

POSUDEK BAKALÁŘSKÉ PRÁCE

Jméno a příjmení studenta: Eliška Kuklová

Název bakalářské práce: The Divergent Trilogy as a Young Adult Modern American Dystopia/Román Divergence jako příklad literární dystopie pro dospívající čtenáře

Vedoucí bakalářské práce: PhDr. Alice Sukdolová, Ph.D.

Oponentka bakalářské práce: PhDr. Kamila Vránková, Ph.D.

I. Cíl práce a jeho naplnění: 1. Cíl práce byl stanoven a naplněn v souladu s tématem
~~2. Cíl práce byl naplněn s drobnými nedostatky~~
~~3. Cíl práce byl adekvátní, ale jen částečně naplněný~~
~~4. Stanovený cíl nebyl naplněn~~

II. Struktura práce: 1. Logická, jasná a přehledná
~~2. Přiměřená~~
~~3. Uspokojivá~~
~~4. Nevhodná~~

III. Práce s literaturou: 1. Výborná: zvoleny a použity vhodné prameny v patřičném rozsahu
~~2. Velmi dobrá práce s adekvátními prameny v patřičném rozsahu~~
~~3. Průměrná práce s literaturou~~
~~4. Slabá, chybná nebo nedostačující~~

IV. Formální stránka: 1. Odpovídá všem stanoveným požadavkům
2. Obsahuje drobné formální chyby
~~3. Nesplňuje některé zásadní požadavky~~
~~4. Nesplňuje většinu stanovených požadavků~~

VI. Jazyková úroveň práce: 1. Výborná
~~2. Velmi dobrá~~
~~3. Dobrá~~
~~4. Podprůměrná~~

VII. Náročnost zpracování tématu: 1. Velmi vysoká
~~2. Vysoká~~
~~3. Střední~~
~~4. Nízká~~

Vyjádření vedoucí bakalářské práce:

In her bachelor thesis, Eliška Kuklová explored the genre of young adult dystopian fiction in the novels of contemporary American writers. In the introductory part, dystopia is defined as a type of speculative fiction. The definition is based on relevant secondary sources (Claeys) that are properly cited. Looking back at the historical overview of the genre, the theoretical introduction deals with the foundations of utopian fiction (Thomas More, F. Bacon) and the period of the literary Enlightenment (J. Swift, D. Defoe) as a counterpoint to the modern 20th century era when the dystopian genre became prominent. In this theoretical chapter, the etymology of the term dystopia is explained, and types of dystopian literature are distinguished (noetic, based on philosophical thoughts or political ideas, and technical, based on specific methods, such as mathematical and scientific dystopias). A subchapter further concentrates on the dystopian genre in modern British fiction, defining the substantial elements of dystopian literature (repression of individuality, questioning religion, advanced technologies, and class distinction). Prominent British authors of the genre are enlisted (Huxley, Orwell, Golding, Burgess) and their major literary achievement further specified, with the use of appropriate quotes from the literary sources. The next chapter deals with American dystopias in the more contemporary context, mentioning authors such as S. Collins, C. McCarthy, J. Dashner, K. Cass). The chapter traces major differences between British and American dystopian fiction where contemporary American dystopias become centered on young adult readers and portray young heroines who define their identity overcoming difficulties and problematic tasks.

The core of the bachelor thesis analyzes the Divergent trilogy written by Veronica Roth in 2011-2013, describing the concept of the dystopian world and the established society in post-apocalyptic Chicago. Each social group (faction) is analyzed with respect to their roles and functions in the dystopian society. Motifs of surveillance, persecution, manipulation and political propaganda are mentioned as defining the dystopian genre in contemporary American YA fiction. Special attention is paid to the development and identity quest of the young heroine who is "labelled" as being divergent, i.e. an outcast or a potentially dangerous individual within the strategic social system.

The final chapter points out the importance of dystopian fiction for young adult readers from the authentic perspective of a young adult reader who can see the critical points of the media manipulation, advantages and potential dangers of living in specific parts of the world under control of various political regimes and the personal discoveries while growing up.

The bachelor thesis of Eliška Kuklová is very well written both in academic language and style. Eliška expressed her enthusiasm about the topic and stressed the importance of young adult reading in the way that young adults should be aware of their future expectations and possible threats that can be avoided. Apart from minor formal inconsistencies (a missing reference to the quote on p. 17) there are few grammatical errors occurring (15, 23, 35), otherwise the bachelor thesis is finely structured and elaborate.

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

Navrhovaná známka: výborně

Otázky k obhajobě:

1. Could you name examples of mathematic and scientific dystopias?
2. Why can Cormac McCarthy's novel The Road be classified as a dystopian novel?

3. What are the similarities, or differences between Tris and Katniss Everdeen (The Hunger Games)?
4. Where can the author's religious attitude be recognized in the Divergent trilogy?
5. What are "the similar issues" the reader can identify with in the stories of young adult dystopian fiction? (see BP, p. 44)

Podpis vedoucí bakalářské práce:.....

A handwritten signature in blue ink, appearing to be 'Aie', written over a dotted line.

Datum: 21. 7. 2022