Reviewers recommendation for overall mark: B

1. Evaluation of central idea, thesis, focus and purpose: B

2. Evaluation of organization, logic and arrangement: B

3. Evaluation of topic development, support and evidence: C

4. Evaluation of language, style, standard usage, citation and bibliographic standards: A

Comments and/or topics and questions for the thesis defence:
In her bachelor’s thesis, Jitka Modlitbová presents a comparative analysis of two works of modern American fiction – *The Catcher in the Rye* by J.D. Salinger and *The House on Mango Street* by Sandra Cisneros. In the first part of her thesis, she explores whether these two books can/should be considered as examples of the Bildungsroman genre. Her argument is soundly supported by referencing to secondary sources. However, in her effort to discover joint characteristic features and place these two books within the genre of the Bildungsroman (specifically one of its modern forms), the author shows certain inconsistency in pursuing her argument. In order to justify Salinger’s masterpiece as a template of the Bildungsroman, the author uses five different (and even conflicting) theories either questioning or advocating the book’s position within the genre. Yet, in her discussion on Cisneros’ book, a different set of four secondary sources is used. Hence, her argument lacks certain common theoretical platform that would unite and/or specify the assessment criteria thus allowing credible results of her comparative analysis.

In the textual analysis the author argues that although the two respective main characters come from different backgrounds and are of different gender, socio-economic status and ethnicity, their perceptions and experience of selected, molding aspects of life are to a great degree comparable. I find this second part of the final thesis well-organized, persuasive and efficiently supported by secondary sources, though I miss in it any direct and coherent link to the argument pursued in its first part.

I appreciate the author’s command of the language, organization, approach to literary analysis and work with secondary sources, although the degree of her own academic insight and interpretation hardly overshops the discourse brought in by secondary sources.