

ID 220044
Name Kaho OIKAWA
Title Transmitting Holocaust Memory through Testimonial and Second-Generation Literature: From the Analysis of *If This Is a Man* and *MAUS*

Summary

The subject of this thesis is to explore how survivors and second-generation authors have transformed the Holocaust into literary works. Eighty years after the liberation of the Auschwitz concentration camp, survivors who can provide testimony are gradually disappearing. Therefore, this thesis aims to clarify the significance of transmitting Holocaust memory through literature. The research method consists of analyzing *If This Is a Man* and *MAUS*, as well as examining ethical issues and a theoretical framework related to the transmission of Holocaust memory. *If This Is a Man* written by Primo Levi is a memoir in which a Holocaust survivor himself recorded his experiences in the camp. In contrast, *MAUS* written and drawn by Art Spiegelman is a graphic novel in which a second-generation individual recorded his father's testimonies.

First, I analyzed the testimonial literature of Levi and the second-generation literature of Spiegelman. Levi's narrative can be read as an attempt to transmit memory in order to prevent humanity from repeating the same mistakes. Also, it became clear that Spiegelman created his work from the fear that if he did not tell the story, it would be forgotten.

Furthermore, identification and postmemory theory were discussed in this paper. While identification carries the risk of consuming the victims' experiences, it can also provide an opportunity to engage proactively in the transmission of memory. Moreover, this study shows that second-generation literature plays a vital role in culturally and socially transmitting memory of the Holocaust and creating postmemory.

In conclusion, literary works by survivors and second-generation hold great significance in their attempts to transmit the memory of the Holocaust to future generations while confronting the limits of expression. Furthermore, I concluded that readers are expected to engage responsibly with the texts. This thesis has significance in examining the potential for memory transmission from both testimonial and second-generation literary perspectives.

Keywords: Holocaust, memory, *If This Is a Man*, *MAUS*

ID 220052
Name Haruka OKAJIMA
Title The Possibility of Citizenship Education in Japan:
A Case Study of the United Kingdom and the United
States

Summary

The Ministry of Education, Culture, Sports, Science and Technology introduced a new curriculum in 2017, which emphasizes developing students' ability to think and act independently. To examine how such skills are fostered, this paper focused on citizenship education. The purpose of this paper was to propose ways in which Japanese schools could introduce citizenship education. As a research method, citizenship education in the United Kingdom and the United States were analyzed.

Based on the examination of government documents and websites, I identified problems of citizenship education in Japan. I argued that the lack of dedicated unified citizenship courses in public schools is a disadvantage for students and needs to be improved. From the perspective of localized curriculum, the lack of oversight and regulations is another problem. When it comes to moral education, which is a unique course in Japan, it tends to focus too much on manners or social rules rather than practical knowledge.

In the UK, there is a dedicated national citizen course with regulations, but it is not unified. Also, the implementation and content vary from school to school, which constitutes a problem. Teachers can heavily influence the content by controlling the amount of activism, leading to students engaging actively with social issues. On the other hand, in the USA, citizenship education is enacted as civic education, similar to Japan. However, regulations and content are decided by states, and not nationally unified. The USA's course content focuses primarily on political knowledge and lacks practical knowledge, which is a significant problem.

In conclusion, the Japanese government should change the form of moral education, special activities, and period for inquiry-based cross-disciplinary study curriculums. Curriculum reform will allow teachers to create customized course materials based on students' needs, extending teachers ownership. In addition, English teachers should integrate CLIL into English courses to enhance learners' critical thinking skills. The significance of this paper is that it presents methods for citizenship education to be introduced in Japanese schools in terms of curriculum and English classes.

Keywords: Citizenship Education, Japan, the United Kingdom, the United States

ID 220053
Name Kazune OKADA
Title Roald Dahl's Family Values: Through the Analysis of *The Witches* and *Matilda*

Summary

The subject of this thesis is the family values of the 20th century writer Roald Dahl. His published children's literature depicts families that are not ideal, like orphans and wicked stepmothers. However, few studies have focused on the family depictions in his works. This thesis aims to explore Dahl's family values and consider the significance of Dahl's family depictions. I conducted an analysis of his autobiographies and his two works, *The Witches* and *Matilda*.

First, historical background and Dahl's autobiographies were analyzed. The traditional gender roles of men working and women staying in the home formed after the Industrial Revolution. After the World Wars when women participated more in society, people started to rethink gender roles. Dahl grew up in the early 20th century and experienced the transformation of gender roles. In addition, from the analysis of Dahl's family in his autobiographies, Dahl thought that being reliable, having a sense of security, being supportive, having deep affection, and respecting attitudes were ideal elements within a family. These premises were utilized as the hypothesis for this study.

Secondly, I analyzed and compared the families of *The Witches* and *Matilda* from the characters' perspectives and family roles. As a result, families which have strong emotional relationships, high equality in relationships, security and educational roles were depicted ideally. Also, the works analysis showed that his family depictions have significance in terms of reconfiguration and gradual images of families.

Based on the analysis, it can be concluded that the hypothesis is reasonable because it corresponds with depictions in the works. Thus, his family values are like those described in the hypothesis. Also, Dahl's family depictions have significance in presenting a view of family that assumes change, gradual family reconfiguration and family images. The significance of this thesis is that it analyzed *The Witches* and *Matilda* focusing on Dahl's family value and examined the significances of his family depictions by using the cross-sectional study of the two works.

Keywords: Roald Dahl, family values, *The Witches*, *Matilda*

ID 220074
Name Yuka KARIYA
Title A Comparative Study of Sex Education of Japan and The U.K.: What should be improved in Japanese Sex Education?

Summary

In Japan today, sex education is considered as to be insufficient. The subjects of this paper are sex education in Japan and the U.K, and this thesis aims to clarify the points to be improved of Japanese sex education from the point of view of history, curriculum and parental involvement. The method is a comparative analysis of previous study related to Japanese and British sex education.

First, I argued that, historically, Japan thinks negatively about sex education while the U.K. takes a positive view of sex education. In addition, I claimed that the U.K. actively works on improving sex education while Japan only provides conservative sex education because of “bashing for sex education”.

Secondary, I argued that, in Japan, necessary knowledge for lives and planning lives are not provided in classes because of restrictive guidelines. I claimed that, in the U.K, giving sex education with learning relationship and wide range of topics covered in sex education must be in high esteem. By doing so, I expect that students can recognize sex related topics as a familiar presence. Moreover, I argued that whether sexual intercourse is learned in classes or not makes the biggest gap between Japan and the U.K.

Finally, I claimed that, in both Japan and the U.K, because parents think it difficult to provide sex education in their household, they cannot do it smoothly. Additionally, I clarified that topics that Japanese parents want their children to learn can be learned in British curriculum. In conclusion, Japanese sex education must be improved from the perspective of curriculum and parental involvement. Thus, I claimed that Japan has a great deal to learn about sex education of the U.K.

Keywords: sex education, Japan, the U.K.

ID 220084
Name Takesato KIMURA
Title The Control Systems in Dystopian Literature: Comparing *Nineteen Eighty-Four* and *Brave New World*

Summary

The subject of this thesis is to clarify the mechanisms of a thoroughly controlled society. In recent years, the warnings suggested in two dystopian novels are becoming more realistic. Therefore, this thesis aims to consider the warnings depicted in two famous dystopian novels: George Orwell's *Nineteen Eighty-Four* and Aldous Huxley's *Brave New World* in order to apply these insights to modern society. The method is a comparative analysis of mechanisms of control described in *Nineteen Eighty-Four* and *Brave New World*.

First, this thesis analyzed *Nineteen Eighty-Four* and *Brave New World*. This analysis revealed both novels aim for totalitarian stability but utilize opposing methods. The control in *Nineteen Eighty-Four* enforces obedience through fear, pain, and surveillance. In contrast, the control in *Brave New World* maintains stability through human production and internal conditioning. While *Nineteen Eighty-Four* prevents resistance by oppressing people, *Brave New World* obscures it with constant distractions. Ultimately, *Nineteen Eighty-Four* relies on oppression, whereas *Brave New World* relies on voluntary servitude.

Furthermore, it was revealed that *Nineteen Eighty-Four* and *Brave New World* rely on fundamentally different control systems. This thesis argued that *Nineteen Eighty-Four* enforces a "Forced Totalitarianism" through fear and thorough surveillance to crush liberty and human dignity. However, *Brave New World* establishes a "Voluntary Totalitarianism" by using pleasure and biological engineering to remove the desire for freedom in advance.

In conclusion, this study revealed that both novels, despite their opposite methods, reach the same conclusion: the erosion of the individual and the elimination of human dignity realize a thoroughly controlled society. Contemporary society may be facing a new compound threat from both dystopias, in which we easily accept *Nineteen Eighty-Four*-style surveillance and *Brave New World*-style comfort and convenience. The significance of this thesis is its multifaceted analysis of the mechanisms of control.

Keywords: Control, Dystopia, Totalitarianism, George Orwell, Aldous Huxley

ID 220206
Name Manami HANADA
Title View of Life and Death in British Detective Novels:
Comparison of Conan Doyle and Agatha Christie

Summary

The subject of this thesis is to compare detective novels written by Conan Doyle with Agatha Christie from the perspective of view of life and death. During world war, detective novels were escapist literature, nevertheless, people suffered from mass mortality. Accordingly, death in detective novels have important meanings. However, comparative studies of Doyle and Christie hardly focus on this topic. Therefore, this thesis aims to reveal similarities and differences of view of life and death in Doyle and Christie's detective novels. In addition, I examine significance of detective novels in modern society. The method is comparative analysis of description of death in *The Final Problem* and *The Hound of the Baskervills* written by Doyle, and *Murder on the Orient Express* written by Christie.

First, I explored Doyle's experience of doctor during the Boer War, thinking about spiritualism, and description of death in *The Final Problem* and *The Hound of the Baskervills*. Second, I analyzed Christie's background about the nurse during World War I and description of death and message in *Murder on the Orient Express*. Finally, I compared view of life and death of both authors. Additionally, I clarified what people seek from description of death in detective novels and what they provide to people.

I found both authors express death ambiguously. In Doyle's works, murdering and recalling Holmes are Doyle's own convenience. Meanwhile, Christie appeals to public about legal system and justice using death. As a result, these expression of death in detective novels adapts to the needs of readers.

In conclusion, Doyle describes ambiguous death, although he uses it based on his benefits. By contrast, Christie expresses respect for the dead and gives meaning to death by conveying the message. Furthermore, view of life and death in detective novels presents people with hope to live. The significance of this thesis is to explore similarities and differences of view of life and death in Doyle and Christie's works, which few studies have focused on this topic. Moreover, it proved the significance of view of life and death in detective novels as means to confront death.

Keywords: view of life and death, detective novel, Conan Doyle, Agatha Christie

ID 220258
Name Riko MORITA
Title Religious Education in Japan for Multiculturalism:
A Case Study of the United Kingdom

Summary

An increase in immigrants and tourists from abroad has been a significant concern in Japan. Educational opportunities to develop understanding and respect for cultural diversity may contribute to promoting a multicultural society. The subject of this article is to propose an ideal model of religious education in Japan. This article aims to discuss what kind of religious education should be conducted in Japan based on the review of religious education in the UK. The method is an analysis of history and challenges of multiculturalism and religious education in the UK with questionnaire results on religious education experiences.

First, I examined the policy history of immigration and racism in the UK after World War II. I argued that multiculturalism in the UK developed in response to conflicts between different ethnic groups. I also explained that race riots and terrorism resulted in alienation of minorities, discrimination towards Muslims, and evolution of the far-right parties.

Secondly, I explored the history, roles and practices of religious education in the UK. Religious education is implemented based on agreed syllabus made by local authorities. The questionnaire results suggested that religious education promotes understanding and respect for different religions, moral awareness, to challenge racism, supportive relationships between individuals. I emphasized the need for religious diversity, practical learning, and awareness of the risk of conflicts within classroom in religious education.

Based on curriculum formulation of social studies at secondary school, I argued that education concerning religion is inadequate in Japan. I concluded that religious education system should be offered to enable students to understand religious diversity through practical learning such as fieldwork, engage with ethical issues in an unbiased way to improve religious tolerance and critical thinking, taking into account Japanese religious values and social issues related to religion.

Keywords: Religious Education, multiculturalism, Japan, the UK