

## POSUDEK DIPLOMOVÉ PRÁCE

*Jméno a příjmení studenta:* Bc. Ivana Lanštiak  
*Název magisterské práce:* Orphans in Canadian Literature  
*Vedoucí magisterské práce:* PhDr. Christopher Koy, M.A., Ph.D.  
*Oponent diplomové práce:* Regina Helal, M.A.

- I. Cíl práce a jeho naplnění: 1. Cíl práce byl stanoven a naplněn v souladu s tématem
- II. Struktura práce: 1. Logická, jasná a přehledná
- III. Práce s literaturou: 2. Velmi dobrá práce s adekvátními prameny
- IV. Formální stránka: 2. Obsahuje drobné formální chyby
- VI. Jazyková úroveň práce: 3. Dobrá
- VII. Náročnost zpracování tématu: 1. Velmi vysoká

### Vyjádření oponenta magisterské práce:

This is an interesting and highly ambitious project. The student has read and analyzed seven well-known Canadian novels comparing their treatment of orphan characters with the help of five main themes and several sub-themes. The work is clearly and logically organized, the observations are authentic, references ample and properly inserted; on rare occasions the quotes are not referenced, as on page 23: "Your mama is gone....", or on Pg 29: „hungry necks....". In general though, the use of references is excellent.

Moreover, the 7-page-long *Conclusion* chapter is not written as an afterthought, as is often the case with many students, but contains instead more comparisons and observations. The thesis is one hundred pages long, but one does not get the impression that the author tried to artificially stretch the length; it seems to be just the right length for the ambitious content. The author seems to have enjoyed producing this thesis. Hence it is regrettable that the level of English leaves much to be desired.

What also needs to be highlighted in positive tones is the use of quotes. Ivana uses them sparingly, but each quote aptly illustrates what she has presented. Some of the chapters – unfortunately not all of them – have their own short introductions, advanced organizers so to speak, a system which greatly aids understanding. There are no summaries of plots, which is only to be praised.



Even if one were not too familiar with the books under review, one could easily follow the logic of Ivana's arguments as everything is clearly laid out. However, I would like to question the inclusion of Bharati Mukherjee. Indeed, Mukherjee had lived in Canada for about 14 years, married a Canadian writer and gained Canadian citizenship before returning to the US, but she had described the story of Jasmine as „the making of an American mind,“ and she had reiterated in several interviews that she considered herself an American author; moreover, she is known to have said that Canadian society and life in Toronto made her feel uncomfortable, partly due to racial tensions playing out in that city in the mid-seventies. Anne Michaels' *Fugitive Pieces* or Alice Munro's *Wilderness Station* might have been more suitable choices, in my opinion.

Lastly, to the language: I was having to re-read a large number of paragraphs to follow the thread. This slows the reader down considerably. In particular, Ms Lanštiak seems to have problems with the conjunctions *even though, while, not only—but also*, etc., resulting in sentences or clauses being left hanging in the air, as if unfinished. Similarly, commas are often missing or put in wrong places, and subject-verb agreement is sometimes ignored. Moreover, the pronoun *He* does not encompass females in English, as in this reference to adopted orphans: „On the contrary, he is the one to be or not to be chosen“ (pg 30). All males? On the positive side, there are very few word repetitions. As unorthodox or convoluted as the language sometimes is, it is nevertheless original, and that is refreshing.

Examples of some of the hard-to-read sentences:

- This she completes others as well as herself (pg 32).
- While the lives of Magnus and David entail the huge contrast that stresses their different social statuses in general, even though they both end up as wealthy and successful men in their respective fields (pg 65).
- The life story (of Mukherjee) and the short story Jasmine even meets at the point of traveling to Canada (pg 47).
- Later in the Boarding school, David can be withdrawn to their family friend, Dunstable cabinet to find peace and quiet for his recovery (pg 56).
- Situations such as a family member not rejoicing over saving Jasmine's live with a hurt dog threat, is expressed with a comment on it (Pg82).

Further there is unorthodox usage of certain words:

- Her life is vastly introduced (pg 5).
- ....children books...that implement morals and nature (pg 6).
- Anne gains her first opportunity to be implemented into society (pg 64).
- ...travelling in a wrecked dress (pg 64).
- A neglected and misused child.
- Kendra's solicitor trapper activity (pg 86).
- She had been flinging among her relatives (pg 97).

Another note on language: It is Don Sparling, not Sparkling (Pg 2).

Práce splňuje základní požadavky kladené na tento typ prací, a proto ji doporučuji k ústní obhajobě.

Navrhovaná známka: velmi dobře

Otázky k obhajobě:

1. Robertson Davies was a male writer, all the other writers you had chosen were females. Did you detect (or do you think there are) any gender differences in the authors' perceptions of the orphans' status?
2. On page 70 you have mentioned the Soviet educational psychologist Lev Vygotsky and his theory of the *Zone of Proximal Development*. Please explain this sentence of yours: „Moreover, this teacher overhauls Vygotsky's theory, which is still to come, as she challenges her pupils with reasonably exacting tasks...”

Podpis oponenta diplomové práce:.....



Datum: 3. 5. 2017

\*nehodící se škrtněte