

Preface

Today, people and information circulate the globe freely, bringing with them new possibilities for innovation and problem-solving. However, to make these possibilities happen we must work together with people who see the world very differently from us. For this, when we evaluate the actions of others, we must not blindly reapply judgments about the world we have already made based on personal experiences. In a word, we must learn to recognize our prejudices and see past them, to discover new ways of seeing the world. In so doing, we will be able to not only understand others better but also come up with wonderfully creative ideas that would never occur to us if we could only see the world in one way.

This text features 15 movies, each of which portrays the lives of outstanding individuals who struggle to succeed due to the prejudices of others concerning their race, sexuality, religion, culture, social class, education, etc. Each essay attempts to show the problems these individuals face and the behavior they take in response, framed in their own perspectives. It is my hope that thinking about how these 15 outstanding individuals saw the world and how their perspective shaped their futures will serve as practice for understanding and cooperating with others in our increasingly diverse world.

Joseph Tabolt

はじめに

本テキストは「多文化社会／多文化共生」をキーワードに、映画を来たるべき多文化社会のケーススタディ／モデルとして位置づけ、アカデミー賞受賞作から隠れた名作、知られざる傑作を通して多文化社会のありかたを学ぶことを企図したものである。本テキストの姉妹編にあたる *Our Time, Our Lives, Our Movies* (『映画で読むわたしたちの時代と社会』) では、有名なヒット映画 15 作品を取り上げ、主として映画と制作当時の社会情勢との相互関係を切り口とした。今回取り上げた映画はシリアスでかなり重い内容のものが多いが、扱われているテーマは学生の批判的思考力を鍛え、教養を深める上できわめて効果的なものばかりといえる。願わくは、学生には快・不快感だけを判断基準にせず、現実世界の厳しさや歴史にも目を向けて、現実に立脚した知性的な判断も織り交ぜた映画の評価を下してもらえればと思う。今回のテキストがその一助となれば幸いである。

森永弘司

Choosing a Home

“Brooklyn”



Brooklyn の主人公 Eilis は仕事を求めてアイルランドからニューヨークへ移民としてやってきます。彼女の苦悩や葛藤を通して、私たちにとって祖国あるいは故郷とは何なのかを考えてみましょう。

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Key Vocabulary Match-up



DL 036



CD1-36

次の 1 ~ 5 の意味に合うものを a ~ e から選びましょう。

- | | | |
|---------------|-----|--|
| 1. depression | () | a. a strong feeling of wanting something or someone |
| 2. establish | () | b. to change one thing for another |
| 3. location | () | c. a period of high unemployment and wide-spread poverty |
| 4. longing | () | d. to form social or economic roots in a new area |
| 5. replace | () | e. a place where something happens or exists |



次の文を読みましょう。

pinpoint 正確に示す

boarding house 下宿

sensibility 感覚、感受性

inferiority 劣等 (感)
alienation 疎外 (感)

professional
qualifications 職業資格

We can all agree that everyone needs a place to call “home.” Home is where we are most ourselves. Even so, it is surprisingly hard to pinpoint what makes somewhere a good home. Most would agree that the location of our home can change throughout our lives; perhaps our family moves, or perhaps we move out of our parents’ house to raise our own family. But, what about somewhere in a different country with different customs or even a different language? In *Brooklyn*, the protagonist Eilis gives us her answer to this question through her struggle to find a place to call home in a foreign country.

Eilis is raised in Ireland during the depression in the early 1950s. As a young adult, she is unable to find work there, so she leaves for Brooklyn, NY, where her sister has arranged a boarding house for her to live in and a job for her. Once there, Eilis quickly discovers that just having a place to sleep and a job does not make a place home. For Eilis, home is where her family, particularly her sister, is. In Brooklyn, she does not know the people around her and the people around her do not know her. She does not know the customs and at her residence she is surrounded by strangers who, unlike her, are comfortable in Brooklyn and with the rules of the house. Even at work, she is unable to make friendly chat with customers because she is unfamiliar with the local sensibilities. All around, she feels a sense of inferiority and alienation. Meanwhile, whenever she reads her letters from her sister in Ireland or hears Irish songs, she is overwhelmed with a longing for “home.” Eilis is suffering from homesickness.

However, she begins to grow new roots. She attends an accounting class at Brooklyn University and earns professional qualifications. She meets Tony, a kind Italian boy and they fall in love at first sight. Eilis finds someone

unconditionally 無条件に

mutual trust 相互信頼

venture
危険を承知で試みる

who, like her sister, thinks of her all the time and who
35 unconditionally appreciates her presence. After this, she
gains confidence in her surroundings, her performance at
work improves and she builds relationships of mutual
trust with her boarding mates. In short, she finds a place
in Brooklyn where she feels useful and wanted. Has
40 Brooklyn replaced Ireland as her home?

Suddenly, Eilis receives notice that her sister has
died. Eilis must choose: does she stay in Brooklyn and
continue her new life or does she go back to Ireland to
help her mother, who is now alone? When Tony lovingly
45 tells her to go and that “home is home,” Eilis replies, “I’m
not sure I have a home anymore.” Torn between two plac-
es, Eilis does not know what home is anymore. She goes
back, where her mother and childhood friend welcome
her. She is offered her sister’s job as an accountant, and
50 even finds a suitable companion. Eilis is confronted with
a difficult decision. She has two places she can choose
from to call home. In the end, Eilis chooses Brooklyn over
her birthplace, showing us that the best home is not nec-
essarily the place we were born.

55 *Brooklyn* reflects an increasingly common trend in to-
day’s global society: it is often not the case that the people
who call a place home were born there, or even in that
country. The personal freedom we have in modern society
gives each of us the possibility to explore the world and
60 establish ourselves somewhere we truly feel needed and
at home. Eilis serves as an inspiration to all of us. She
gathered the courage to venture outside the place she had
always called home and find her way in a world filled with
opportunities. Ultimately, Eilis’s journey led her to fulfill-
65 ment in a place far from her birth home.



Comprehension Check

Read & Write

次の質問が本文の内容に合えば T (True) を、合わなければ F (False) を選びましょう。
また、その理由を本文から抜き出してみましょう。

1. Eilis's relationship with Tony is similar to the one she has with her sister. T / F

Why?: _____

2. For Eilis, Brooklyn and Ireland both seem like possible homes. T / F

Why?: _____

3. Most people think of a place as home because they were born and raised there. T / F

Why?: _____

Listen & Write

DL 042~044 CD1-42 ~ CD1-44

音声を聞いて空所を埋めてから、本文の内容に最も合うものを選びましょう。

1. _____ does Eilis _____ Brooklyn instead of _____ her hometown?

- (A) Her sister found a boarding house for her.
- (B) She needed a job.
- (C) She did not like her home.
- (D) She did not know the customs there.

2. _____ best _____ Tony?

- (A) Eilis's only marriage candidate
- (B) A kind, French boy
- (C) Eilis's support in Brooklyn
- (D) Eilis's classmate at Brooklyn University

3. According to this essay, _____ is the most important characteristic of a _____?

- (A) We feel needed there.
- (B) We were born there.
- (C) Our family is there.
- (D) We have a job there.

Write & Speak

次の語句の意味を英英辞典で調べて書いてみましょう。その後で、ペアを組んで相手に説明してみましょう。

A: “home” means

B: “birthplace” means



Thinking about Our Diversity

次の質問について考えて、自分の意見を書いてみましょう。ペアやグループで話し合ってもかまいません。

1. Imagine you are an immigrant in a foreign country, find a job, make new friends and grow new roots there. In your personal opinion, could the country replace the country you were born in as your home?

2. Imagine you have to choose between the foreign country where you feel useful and wanted and the country you were born. Which would you choose and why?



Brooklyn (2015)

『ブルックリン』



アイルランドからニューヨークのブルックリンへ移民した若い女性エイリシュの葛藤を描いた本作は、第88回アカデミー賞で作品賞・主演女優賞・脚色賞にノミネートされた。エイリシュを演じたシアーシャ・ローナンはアイルランド人で、本人もニューヨーク生まれアイルランドで育った。シアーシャ (Saoirse) という名前はアイルランド語で「自由」を意味する。

Column

アイルランドとアイルランド系アメリカ人

『ブルックリン』の時代設定は1950年代初頭であるが、アイルランドは第二次世界大戦の際に中立を守ったために、アメリカの経済援助によって戦後ヨーロッパの復興を企図したマーシャル・プラン (Marshall Plan) から排除されていた。本作の主人公エイリシュのような若くて有能な女性がアイルランドで定職を得ることができなかったのも、国内の慢性的な不況が原因である。このような事情により、1950年代には多くのアイルランド人がアメリカに移住した。

アイルランドは、前5世紀頃にヨーロッパ大陸から渡ってきたケルト人がもたらした文化とカトリック信仰をバックボーンとする国である。長年にわたり隣国イングランドの支配を受け、1649年にはイングランド議会軍を率いるオリバー・クロムウェルに征服されて植民地となった。以降、プロテスタントやイングランド国教会の人々から厳しい宗教的迫害を受け、数多くのアイルランドのカトリック教徒が命を奪われた。初期のアイルランド人移民がアメリカをめざしたのは宗教的迫害から逃れるためであり、特に19世紀初頭にカトリック系アイルランド人が集団的大移民を始めた。また、1845年から49年にかけて発生した「ジャガイモ飢饉」 (potato famine) によって250万人以上のアイルランド人が祖国を離れ、その大部分がアメリカに移住した。この時にアメリカに移住したアイルランド人の中に、J・F・ケネディ大統領の曾祖父も含まれていたとのことである。

さらに、1848年にカリフォルニアで金鉱が発見されたことで起こったゴールドラッシュがきっかけとなって、アイルランドからも多くの移民が押し寄せることとなった。ところが、アメリカ建国の立役者であったのはイギリスのプロテスタント派のピューリタン (清教徒) であり、アイルランド人はカトリックであるがゆえに差別されることが多く、たいへんは雇用の安定しない危険な労働環境の仕事にしか就くことができなかった。20世紀初頭に建造されたタイタニック号の三等船室の乗客の大半はアメリカに向かう貧しいアイルランド移民で、船底のエンジンルームで汗だくになりながら働いていた労働者の多くもアイルランド人であったといわれている。

その後、アイルランド系アメリカ人は様々な苦難に見舞われながらも奮闘努力を続け、アメリカで確固たる地位を獲得し、現在ではアメリカの総人口約2億6千万人のうちの4千万人にまで達している。

