

ID 130107
Name Momori URA
Title The Popularity in *Pride and Prejudice*:
Focusing on Elizabeth Bennet
Supervisor Prof. Chihiro KATO

Summary

The purpose of this thesis is to examine the reason why *Pride and Prejudice* has attracted people widespread for long time. I focus on Elizabeth's character in the novel and in adapted works.

First, I attest the truth of popularity of *Pride and Prejudice* looking at the modern visual product, culture and literature. Furthermore, I deal with two different explications, feminism and paternalism, mainly focusing on Elizabeth. Moreover, I examine the diversity of Elizabeth by comparing three adapted productions from *Pride and Prejudice*; *Bride and Prejudice*, *Machiko*, and *Bridget Jones's Diary*.

Lots of products such as films and dramas has been produced. In this way, *Pride and Prejudice* has made its position. As for Elizabeth, she is a significant character who can be read and rewritten in various ways. The readers find the 'ambivalence,' feminism and paternalism, in this novel looking at Elizabeth's behaviors. I insist on the position of paternalism, but the thing I make a point the most is that because of this 'ambivalence,' there is a long worthy argument in academic circle on *Pride and Prejudice*. Besides, in adapted works, Larita in *Bride and Prejudice* describes her culture and society in India as such a way as to appeal to the audience. Also Machiko in the Japanese novel *Machiko* is a symbol of young women socialist, and Bridget in *Bridget Jones's Diary* tells us about her own life via her diary so that the readers can be sympathetic to her.

In this paper I observe the reason why *Pride and Prejudice* has been loved by modern people. I conclude that *Pride and Prejudice* has been discussed for many years because Elizabeth makes 'ambivalence.' Besides, Elizabeth has been easily rewritten in adapted works. Thus the reason why *Pride and Prejudice* has attracted people for long is that the main character, Elizabeth, is such a changeable character.

ID 130118
Name Akane OGURO
Title A Consideration of the Value of *Howl's Moving Castle*
Directed by Hayao Miyazaki:
From the Comparison of Descriptions of the War
Supervisor Prof. Chihiro KATO

Summary

The purpose of this thesis is to consider the value of *Howl's Moving Castle*, a film directed by Hayao Miyazaki. The original novel was written by Diana Wynne Jones in 1986 in the UK. I hypothesize that Hayao Miyazaki created a new work based on the original novel, not just visualized it. I refute many critical comments about this work directed by him.

First, I focus on the figure of Hayao Miyazaki that shows his political idea. Second, I examine his view of war from his three works such as *Porco Rosso*, *Princess of Mononoke*, and *Howl's Moving Castle*. Finally I consider the meanings of the difference between his movie and the original novel.

I found that Hayao Miyazaki had two different ashamed feelings as a Japanese. He has criticized the present Japanese government for trying to reach the center of the world. His idea tends to be socialistic and left wing. I suppose his ideal Japanese politics is a small country as a matter of principle.

In *Porco Rosso*, it is important to judge for justice by themselves. In *Princess of Mononoke*, a villain in the story is not only a villain but also has her standard for justice. In *Howl's Moving Castle*, he argues that the aim of war is obscure. It is clear that Howl, the main character in *Howl's Moving Castle*, hesitates between joining in the war and refusing in the war.

Finally, I found out that the difference between Miyazaki's movie and the original novel was descriptions of the war, which were caused by the result of World War II. While Japan is a defeated nation of World War II, Jones grew up in a victorious nation of the UK. Therefore, because the two nations felt the war differently, it was natural that the movie and the book were described differently.

In conclusion, the value of *Howl's Moving Castle* directed by Hayao Miyazaki is his adaptation with Japanese identity about war from the original novel including British identity about war. The significance of this thesis is to show the value of the description of war in *Howl's Moving Castle* directed by him.

ID 130206
Name Mayu KAWAMURA
Title The View of Life and Death in the *Harry Potter* Series Written by J. K. Rowling:
Harry's Death from the Perspective of Chivalry
Supervisor Prof. Chihiro KATO

Summary

The purpose of this thesis is to examine the view of life and death in the *Harry Potter* series written by J. K. Rowling from the perspective of chivalry. The series has seven books and there is a big theme of death and a lot of elements of chivalry in the story. I verify the strong connection between the series and chivalry and a value of the series.

For that purpose, I seek points in common between the *Harry Potter* series and *Le Morte d'Arthur*, considering death of knights, death for people in the Middle Ages and death in the *Harry Potter* series. Also, I seek the way in which chivalry lives today.

Firstly, referring to the history of the class of knights and chivalry, I insisted that people in the Middle Age admired knights and made chivalric romance to tell about ideal figure of knights. Also, in those days, people believed purification of their souls after death and regarded death as a transit point of life.

Secondly, I examined the view of life and death in the *Harry Potter* series, focusing on the perspectives of Harry, Voldemort and the collection of fairy tales, *The Tales of Beedle the Bard*. I found Harry had courage to accept death and that was why Harry could beat Voldemort. Additionally, *The Tales of Beedle the Bard* told that it is stupid to fear death and to delay death. From these facts, I found that a character who does not fear death can overcome death in the story of the series.

Thirdly, I sought points in common between the *Harry Potter* series and *Le Morte d'Arthur*. Death as achievement and death as embarkation were seen in both of them. The connection between the two works is undoubtable. Thus, I found that popular fantasy novels today have the common points with *Le Morte d'Arthur*, chivalry literature in the Middle Ages. From these findings, I concluded that the series can be read from the perspective of the chivalric view of life and death.

For all these facts, I concluded that the view of life and death in the *Harry Potter* series is strongly related to the chivalry. The series gives readers an opportunity to think about death based on chivalric values. Therefore, the series is not just popular novels, but also valuable works. This thesis contributes to reveal the new value of the series.

ID 130354
Name Hiromi SUZUKI
Title Kazuo Ishiguro's *Never Let Me Go*: Childhood Memories and Nostalgia
Supervisor Prof. Chihiro KATO

Summary

This thesis is about *Never Let Me Go* written by Japanese-born British author Kazuo Ishiguro in 2005. *Never Let Me Go* is a futuristic science dystopian story, however there is something nostalgic throughout the novel. Kathy, the main character of the story, reminisces about her innocent childhood when she knows nothing of the harsh realities of life. The thesis explores Ishiguro's intentions of dealing with the childhood memories in the novel.

First, I examined Ishiguro's background to ascertain if his childhood affected writing the novel. Next, I explored Hailsham, Kathy's boarding school, as a metaphor for an ideal childhood environment. At last, I compared *Never Let Me Go* with other dystopian novels to point out the fact that the story lacks scientific information and to confirm that Ishiguro intended to write the novel to describe childhood memories. Throughout the thesis I took Ishiguro's interviews into consideration.

I discovered that Ishiguro tells the importance of memories in *Never Let Me Go* by mentioning how childhood memories work to face realities when people grow up. Ishiguro's message is that all children must be raised in a carefully protected innocent environment, so that they can have happy childhood memories.

Overall the thesis was about the childhood memories and nostalgia in the novel. Kathy and other clones grow up in Hailsham with little knowledge about donations that await them in the near future. They are protected soundly inside Hailsham, therefore they can have happy childhood memories. This thesis is significant in that *Never Let Me Go* can be interpreted as a tragic dystopian society, however it shows Ishiguro's main theme is the importance of having happy childhood memories.

ID 130463
Name Minami NAKAGAWA
Title A Study of Roald Dahl's Works for Children:
The Value of Children's Literature in *Charlie and the
Chocolate Factory* and *Matilda*
Supervisor Prof. Chihiro KATO

Summary

The purpose of this thesis is to examine the value of Roald Dahl's works for children. His books are popular among children, but on another front, his works are controversial. Supposing that his works are valuable as children's literature, I verify this hypothesis examining *Charlie and the Chocolate Factory* and *Matilda*.

First, I make clear definition of the genre "children's literature" and consider what valuable children's literature is like. Second, I look at whether his works include the element of 'entertainment' or not. Next, I also consider a 'moral lesson' in his works. Finally, I examine whether his books are valuable as children's literature from those considerations.

Valuable children's literature needs two elements. One of them is children's sense of humour, 'entertainment,' and the other is 'moral lesson' that adults demand for the readers, children through literature. The work that includes both of the elements can be regarded as a valuable children's literature.

In Dahl's works, there is a black humour as an element of 'entertainment.' His works are criticized as unethical, because they have violent scenes with black humour. However, in his works, people who are subjected to physical violence have some rational reasons to be punished. Thus, these scenes can be seen as one of the retribution or even education. In addition, all of his violent scenes are described too overly like fantasy. Those fantastic scenes make children relieved because those scenes cannot be realized in the real world. Those scenes just give children fun-filled images. Finally, I consider that 'moral lesson' from the perspective of the characteristics of main characters. Both Charlie and Matilda have humilities, and they differ from the villains in that point. The villains are so greedy that they give someone a hard time, and thus the violent actions are totally karmic payback. Those actions show that his books have 'moral lesson.'

All these consideration, I verify that his works have two elements, 'entertainment' and 'moral lesson' that should be included in valuable children's literature. Therefore, I conclude that his books for children are valuable as children's literature, and this paper contribute to upgrading his works.

ID 130492
Name Tomo NISHIMURA
Title The Significance of The Unreliable Narrator in
Kazuo Ishiguro's *The Remains of the Day*
Supervisor Prof. Chihiro KATO

Summary

The purpose of this thesis is to examine the significance of the unreliable narrator in Kazuo Ishiguro's third novel, *The Remains of the Day*. This novel is narrated by Stevens, a first-person and the unreliable narrator. This story made Ishiguro an honorable Booker Prize winner and firmly established his reputation around the world. I made clear the significance of the unreliable narrator and the message of Ishiguro.

First, I examined how Ishiguro's background influenced his works. He has two different backgrounds, Japan and the UK. This experience of living in two different countries is connected with his literary style. Next, I clarified the definition of unreliable narrator. Moreover, I examined from relationships with Miss Kenton and Lord Darlington why Stevens could be regarded as the unreliable narrator. Finally I clarified the message that Ishiguro truly wanted to tell readers.

The unreliable narrator is a narrator whose credibility has been seriously compromised. Using this technique, authors can disclose how human beings distort and conceal the truth. I thought Ishiguro wrote this story to tell readers what human nature really was. Stevens narrates the story with lies and self-deception. All the stories he tells are unreliable. However, Stevens is an ordinary person and readers have possibilities to be in the same situation as him. Ishiguro's work present all his readers having some misconception about the truth.

In this paper I observed the significance of the unreliable narrator. This technique is open to interpretation. I thought the message of Ishiguro is to devote undivided attention to future life. This story causes the readers to doubt their own understanding of history and memories. This thesis contributed to clarifying the fact that the story tells what human nature really is.

ID 130521
Name Keitarou HAMANAKA
Title The Value of Liverpool for The Beatles
Based on the Fact of the City Theory, Social Classes
and the Analysis of their Lyrics
Supervisor Prof. Chihiro KATO

Summary

The purpose of this thesis is to examine a theme, ‘the value of Liverpool for The Beatles.’ All the members of The Beatles were grown in Liverpool and they became the most famous rock band. The majority people in Liverpool were classified as ‘working class’ and people in the South belonged to higher classes comparing to Liverpool. Then most people in the South were not interested in the rock music from Liverpool. However, finally The Beatles succeeded as a rock band not only in the UK but also around the world. I thought that Liverpool was valuable places for The Beatles to be popular.

By using their lyrics and characters of Liverpool, this theme could be solved in this thesis. And examining the changes of their artistic thought, I found the value of Liverpool of which The Beatles thought.

I found that Liverpool could let The Beatles settle down when they were not able to be satisfied with their band activities, or when they felt a gap between their dream and reality. The Beatles sang about Liverpool when they felt some pressure. And before they finally broke up, they released “GET BACK.” This song had some messages that The Beatles had to get back to Liverpool because they had been too big existence by people in the UK.

In conclusion, the value of Liverpool is that there were a lot of minor facts that British people had thought at that time. I examined those facts are because of their background that they were from Liverpool and working class. And the value of Liverpool for The Beatles is that it was the place that The Beatles could be relaxed while they were busy. If The Beatles had not been born there, they wouldn’t have been such a popular rock band. And finally, this thesis has the significance in that I used the lyrics to examine the theme.

ID 130651
Name Atsumasa MORIYA
Title The Importance of the Final Chapter in *A Clockwork Orange*:
By Comparing Two Different Versions
Supervisor Prof. Chihiro KATO

Summary

The purpose of this thesis is to examine the importance of the final chapter in the original version of *A Clockwork Orange*. This novel was written by famous British writer Anthony Burgess in 1962 and made into a movie by Stanley Kubrick in 1971. At that time, Kubrick removed the final chapter because he thought it was more interesting to change the original ending, and this causes the big difference between the two versions. I compared the two versions and I focused on the educational aspects because this novel deals with juvenile crimes.

First, I make the clear definition of the term 'dystopia' because this book is classified as dystopian literature. Second, I examine messages that Burgess wanted to tell us and the meanings of the word 'A Clockwork Orange.' Finally, I compare the original novel with the movie directed by Kubrick in order to prove the importance of original final chapter.

I defined dystopia as an undesirable imaginary place and it makes us think about what is a desirable world through satirizing and criticizing our real world. In this book there are a lot of dystopian elements. Especially a kind of correctional system for crimes called Ludovico treatment is the strongest one. I comprehended that Burgess wanted to tell us about importance of free will and right education. Moreover, the word 'A Clockwork Orange' symbolized Alex, who is the main character of this book, because he doesn't have the free will like a clock. Additionally, about the original ending, it symbolized chain of the dystopian world because Alex thinks he will have his child in the future and he won't be able to stop his son if his son will do the evil acts like him.

In this paper I observed the difference between the two versions and revealed that the original ending had strong dystopian elements. I concluded that wrong education such as Ludovico treatment couldn't cut off the chain of the dystopian world and Burgess wanted to tell us the importance of right education. Moreover, I made it clear that we could find educational aspects in the original ending, even though this novel was classified as dystopian literature.