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RETHINKING THE WORLD

— DARE TO KNOW —

激動の現代社会を読み解く視点

FRANÇOIS DE SOETE

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Rethinking the World — Dare to Know —

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Preface

Every generation witnesses a few key moments that precipitate radical changes to a particular society, region, and, at times, even the whole world. In some cases, a largely positive development leads to profound changes in the way that people think about the world. Neil Armstrong helped redefine what is possible when he famously became the first person to set foot on the Moon in 1969, for example, while Mahatma Gandhi's nonviolent resistance movement that led to the end of British rule in India in 1947 helped inspire decolonization efforts throughout the world. In other cases, terrible events forever change the way that people see the world. The Second World War revealed just how much devastation modern weapons and warfare could unleash, while the 9/11 terrorist attacks in the United States exposed just how vulnerable free societies are to violent extremists.

Several recent events have had a profound impact on Japan and on the world. Most notably, the novel coronavirus first detected in Wuhan, China, in late 2019 that then spread to become a global pandemic in early 2020 transformed societies throughout the world. Though several high-profile events have had a dramatic impact on the world since then, and surely other impactful events will occur in the coming decades, this global pandemic will likely go down in history as one of the most transformative events of the twenty-first century. There is no denying that the COVID-19 pandemic has altered the way that we think about the world, but the reality is that countless changes, big and small, are constantly occurring that reshape the world in one way or another. With this theme of change serving as a backdrop, each of the twenty chapters that comprise this book focuses on a particular topic and considers it in the context of relevant changes that may be on the horizon.

One thing that has remained constant in our ever-changing world, with “the world” being used here in a literal and a figurative sense, is the prevalence of English as a global language. The need for a common language is obvious as the world grows increasingly interconnected, and so this book is designed to help readers grow more comfortable applying their English language skills to a wide variety of themes—ranging from relatively light and casual topics to subjects that are notably more profound and serious in nature. Each chapter presents information about a particular topic, along with exercises that are designed to help readers not only develop their English language skills, but their critical thinking skills as well. Each chapter, in effect, can thereby help readers formulate reasoned and informed opinions in English about the topic being covered.

Two thousand years ago, in his *Epistles*, the Roman poet Horace wrote: *sapere aude*—which is a Latin phrase commonly translated as “dare to know.” The German philosopher Immanuel Kant later made this Latin phrase emblematic of the Enlightenment when in 1784 he published an essay espousing the virtues that were spreading in Europe at the time: political liberty, the use of reason, and the quest for knowledge. “Dare to know” is a fitting statement here as well, for it will hopefully encourage you to become more informed about the issues covered in this book, and the knowledge that you acquire here should prove helpful as you begin rethinking the world.

François de Soete

はしがき

どの時代にも、特定の社会や地域、時には世界全体に劇的な変化をもたらす重要な瞬間がいくつかあるものだ。時には、概して前向きな進展が、人々の世界に対する考え方に大きな変化をもたらすことがある。例えば、ニール・アームストロングは1969年に世界で初めて月面に降り立ち、何が可能かを再定義し、マハトマ・ガンジーは非暴力抵抗運動によって1947年にインドにおける英国の支配を終わらせ、世界中の脱植民地化の取り組みに刺激を与えた。また、悲惨な出来事が、人々の世界の見方を一変させることもある。第二次世界大戦は、近代の兵器や戦争がどれほどの惨状をもたらすかを明らかにし、米国で起きた9.11の同時多発テロは、自由な社会が暴力的な過激派に対していかに脆弱であるかを露呈した。

最近のいくつかの出来事は、日本や世界に大きな影響を与えた。最も注目すべきは、2019年後半に中国の武漢で初めて検出された新型コロナウイルスが、2020年初頭に世界的なパンデミックとなり、世界中を一変させたことだ。その後、いくつかの注目すべき出来事が世界に大きな影響を与え、今後数十年の間に他にも衝撃的な出来事が起こることは間違いないだろうが、この世界的なパンデミックは、21世紀で最も変革をもたらした出来事の一つとして歴史に刻まれる可能性が高い。新型コロナウイルスの大流行が私たちの世界観を変えたことは否定できないが、現実には大小を問わず数えきれない変化が常に起きていて、それが世界を作り替えている。本書では、この「変化」というテーマを背景に、20の各章で特定のトピックに焦点を当て、目前に迫った変化との関連で考察している。

絶え間なく変化するこの世界（ここでは「世界」を文字通りの意味でも、比喩的な意味でも使っている）で変わらないことの一つは、グローバル言語としての英語の普及である。世界がますます相互に結びついていく中で、共通言語の必要性は明らかである。そのため本書は、比較的易しい形式ばらない話題から核心を突くような重大な話題まで、英語のスキルをさまざまなテーマに活かすことができるよう構成されている。各章には、特定のトピックに関する情報とともに、英語力だけでなく批判的思考力を養うためのエクササイズが付されている。各章とも、読者がそのトピックについて英語で論理的かつ十分な情報に基づいた意見を述べることができるよう作られている。

今から2000年前、ローマの詩人ホラティウスが『書簡詩』の中で“sapere aude（サペレ・アウデー）”という言葉を残した。これはラテン語で、英語では一般的に“dare to know（知識を得ることに勇気を持つ）”と訳されている。ドイツの哲学者イマヌエル・カントは、後にこの言葉を啓蒙主義の象徴とし、当時ヨーロッパに広まっていた政治的自由、理性の行使、知識の探求といった美德を唱えたエッセイを1784年に発表している。本書においても、読者のみなさんの知識欲を駆り立てるのを促すという意味でふさわしい表現だ。ここで得た知識を、世界を見つめ直す際に役立ててもらえれば幸いである。

最後に、本書の企画・編集にあたりお世話になった成美堂編集部の工藤隆志氏と太田裕美氏に謝意を表したい。

François de Soete

本書の使い方

各章の構成は以下のとおりとなっている。

導入

各章の冒頭に日本語で本文の主題や背景説明が簡潔に書かれている。あまりなじみのないテーマであったとしても、この日本語による簡単な説明や問いを読むことで興味を持つことができる。

Getting Started

このセクションは、本文を読み始める前に、その準備として関連内容について学生が各自で考えることのできる質問を用意してある。個人の意見を問うものであるため、下調べ等の必要はない。授業内でディスカッションのテーマとして利用することも可能である。

Reading

わかりやすい英文で書かれた本文は、文化や社会問題、環境、国際ニュースや政治、科学や人間・宇宙の起源から哲学まで、幅広いトピックを扱っている。予備知識がなくても十分に理解できる内容となっている。また、『大学英語教育学会 基本語リスト』（通称 JACET 8000）の基本的には 5000 語レベル以上および固有名詞に注釈をつけている。

Vocabulary

本文で使用された語について、それぞれの意味を選択する問題。知らない単語であっても、辞書を使うのではなく、文中で使用されている箇所を読みながら解答を推測するように指示している。また、単語の意味を英語で説明できるようになるための訓練としても使うことができる。

Comprehension Questions

本文の内容理解を問う問題。本文の該当箇所を特定すれば答えられる易しめの問題だけではなく、本文の内容と問題文の意味をよく理解していなければ解答できない難しめのものも用意してあるので、内容分析の力も養うことができる。

Putting It All Together

本文の各パラグラフの要約を書く問題。抜き書きするのではなく、自分の言葉で書くよう指示をしているため、内容理解と同時に作文力も養うことができる。

Debating the Issues

本文に関連した質問に対して自分の意見を述べる問題。ライティングの宿題としても授業内でのディスカッションにも使用できる。なぜそのように考えたのか理由も述べて議論を深めることができるようになっていく。

Point of Interest

本文で扱っているテーマや人物に関連した、おもしろい豆知識を平易な英文でまとめたコラム。本文の関連箇所に、日本語でこの欄への参照指示が掲載されており、関心に応じて読み進めることができる。CD を聴きながら空欄になっている単語を埋めるリスニングとディクテーションの問題にもなっており、単語や語尾の変化の聞き取りとつづりの練習になっている。

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THE ART OF PERSUASION

What is the key to making a good argument?

千年以上も昔の哲学者が、今日の私たちに説得力のある議論の仕方について実践的な助言ができるとは信じがたいかもしれない。しかし、ある有名な哲学者は、現代でも有効な方法を示唆してくれる。相手を説得するにはどうすればよいと彼は述べているのか。また、他人が私たちを説得しようとするメカニズムを理解する際に、彼の助言はどのように役立つだろうか。



The ability to make a convincing argument is a key part of academic work, whether in the form of a presentation or in the form of a written research paper.

GETTING STARTED

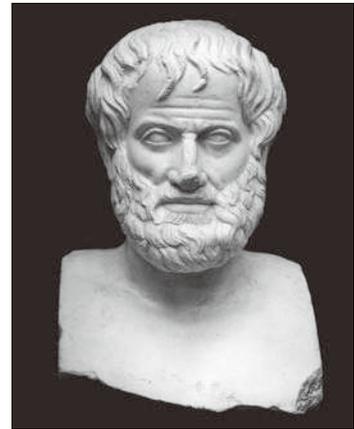
Think about the question below and then write a short response. There is no right or wrong answer here, so feel free to write the first thing that comes to mind.

What is for you the most challenging part of giving a presentation in front of a group of people?

READING

02 

1 When asked about what abilities prove vital for success in life, people often think about things like intelligence, temperament, creativity, and even athleticism. One specific skill, however, often goes unmentioned: the ability to persuade others. The power of persuasion has helped certain individuals, for instance, gather financiers to invest in the development of world-changing innovations, push entire populations to mobilize for war, inspire citizens to march for justice, and **motivate**¹⁾ young people to pursue their dreams. While many traits and qualities can help explain what enables someone to make a persuasive argument, the ancient Greek philosopher Aristotle outlined three key factors that seem just as relevant today as they were in his own lifetime over two thousand years ago: *ethos*, *pathos*, and *logos*, which are Greek words that in this context translate as “character,” “emotion,” and “reason.” While Aristotle’s detailed analysis in his *Art of Rhetoric* focused primarily on giving a speech, which was the primary mode of debate in ancient Greece, the principles that he outlines apply to making an argument in general, whether in written or spoken form. Let us therefore take a closer look at these three factors in order to not only better understand how to make an effective argument, but in order to also recognize how others may try to use these specific techniques to persuade us.



Aristotle is one of the most influential philosophers in history, and his work is quite diverse, ranging from philosophy to biology.

03 

2 The first key to persuading others, according to Aristotle, is by demonstrating good character, primarily in the form of credibility. In essence, it is important to instill in others confidence about one’s understanding of the matter being argued. This is of course much more easily accomplished if a speaker or writer is someone who has achieved world-renowned success, as is the case for people like Nobel laureates, notable celebrities, or high-ranking government officials. For instance, someone who has won the Nobel Peace Prize will have little difficulty establishing his or her credibility when writing an op-ed or giving a speech about a topic relating to something like the importance of international agreements on arms control. Aristotle makes clear, however, that a preexisting **reputation**²⁾ is not necessary to make a persuasive argument. Instead, it is the way that someone presents himself or herself while making an argument that is most crucial to its effectiveness. This means that

world-renowned public figures can lose credibility by presenting themselves poorly while making an argument, while people who are completely unknown can raise their credibility by demonstrating that they have put careful analysis and preparation into their argument.

04 

3 The second key to the art of persuasion is having the ability to generate an appropriate emotional response in one's audience, since for most people their emotional state affects their judgment. Successfully persuading others therefore entails knowing one's audience, Aristotle notes, and what type of emotional state will make that audience more likely to support the argument being made. If being in an angry state of mind, for example, is likely to make people more receptive to a particular proposal, then finding a way to rile people up will likely make it easier to persuade them. This may explain why so many successful high-profile speeches and presentations today feature stories and anecdotes. Politicians campaigning for office, CEOs introducing new products, and keynote speakers at functions like graduation ceremonies, for instance, often spend a lot of time talking about things like their own formative experiences, or an incident involving someone that they have met personally, in a way that connects to the theme of their presentation. One reason for this is that talking about a few specific incidents is oftentimes a more effective way to stimulate an emotional response than by presenting pure facts and statistics about the topic at hand.

05 

4 The third and final key to making a persuasive argument comes down to the argument itself. In essence, polishing one's delivery method and making one's audience emotionally receptive to an argument is important, but it is necessary to still make sure that the argument itself is strong. An argument must be logical, coherent, and feature sufficient proof to support the claims being made. Furthermore, brevity is also important since an audience's time and attention span is limited. This means that writers and presenters should **eliminate**³⁾ any extraneous and banal information that does not support the argument being made.

06 

5 Aristotle's *Art of Rhetoric* has long served as a guide of sorts for aspiring orators and rhetoricians, but it is important to also view it in the context of his broader philosophical work. His analysis of character, for example, partly aligns with his thoughts on aesthetics, while his analysis of emotion supports his rudimentary views on human psychology, and his focus on reason connects to his writings on logic. It is therefore in some ways better to see the *Art of Rhetoric* less as a guide for improving one's ability to persuade others, and instead view it more as an invaluable tool for

understanding the way that others use rhetoric to persuade us. When presented with a seemingly persuasive argument, it is therefore useful to recall Aristotle's analysis and ask ourselves a few basic questions. Does the way that someone is making his or her argument reveal good character traits, like credibility and reliability? What kind of emotional response is someone's argument trying to evoke, and how is this emotional response affecting the listener's or reader's judgment? Finally, and perhaps most importantly, has the person provided adequate proof to support the claims made in his or her argument? These may seem like commonsensical questions, but they are more important than ever as people today face a barrage of persuasion campaigns from what is effectively an endless stream of strangers, such as influencers on social media, advertisers online and on television, and social and political activists. In this way, then, even though it has been over two millennia since Aristotle formulated his analysis, it is clear that the lessons from his work on rhetoric remain relevant today.

アリストテレスについて、
章末の Point of Interest を
読んでみよう。

NOTES

athleticism 「運動能力」 **persuasion** 「説得」 **financier** 「財政家、大投資家」 **innovation** 「新基軸」
mobilize 「動員する」 **persuasive** 「説得力のある」 **Aristotle** 「アリストテレス (384-322b.c.)」 **Art of Rhetoric** 「『弁論術』」 **credibility** 「信頼性」 **instill** 「しみ込ませる」 **laureate** 「受賞者」 **celebrity** 「著名人」 **op-ed** 「(社説欄の向かい側の) 署名入り記事のページ」 **preexisting** 「前から存在する」 **rile up** 「激怒させる」 **high-profile** 「卓越した」 **CEO** 「最高経営責任者 (chief executive officer)」 **extraneous** 「無関係の」 **banal** 「陳腐な」 **align** 「提携する」 **commonsensical** 「常識的な」 **barrage** 「多数」
advertiser 「広告主」

VOCABULARY

For each underlined word below, choose the option that most closely approximates its meaning based on the way that it is used in the reading section.

- ... and motivate young people to ...
 a. inspire b. persuade c. frighten
- ... a preexisting reputation is not necessary ...
 a. education b. name c. status
- ... presenters should eliminate any extraneous ...
 a. highlight b. remove c. feature

COMPREHENSION QUESTIONS

Read each statement below carefully, and then based on the information presented in this chapter, write "T" if it is true or "F" if it is false.

1. _____ The three key traits that Aristotle outlines are *ethos*, *pathos*, and *logos*, which translate as "intelligence," "emotion," and "reason."
2. _____ In order for a speaker or writer to have strong credibility, it is necessary that he or she have noteworthy accomplishments.
3. _____ According to Aristotle, different emotional states of mind are receptive to different types of arguments.
4. _____ An argument should not only aim for coherence and proof that supports its claims, but it should also aim for brevity.
5. _____ The *Art of Rhetoric* does not fit in with the rest of Aristotle's work, which primarily focuses on philosophy.

PUTTING IT ALL TOGETHER

For each paragraph in the reading section, compose one complete sentence that summarizes the main theme of that paragraph.

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

DEBATING THE ISSUES

Write a complete sentence that states whether your answer to the question below is “yes” or “no.” Then write a sentence that provides support for your answer.

Does the author argue that Aristotle’s three key points are useful solely for enhancing one’s own ability to make an effective argument?

① 07 

POINT OF INTEREST

Listen carefully to the audio recording for this section and fill in the blanks in the paragraph below.

Ancient Athens produced what is 1.) _____ one of the most intellectually influential trio of thinkers in history, which began with Socrates and ended with Aristotle. Socrates was not a formally trained philosopher, and may well have been 2.) _____, but his teachings laid the foundations for Western philosophy. His most notable student, Plato, went on to become one of the most influential philosophers in the history of Western philosophy, and he 3.) _____ the Academy, an advanced school that was the precursor to modern elite academies. One of Plato’s students, Aristotle, went on to become arguably the most influential intellectual 4.) _____ in European history until the Renaissance. Amazingly, many of Plato’s and Aristotle’s works have 5.) _____ and remain the subjects of the academic inquiry and, as shown from this chapter’s discussion on rhetoric, still hold value to this day.