3)は具体的にどのようなことか。本文に即して説明しなさい。

問4 下線部(4)を日本語に訳しなさい。

問5 下線部(5)で述べられていることを、本文で挙げられている Romansh の例に則して説明しなさい。
Instead of answering Question II, only foreign students can choose to write an essay in English on “Purpose of College Education.”

Your essay should be more than 200 words in length.