



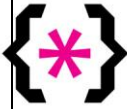
Katedra anglického jazyka a literatury
Posudek oponentky bakalářské práce KAJL UHK

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Studijní obor *Anglický jazyk se zaměřením na vzdělávání*
Historie se zaměřením na vzdělávání
Forma studia *prezenční*

Název práce (česky/anglicky) *Konflikt dvou královen v historických souvislostech /*
Conflict of Two Queens in Historical Contexts

Vedoucí práce *prof. PhDr. Bohuslav Mánek, CSc.*
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Kritéria hodnocení práce	Hodnocení A-F
Obsahová stránka	
Formulace cílů práce	A
Vhodnost využití primárních a sekundárních zdrojů pro podporu argumentace	C
Rozsah a hloubka vlastní analýzy, kritický přístup ke zdrojům	B
Interpretace dat a splnění cílů práce	B
Formální stránka	
Logická struktura práce	A
Úroveň jazykového zpracování	B
Dodržení bibliografických norem	B
Komentáře k hodnocení	
<p>The Bachelor's thesis by Kateřina Styblíková analyses the conflict of two queens – Elizabeth I and Mary, the Queen of Scots, in a broader historical context of powerful European countries of the 15th and 16th centuries.</p> <p>In the theoretical part the author starts with a general introduction of the political situation in Europe after the Hundred Years' War. The genealogy of both queens, which is clearly described in chapter 2, introduces the reader into the complicated positions both queens were in and the disputable claims both queens had for the English throne. Chapter 3 focuses more closely on the dispute and rising conflict of the two queens, delving into their family and religious background and their growing rivalry. The phases of the dispute are presented in a logical sequence, culminating with the period of Mary's house arrest and finally her trial and execution. Elizabeth's complicated relationship to Mary as well as her hesitation in taking the charges against the Scottish queen and her personal rival are described clearly. The only critical remark centres on the occasional confusion of words Christianity and Catholicism ("Christianity was reintroduced as the main religion", p.</p>	



31). The historical context is based on essential secondary literature by Woolf (2017), Wormald (1991), Hilský (2020), Abbott (2011) and McGurk (1999).

The value of the chapters lies in a solid compilation of facts related to the 15th- and 16th-century Europe. The author's interest in that particular period of history is apparent. She proves her skill of selecting relevant academic literature and compiling a highly informative paper. Furthermore, she is able to analyse, compare and contrast scholarly opinions on the topic.

Nevertheless, it would have been interesting to use authentic sources of the queens' correspondence mentioned in the thesis as some of the letters are freely available on the internet in an English transcription and translation. Mary's secret correspondence during her house arrest may have also been a valuable source. The process of decoding is described in articles on the internet, too.

The thesis is referenced appropriately, generally following a uniform style sheet; there are only some inconsistencies in the bibliography section. The language and style of the paper are performed on a high level, making the thesis a readable piece of a great informative value. There are occasional language errors (the use of articles) and a couple of typos (including the name of Elisabeth/Elizabeth); the abstract in the Czech language would need another proofreading as there are several language errors (Záměr je kladen na analýzu; Královnyn si v tomto období vyměnily stále více dopisů, ve kterých se chovali přátelsky, etc.)

In conclusion, the submitted thesis by Kateřina Styblíková meets the requirements for a Bachelor's thesis, and proves her knowledge of the topic and her skills of collecting relevant information from academic literature and compiling it into a logically built paper. The author has proved her skill of analysing, comparing and contrasting secondary sources.

Otázky k obhajobě

1) The bibliography section includes just one title from the list of secondary sources suggested in the Stag assignment (Zadání práce ve Stag). Why did you not use the rest of the titles? Why did you decide to use mainly secondary literature translated into or written in Czech?

2) Is there any particular fact you found interesting (or even fascinating), while carrying out your research?